



## Combating Digital Exclusion

Children educate digitally illiterate adults in safe and creative web

### STUDENTS' TRAINING BOOKLET

A resource to guide and support the 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**

### **O3A2: Educational Material**

## **Students' training booklet**

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## Introduction

This booklet aims to guide and support your work as a *Young Trainer for adults for the creative and safe use of the internet*. It will give you some important information on the EduWeb project, on what digital skills are, how adults learn and how to design educational material.



**Good luck!**

## What is EduWeb?

**EduWeb (Combating Digital Exclusion - Children educate digitally illiterate adults in safe and creative web)** is a European funded project that aims to educate adults on the creative and safe use of the internet. At the same time, it aims to enhance the cooperation between schools and educational institutions across Europe, in order to combat the digital exclusion of adults in terms of Internet use, by training students to be the young educators of the digitally illiterate adults. For that purpose, 5 countries participate in the project (Bulgaria, Cyprus, Greece, Italy and the United Kingdom), which is implemented between 1 October 2016 until 30 September 2018.

## What is an EduWebber?

An *EduWebber* is a young trainer for adults for the creative and safe use of the internet. The *Young Trainers* are trained so they construct knowledge and develop skills for the EduWeb model. They will also design and develop short educational courses on the EduWeb content.

## Who is Webbie?

*Webbie* is the EduWeb coach. He is taking different colors depending on the content area he is coaching and different postures depending on his role (see Appendix 1)

## Why should I become an EduWebber?

Becoming an *EduWebber* will give you the opportunity to extend your learning and skills not only in the area of digital technologies, but also in much broader areas of learning and transversal skills. More specifically:

- You will learn more about the opportunities and risks of the internet
- You will learn about how adults can learn
- You will be able to develop learning material
- You will use digital tools and develop further your digital skills
- You will collaborate with other students and teachers in your country and in Europe
- You will coach your parents, grandparents and other adults in the creative and safe use of the internet
- You will be certified as a *Young Trainer for adults for the creative and safe use of the internet*

## What do I need to learn?

The basic elements of the EduWeb model include:

- digital literacy skills
- learning design
- adult learning
- creative and safe use of the internet

## What are digital literacy skills?

Skills that are needed in the digital society. A Digital Competence Framework for Citizens (DigComp) has been developed by the European Union Joint Research Centre (<https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework>). The DigComp Conceptual reference model (Diagramme 1) describes 5 areas of competences (dimension 1) along with a number of competences within each one (dimension 2).

The 5 competence areas are:

1. Information and data literacy
2. Communication and collaboration
3. Digital content creation
4. Safety
5. Problem solving

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 <b>needs</b>, 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 <b>analyse</b>, compare and critically evaluate the credibility and reliability of sources of data, information and digital content. To <b>analyse</b>, interpret and critically evaluate the data, information and digital content.</p> <p>1.3 Managing data, information and digital content To <b>organise</b>, store and retrieve data, information and content in digital environments. To <b>organise</b> 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 <b>behavioural</b> 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 <b>licences</b> 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>
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 <b>customise</b> 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>

Diagramme 1: DigComp Conceptual reference model

## What is learning Design?

Learning design is considered to be the process to develop a lesson and design learning activities. EduWeb aims to have a number of learning courses with activities for adults' trainings. After a needs analysis of adults' digital literacy skills needs, the following 7 areas on the creative and safe use of the internet were identified:

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

In Diagramme 2, some examples of content are given within each area:

<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>

Diagramme 2: EduWeb areas of content with examples

## How do adults learn?

Adults usually learn when they need to accomplish a goal or tackle a problem which they are trying to find the solution to. Therefore, when trying to teach them, you need to be able to identify what they need. Giving them realistic problems in authentic situations will activate the need for learning. Moreover, teaching adults is more effective if done as an exercise, where they can instantly explore the new skills. Once they see what they can achieve it motivates them to continue. You should build on the adult's experience (negative or positive) on a subject aiming to build a positive attitude and outcome.

In addition, adults are better learners when you let them figure out possible solutions to their problems and take decisions by themselves. You keep them engaged and motivated to learn by giving them the autonomy they need. Lastly, when they are being taught, adults don't like people who instruct them; they prefer people guiding them towards a way to a solution.



Don't take for granted that adults have basic ICT skills. Explain to them basic concepts and make sure that they can easily access the device they use (e.g. make sure that the screen is bright enough and characters large enough for them to read).

### **Be patient!**

Enjoy the time you spend with your parents, grandparents and other adults that you work with.

## Where can I find information on the creative and safe use of the internet?

Digital and online technologies are very important tools in our lives. Building the knowledge and developing the skills to use the affordances of the Internet is essential, so as to avoid possible risks. You can find information about the creative and safe use of the internet, along with existing resources and tools such as videos, presentations, and tips to help you with your work in the following portals:

- <http://internetsafety.pi.ac.cy>
- <http://youngcoaches.pi.ac.cy>
- <http://www.cybersafety.cy>
- <http://saferinternet4kids.gr>
- <https://www.betterinternetforkids.eu>

## How can I design and develop my own learning activities and short courses?

The process to develop a learning activity refers to learning design. The EduWeb learning design approach complies with the guidelines in Diagramme 3.

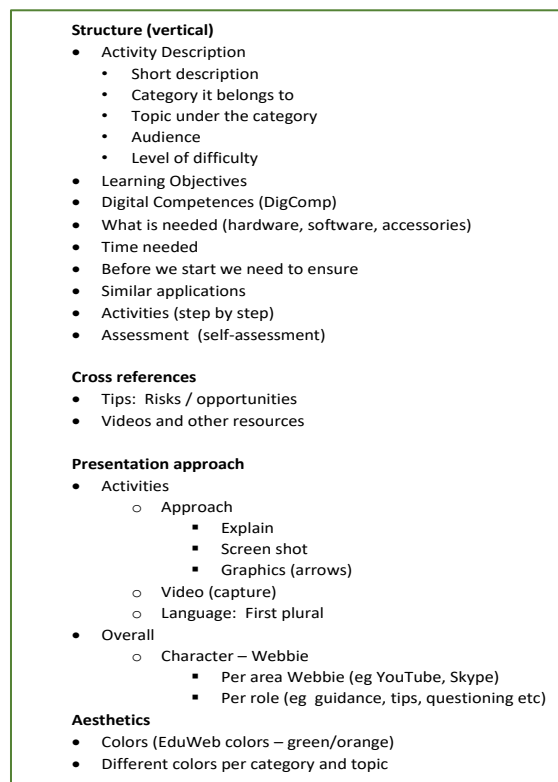


Diagramme 3: EduWeb Learning Scenario template

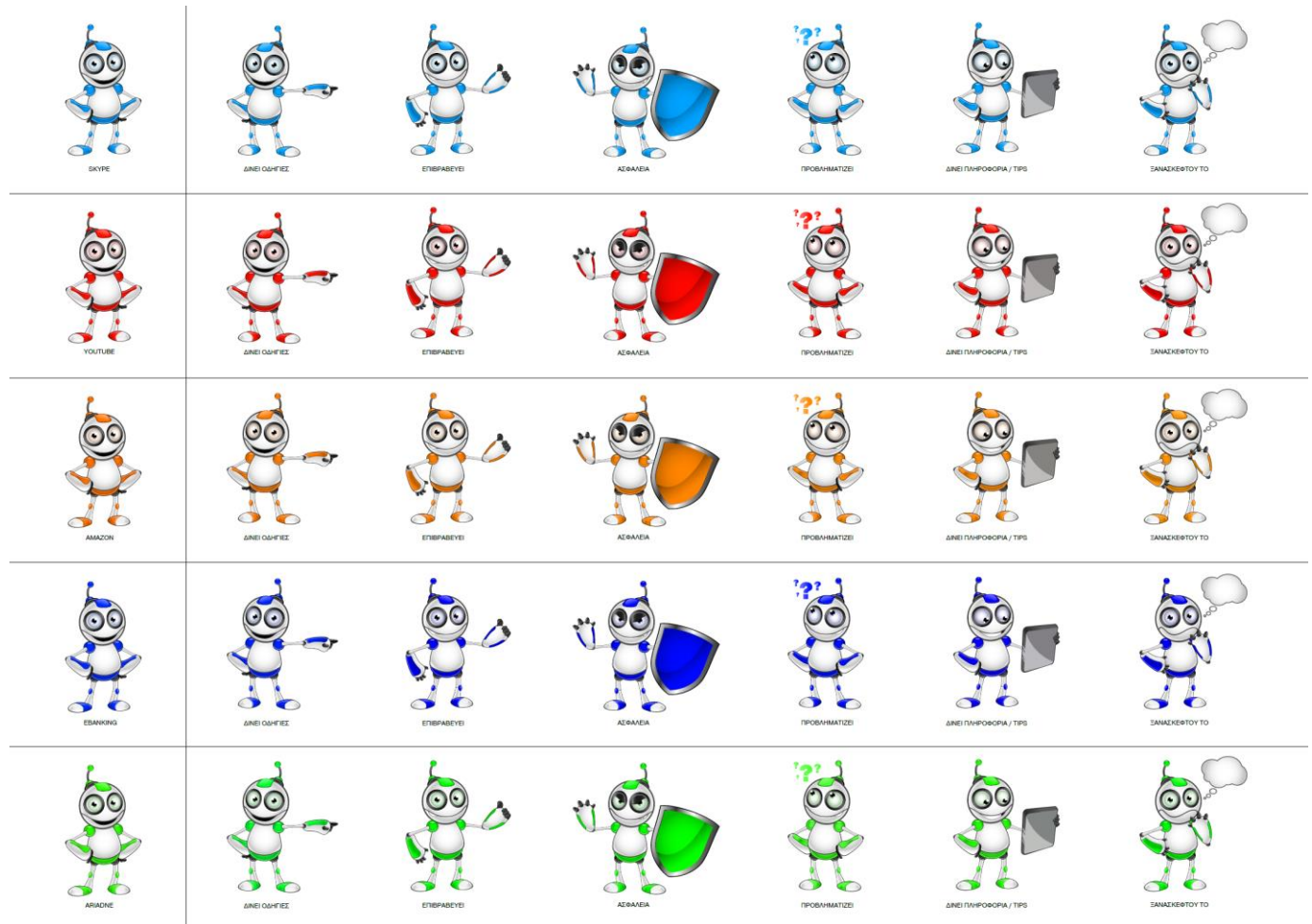
## Where can I find EduWeb educational activities and short courses to use?

Students from schools that participate in the EduWeb project developed educational scenarios that are available for all of you to use. In Appendix 1 you can find an example of an educational course that you can follow and use. You can find more educational activities and courses on the project portal <http://eduweb-project.eu/index.php/en/courses-en> in different languages.

## Appendix 1 - Webbie

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


<https://drive.google.com/drive/folders/0Bwacpv6CImj3RnhzTklUbm1wNzQ>





## Appendix 2 – An example of an EduWeb learning course

(developed by Lykeio Aradippou students in June 2017)




**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 can be used with on a computer or a mobile device such as a smart phone. Through this lesson we will learn how to create a SKYPE account and how to use it.

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**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 build in.
- Internet access

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

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**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:**

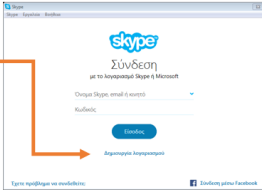
- Viber
- ooVoo
- Google Hangouts

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**Skype account setup**

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



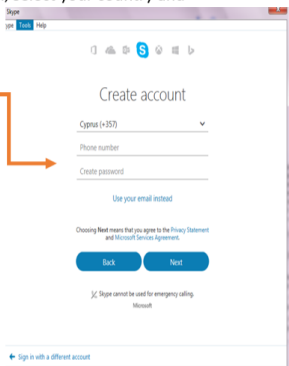
6



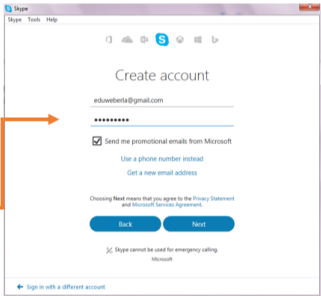
**Step 2:** In case of using your mobile number to sign up proceed with this step, otherwise proceed to step 3.

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 2</a>		
I can safely use skype and be protected from unwanted threats?		



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