ICT 4 THE ELDERLY

IO2 Training Manual

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Content

1. Introduction

Digital literacy refers "*to the awareness, skills, understandings, and reflective approaches necessary for an individual to operate comfortably in information-rich and IT-enabled environments*".[1] It is the ability to 'get around' safely and effectively in the new digital environment. Today our knowledge-based society requires it: a person has to effectively perform tasks in this digital environment. Being digital and information literate is crucial in order to participate in modern society, although not every citizen has the necessary means and resources to achieve these skills. Elderly are one of the most disadvantaged social groups in this aspect, due to knowledge/practice gaps, differences in technology uptake, complex product designs, and other factors such as lack of motivation and intergenerational communication.[2] Digital skills are also increasingly *required* for performing instrumental tasks, such as searching for contacts, medical help, measuring medical indicators in an e-health service, paying bills, taking part in democratic processes. To ensure that no one is left behind in today's fast-changing world driven by technological advancement, it is critical for global citizens of all ages to have a set of digital skills to live, learn, and participate in modern society.

Digital literacy also means that a person has to evaluate and apply new knowledge to reach out for new opportunities offered to him or her in the new digital environment. We live in exciting times: very first self-driving cars are being tested; smart homes are being built; artificial intelligence is changing almost every imaginable industry from health care to insurance, feeding on the operational data of customers. It is therefore necessary to learn how to embrace new opportunities that are offered to each segment of the population, but also, how to successfully manipulate around those that we do not wish to be a part of.

This Training Manual output, as a part of the project ICT4 the Elderly will aim to facilitate both aspects of the digital revolution: the overcoming of challenges that 'e-everything' might pose to an individual and the usage of the opportunities that the new technologies are bringing to the table. In this, it will focus on one of the groups that are threatened to be left behind by the advancements, focusing on creating a pathway for up-skilling the digital competences of individuals between the ages of 55 and 75. However, some progress has already been made in introducing the technological advancement to this group of elderly by many well-organised initiatives around Europe. This project wishes to take a step further and focus on those individuals that already gained a bit of knowledge in the basic digital skills area (which will be specified further on in this document). It will focus on using digital skills already gained more *intentionally*, performing digital transactions *comprehensively*, using smart tools and assistance for *improved wellbeing in ageing* and engaging in active digital collaboration with a goal of *contributing to the society*. In all of those aspects it will point out two additional

[1] Martin, A., Ashworth, S.: Welcome to the Journal of eLiteracy! JeLi 1(1) (2004).
[2] Acharya, K. R., Aging, E-literacy, and Technology: Participatory User-Centered Design for Older Adults' Digital Engagement. Journal of Literacy and Technology 16 (2) (2015).

aspects: *security and privacy* on the one hand, and *self-organisational needs* on the other. Security and privacy are two basic principles that need to be followed in all four dimensions mentioned in up-scaling digital skills, pointing out the existing alternatives to data protection, device protection and establishing overall secure transactions. Self-organisation possibilities offered by the new technologies on the other hand, enable the user to use all digital tools more effectively and efficiently, which is a competence again contributing to overall easement of life for every population group, not only the elderly.

Overall expected results achieved with the implementation of this learning strategy in the framework of the ICT 4 the Elderly project are improved awareness in terms of achieving overall digitally inclusive society, skills enhancement of the elderly and better direct integration of the elderly in modern society (*and* keeping pace with its most recent developments, embracing them more easily).

2. Aims of the Training Manual

General objectives

While the project's overall goal is to enhance the skills of the elderly between the age of 55 and 75, as well as make them ambassadors for transferring knowledge to their communities, this particular Training Manual aims to set grounds on which the project will develop content taught to the participants of the project

Developing of Training Manual shall be carried out by Simbioza with the help of all the other partners and will include a 30 hour face-to-face learning program.

Content of the Training Manual

The content of this Training Manual provides the basis for the development of the learning materials (used by educators in the organisations that deal with the education of elderly, as well as by elderly itself) and the Online Academy.

This learning strategy provides for the learning content of the ICT 4 the Elderly project, introducing:

Six competences areas

- (Intentional) digital communication
- Digital transactions
- Smart living for wellbeing
- Digital collaboration

- Security and privacy
- Self-organisation.

Two of these competences – security and privacy, self-organisation – will be **horizontally introduced into curriculums of the working sessions**, integrated into all 30 hours of the program through four other modules as so-called "golden rules" that should be followed in every spectre of advancing the digital skills through the curriculum.

Each of these competences is further deconstructed into ***five modules***, introducing three points, explaining the rationale behind and for the implementation of the module in the learning process:

Five modules

- Contents of the module
- Learning objectives
- Learning outcomes
- Learning scenario
- Evaluation

3. Target group

The programme is designed to target older adults aged 55-75 and over who have acquired basic skills in the usage of digital technology.

More specifically:
"Basic digital skills enable us to function at a minimum level in society. They are foundational skills for performing basic tasks, and there is growing consensus that basic digital functioning corresponds to a foundational literacy, taking its place alongside traditional literacy and numeracy (see 21st century skills figure below). Basic skills cover hardware (for example using a keyboard and operating touch-screen technology), software (for example word processing, managing files on laptops, managing privacy settings on mobile phones), and basic online operations (for example email, search, or completing an online form). Basic skills enrich our lives, enabling us to interact with others and access government, commercial and financial services."[3]

They will be selected based on a call for applicants. The minimum requirements are to be able to speak English, to travel and to be enthusiastic - to be the informal teachers and leaders in

[3] More information of the proficiency levels of the Digital Competence Framework for Citizens (2016) proficiency levels on: http://publications.europa.eu/resource/cellar/bc52328b-294e-11e6-b616-01aa75ed71a1.0001.03/DOC_1

their communities. These participants will have the role of project ambassadors during and after the project.

Progression

The progression of programme participants is demonstrated through activities where they show independent work (exercises, tasks) and advancement in knowledge.

Completion

Participants are expected to have successfully completed the training when they have:

- been active participants in the programme of the Pilot Training(s)
- prepared individual/ group products which demonstrate their transfer of knowledge gained in practice;

4. Framework for the competence training

Structure of the training

The structure of the training will consist of the learning scenarios that will be together with the learning materials presented to the learners through the Online Academy. The pilot training will enable the testing of 30 hours of training scenarios and materials, while Online Academy will involve more material.

Pilot Training

The training concept has to be adapted to the particularities and needs of our selected and tested groups on the pilot workshops. On pilot workshops the substantive parts of modules are verified along with all important issues related to content, coordination, level of knowledge of project's ambassadors, and special needs of the elderly. By carrying out pilot workshops, several pitfalls could be identified and avoided within the implementation of the trainings using our Training Manual and Online Academy. The weaknesses of the curriculum and specific modules, identified during pilot workshops, can be improved and adapted and in this way the modules can be finalized and completed so to be ready for the final stage of the project implementation.

Two pilot trainings with 12 people each will take place in Malta and in Berlin in March and April 2020.

Online Academy and Toolkit (Wikibook)

The Online Academy is an open and collaborative space where participants can find all the information of our training courses. The space itself should allow for the trainers and trainees to access and collaborate in the provided content (by uploading their own material, exercises, etc). This approach follows the example of Wikipedia (the collaborative space by excellency), as Wiki-like software and methodologies are excellent environments for such activities.

The Online Academy aims to be a place where classes are organised by different modules in a blended approach (face-to-face and online). Participants will have the chance to test the Online Academy during the pilots but also at home with homework and further readings on the topics learnt in classes. The Online Academy will have approximately 50h (30h of content to be piloted in face-to-face sessions and 20h of online work). Overall, the main principles of our ICT 4 THE ELDERLY online academy are the following:

1. All training material will be online and available before the beginning of every training period.
2. Following our training courses in Malta and Berlin, we will create dedicated mailing lists to communicate follow up activities of our courses to our participants (homework and home readings).
3. The online academy will be open to re-use from more trainees.

The preparation and evaluation of our training activities, as well as, the documentation and evolution of our training material and the online academy will consist of the ICT 4 THE ELDERLY toolkit. The toolkit (organised as a wikibook) will gather in one place all resources, learning materials, training activities, online academy and training manual. This resource will be structured as a guide on how to learn and use several ICT 4 THE ELDERLY materials. A first version of the toolkit will be available before the beginning of our training period in order to support the pilot activities.

5. Modules of the Competence Training

Competence Area 1: (Intentional) digital communication

DigComp Competence
COMMUNICATION AND COLLABORATION

Session 1: Communication

Contents of the module

- Digital tools that enable email correspondence, text and voice communication: Google account and Gmail

Learning objectives

- how to communicate with friends and relatives both through text and voice messages
- how to create a mail account
- what are the best practices when communicating and choosing a password
- how to use mail address to send and receive emails
- how to apply basic text formatting
- about spam and phishing and what to do to avoid them

Learning outcomes

- Participant is introduced to communication channels
- Participant is able to communicate with friends and relatives both through text and voice messages;
- Participant gains a basic understanding about what is meant by emails and chatting;
- Participant is able to create a mail account; knows the best practices when choosing a password; is able to use email account to send and receive emails; is familiar with basic text formatting; understands what is meant by spam and phishing and what to do to avoid them;
- Participant is motivated to discover new way of communicating online and is motivated to use online tools as a way of communicating

Learning scenario

- Introduction of evolution of communication through online video
- Presentation of advantages and usage of email account
- Discussion to address email account/mailbox/email address usage, benefits and advantages, as well as accessing them

- discussion to address correct and appropriate text formatting
- A presentation of bad externalities of mail (spam/phishing)

Evaluation

- Discussion through provided questions
- Quiz exercise
- assessment tasks

Session 2: Internet Telephony

Contents of the module

- Voice message digital applications through the internet - Internet Telephony

Learning objectives

- how to download and install a Windows application
- how to create a Skype account
- how to make voice and video calls over Skype

Learning outcomes

- Participant is able to download, install, use Skype and effectively communicate via Skype
- Participants are motivated to use internet telephony as one of their communication channels and discover new ways of communicating online

Learning scenario

- Presentation (slides) to support the learning process and guide discussion on the concept on online technology
- Practically setting up Skype account and a voice and video call
- Practically use the chatting function in a group

Evaluation

- Practical exercise: participants have to create a new Skype account and add some of their classmates as contacts so that can practice chatting/voice and video calling amongst each other.

Session 3: Advanced e-writing skills

Contents of the module

- Netiquette
- Different writing styles in online communication (email, social media, other channels)

Learning objectives

- To explain different approaches of style writing (email, social media, other channels)
- To present the usage of different online communication to address different groups or individuals
- To understand advantages of e-writing
- To regain feelings of confidence in using different styles in online communication

Learning outcomes

- The participant can engage in intentional communication using advanced writing skills, culturally appropriate language
- Participant can use different online communication style with active use of netiquette
- Participant understands internet slang

Learning scenario

- Guided discussion on the concept of netiquette
- Videos
- Interactive demonstration of using different style of online communications in pairs
- Demonstrate appropriate and inappropriate using of different style of online communication

Evaluation

- Participants have to use different style of online communication to interact among themselves
- Every participant has to make a post on social media

Session 4: Automatization in communication

Contents of the module

- Bots and Chatbots that enable communication
- AI user communication possibilities
- Bots and its role in social media and politics sphere

Learning objectives

- Provide a historical framework of Bots and AI in communications
- To provide understanding on how to recognise the different types of bots and what are their functions
- Teach participants to better interact with the AI machines
- Stimulate a critical opinion on the usage of bots and AI in communications
- To provide understanding on the impact bots have on social media and in the public opinion (like in politics)

Learning outcomes

- Participants are capable of distinguishing between different bots and other AIs in communication
- The participant is able to distinguish between bots and regular users and recognises the communication differences between both
- The participant is able to identify who to engage in online conversation with (e.g. when to engage with bots and when to prefer communication with humans)
- The participant is aware of the possibilities that artificial intelligence will bring to customer relations (e.g. one day we might communicate with booking agents that are machines)
- Participant is able to sustain communication with bots and other AIs (websites, platforms, etc)
- Participant recognises content created by bots on social media
- Participant is aware of the impact of bots in social opinion and political opinion
- Participants have a critical opinion that they know how to argument about Bots and other AI in communications

Learning scenario

Part 1:

- Discussion with participants about bots and AI as a warm-up
- Presenting main concepts, functions and usage of bots, supported by slide presentation
- Presenting Chatbots
- practical activity: experiment with Mitsuku
- wrap-up and debrief and evaluation

Part 2:

- presentation of historical background of bots
- a group dynamic exercise to promote group discussion
- slide presentation on Wikipedia bots
- discussion on bots' impact on social media and popular opinion
- exercise to explore Wikipedia platform
- wrapt-up and debrief and evaluation

Evaluation

Assessment Tasks:

- Videos
- Assignments
- Ongoing evaluation
- Assessment (test/quizzes)

Golden Rules:

- Try to talk rational and avoid emotional content. Cleverbot doesn't have a great grasp of the emotional context that is necessary to understand human communication.
- Speak clearly and without misspells or typos
- Avoid slang and abbreviations

- Keep messages short and simple. Bots have a harder time understanding long and complex messages
- Try to keep you conversation short

Competence area 2: Digital transactions

Session 1: Online payments

Contents of the module

- Online payment transactions with tools available (PayPal, etc.)
- Online payment terminology
- Buy and sell options
- Consumer rights and return policies
- Safety tips (passwords, secure websites, scams)

Learning objectives

- To choose the most suitable online payment provider
- To understand different kinds of online payments (Paypal, credit card, debit card, …)
- To be aware of the importance of safety protocols when using online payment methods
- To be aware of consumer rights and different types of return policies
- To enable the learner to safely make purchases on the internet
- To raise awareness of e commerce and trading on the internet

Learning outcomes

- Participants are able to make online payments and are familiar with four main steps: (1) registration, (2) making an e-payment, (3) verifying payment and (4) acknowledging e-payment receipt.
- Participants are able to check Payment status
- Participants are using only strong and unique passwords and are making payments only through secure websites
- Participants are able to adjust their browser safety settings and are able to use the default firewall security protection on their computers
- Participants are able to actively participate in different online market sites - buying and selling different items.

Learning scenario

- A discussion with the lecturer and participants about their previous experiences with online payment, shopping and online payment providers
- A presentation on online payments system
- Interactive presentations of online payments and market sites
- Exercise on using an online payment provider and creating an account, afterwards using online shopping page (e.g., E-bay) to simulate online payment of one item of their choice

- A group discussion about the advantages and disadvantages of using online payments
- Videos

Evaluation

- Evaluation will be held through a special assignment: every participant will have to explore E-bay and to simulate online payment of one item of their choice

Session 2: E-banking

Contents of the module

- Understanding homepage and navigation through the bank site
- E-banking in national country of the participant
- Monitoring personal financial accounts
- Money transfer
- Safety tips (passwords, scams)

Learning objectives

- To teach about the most suitable E-bank provider
- To raise awareness of safety risks while using E-banking and to be able to avoid those risks
- To teach understand the advantages of online banking (from the comfort of their home, 24/7)
- To encourage feelings of confidence and self-efficiency while using E-banking services among the participants

Learning outcomes

- Participants are able to access e-banking services using an intelligent electronic device.
- To be able to use online banking facilities 24 hours a day
- Participants are able to transfer money to other accounts
- Participants are able to print the receipt of their transaction.

Learning scenario

- Videos
- Interactive demonstrations of homepage and navigation through the bank site
- Lecture on advantages of E-banking and safety tips while using it

Evaluation

- Every participant has to successfully log in to the bank site and make an online transaction of their money to another bank account.
- Every participant has to check and print account balance.

Session 3: Most suitable product and service

Contents of the module

- Technical understanding of mobile devices (incl. components)
- access and services (e.g., mobile internet connections)
- Methods and Materials to identify the needs of a person
- Resources to find the right products for people's needs.
- User reviews, ratings and comments

Learning objectives

- to provide an introduction to a demand based approach of recommending products and services
- to discover the variety of individual requirements, needs and interest
- to present methods and materials to identify individual conditions, needs and interests
- to exercise interviewing a person to identify their needs and requirements

Learning outcomes

- The participants are able to do research / gain reliable information a different products and/or services
- The participants are able to compare products or services (relation of price, performance, quality)
- The participants are able to explain the pros and cons of a product or service to persons without or low technical understanding
- The participants are able to identify their demands and needs
- The participants are able to use different online-shops and tools to find a proper device or service

Learning scenario

- In the first part of the session, methods that help to identify individual interests, needs and conditions are presented
- The second part focuses on raising technical understanding and methods to find and compare suitable products (with key characteristics introduced - size, weight, technical configuration etc.)
- The trainer will provide the hints on where and how to search the internet platforms for a suitable product for a learner (participants)
- In the third part, the participants will create a selection of devices, applications etc. that will match their or others specific needs
- The participants will recommend individually best suited product or service to other participants

Evaluation

- practical exercise: recommendation of suitable products
- wrap up session (group-discussion and debriefing)

Session 4: E-taxes

Contents of the module

- e-Tax preparation
- e-Tax transmission
- Personal Identification Number - security
- Understanding of personal e-taxes system benefits and disadvantages

Learning objectives

- Participants will understand the general objectives of e-taxes
- Participants will be able to use e-taxes to calculate the amount of tax owed
- Participants will be able to find important information about electronic filing on the Internet
- Participants will understand the basic advantages of using e-taxes (increased accuracy and ease of use)

Learning outcomes

- Participants will be able to make their tax preparation (needed to compute and report the tax)
- Participants will be able to transmit tax returns electronically
- Participants will understand the importance of safety when preparing, transmitting and returning e-taxes

Learning scenario

- Introduction of concepts through discussion about e-taxes
- Presentation of advantages/disadvantages of the online tax payment system
- Assignment - the participants will make a plan on how to arrange their online identity
- Debrief session and evaluation

Evaluation

- Practical exercise: participants will have to electronically compute and report the tax
- Participants will take a short quiz about basic e-taxes concepts

Competence area 3: Smart living for wellbeing

Session 1: Smart tools and assistants

Contents of the module

- Voice assistants, voice recognition
- Wearables
- Smart Home devices
- Robots (Roomba Vacuum cleaner, Pepper Robot etc.) as a way to overcome physical difficulties
- Usage possibilities, convenience, dependencies, risks

Learning objectives

- Age-appropriate assistance solutions.
- Enhance the understanding of how the technology works
- Awareness of different application areas (Healthcare, Safety, Comfort, Access …)
- Identify use cases for elderly people

Learning outcomes

- Capable to introduce into the topic "IoT for seniors" (AAL)
- Familiar how to use IoT devices and assistive technologies
- Understand the benefits and "dependencies" from assistant technologies
- Able to identify personally suitable use cases

Learning scenario

- Introduction to functionalities of Smart tools and intelligent personal assistants
- Using voice assistant device for practical tasks
- Raising awareness about the security issues and data privacy when using smart tools and intelligent personal assistants

Evaluation

- Video or/and slideshow presentation
- Engaging tasks
- Discussion about opportunities, challenges and risks

Session 2: Accessibility

Contents of the module

- The complexity of User Interfaces
- Conventional User Interfaces design "one-size-fits-all" (which ignores all the accessibility requirements of older adults)
- The need for user interface adapted to different kinds of elderly impairment (visibility, sound and touch)
- Smart applications adapted to different kinds of elderly impairment
- Accessibility across the entire system lifecycle; Inclusive design of smart cities, smart buildings and smart environments

- Interaction-driven accessibility (touch screens, dynamic visualization)

Learning objectives

- Participants will understand what web accessibility means (that websites, tools, and technologies are designed and developed so that people with disabilities or elderly people can use them)
- Participants will understand that making the web accessible benefits individuals, businesses, and society

Learning outcomes

- Participants are able to choose the most suitable Interface in regards with their age-related impairments
- Participants are able to choose the most suitable applications for their age-related impairments
- Participants are able to adjust (Interface, App) settings in regards with their age-related impairments

Learning scenario

- Videos
- Interactive demonstrations
- Touch screens

Evaluation

- Practical task: participants must find and successfully use smart applications in regards with their age-related impairments
- Participants answer a short questionnaire to evaluate the form and the content of the session.

Session 3: Future developments

Contents of the module

- Concepts of Smart City, IoTs, VR/AR, AI
- Usage of new developments for healthy living (e.g., Smart watch, Health apps)
- Smart home technologies to assist older people and to retain their independence as much as possible
- Smart devices that can help and guide the elderly through their everyday tasks
- Usage of online social services which enable older people, their families and friends to communicate and coordinate different activities in online and real life

Learning objectives

- To be aware of different smart home technologies that can assist older people to continue to live at home with safety and independence
- The importance of promoting independence, health, well-being and quality of life in older adults
- To empower older people to participate in social networks and to decrease the feeling of isolation
- Wellness monitoring of a rapidly aging population in developed countries

Learning outcomes

- Participants will be able to understand the concepts of Smart Cities, Smart Homes and smart devices and to understand the benefits of this development in general (which are beneficial for older adults, but also their families, caregivers and society in general).
- Participants will be able to use smart technologies in intelligent homes and cities.
- Participants are able to connect themselves in Smart City and/or Smart Home systems.
- Participants will be able to gain important information gathered from smart applications and solutions, such as detection of health emergencies, early disease detection, professional advice on routine lifestyle, health status monitoring and help in treatment prescription

Learning scenario

- Video and interactive presentations of Smart Homes, Smart Cities and smart technologies used in them.

Evaluation

- Evaluation consists of using at least two different smart apps or two smart devices designed for improving the quality of lifestyle for the elderly.
- Group discussion

Competence area 4: Digital collaboration

DigComp Competence
COMMUNICATION AND COLLABORATION
DIGITAL CONTENT CREATION

Session 1: Online opportunities

Contents of the module

- New developments in the field of digital collaboration and online communities
- Networking and entrepreneurship online
- New online opportunities to have an income or financial support to develop own ideas and projects
- Online campaigns and fundraising
- The donation culture, wikinomics and other models
- Personal branding

Learning objectives

- Teach about the importance of being a part of an online community in order to seize new opportunities
- Explain how the market is changing and how online opportunities can facilitate entrepreneurship and personal branding
- Provide understanding and recognition of online opportunities to finance own ideas and projects
- Teach about the new ways of being entrepreneurial
- Teach about how to run a fundraising campaign online
- Present different economic models like the donation culture and the wikinomics, among others
- Teach participants on how to improve their personal branding skills

Learning outcomes

- Participants understand the skills and competences they need to develop in order to successfully work with an online community
- Participants are capable of recognising online opportunities to create an income
- Participants understand new economic opportunities online (patrons, crowdfunding, subscriptions, investors, etc)
- Participants know platforms like youtube, kickstarter, Indiegogo, GoFundMe**,** etc to support their projects and products
- Participants know how to run a fundraising campaign
- Participants understand new economic models (donations, premium services, wikinomics, among others)
- Participants know how to boost their personal branding skills and their brand

Learning scenario

- Participants share their experiences about online buying/selling
- Participants try to imagine how could they earn money online
- Participants try to define what means to be online entrepreneur

- Participants are encouraged to discuss freely their perceptions of how it is possible to be entrepreneur on the internet
- Participants are explained what is online entrepreneurship, how it can help them, how the internet is creating everyday new ways to be entrepreneurs
- Participants are explained to the importance of being a part of a collaborative online community in order to seize new opportunities and to understand how the market is changing
- Participants are explained to how online opportunities can facilitate entrepreneurship and personal branding
- Participants are encouraged to explore Youtube freely and according to their personal likings, find channels or artists they would like to follow or subscribe
- Participants are presented to other economic models frequently used by online entrepreneurs and companies
- Participant are presented to introduction to the culture of new digital tools for fundraising

Evaluation

- Assessment Tasks
- Assignments
- Ongoing evaluation
- Assessment (test/quizzes)
- Feedback exercises
- Questionnaire

Golden rules:

- See how other people are doing the things you are trying to do. Do a solid research before.
- When you create your project page, keep in mind it is the "showroom" of your idea.
- know exactly who is your audience/target group and adapt the language and discourse
- Drive your campaign daily. Once your campaign is online, it needs frequent updates
- Tell people what you'll do with the money you are asking for. Be transparent.

Session 2: Create in a group – resources and mobilisation

Contents of the module

- Creating and working in online communities and groups
- Intentional communication for collaboration
- Resources used for working in online communities and groups (e.g., reviews functions)
- Creative Commons Licences and other possibilities to work with established resources
- Wikipedia and other Wiki platforms

Learning objectives

- Support the use of digital technologies for intentional communication in day to day life
- Enable learners to realise and develop their intentional communication skills

- Use free and open digital technologies to develop intentional communication practices and habits
- Demonstrate critical thinking around intentional collaboration in various social and cultural environments
- Explore methods of online collaboration in small-group activities to learn from each other and support an intentional communication culture
- Cases of intentional communication online: the Wikipedia example
- Provide a historical framework of copyleft and free licences
- Promote the understanding and use of Free licences as a tool for evolving copyright
- Provide guidance to use the Creative Commons licences framework in real life scenarios

Learning outcomes

The participant is able to:

- Recognize the general culture of the online community and engage in it effectively
- Describe the background, history, features and steps of intentional communication and collaboration in relation to the web culture
- Create and work in a group of like-minded individuals/individuals with a similar goal/interest
- Add, edit and engage with information in those groups (e.g., review functions)
- Identify diverse understandings of copyleft and free licences
- Examine the different goals within the copyleft licenses
- Demonstrate copyleft and free licenses use in different contexts
- Analyze the importance of copyleft and free licences in the field of non-formal AE training
- Describe the policy framework for copyleft and free licences in the EU
- Examine the use and advantages of copyleft and free licences in different educational environments
- Create in a group like in Wikipedia
- Explore the good practices of intentional communication

Learning scenario

- Participants share their previous experiences on collaborating online
- Participants share their experiences on contribution in online communities
- Participants are encouraged to discuss freely their perceptions of how it is possible to collaborate online
- Participants are invited to explore close collaboration and intentional communication models
- Participants are introduce to the intentional collaboration in the workplace and the collaborative note taking methodology to optimise meetings and team work flow
- Participants are introduced to quick but comprehensive step by step tutorial on how to write minutes of meetings
- Participants are getting familiarized with online collaboration tools (e.g., EtherPad, FramaPad, etc.)

- Participants discuss if they read articles on Wikipedia and when was the last time they had to search for an image online to use in a document they were developing and if the image was free to use
- Participants are introduced to some very known success examples of mass online collaboration like Wikipedia, Wikimedia, the Recaptcha, the open and free licenses movement and the creative commons
- Participants are encouraged to discover with a hands-on approach (learning by doing methodology) to explore the Wiki page as a collaborative space (the "edit" section)
- Participants are encouraged to explore how they can too be part of the community and how they can upload their own material
- Participants reflect on the positive and negatives outcomes online collaboration can have
- Participants are introduced to on how to contribute in such platforms and still keep the authorship of the content they create
- Participants are presented a brief historical review of the open and free movement as the evolution of copyright and an alternative "some rights reserved" licensing system to the default "all rights reserved" copyright system
- Participants are knowledgeable of the open and free licenses as part of a much bigger movement and to be motivated in usage of the Creative Commons licences framework in real life scenarios .

Evaluation

- Assessment Tasks
- Assignments
- Ongoing evaluation
- Assessment (test/quizzes)
- Feedback exercises

Golden rules:

- Choose a license for what you created and share it with the community.
- Encourage team members to speak up and to disagree (it brings new points of view)
- Make the final decisions in a group and move forward
- Set clear objectives
- Always give a reason for what you are asking others to do (avoid at all costs the "because I said so..." arguments)
- Keep your communication simple, clear and short
- Be careful with Toxic people and Troublemakers in your team or in the community
- Use the right tools for information sharing

Session 3: Active Citizenship

Contents of the module

- E-voting
- Participation and communication with institutions, online dialog, online deliberations,
- Wikipedia culture and practice as an example of a place of digital citizenship

Learning objectives

- Provide a historical framework of online citizenship/ netizenship
- Teach participants to better interact - communicate with E-government platforms
- Understand the importance of voting online
- Stimulate a critical opinion on the E-voting
- To understand the impact of E-government and E-voting on citizenship

Learning outcomes

- Recognise the opportunities for online services to bring to personal expression (e.g., propose new services, suggest changes, expression of opinions, etc)
- Recognise the importance of voting online and knows how to vote online
- Understands the opportunities and communicating with institutions for online participation (strengthening citizenship online)

Learning scenario

- Participants are encouraged to discuss and define the concepts of citizenship, social and community engagements and civic awareness
- Participants are encouraged to discuss the principles on becoming active citizens in the online world (netizens)
- Participants are led into discussion in order to get familiarized with common understanding of the foundational principles for effective communication in a digital community
- Participants are introduced into existing e-voting system via video materials and FLOSS movement where citizens are invited to collaborate with the coding of the platform they will use for voting
- Participants are challenged to see the online world as a place to also be active citizens
- Participants are presented to how e-governance works and the benefits of bringing more and more services online
- Participants are encouraged to express opinions on bringing the citizenship to the digital world

Evaluation

- Assignments
- Ongoing evaluation
- Assessment (test/quizzes)
- Feedback exercises

Golden rules:

- Never share your passwords
- Do not use a computer to harm other people
- Do not spread ideas of hate or discrimination
- Think about the social consequences of your actions
- Respect and transparency to create trust
- Protect data and privacy - use the right tools to check what data collected on you & how they are protected

- Educate people, make other people understand; help people make their own free choices
- Empower people : give them the tools so they can do it themselves

Session 4: Explore – into action

Contents of the module

Explore cultural and natural heritage everywhere

- Information tools
- Navigation tools
- Mediaguides (Types, Registration, Usage)
- Gamification: paper chase with digital tools

Learning objectives

- Raising awareness of tools and services
- Foster information skills
- Facilitate mobility (orientation, finding locations, get there by using public transport)

Learning outcomes

- Teach how to identify personally interesting cultural or natural sights, events …
- Present how to find specific locations by using navigation tools
- Teach how to use digital tools and services (gudes) for visitors in museums, cities, cultural sights etc.

Learning scenario

- Participants are asked to talk about apps they use while traveling and their experiences in using media guides (e.g., in a museum).
- Participants are introduced to the functionality and how to handle different media guides
- Participants are divided into teams to plan a discovery tour for one of four different target groups
- Participants visit and discover a sight / attraction in the city where the training takes place using digital tools and services
- Participants evaluate the digital guide they use in different categories (easily accessible, easy to use, usefulness)
- Participants are led into discussion on how they evaluate the potential and limitations of digital and virtual instruments for themselves and for other target groups like elderly and people with limited mobility

Evaluation

- Assignments
- Ongoing evaluation

- Assessment (test/quizzes)
- Feedback exercises

Competence Area 5: Security and privacy

DigComp Competence
SAFETY

Session 1: Secure transactions during every unit

Contents of the module

- Protecting devices
- Protecting personal data
- Protecting health, wealth and well-being

Learning objectives

- Participants are presented the topic of secure transactions in each sections of the four previous modules
- Introduce internet scams to the participants with the goal for them to recognize them while using Internet
- Teach the participants to manage with personal information through safety protocols
- Teach the participants to secure personal data and information

Learning outcomes

- Participants are able to establish secure transactions in every unit throughout four previous competence areas
- Participant will understand how to avoid internet scams
- Participants will know safety protocols for managing personal information
- Participants will know how to secure personal information

Learning scenario

- Videos
- Interactive demonstrations
- Participant are encouraged to discuss the explained terms of internet security, personal data security, information security, internet abuse, internet scams
- Participants are engaged in different tasks where they have to search and present the internet scams they find online to other participants

Evaluation

- Assignments
- Feedback exercises

Session 2: Alternatives for privacy

Contents of the module

- End-to-end encryption applications
- Advantages and disadvantages of these applications
- search engines
- browser settings
- Messenger
- secure passwords, organize accounts / pw

Learning objectives

- To introduce to participants the viable alternatives to the mainstream ways of communication

Learning outcomes

- To be able to identify participant's own level of comfort when it comes to private information sharing
- To be able to select a proper tool/app as an alternative to the mainstream way of communication
- To be able to identify the users with similar interests in protecting privacy and offer them alternatives for communication with the participant
- To be able to use alternative tools/apps for everyday communication

Learning scenario

- Participant are led to discussion regarding the term digital footprint
- Participant are encouraged to discuss their views on disclosure/sharing of their personal data
- Participant are encouraged to share their knowledge on specific safety setting they are familiarized with or how to use them
- Participants are introduced to personal data sharing concept (disclosure of personal data, benefits of personal data disclosure)
- Tech talk - safety aspects of web browsers (settings, alternative browsers), cookies, cache, search engines (mainstream and alternative), messengers (mainstream and alternative), ISP (public, private),VPN, security (safe passwords, key cards, Remember a Sentence)

Evaluation

- Assignments
- Feedback exercises
- Role play

Competence Area 6: Self-organisation

Session 1: Tools to back-up data and documents

Contents of the module

- Tools that enable backing-up data and documents (e.g., Google Drive, Dropbox, HD, USB)
- Advantages and disadvantages of backing-up data and documents
- Different types of data - different types of backing-up
- Security of backed-up data

Learning objectives

- Participants will be able to understand why data storage, backup, and security of data are important

- Participants will be able to understand data storage, backup, and security methods for data
- Participants will be able to understand best practices for research data storage, access control, migration to newer storage media, and security of research data
- Participants will be able to identify an approach to creating a data storage, backup, and security plan according to their needs

Learning outcomes

- Participants will be able to understand that there are different types of backup operations which you can implement to safeguard your data: full backups, incremental backups, differential backups, mirror backups and online/remote backups.
- Participants will be able to understand that data loss is an emerging threat but there are certain procedures that can mitigate it.
- Participants will be able to understand that backed-up data should also be properly secured.
- Participants will be able to get familiar with free and payable back-up services.

Learning scenario

- Interactive demonstration of different types of data backing-up.

Evaluation

- Evaluation consists of successfully backing-up different sorts of files.

Session 2: Tools for sharing and collaboration

Contents of the module

- The concepts of e-sharing and e-collaboration: main types and tools, key characteristics
- Tools that enable sharing and collaboration in documents (e.g., Cloud, Google Documents, Google Spreadsheets, Google Presentations, Asana, Basecamp, Doodle, Slack etc.)
- Advantages and disadvantages of using those alternatives
- Ethical, security and copyright issues of online sharing and collaboration

Learning objectives

- Participants will understand how the usage of various online collaboration and sharing tools, can improve their learning, leisure and other social activities processes
- Participants will understand how technology redefines the idea of collaboration
- Participants will understand that having great online collaboration and document sharing tools can enable them to work and communicate together, regardless of their physical presence.

Learning outcomes

- Participants will be able to use participatory tools, project management tools and synchronisation tools

- Participants will be able to identify alternative tools to those presented in class after self-initiating the search for their preferential tool
- Participants will know how to set-up online collaboration tools and what settings
  must be considered
- Participants will know how to use online collaboration tools on mobile devices
- Participants will know how to use social media collaborative tools (blogs, forums, Wiki, etc.)
- Participants will know how to use online calendar system (introduction to different concepts, shared calendars)

Learning scenario

- Videos
- Team work
- Interactive demonstrations

Evaluation

- Practical exercise: creating accounts and project to Online collaboration platform (e.g., Basecamp, etc.)
- Practical task – calendar set up, collaborative 4:00 work