

# **EduWeb: Combating Digital Exclusion: Children educate digitally illiterate adults in safe and creative web**

(Erasmus+, Key Action 2)

## **O3A2: Educational material**

September 2017



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<b>Author</b>	Anastasia Economou, Cyprus Pedagogical Institute
<b>Contributions</b>	<i>Webbie</i> graphic creation: Doros Kakoullis, CPI Short educational courses: Dora Kakouri and students from Lykeio Aradippou

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## Introduction

### *Scope of the report*

The Intellectual Output O3A2, a report on the educational material for the purposes of the EduWeb project on adults' education on Internet use, aims to describe the approach that was followed to develop the educational material with the involvement of students as Young Trainers, to propose the training model to be implemented, as well as to provide the educational material to be used.

Based on the first deliverable of the project (OA1), the proposed EduWeb approach focuses on teachers, students and adults as the target audience, while it involves two training elements: *Process* and *Content*.

Based on this approach the educational material has been designed and developed to support:

- The needs of each target audience
- The content
- The process

The report describes the EduWeb approach of designing and developing the educational material, as well as the trainings needed so as to be able to develop the adult's training material by students. The report also refers to the pilot implementation with the case of the Lykeio Aradippou in Cyprus, from which an approach has been derived to be applied to more schools in all the participating countries. All the educational material is part of the report in the Appendices.

### *Structure of the report*

The report is divided into three main sections:

- Description of the approach followed for the development of the educational material
- Description of the training process
  - o Implemented training pilot for students in Cyprus and proposed approach for students' training
  - o Proposed approach for teachers' training
  - o Proposed approach for adults' training
- The educational material and guidelines to be used
  - o Material for teachers' training (booklet)
  - o Material for students' training (booklet)
  - o Material developed by students for adults' training (short learning courses)

## Development of educational material

The educational material development approach was based on the description provided through the EduWeb Output A1 and involved meetings with both the participating teachers and the students to undertake the role of the *Young Trainers for adults for the creative and safe use of the internet*.

Involving the training actors, from the beginning, in the development of the material to use for the trainings to deliver, ensures their better understanding of it as well as acknowledging their ownership of the trainings. Creating a sense of personal ownership is also thought to be crucial in constructivism, where learners are expected to learn in their own unique way (Garrett, 2011).

The design and development of the educational material involved two elements: *Process* and *Content*.

In terms of content, it covered the following areas:

- EduWeb approach and scope
- Digital literacy skills
- Adult learning
- Training young coaches
- Digital learning
- Creative and safe use of the internet
- Learning design for the development of short educational courses

In terms of the training process, the following steps are proposed for the EduWeb model:

- Teachers are trained on the EduWeb approach
- Students are trained to become Young Trainers for adults for the creative and safe use of the internet
- Students analyse the needs of their target audience and decide on the activities and short courses to develop
- Students adapt or create new learning activities based on the EduWeb guidelines
- Students implement the adults' trainings in workshops
- Students and teachers reflect on their work

## Description of the training process

The trainings involve the teachers, the students and the adults. For each group, different content and approach is to be applied. Relevant educational material has been developed to be used.

### *Implemented training case*

The training approach suggested by the EduWeb project is based on the case implementation of the Lykeio Aradippou (LA) in Cyprus (April-June 2017). The Lykeio Aradippou is the school involved in Cyprus for the development and implementation of the EduWeb model. The Cyprus Pedagogical Institute (CPI) designed and planned an implementation model for the school, which was implemented in collaboration with the school EduWeb team.

For that purpose, the following actions were decided:

- Adapt OA1 content with literature review and good practices in a teachers' training booklet (to be also hosted on the EduWeb learning educational resources platform)
- Design and deliver a small survey among the adults' community of the participating schools, in order to validate and identify the final content areas under focus for the adults' trainings. The survey is to be conducted by the students to be involved as Young Trainers for adults for the creative and safe use of the internet.
- Invite students who would be interested to take the role of the Young Trainers for adults for the creative and safe use of the internet.
- Train the students to become *Young Trainers for adults for the creative and safe use of the internet* on 3 areas:
  - o Creative and safety use of online technologies
  - o Adult learning
  - o Learning design and material development
- Prepare a Young Trainers' booklet with the material to be used for their trainings

- Guide and coach the students to prepare the lessons to deliver for the adults' trainings on the content areas identified (in booklets and digital form as ebooks, as well as to be hosted on the EduWeb learning educational resources platform)
- The students to deliver the trainings to teachers and parents within their school, to adults in the wider community and to groups at the Ministry of Education.
- The teachers and students to disseminate the material to other schools and students to be used.
- Further develop activities and short courses with the aim to cover all the content areas identified.

### *Proposed training approach and learning material for teachers*

The school teachers were firstly introduced on the scope of their work for the EduWeb implementation. During this phase, an action plan was also agreed to be followed with the aim to maintain the best possible results, acknowledging:

- The adults' needs, regarding content and learning styles
- The young trainers' involvement in the needs analysis and educational material development
- The teachers' support

In order for teachers to be able to prepare and support their students to become the *EduWeb Young Trainers for adults for the safe and creative web use of internet*, they first needed to have a clear understanding of the EduWeb critical elements and more specifically:

- Internet safety
  - o Safe and creative use of the internet
  - o Adult needs on the use of the internet and common dangers faced
- Adults education
- Training young coaches
- Digital learning
- Learning design (in case they will be involved in the development of new material)

A teachers' training booklet has been developed by CPI to support the teachers' training (Appendix 1). The booklet can be used as a reference through guided activities or as a self-learning tool.

The teachers who attended the first meetings were then called to transfer the EduWeb approach in their school setting, by training the rest of the school teachers, informing the parents, and educating the students. Following the awareness and training meetings with the school team, students were invited to submit their interest of becoming Young Trainers for adults for the safe and creative web use of internet. The school ICT teacher along with the CPI trainer, introduced the students to the programme and the scope of work. The work was taking place partly during the ICT lessons and during extracurricular hours within and outside school hours. Some meetings took place online. The CPI prepared a Students' training booklet to support the students' trainings and their work to be done (Appendix 2).

It is important to stress that the teachers' role through the whole process is mainly coaching and facilitating their students towards their role as Young Trainers. Coaching, as a modern approach of teaching and learning, can be effective in converting knowledge to skill and lead to transformative learning, if it is used successfully (Fazel, 2013). Students work collaboratively in smaller groups and share their work with the rest (f2f and on their online space). It is essential that students take the responsibility to identify the needs of the adults, design their action plan for the trainings to deliver and to be able to evaluate the implementation and the success of their trainings. The trainer and teacher give continuous guidance and feedback on students' work. The role of the teachers is critical, in order to have students develop skills as adult trainers for the creative and safe use of the internet.

Based on the LA case in Cyprus, the proposed EduWeb approach for teachers' trainings in order to train and coach EduWeb Young Trainers for adults for the safe and creative web use of internet is shown in table 1. It is expected that teachers to be involved in the EduWeb implementation are teachers with some background on digital online technologies. Taken that teachers' professional development time is quite limited among all the other duties they have, a training scheme was chosen that does not require too much time on their behalf and leaves more flexibility on the time and place for their own learning, while continuous support (with a training coach) is provided.

The proposed approach for the teachers' trainings follows a blended learning scheme, with an initial workshop (either f2f or online) during which the EduWeb model and its critical elements are presented and discussed, along with an activity for teachers to develop an action plan for the EduWeb implementation in their schools. During the course of the EduWeb implementation, the teachers will be supported either by school visits or by online communication (synchronous and asynchronous), as well as with reference to the continuously updated resources on the EduWeb portal. At the end of the implementation a final meeting (f2f or online) will take place so as all teachers involved share and reflect on their experience.

For the exploitation of the project, the existing training scheme and content could be developed as an online course (even a MOOC) to be offered.

**Table 1: Proposed approach for teachers' trainings in order to train and coach EduWeb young trainers for adults for the safe and creative web use of internet**

***f2f (or online) workshop***

- Introduction to the EduWeb model and its critical aspects
- Discussion of the scope of work
- Development of an action plan

***Implementation phase***

During the implementation phase the teachers follow the students' training model and they have:

- Continuous support (school visits and/or online)
- EduWeb teachers' community access
- EduWeb educational resources portal access

***Reflection phase***

After the delivery of the trainings with the adults, the teachers meet to share and reflect on their experience

*Proposed training approach and learning material for students*

In close collaboration with the school, the EduWeb Cyprus team, invited students to become Young Trainers for adults for the safe and creative web use of internet. The school ICT teacher along with the CPI trainer, introduced the students to the programme and their scope of work. The work was taking place partly during the ICT lessons and during extra curricular hours within and outside school hours, during which the ICT teacher and the CPI trainer were training the students. Some online meetings also took place, while the group work for the content of the lessons was done by the students during their free time with the support of their teacher.

The following meetings and activities took place, during this pilot implementation:

- First meeting:
  - Introduction to EduWeb and scope of work.
  - Parents' letters of consent

- Examples of the *Young Coaches for the Internet* work.
- Examples of educational material (eg Digitally Family- [digitallyfamily.com](http://digitallyfamily.com), Young Coaches for the Internet- [youngcoaches.pi.ac.cy](http://youngcoaches.pi.ac.cy))
- Reference to the [internetsafety.pi.ac.cy](http://internetsafety.pi.ac.cy) portal for information on Internet safety
- Naming their group “LA webbies”

The students were introduced to the EduWeb Cyprus team and to the project. They visited and discussed examples of educational material for adults and portals with material on the creative and safe use of the internet for their own reference.

- Second meeting:
  - Discussion of *DigComp framework* for content areas to cover (<https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework>)
  - Preparation of a survey (on google forms) to be delivered within the adults’ population in their school community for their training needs

The students visited the DigComp framework (Appendix 3) and discussed the areas of competences for a Digital Competent citizen developed by JRC (2016). They were asked to refer to this framework when designing their activities and the short courses for adults. They also discussed the EduWeb areas of content for the adults’ trainings (Appendix 4) and they agreed to run a survey within the adults’ population in their school community for their training needs, so as to verify or modify the EduWeb proposed ones.

- Third meeting:
  - Discussion of the survey results
  - Identification of the content areas to be covered
  - Formation of 4 groups with 2 members each
  - Assignment to each group one content area to decide on the aspect to be developed in a lesson
  - Discussion of adults’ characteristics and learning styles
  - Organisation of each group on how and when to collaborate to do the work

The students shared the results of their survey. They agreed on the areas that they would focus on based on these results for the adults’ trainings in their school community. They formed 4 groups (2 students in each one) and they decided on the area each group decided on the area and suggested the topic to work with. They discussed the adults’ learning characteristics to consider when designing their activities.

- Fourth meeting:
  - Presentation from each group of their first thoughts on the aspect they wanted to develop as a lesson
  - Discussion on the Learning Design elements (eg goals, activities, evaluation etc)
  - Finding examples (eg Digitally family)
  - Agreement on the format (to be also as ebooks) and timeframe
  - Formation of online space to host the work of the groups

Each group presented their initial ideas as follows: Group 1: Communication -Skype, Group 2: Entertainment – Youtube, Group 3: Shopping – Amazon, Group 4: Services - Banking, Group 5: eGovernment Services – Ariadne portal (this one was added since there was existing content prepared). They were presented and they discussed elements of learning design, such as the structure, what kind of description to include, what kind of assessment is needed, the format and the presentation of the information. It was also important to discuss the internet safety element and how to incorporate it in every lesson. The discussion ended in a template with guidelines to follow (Appendix 5).



- Fifth meeting:
  - Presentation from each group of their work and feedback from the whole team
  - Discussion of the “character to be used” – online meeting with graphic designer to give the character requirements – and decided on the name Webbie
  - Finalisation of their work

The lessons that the groups were developing were hosted on the shared space of the group and the students were getting continuous feedback. At this meeting they discussed the need of a “character” the EduWeb coach and his role. They defined the characteristics they were looking for, and they then had an online meeting with a graphic designer to describe it. Thus *Webbie -the EduWeb coach-* was formed (Appendix 6). For the finalization of their work a proof reading was also planned by a language teacher (Greek and English).

- Sixth meeting:
  - Decisions on the strategy of delivering the lessons (how many, to whom etc)

In this meeting the aim was that the students plan and organise the training to offer. They discussed the target groups and a timeframe. One aspect they also discussed was the training of other students from other schools so that they present the content and the implementation planning.

- Seventh meeting:
  - Reflection - After the delivery of the lessons

This meeting is planned after the implementation of the adults’ trainings.

This pilot implementation with the LA case, led us to the formation of the approach to propose for the students’ trainings to become the EduWeb Young Trainers for adults for the safe and creative web use of internet (see table 2), introducing 5 phases:

- Preparatory phase
- Training phase
- Development phase
- Implementation phase
- Reflection phase

At the same time, it led us to put all the material used in a booklet for the students’ reference.

It is estimated that for each meeting about an hour should be available, while for the development phase (depending on the age and experience of the students) about 10-20 hours should be planned.

**Table 2: Proposed approach for students’ trainings to become the EduWeb young trainers for adults for the safe and creative web use of internet**

***Preparatory phase***

- EduWeb presentation to the school community (teachers, students, parents)
- Invitation for students’ participation
- Parents’ letters of consent

***Training phase***

- 1st meeting:
  - Introduction to EduWeb and scope of work.
  - Examples of the *Young Coaches for the Internet* work.

- Examples of educational material (the ones that have been already developed)
- Reference to the [internetsafety.pi.ac.cy](http://internetsafety.pi.ac.cy) portal for information on Internet safety
- Reference to the EduWeb portal for the learning material
- 2nd meeting:
  - Discussion of DigComp framework for content areas to cover for the adults' trainings
  - Initiation of a survey to be delivered to identify adults' needs for the trainings (optional)
- 3rd meeting:
  - Discussion of the survey results (if applicable)
  - Identification of the content areas to be covered
  - Formation of working groups
  - Assignment to each group one content area to decide on the aspect to be developed in a lesson
  - Discussion of adults' characteristics and learning styles
  - Organisation of groups on how and when to collaborate to do the work
- 4th meeting:
  - Group presentations on their first thoughts on the aspect they want to approach as a lesson
  - Examples of already developed material (visit the EduWeb portal)
  - Decisions on whether they want to use already developed material (from the EduWeb portal) or whether they want to develop new ones
  - Discussion on the LD elements (if applicable)
  - Agreement on the work timeframe
  - Formation of an online space to host the work of the groups

#### **Development phase**

During the development phase the groups work independently, they share their work on their online space and the teacher give feedback on their work. If they decide not to develop new material they will describe how to use the existing material. They may have a couple of meetings, as necessary, so as:

- Each group present their work and get feedback from the whole team
- Groups finalise their work
- Students decide on the strategy of delivering the lessons (how many, to whom etc)

#### **Implementation phase**

During the implementation phase the students deliver the trainings to the adult groups and take notes of the self-evaluations. They keep a report of their offered trainings.

#### **Reflection phase**

After the delivery of the trainings with the adults, the students meet to share and reflect on their experience.

Educating young students to become trainers incorporates a variety of modern learning approaches aiming at the students' constructing knowledge on the subject matter, while at the same time developing the necessary skills to deliver and share that knowledge. Through an emphasis given both on *the process of learning* as well as the *outcome (product) of learning*, teachers are required to apply pedagogy that supports the students' active engagement in their own learning.

Working in groups under the teachers' coaching and facilitation, mutual learning on issues that are of interest to students, requires first and foremost their understanding on the issues, grasping the knowledge, and finally the ability to transmit the knowledge acquired to others. Through this process, students do not only acquire knowledge on the matter, but they develop at the same time significant competencies for their personal and social development, like: Collaboration skills, Ability to develop an action plan with objectives and activities, Problem solving skills, Reflection and self-evaluation, Communication, Sharing and dissemination of knowledge, and Cultivation of attitudes and values (Economou et al, 2013).

### *Proposed training approach and learning material for adults*

The educational material developed by the LA students, in the form of short courses for adults on the creative and safe use of the internet, assume that the students will deliver f2f workshops to the adults, following the structure of their learning designs. At the same time, the courses, in the form of booklets and ebooks will be used from the adults as references for further practice. All the courses will be also hosted on the EduWeb platform in the form of eLearning for further self-learning use.

The EduWeb Content Framework (Appendix 4) involves the following areas, based on a needs analysis for adults on the use of the internet:

- Communicate
- Be informed
- Entertain one's self
- Shop
- Protect one's self and others
- Create
- Resolve technical problems

Under each area, a number of topics are developed in short courses and activities, each one including the following basic elements:

- Presentation of the topic
- Learning goals
- Digital skills
- Tools to be used
- Introduction and explanation of each activity
- Tips (mainly on the safe use)
- Self-assessment

Each course also refers to the level of difficulty, so as adults can choose according to their initial level of knowledge and skills.

For the development of more material from the partner schools, a content matrix has been shared online for all the schools to fill in the areas and topics that their students would like to develop. Each partner school, will follow the suggested frameworks for schools, teachers and students, so as to develop the short educational courses to be developed and implemented.

It is suggested that the educational material development and use, includes 4 phases, taking into consideration the EduWeb eLearning environment and at the same time the adults' learning needs, as follows:

#### ***First phase:***

- Educational material as described above, in the form of short educational courses with references (such as videos, links etc) in pdf format (digital and printed versions) to be used as reference during and after the f2f training implementations to groups of adults', by the students.
- At this phase a short educational course will be also developed on how to use eLearning and specifically the EduWeb Moodle eLearning platform.

#### ***Second phase:***

All the educational material (i.e. the short courses in pdf format) will be hosted as separate downloadable documents on the EduWeb Moodle eLearning platform. Adults will be introduced to the EduWeb Moodle eLearning platform to access all available courses.

**Third phase**

- All the educational courses will be broken into L-mites (see Deliverable O2A2 - Definition and analysis of the specialized educational tools) and users will be able to create their own L-bundles to follow.

**Fourth phase**

- Users with access will create more L-mites to enrich the existing pool. Further exploitation ideas will be shared for the sustainability of the eLearning use.

## Educational material

The development of the educational material was based on the proposed training models as well as the descriptions of the deliverable OA1.

The educational material is adapted to the needs of each audience for both the content and its format.

The educational material for the adults was designed and developed from the students of the LA who were trained from the beginning in the learning design process. The LA students had already some experience on training adults through their involvement as *Young Coaches for the Internet*.

The students identified the areas to be tackled and they chose the topic under each area to develop as a learning design for their trainings for adults, based on a learning needs analysis survey they had conducted.



Through their EduWeb training to become Young Trainers for adults for the creative and safe use of the internet, the students went through the concepts of adults' education, digital learning, learning design and educational material development, creative and safe use of the internet, and finally their role as trainers. Their initial involvement in the design and development of educational material introduced them to further knowledge and skills, as well as the ownership of the whole adults' training process.


In this section, the educational material developed is presented, as follows:


- Teachers' training booklet (Appendix 1)
- Students' training booklet (Appendix 2)
- A reference to the DigComp framework by JRC (Appendix 3)
- The EduWeb content framework for the adults training on the creative and safe use of the internet with examples (Appendix 4)
- A template with guidelines for the learning design of the adults' educational courses (Appendix 5)
- *Webbie – the EduWeb coach* graphics in editable format (Appendix 6)
- Material developed by students for adults' training (an example of an educational course developed by the LA students) (Appendix 7)
- Reference to more examples of EduWeb short educational courses for adults, hosted on the projects eLearning portal at <http://eduweb-project.eu/index.php/en/courses-en>

## Appendix 1 - Teachers' training booklet

The Teachers' training booklet and its appendixes are hosted in the following link: [https://www.epimorfosi.ac.cy/eduweb/teachers\\_training\\_booklet.pdf](https://www.epimorfosi.ac.cy/eduweb/teachers_training_booklet.pdf)





**TEACHERS' TRAINING BOOKLET**


A resource for the teachers to support their students to become young trainers for adults for the creative and safe use of the internet

**EDUWEB**

**Combating Digital Exclusion**  
Children educate digitally illiterate adults in safe and creative web

September 2017

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This project has been funded with support from the European Commission. This publication reflects the views of the partners, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## Appendix 2 – Students’ training booklet

The Students’ training booklet and its appendixes are hosted in the following link: [https://www.epimorfosi.ac.cy/eduweb/students\\_training\\_booklet\\_en.pdf](https://www.epimorfosi.ac.cy/eduweb/students_training_booklet_en.pdf)








**STUDENTS’ TRAINING BOOKLET**

A resource to guide and support the Young Trainers for adults for the creative and safe use of the internet

**Combating Digital Exclusion**  
Children educate digitally illiterate adults in safe and creative web

Co-funded by the Erasmus+ Programme of the European Union



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## Appendix 3 – The DigComp Conceptual reference model

You can also find DigComp publication in the following link: <https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework>

### The DigComp Conceptual reference model

Competence areas Dimension 1	Competences Dimension 2
1. Information and data literacy	<p>1.1 Browsing, searching and filtering data, information and digital content To articulate information needs, to search for data, information and content in digital environments, to access them and to navigate between them. To create and update personal search strategies.</p> <p>1.2 Evaluating data, information and digital content To analyse, compare and critically evaluate the credibility and reliability of sources of data, information and digital content. To analyse, interpret and critically evaluate the data, information and digital content.</p> <p>1.3 Managing data, information and digital content To organise, store and retrieve data, information and content in digital environments. To organise and process them in a structured environment.</p>
2. Communication and collaboration	<p>2.1 Interacting through digital technologies To interact through a variety of digital technologies and to understand appropriate digital communication means for a given context.</p> <p>2.2 Sharing through digital technologies To share data, information and digital content with others through appropriate digital technologies. To act as an intermediary, to know about referencing and attribution practices.</p> <p>2.3 Engaging in citizenship through digital technologies To participate in society through the use of public and private digital services. To seek opportunities for self-empowerment and for participatory citizenship through appropriate digital technologies.</p> <p>2.4 Collaborating through digital technologies To use digital tools and technologies for collaborative processes, and for co-construction and co-creation of resources and knowledge.</p> <p>2.5 Netiquette To be aware of behavioural norms and know-how while using digital technologies and interacting in digital environments. To adapt communication strategies to the specific audience and to be aware of cultural and generational diversity in digital environments.</p> <p>2.6 Managing digital identity To create and manage one or multiple digital identities, to be able to protect one's own reputation, to deal with the data that one produces through several digital tools, environments and services.</p>
3. Digital content creation	<p>3.1 Developing digital content To create and edit digital content in different formats, to express oneself through digital means.</p> <p>3.2 Integrating and re-elaborating digital content To modify, refine, improve and integrate information and content into an existing body of knowledge to create new, original and relevant content and knowledge.</p> <p>3.3 Copyright and licences To understand how copyright and licences apply to data, information and digital content.</p> <p>3.4 Programming To plan and develop a sequence of understandable instructions for a computing system to solve a given problem or perform a specific task.</p>

Competence areas Dimension 1	Competences Dimension 2
4. Safety	<p>4.1 Protecting devices To protect devices and digital content, and to understand risks and threats in digital environments. To know about safety and security measures and to have due regard to reliability and privacy.</p> <p>4.2 Protecting personal data and privacy To protect personal data and privacy in digital environments. To understand how to use and share personally identifiable information while being able to protect oneself and others from damages. To understand that digital services use a "Privacy policy" to inform how personal data is used.</p> <p>4.3 Protecting health and well-being To be able to avoid health-risks and threats to physical and psychological well-being while using digital technologies. To be able to protect oneself and others from possible dangers in digital environments (e.g. cyber bullying). To be aware of digital technologies for social well-being and social inclusion.</p> <p>4.4 Protecting the environment To be aware of the environmental impact of digital technologies and their use.</p>
5. Problem solving	<p>5.1 Solving technical problems To identify technical problems when operating devices and using digital environments, and to solve them (from trouble-shooting to solving more complex problems).</p> <p>5.2 Identifying needs and technological responses To assess needs and to identify, evaluate, select and use digital tools and possible technological responses to solve them. To adjust and customise digital environments to personal needs (e.g. accessibility).</p> <p>5.3 Creatively using digital technologies To use digital tools and technologies to create knowledge and to innovate processes and products. To engage individually and collectively in cognitive processing to understand and resolve conceptual problems and problem situations in digital environments.</p> <p>5.4 Identifying digital competence gaps To understand where one's own digital competence needs to be improved or updated. To be able to support others with their digital competence development. To seek opportunities for self-development and to keep up-to-date with the digital evolution.</p>

## Appendix 4 – The EduWeb content framework for the adults training on the creative and safe use of the internet with examples

<b>Communicate</b>	activities	tools
	<ul style="list-style-type: none"> <li>- Email (...to an office)</li> <li>- Chat (...with someone abroad)</li> <li>- Talk online (...with their children)</li> <li>- ....</li> </ul>	<ul style="list-style-type: none"> <li>- Outlook</li> <li>- Viber</li> <li>- Facebook</li> <li>- ....</li> </ul>
<b>Be informed</b>	activities	tools
	<ul style="list-style-type: none"> <li>- Search for information on the web (...for gardening)</li> <li>- Read a newspaper/a magazine</li> <li>- Watch the news online</li> <li>- ....</li> </ul>	<ul style="list-style-type: none"> <li>- Search engines</li> <li>- Newspaper apps</li> <li>- You tube, media apps</li> <li>- ....</li> </ul>
<b>Entertain one' self</b>	activities	tools
	<ul style="list-style-type: none"> <li>- Watch a tv programme</li> <li>- Listen to music</li> <li>- Read a novel</li> <li>- Play a game</li> <li>- ...</li> </ul>	<ul style="list-style-type: none"> <li>- You tube</li> <li>- eBooks ....</li> <li>- apps</li> <li>- ...</li> </ul>
<b>Shop</b>	activities	tools
	<ul style="list-style-type: none"> <li>- Buy a ticket</li> <li>- Pay a bill online</li> <li>- Book a hotel</li> <li>- ...</li> </ul>	<ul style="list-style-type: none"> <li>- Websites</li> <li>- Mobile apps ..... (booking.com, skyscanner, amazon...)</li> </ul>
<b>Protect one's self and others</b>	activities	tools
	<ul style="list-style-type: none"> <li>- spam emails</li> <li>- fishing</li> <li>- virus</li> <li>- ....</li> </ul>	<ul style="list-style-type: none"> <li>- Antivirus</li> <li>- Filters</li> <li>- .....</li> </ul>
<b>Create</b>	activities	tools
	<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Picture</li> <li>- Photo album</li> <li>- ...</li> </ul>	<ul style="list-style-type: none"> <li>- Ppt, prezi</li> <li>- Photobox (... and other online apps)</li> <li>- Video editor</li> <li>- ...</li> </ul>
<b>Resolve Technical problems</b>	activities	tools
	<ul style="list-style-type: none"> <li>- Connect peripherals</li> </ul>	<ul style="list-style-type: none"> <li>- ....</li> </ul>



## Appendix 5 – A template with guidelines for the learning design of the adults' educational courses

### **Structure (vertical)**

- Activity Description
  - Short description
  - Category it belongs to
  - Topic under the category
  - Audience
  - Level of difficulty
- Learning Objectives
- Digital Competences (DigComp)
- What is needed (hardware, software, accessories)
- Time needed
- Before we start we need to ensure
- Similar applications
- Activities (step by step)
- Assessment (self-assessment)

### **Cross references**

- Tips: Risks / opportunities
- Videos and other resources

### **Presentation approach**

- Activities
  - Approach
    - Explain
    - Screen shot
    - Graphics (arrows)
  - Video (capture)
  - Language: First plural
- Overall
  - Character – Webbie
    - Per area Webbie (eg YouTube, Skype)
    - Per role (eg guidance, tips, questioning etc)

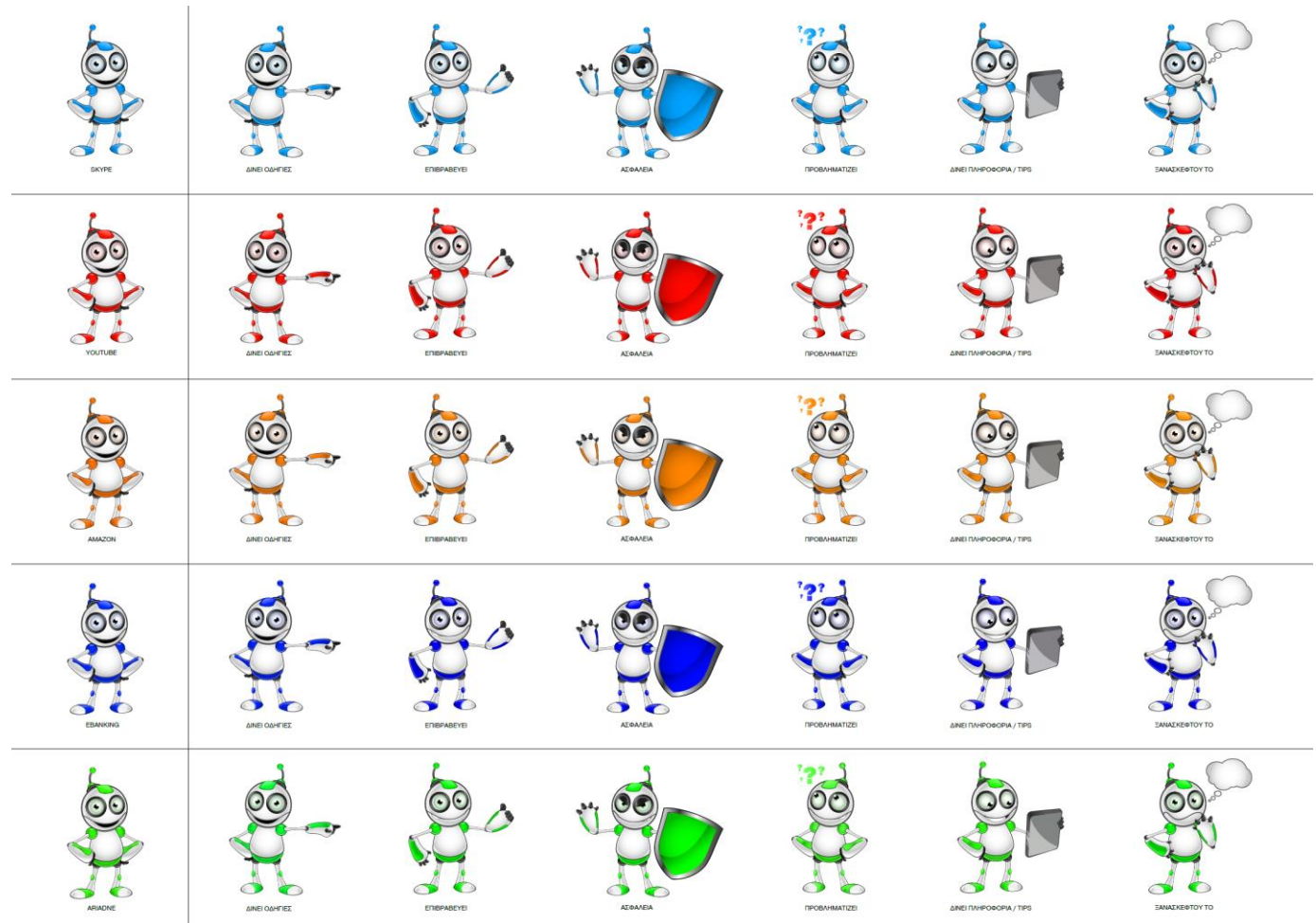
### **Aesthetics**

- Colors (EduWeb colors – green/orange)
- Different colors per category and topic

## Appendix 6 - Webbie: the EduWeb coach graphics


You can also find *Webbie* in editable format in the following link

<https://www.e-epimorfosi.ac.cy/eduweb/WEBBIE.zip>



## Appendix 7 - An educational short course example developed by the LA students (extracts)

More examples of EduWeb short educational courses for adults, as developed by the LA students are hosted on <https://www.e-epimorfosi.ac.cy/index.php?id=251&a=2>




**Category:** Communication

**Topic:** Skype

- Description:** Skype is an application that allows people to communicate with other people online, through text, voice, and video. Skype μπορεί να χρησιμοποιηθεί με υπολογιστή ή κινητό τηλέφωνο. Μέσω αυτής της μαθήσεως θα μάθουμε πώς να δημιουργήσουμε έναν λογαριασμό SKYPE και πώς να τον χρησιμοποιήσουμε.

3




**Learning Objectives:** By using Skype we will be able to:

- Remotely communicate using telephone calls between pairs of users as well as conference calling
- messaging and voice chat
- send files (photos, links, etc) to each other
- sharing screens

**Digital Competencies:**

- Communication and Collaboration




**What do we need:**

- Equipment: Any Personal Computer or smart device.
- Application: Skype
- Peripherals, accessories: Microphone, camera external or built in.
- Internet access

**Time estimated for account creation:**  
About 10 minutes

4






**Before training we ensure that trainee has:**

- the proper hardware and software.
- the basic computer skills.
- email account.
- the skills to create email account.
- Internet access.

**Similar applications:**

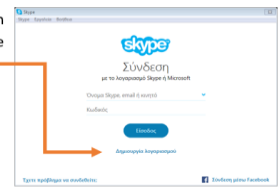
- Viber
- ooVoo
- Google Hangouts

5

**Skype account setup**

**Step 1<sup>st</sup>:** On Skype sign in screen, select Create New Account

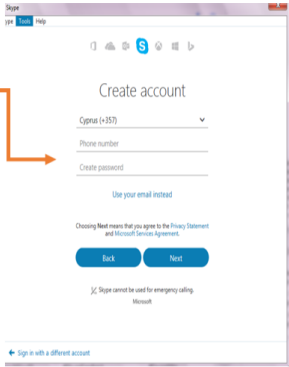


6

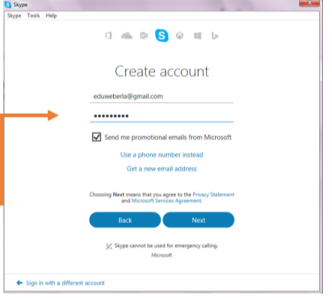
**Step 2:** In case of using your mobile number to sign up proceed with this step, otherwise proceed to step 3.

On the create account screen, select your country and enter your mobile number. Enter a password for your skype account using at least 8 characters (at least a symbol, a number and a letter) and select Next.


Make sure that you safe your password!



**Step 3:** If choosing to create a skype account using email enter your email address and password on the screen as shown on your right and select Next.




At this point you have created a Skype Account!!! Enjoy it!



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**Internet Safety Issues and Tips when using Skype**

- Store your password on a secure location.
- Do not let others know your password.
- Do not accept skype friend requests from strangers.
- Do not receive files without having them scanned with antivirus.
- Be aware when using your camera. Your camera might be hacked. It is recommended to have it covered when it is not in use by you.




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**Self-Assessment**

Check (✓) the option applied for you

Objectives	Yes	No
Have I installed Skype on my computer or smart device?		
I am capable to text others using skype?		
I am capable to send and receive photos and other files using skype?		
I am capable to configure and test my speakers, microphone and camera on skype?		
I am capable to videoconferencing using skype?		
I am aware of the potential threats when using <a href="#">skype</a> ?		
I can safely use skype and be protected from unwanted threats?		



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## Appendix 8 – Short educational courses (developed by the partner school students)

More examples of EduWeb short educational courses for adults, are hosted on the projects eLearning portal at <http://eduweb-project.eu/index.php/en/courses-en>

## References

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