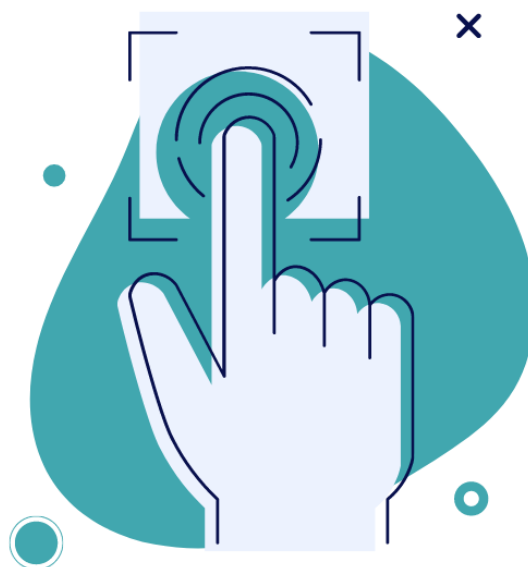# DIGITALISE ME

Upgrading Older Adults' Digital Competences to improve their social inclusion and development

IO2/A3: Trainers' Guidebook

LEAD PARTNERS: EMPHASYS CENTRE & RUTIS

DIGITALISE ME

PROJECT INFORMATION

PROJECT ACRONYM: **DIGITALISE ME**

PROJECT TITLE: **UPGRADING OLDER ADULTS' DIGITAL COMPETENCES TO IMPROVE THEIR SOCIAL INCLUSION AND DEVELOPMENT**

PROJECT NUMBER: **2019-1-PT01-KA204-060701**

SUB-PROGRAMME OR KA: **KA2 COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES**

PROJECT WEBSITE: **WWW.DIGITALISEME.EU**

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Introduction

Internet, social networks, digital media and smart devices in general have transformed in a relatively short period of time many aspects of people's private, professional and social life. The elderly in particular are at the highest risk of digital exclusion: they are lacking to a great extent the necessary digital skills to be able to be fully active and participative in civic and social life.

The acquisition of ICT and digital skills can contribute to address this social challenge by the adoption of ICT and digital technologies. Ensuring that older people have the opportunity to take an active part in the society is very important to make our societies more inclusive.

According to the Digital Education Action Plan by the European Commission: *"Digital competence is a part of the revised European Reference for Lifelong Learning which all citizens should have."*

Nonetheless, there is a large sector of the population, mainly people aged 65+, who did not grow in the so called Digital Era and have not acquired the necessary digital skills to be able to participate actively in society. Promoting their access to lifelong learning options that will equip them to do so, as well as extending the competences of educators and mentors working with them will be the main aim of the **DIGITALISE ME project**.

The DIGITALISE ME **project aims**:

1. To suggest innovative methodologies for educating and training older adults in order to improve their digital and ICT skills.
1. To improve the access of older adults to quality training and education by enhancing cross-sectorial cooperation at local level.
2. To upgrade instructional and educational competences of adult educators working with older adults by developing and deploying a blended training course.

The **expected results** are:

- A Basic Digital Competences Framework for better social and civic participation.
    - (https://digitaliseme.eu/en/mapping)
- An interactive 'Digital Living Basics Pack' including recommendations on how to address the real needs of older adults in the field of digital and ICT competences. (https://digitaliseme.eu/en/digital-pack)
- An open education platform including resources related to education and training of digital and ICT competences of seniors. (https://digitaliseme.eu/en)
- Guidelines and workshops for trainers who will implement the course in partner countries.

IO2 – Aims and Objectives

IO2 will provide relevant data for profiling the needs of older learners. This will lead to the development of a quality up-skilling programme for digital acquisition as well as the other activities targeted.

To achieve this, the partners will:

- Develop the framework and methodology of the blended training course for older adult learners
- Develop the contents and materials for the blended course.
- Design the guidelines and workshops for trainers who will implement the course in partner countries.
- Pilot the blended course for older adult learners: 10 older learners from each partner organization
- Take part in testing the course.

The **'Trainers' Guidebook'** provides all the necessary **information and instructions for adult educators on how to implement the 'DIGITALISE ME training programme'**. This guidebook includes:

- Information about each module / learning material
- Framework of each module which describes the learning outcomes and objectives of each one
- Andragogy and didactics in adult education

Digital Competence Framework (DIGITALISE ME Framework)

Methodology-Framework Description

The proposed Framework was based on the requirements of the project and the 3 following aspects:

- Intellectual Output 1: the analysis of questionnaires distributed to adult learners and the interviews analysis for the identification of their digital needs
- DIGCOMP 2.1 : A framework for Developing and Understanding Digital Competence in Europe (*Table 1)*
- Expertise/experience and knowledge of the consortium in the area

1. DIGI COMP 2.1 Framework

2. Module 1: Information and Data Literacy

1. General description of the module

This initial module, aims to familiarise participants with the internet and digital world by providing definitions, examples and descriptions related to data literacy. The main objective of this module is to provide knowledge on acquiring and managing information and data online and offline.

In this module participants will understand the specific terminology such as: web address, browser, Drive, etc. They will learn how they can handle and organise data on the computer, how to use keywords and advanced filtering to obtain the information they are looking for and how online file storage works.

2. List of topics:

Topic 1: Internet Concepts

Short description: The main goal is to introduce learners in the digital world by explaining general internet concepts. The section provides theoretical aspects related to the structure of a web address and types of domains and practical aspects on how to acces the internet.

Topic 2: Browsing, Searching Information
Short description: This section provides a background on browsing and searching information on internet. Many practical activities on how to operate on search engine page are described in order to help learners to navigate independently.

Topic 3: Filtering and Evaluating Information
Short description: This section describes the importance of evaluating and filtering the online information. It also describes how to perform Advanced Search and how to use a range of offline information.

Topic 4: Online File Storage – Google Drive

Short description: This section provides information on how to store information online, especially using Google Drive. It contains a description of the most common and useful activities that can be performed in Google Drive.

MODULE 1: INFORMATION AND DATA LITERACY				
Topic 1.1: Internet Concepts	**Main Objectives:** The main goal is to introduce learners in the digital world by explaining general internet concepts. The section provides theoretical aspects related to the structure of a web address and types of domains and practical aspects on how to acces the internet.	**KNOWLEDGE** (*In the context of EQF, knowledge is described as theoretical and/or factual)*	**SKILLS** *(In the context of EQF, skills are described as practical)*	**ACTIVITIES**
		- I understand the terms Internet, WWW, URL, Web Browser, Search Engine - I understand the structure of a web address - I understand how to identify the common types of domains such as (.com, .eu, .gov etc.)	1. I know how to access the internet 2. I know how to identify the common icons like: files, folders, applications, printers, drivers, shortcuts, recycle bin etc. 3. I know how to select, arrange, remove, select multiple icons, move icons and make desktop icons larger or smaller	*Lesson Plans 1-3*

		- I understand why internet is important		
Topic 1.2: Browsing, searching information	**Main Objectives**: This section provides a background on browsing and searching information on internet. Many practical activities on how to operate on search engine page are described in order to help learners to navigate independently.	1. I understand what web browser is 2. I understand the common web browsers 3. I understand what a search engine is	− I know how to open and close a web browser − I know how to: a) Open a web page in a newtab/window b) Refresh a web page/Stop a web page downloading c) Open/Close tabs/windows d) Show previously visited URLs − I know how to use search engines for online information − I know how to navigate into browser history − I know how to set the web browser homepage	*Lesson Plan 4*

			− I know how to create/view/delete bookmarks − I know how to find specific content such as: a) Images b) News c) Videos d) More (books, flights, finance) − I know how to print documents − I know how to use available help functions	

Topic 1.3: Filtering and evaluating information	**Main Objectives:** This section describes the importance of evaluating and filtering the online information. It also describes how to perform Advanced Search and how to use a range of offline information.	1. I understand why filtering information is important 2. I understand the importance of critically evaluating online information 3. I understand how to evaluate the online information 4. I understand what data, data literacy, information and information literacy are	1. I know how to use the Advanced Search 2. I know how to use filters and keywords for online search information 3. I know how to recognize the different types of files such as word and excel documents, images, PPTs, PDFs, etc.	*Lesson Plans 5-6*
Topic 1.4: Online file storage– Google Drive	**Main Objectives:** This section provides information on how to store information online, especially using Google Drive. It contains a description of the most common and useful activities that	1. I understand the main terms of 'Online file storage, 'Google Drive' 2. I understand the main features of 'Google Drive'	1. I know how to create a Google Account and how to log in into the Google Drive using my Google account 2. I know how to navigate into the 'Google Drive' 3. I know how to create folders	*Lesson Plan 7*

can be performed in Google Drive.		4. I know how to upload 'Files and/or Folders'
		
		 5. I know how to:
		
		    a) Open a document
		
		    b) Move a document
		
		    c) Add to favorites
		
		    d) Rename a document
		
		    e) Manage versions of a document
		
		    f) Make a copy
		
		    g) Download a document
		
		    h) Remove a document
		
		 6. I know how to:	

			a) Open a folder
			b) Move a folder
			c) Add to favorites
			d) Rename a folder
			e) Change colour
			f) Download a folder
			g) Remove a folder
			7. I know how to apply the main sharing settings:
			a) Share a document/ folder with others
			b) Get a sharable link

3. Module 2: Communication and Collaboration

1. General description of the module

'Communication & Collaboration' module provides information about the e-mail, social media, instant messaging services and digital citizenship. At the end of this module, adults will learn how to effectively communicate using digital technologies (smartphone/laptop/tablet) and why to be more careful when you use the digital technologies for online communication. More specifically, adults will learn how to:

1.   Create an e-mail account and how to use it

2.   Create a Facebook account and how to use it

3.   Create a Messenger, Viber, Whatsapp and Skype accounts and how to use them

4.   Understand the main outcomes of digital citizenship such as netiquette and digital footprint (browsing history and cookies)

2. List of topics:

Topic 1: E-mail
Short description: The main goal of this topic is to present to the adult learners how to create an e-mail account, e-mail concepts and how to use it. Adult learners will be able to compose/reply/delete an e-mail, attached and download a file, create and use contacts and understand the possibility of receiving scam and spam emails.

Topic 2: Social media
Short description: This topic provides all the necessary information and a step-by-step guide how to use Facebook and Youtube, how to create a Facebook and YouTube accounts and the main features.

Topic 3: Instant messaging services
Short description: This topic consists the four main instant messaging services/applications that adult learners can use in their everyday life which are Messenger, Viber, Whatsapp and Skype. A step-by-step guide is included to support adult learners how to create an account and use the applications.

Topic 4: Online citizenship

Short description: The main goal of this topic is to provide all the necessary information regarding the digital citizenship to the adult learners. The focus of this topic is to understand the netiquette and digital footprint.

MODULE 2: COMMUNICATION & COLLABORATION

Topic 1.1: E-mail	Main Objectives:	KNOWLEDGE (In the context of EQF, knowledge is described as theoretical and/or factual)	SKILLS (In the context of EQF, skills are described as practical)	ACTIVITIES
	The main goal of this topic is to present to the adult learners how to create an e-mail account, e-mail concepts and how to use it. Adult learners will be able to compose/reply/delete an e-mail, attached and download a file, create and use contacts and understand the possibility of receiving scam and spam emails.	1. I understand the basic terms related to e-mail such as 'E-mail', 'Spam e-mails 2. I understand the main e-mail concepts such as username, domain name	1. I know how to createan e-mail account 2. I know how to navigate into the 'Gmail': a) Change settings b) Theme settings c) Help button d) Search 3. I know how to navigate into different email folders: a) Inbox b) Sent c) Drafts d) Spam e) Trash 4. I know how to: a) Compose an e-mail b) Send an e-mail c) Reply-Reply to all/forward an e-mail d) Delete an e-mail e) Archive f) Add favourites ('Starred') e-mails g) Create a label h) Edit/Remove a label i) Move e-mails into labels j) Mark us unread k) Snooze l) Print an e-mail m) Block a contact from the 'Inbox n) Attach and download a file	Lesson Plans 1-7

| Topic 1.2: Social media | Main Objectives: This topic provides all the necessary information and a step-by-step guide how to use Facebook and Youtube, how to create a Facebook and YouTube accounts and the main features. | 1. I understand the importance of social media
2. I understand the basic terms related to social media such as 'Facebook', 'Like' 'Share', 'Comment' etc.
3. I understand the main features of the Facebook | 1. I know how to recognise different social media platforms such as (Facebook, Instagram, Twitter) and YouTube
2. I know how to create a Facebook account
3. I know how to edit my Facebook profile (add profile picture/cover photo)
4. I know how to search friends, pages, groups, events etc.
5. I know how to add/remove friends and accept/decline a friend request
6. I know how to add/remove a page or a group
7. I know how to:
   a) Create a post into your timeline
   b) Add photos/videos
   c) Create a photo or video album
   d) Tag friends/pages
   e) Edit privacy settings
   f) Delete a post
   g) Like a post
   h) Like a page
   i) Add a comment
   j) Share a post
   k) Create an event
   l) Sharing a post/photo/video on other timelines
8. I know how to view my Facebook notifications
9. I know how to block a user
10. I know how to log out (Facebook)
12. I know how to create a YouTube account
12. I know how to edit the account settings | *Lesson Plans 8-15* |

			13. I know how to customize my YouTube channel
			14. I know how to:
			    a) Upload videos
			    b) View my videos
			    c) Edit title and description
			    d) Edit videos
			    e) Delete videos
			    f) Add/Edit/Remove subtitles
			    g) Subscribe to other YouTube channels
			    h) Like/Dislike videos
			    i) Like/Dislike comments
			    j) Turn on/off video notifications
			    k) Reply on comments
			    l) Save videos
			    m) Share videos
			    n) Report videos
			    o) View history
			    p) Search the history
			    q) Show subscriptions
			15. I know how to change language
			16. I know how to change location
			17. I know how to switch accounts
			18. I know how to log out (YouTube)	

Topic 1.3: Instant messaging services	**Main Objectives:** This topic consists the four main instant messaging services/applications that adult learners can use in their everyday life which are Messenger, Viber, Whatsapp and Skype. A step-by-step guide is	1. I understand the basic terms related to instant messaging applications such as 'Messenger', 'Viber', 'WhatsApp' and 'Skype'. 2. I understand the main features of instant messaging applications	1. I know how to install the 'Messenger' application 2. I know how to create a 'Messenger' account 3. I know how to navigate into the 'Messenger' application 4. I know how to change/edit the 'Messenger' application settings 5. I know how to: a) Send a message	*Lesson Plans 16-30*

	included to support adult learners how to create an account and use the applications.		b) Send stickers/GIFs/emoticons
			c) Send a photo/video/document
			d) Take a photo/video
			e) Send an audio recording
			f) Send location
			g) Mute the conversation
			h) Change theme/emoji/nickname
			i) Search in conversation
			j) Change notification settings
			k) Block a conversation
			l) View photos/videos
			m) Search into the conversation
			n) Make a phone and video call
			o) Create a group
			p) Leave and delete group chat
			6. I know how to install the 'Viber' application
			7. I know how to create a 'Viber' account
			8. I know how to navigate into the 'Viber' application
			9. I know how to change/edit the 'Viber' application settings
			10. I know how to:
			  a) Send a message
			  b) Send stickers/GIFs
			  c) Send a photo/video/document
			  d) Take a photo/video
			  e) Send an audio recording/video recording
			  f) Send location
			  g) Change background
			  h) Mute the chat/group
			  i) Change notification settings
			  j) Search into the conversation	

		k) Block a contact
		l) Hide a chat
		m) Delete a chat
		n) View photos/videos
		o) Make a phone and video call
		p) View your phone or video calls
		q) Create a group
		r) Leave and delete group chat
		11. I know how to install the 'WhatsApp' application
		12. I know how to create a 'WhatsApp' account
		13. I know how to navigate into the 'WhatsApp' application
		14. I know how to change/edit the 'WhatsApp' application settings
		15. I know how to:
		  a) Send a message
		  b) Send stickers/GIFs/emoticons
		  c) Send a photo/video/document/audio/contact
		  d) Take a photo/video
		  e) Send an audio recording
		  f) Send location
		  g) Change wallpaper
		  h) Mute the chat/group
		  i) Change notification settings
		  j) Search into the conversation
		  k) Pin a chat/group
		  l) View media (photos/videos)
		  m) Make a phone and video call
		  n) View your calls	

			o) Create a group
			p) Exit group
			q) Clear chat
			r) Add a shortcut to your phone's home screen
			16. I know how to install the 'Skype' application
			17. I know how to create a 'Skype' account
			18. I know how to navigate into the 'Skype' application
			19. I know how to change/edit the 'Skype' application settings
			20. I know how to:
			  a) Search for people/groups/messages
			  b) Add a friend
			  c) Send a message
			  d) Send stickers/GIFs/emoticons
			  e) Send a photo/video/document/contact
			  f) Send location
			  g) Send an audio recording/video recording
			  h) Schedule a call
			  i) Create poll
			  j) View media (photos/videos)
			  k) Search into the conversation
			  l) Make a phone and video call
			  m) Create a group
			  n) Create a 'Meet now' group
			  o) View contacts
			  p) Change chat/group notifications
			  q) Block/Delete a contact	

			r) Hide conversation s) Leave group t) Add to favorites u) Sign out	
Topic 1.4: **Digital** **citizenship**	**Main Objectives:** The main goal of this topic is to provide all the necessary information regarding the digital citizenship to the adult learners. The focus of this topci is to understand the netiquette and digital footprint.	1. I understand the main terms of online citizenship such as 'Online Behavior', 'Netiquette', 'Digital Footprint', 'Browsing History', 'Cookies' 2. I understand the importance of digital citizenship 3. I understand the importance of netiquette 4. I understand the benefits of netiquette 5. I understand the rules of netiquette – attitudes 6. I understand why digital footprint is important 7. I understand how the digital footprint is created 8. I understand how to manage my digital footprint (browsing history and cookies)	1. I know how to read 'Terms and Conditions' 2. I know how to delete the Browsing history 3. I know how to delete the cookies 4. I know how to behave online for example don't troll people, don't swear or use offensive language, avoid replying to negative comments with more negative comments, etc. 5. I know what to post/not post online 6. I know how a digital footprint is created 7. I know how to manage privacy settings of online platforms e.g. social media accounts	*Lesson Plans 31-35*

4. Module 3: Digital Content Creation

1. General description of the module

This module provides information about basic concepts needed to start developing online content. The main objective of this module is to teach seniors new and effective ways to deal with basic digital content and learn how to create some themselves. Older learners will be equipped with the essential knowledge needed to deal with digital materials in different formats, such as videos, texts, data, audios... They will lear how to create them, edit and improve them and integrate them into other existing bodies. Within this module, adults will also learn about the main and most relevant aspects of the current copyright and data protection regulation, as well as how these type of licences should be applied when creating new content.

2. List of topics:

Topic 1: Introduction to digital content
Short description: introduction to digital content creation and some basic computer essentials and smartphones skills -how to use keyboard, mouse, speakers, etc.- Introduction to different types of formats of digital content (images, texts, videos, audio recodings...), the main programmes and softwares used to create them and how using different devices influences the process.

Topic 2: Developing digital content
Short description: description of the most important features of each programme/software that is most widely used to create each type of content. Explaination of what are the differences between online and offline content.

Topic 3: Integrating and re-elaborating digital conten
Short description: introduction to the concept of "the cloud" and the different platforms that can be used to share and edit content online. Description of how the main tools, such as Google Drive, work and how they are accessed.

Topic 4: Copyright and licences
Short description: intoduction to the new GDPR regulation and how conent should and can be credited and licensed online. Description of online platforms where they can find free content, with open licenses.

MODULE 3: DIGITAL CONTENT CREATION				
Topic 3.1: Introduction to digital content and computer/smart phone essentials	**Main Objectives:** The main goal of this topic is to provide all the necessary information regarding the basics of computer and smartphone essentials and an introduction to digital content.	**KNOWLEDGE** (*In the context of EQF, knowledge is described as theoretical and/or factual)*	**SKILLS** *(In the context of EQF, skills are described as practical)*	**ACTIVITIES**
		- I understand the basic terms of computers and smartphones - I understand what digital content is - I understand why is important to create digital content	1. I know how to use computer and/or smartphone 2. I know the basic terms of computer such as: a) screen b) keyboard c) mouse d) speakers e) CD drive 3. I know the basic terms of smartphones such as: a) touch screen b) keyboard c) navigation 4. I know how to identify the common icons such as: a) files b) folders c) applications	*Lesson Plan 1*

			5. I know how to use the web browser: a) Open/Close a web browsing application b) Enter URL c) Navigate between pages: backwards, forwards, home page	
Topic 3.2: Developing digital content	**Main Objectives:** This topic provides all the necessary information regarding the developing digital content creation using Microsoft Office and free online software tools such as Paint and Canva.	1. I understand what digital content is 2. I understand the different formats of content such as a) Text b) Music/Audio c) Video 3. I understand what Microsft Office is 4. I understand the main Microsoft Office applications a) Microsoft Word b) Microsoft PowerPoint c) Microsoft Excel 5. I understand what Paint is	6. I know how to use Microsoft Word: a) Open the Microsoft Word b) New Document c) Insert text d) Edit text (with fonts) e) Undo f) Add bullet points g) Add styles h) Copy/Paste/Format Painter i) Insert pages (cover page, blank page, page break) j) Add Tables k) Add Pictures l) Add Shapes m) Add SmartArt n) Add Chart o) Add link p) Add comments q) Add Header/Footer/Page Number r) Add WordArt s) Add Symbols t) Edit layout (Margins, Orientation, Size) u) Save as document	*Lesson Plans 2-4*

			v) Save as PDF document w) Print a document 7. I know how to use Microsoft PowerPoint: a) Open the Microsoft PowerPoint b) Create a new Document c) Choose a template d) Insert text e) Edit text (with fonts) f) Undo g) Add styles h) Insert slides i) Add Tables j) Add Pictures k) Add Shapes l) Add Chart m) Add link n) Add comments o) Add Animations p) Add videos and recordings q) Add Symbols r) Edit layout (Margins, Orientation, Size) s) Show as a presentation t) Save as a video u) Save as PDF document	

			8. I know how to use Microsoft Excel	
			a) Open the Microsoft PowerPoint	
			b) Create a new Document	
			c) Enter data	
			d) Create simple formulas	
			e) Put formulas in a table	
			f) Apply number and text formats	
			g) Apply cell borders	
			h) Filter data	
			i) Create and Extract graphs	
			j) Save the document	
			9. I know how to use Paint	
			a) Open the Paint	
			b) Create a new Document	
			c) Edit image (cut, rotate, change size…)	
			d) Use different tools (pencil, eraser, brush…)	
			e) Change colours of the tools	
			f) Add shapes	
			g) Zoom in and zoom out	
			h) Save file in different formats	

Topic 3.3: Integrating and re-elaborating digital content	**Main Objectives:** The main goal is to teach seniors how to edit online materials, integrate materials into existing ones and how to worlk in "the cloud"	1. I understand what is "the cloud" 2. I understand the concepts of link, share, hyperlink, download and upload. 3. I understand how different online storage platforms work 4. I understand the benefits of working in the cloud	1. I know how to use Google Drive: a) Create an account b) Create a folder in my Google Drive c) Share a folder d) Create different type of documents (doc, excel, Google form, presentation, etc.) and work online e) Share a file f) Open a file/folder in the section "shared with me" g) Upload and download files	*Lesson Plan 5*
Topic 4.4: Copyright and icences	**Main Objectives:** The main objective of this section is for learners to understand the main concepts of the new GDPR regulation and how conent should and can be credited and licensed online.	1. I understand the main aspects of GDPR and the what the new regulation implies 2. I understand what copyright means and how content should be licenced	1.I know how to include a Copyright license in my content by using Creative Commons 2.I know how to integrate GDPR if needed in my materials. 3. I know how to browse through different copy-right free online platforms for images such as Pixabay, Unsplash or Flaticon and for audio, such as Bensound or Artlist.	*Lesson Plan 6*

5. Module 4: Safety

1. General description of the module

´SAFETY´ module provides information regarding the protection when using new technologies such as mobile phones and computers. Adult will learn how to:

1. Basic Internet Concepts/ Terms
2. Protect devices
3. Protect personal data and privacy
4. Protect health and well-being

2. List of topics:

Topic 1:Basic Internet Concepts/ Terms
Short description: The main goal of this topic is to provide basic internet concepts and terms to ensuring that the following topics, about *Safety*, are easily understood.

Topic 2:Protecting devices
Short description: The main goal of this topic is to provide information regarding the protection of devices and digital content as well as to understand the risks and threats in digital environments.

Topic 3:Protecting personal data and privacy
Short description: The main goal of this topic is to provide information on how to protect personal data and privacy in digital environments.

Topic 4:Protecting health and well-being
Short description: The main goal of this topic is to provide information on how to avoid health risks and threats to physical and psychological well-being while using digital technologies as well as to be able to protect oneself and others from possible dangers in digital environments.

MODULE 4: SAFETY				
Topic 1.1: Basic Internet Concepts/ Terms	**Main Objectives:** The main goal of this topic is to provide basic internet concepts and terms to facilitate the comprehension about Safety	**KNOWLEDGE** (*In the context of EQF, knowledge is described as theoretical and/or factual*)	**SKILLS** (*In the context of EQF, skills are described as practical*)	**ACTIVITIES**
		1. I understand what is a Firewall. 2. I understand what antivirus software is. 3. I understand what Apps are. 4. I understand the differences between malware, spyware, viruses, worms, trojans, etc.. 5. I understand that cyberbullying and cybercrime exist.	- I know what a Firewall is. - I know what antivirus software is. - I know what Apps are. - I know what malware, spyware, viruses, worms, trojans, etc. are. - I know what cyberbullying and cybercrime means.	*Lesson Plans 1-5*
Topic 1.2: Protecting devices	**Main Objectives:** The main goal of this topic is to provide information regarding the protection of devices and digital content as well as to understand the risks and threats in digital environments.	1. I understand the importance of protecting one's devices. 2. I understand the different steps to take to protect a device.	1. I know how to turn on a firewall 2. I know how to lock a device 3. I know how to apply updates 4. I know how to install antivirus software 5. I know how to disable unwanted and unneeded services 6. I know the steps I need to follow when downloading apps	*Lesson Plan 6*

			7. I know there are different types of malware, e.g. spyware, viruses, worms, trojans, etc.	
Topic 1.3: Protecting personal data and privacy	**Main Objectives:** The main goal of this topic is to provide information on how to protect personal data and privacy in digital environments.	1.I understand the importance of keeping personal data protected. 2. I understand the different behaviours one has to follow to be safe. 3.I understand the importance of keeping one's privacy in digital environments. 4. I understand the different behaviours to keep one's privacy.	1.I know how to create strong passwords. 2. I know the basic rules of security. 4. I know what information I can share on the internet. 5. I know the steps to keep one's privacy.	*Lesson Plans 7-8*
Topic 1.4: Protecting health and well-being	**Main Objectives:** The main goal of this topic is to provide information on how to avoid health risks and threats to physical and psychological well-being while using digital technologies as well as to be able to protect oneself and others from possible dangers in digital environments.	1.I understand that all behaviours online entail consequences. 2.I understand the importance of being responsible while navigating the internet. 3. I understand the risks of the misuse of the internet.	1.I know what cyberbullying and cybercrime are. 2. I know that bad behaviours can lead to dependency. 3. I can recognize some behaviours that can lead dependency.	*Lesson Plan 9*

6. Module 5: Problem solving

1. General description of the module

This module provides the basic competences to identify needs and digital resources, make informed decisions on the most appropriate digital tools according to the purpose or need, solve conceptual problems through digital tools, use technologies in a creative way, solve technical problems.

People often experience different problems when using electronic devices. These problems may include installing and removing programs after trying them; buying a new device such as a printer or scanner that needs to be configured; crashing the computer.

Most of these problems are software-based and can be self-solved without the need to become computer experts.

2. List of topics

Topic 1: Solving Technical problems
Short description: Seniors will be able to identify simple technical problems in the use of digital devices and technologies and identify simple solutions to solve them or ask for targeted support.

Topic 2: Identifying needs and digital responses
Short description: Seniors will be able to identify their needs and select simple digital tools and possible technological responses to meet them. They will be able to choose simple ways to adapt and customize digital environments to their personal needs.

Topic 3: Creatively using digital technologies
Short description: Inform on how technologies and digital tools can be used for creative purposes and give practical examples on how it is possible to make some creative use of technologies.

Topic 4: Identifying digital competence gaps
Short description: Senior will understand where their digital competences needs to be improved or updated and they will be able to seek opportunities for self-development and to keep up to-date with the digital evolution.

MODULE 5: PROBLEM SOLVING				
Topic 5.1: Solving Technical problems	**Main Objectives:** The main goal is to provide information on how to identify simple technical problems in the use of digital devices and technologies and identify simple solutions to solve them or ask for targeted support.	**KNOWLEDGE** (*In the context of EQF, knowledge is described as theoretical and/or factual)*	**SKILLS** *(In the context of EQF, skills are described as practical)*	**ACTIVITIES**
		1. I understand when my digital devices don't work properly 2. I understand what it is a source of information and how to find help for problem-solving and trouble shooting	1. I know how to identify problems my digital devices have. 2. I know how to perform an online research to find information to solve basic technical problems 3. I know how to solve basic technical problems. 4. I know how to maintain my digital device	*Lesson Plans 1*
Topic 5.2 Identifying needs and digital responses	**Main Objectives:** The main goal is to support seniors to identify their needs and select simple digital tools and possible technological	1. I understand what can be done using technologies. 2. I understand how to solve some problems through technology.	1. I know how to choose the most appropriate technologies according to the problem. 2. I know how to install and use an App on my mobile phone that can help me in my everyday life.	*Lesson Plans 2*

	responses to meet them.			
Topic 5.3: Creatively using digital technologies	**Main Objectives:** The main goal is to show how technologies and digital tools can be used for creative purposes and how to make some creative use of technologies.	1. I understand that it is possible to use a diverse and balanced mix of digital and non-digital technologies for creative reasons. 2. I understand how meaning is produced through multimedia and technologies	1. I know how to use a variety of media to express my creativity (text, images, audio and movie). 2. I know how to use social media for self-expression. 3. I know how to communicate creative content using digital technologies	*Lesson Plans 3*
Topic 5.4: Identifying digital competence gaps	**Main Objectives:** The main goal is to help people to have basic knowledge in terms of digital devices and support them to seek opportunities for self-development and to keep up to-date with the digital evolution.	1. I understand that some kind of technologies can help me in my everyday life.	1. I know how to approach a new application, programs, devices. 2. I know where to look for opportunities for personal growth to keep up with digital evolution.	*Lesson Plans 4*

7. Module 6: Media Literacy

3. General description of the module

Within this module learners will explore the practices that allow people to access, critically evaluate, and create or manipulate media. The main objective of this module is to shape seniors' awareness of media influence. Seniors will be equipped with tools helping them critically analyze messages. The module will also offer seniorsvarious opportunities to broaden their experience of media, and help them develop creative skills in making their own media messages. Learners from older generations will get acquainted with different types of information tobe able to select the most reliable source of information, they will be able to critically evaluate it, and they can raise their awareness of risks posed by new media.

4. List of topics:

Topic 1: Types of information sources and services - diversification of sources
Short description: The topic will cover various types of information sources: books, encyclopedias, magazines, databases, newspapers, library catalogues, Internet to diversify the selection of sources of advice or information. An important aspect is the availability of the above sources and the pertinence of information.

Topic 2: Identifying the reliability of information sources - critical evaluation of sources
Short description: The topic will be a kind of continuation of the previous subject. Learners will understandhow to assess the credibility of the information they come across.As the terms 'post truth', 'fake news', and 'alternative facts' become increasingly prevalent in social discourse and the public sphere, it's essential that seniors develop the skills to critically evaluate information themselves.

Topic 3: Media manipulation
Short description: Seniors will learn about related techniques in which partisans create an image or argument that favours their particular interests. They will distinguishlogical fallacies, psychological manipulations, outright deception (disinformation), rhetorical and propaganda technique.

Topic 4: Media literacy vs. online safety

Short description: The module aims to make recipients/ learners aware of online safety while being digitally literate.This module will provide comprehensive information, (pedagogical) tools and support for educators and seniors (learners) and other interested persons regarding online safety e.g. password security tests, videos or guidelines on Internet security and a glossary.

MODULE 6: MEDIA LITERACY				
Topic 6.1: Types of information sources and services - diversification of sources	**Main Objectives:** The main goal of this section is to briefly introduce different types of information sources to diversify the selection of sources of advice or information	KNOWLEDGE (*In the context of EQF, knowledge is described as theoretical and/or factual*)	SKILLS (*In the context of EQF, skills are described as practical*)	ACTIVITIES
		1.I understand the main information sources such as: books, encyclopedias, magazines, databases, newspapers, library catalogues, Internet 2. I understand my needs and I know how to explore the given information source	1. I know how to adjust the given information source to my specific need(s) 2. I know how to use all information sources/ services I got acquainted with	*Lesson plan 1*
Topic 6.2: Identifying the reliability of information sources - critical evaluation of sources	**Main Objectives:** The main goal of this section is to pertinently assess the credibility of the information a reader/ listener/ viewer can come across	1. I understand how important is to distinguish "fake news" 2. I understand the techniques/ methods of verifying the information (e.g. CRAAP test: Currency, Relevancy, Authority, Accuracy, Purpose)	1. I know how to assess the credibility of the information 2. I know how to relate the information source to a given purpose in order to determine if it is appropriate for the intended use 3. I know how to determine if information is up-to-date and compare the information to other sources	*Lesson plans 2-3*

			4. I know how to find some texts or training opportunities on the critical evaluation of sources	
Topic 6.3: Media manipulation	**Main Objectives:** The main goal of this section is to present diverse methods mass media use to manipulate the public and to learn how to avoid any type of distraction	1. I understand which techniques media use to manipulate the public (mainly in the context of Internet manipulation: astroturfing, clickbait, propaganda laundering, search engine marketing) 2. I understand what photo or video manipulation is 3. I understand what advertising, hoaxing or propagandizingis 4. I understand who is a compliance professional and which techniques they use (e.g. reciprocation, commitment and consistency, social proof etc.)	1. I know how to distinguish various techniques of media manipulation 2. I know how to shape my assertiveness to refute the temptation of media influence 3. I know how to pass the acquired knowledge to other interested persons to raise their awareness of means of gaining media influence 4. I know how to avoid any type of distraction used by media	*Lesson plan 4*
Topic 6.4: Media literacy vs. online safety	**Main Objectives:** The main goal of this section is to introduce safety rules while using Internet resources	1. I understand how media literacy is correlated with online safety 2. I understand what potential risks new media pose to its users 3. I understand where to find any guides (with relevant tips) promoting "Safer Internet"	1. I know how to identify the potential risks and am conscious of my personal security while browsing, sharing or surfing the Internet 2. I know how to use the Internet and be more vigilant about my own safety 2. I know how to use online practices, within the selected subtopics i.a: cyber-bullying,	*Lesson plans 5-6*

			age-appropriate content, photo sharing and permission, virus protection, sextortion, online extortion, pharming and phishing scams, spam, worms etc. 3. I know how to manage my online reputation	

Learning material

1. Module 1: Information and Data Literacy

Module 1 – Information and Data Literacy aims to familiarise participants with the internet and digital world by providing definitions, examples and descriptions related to data literacy. The main objective of this module is to provide knowledge on acquiring and managing information and data online and offline. This module also deals with handling and organising data on the computer and how to use keywords and advanced filtering.

Keywords: internet, WWW, URL, web browser, search engine, printer, domain, desktop, file, folder, application, driver, shortcut, online storage data, Google Drive, recycle bin, data literacy, information literacy, keyword, bookmark.
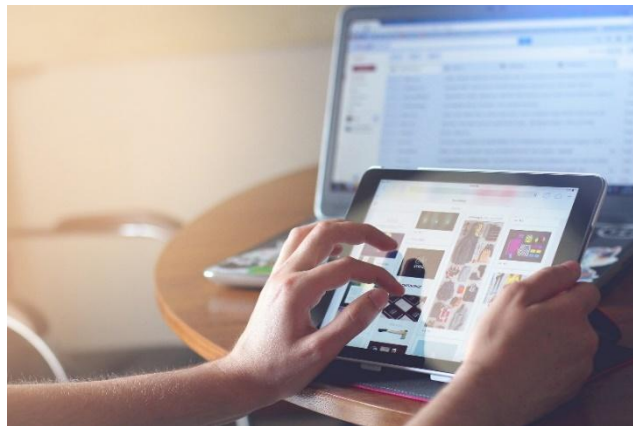
Information and Data Literacy module includes:

- What is internet and how to access it
- How to identify the common icons like: files, folders, applications, printers, drivers, shortcuts, recycle bin etc.
- How to select and move icons
- How to open and close a web browser, open/refresh/close a web page, show previously visited URLs
- How to use search engines for online information
- How to navigate into browser history
- How to create/view/delete bookmarks
- How to find specific content such as: images, news, videos
- How to print documents
- How to use available help functions and how to use the Advanced Search
- How to use filters and keywords for online search information
- How to recognize the different types of files such as images, PDF, documents etc.
- How to open/save a document
- What is Google Drive and how to log in
- The main functions of Google Drive: creating folders, uploading files, renaming or downloading them etc.

Adult learners will use and follow the lesson plans/handouts for each topic and deliver the module 1 'Data and Information Literacy'.

2. Module 2: Communication and Collaboration

Module 2 - Communication & Collaboration provides information for adults' learners how to create an e-mail account, how to use Facebook and YouTube, how to use instant messaging services such as Messenger, Viber, WhatsApp and Skype and all the necessary information regarding digital citizenship to the adult learners.

Keywords: Communication, Collaboration, email, Gmail, social media, instant messaging services, online citizenship, Facebook, YouTube, Messenger, Viber, WhatsApp, Skype, Browsing history, cookies, digital footprint, privacy settings, netiquette

Communication and collaboration module includes:

- How to create an email account
- How to send and receive emails
- How to create a Facebook/YouTube/Viber/WhatsApp/Skype account
- How to view upload/view/edit videos
- How to communicate with friends and relatives through text, voice and video.
- How to behave online for example don't troll people, don't swear or use offensive language, avoid replying to negative comments with more negative comments, etc.
- What to post/not post online
- How to manage settings e.g. social media accounts

Adult learners will use and follow the lesson plans/handouts for each topic and deliver the module 2 'Communication and Collaboration'.

3. Module 3: Digital Content Creation

Module 3 - Digital Content Creation provides information for adult learners about basic concepts needed to start developing online content: components and functionalities of computers and smartphones, main applications and programs, and platforms and tools to work online. The module also deals with the main and most relevant aspects of the current copyright and data protection regulation, as well as how these types of licences should be applied when creating new content.

Keywords: CPU, desktop, browser, software, link, download, upload, offline, online, account, Microsoft, Word, PowerPoint, Excel, Paint, Google, Drive, Dropbox, OneDrive, Copyrights, Creative Commons, Program, Tools.

Digital Content Creation module includes:

- What are the different browsers and how to use them
- How to organise our desktop
- How to create files with Word/Excel/PowerPoint/Paint
- How to work on the cloud
- How to use links and hyperlinks
- How to make digital creations with new tools (Canva, Infogram…)
- What is copyright and how to apply it to our work

Adult learners will use and follow the lesson plans/handouts for each topic and deliver the module 3 'Digital Content Creation'.

4. Module 4: Safety

Module 4 – Safety provides information for adult learners regarding protection when using new technologies such *as* mobile phones and computers. The module presents some concepts and procedures that will help knowing how to surf the Internet in a safe way, learning how to protect devices, personal data and privacy, health and well-being.

Keywords: Safety, protection, Firewall, Antivirus software, Apps, Malware, Viruses, Worms, Trojan horse, Cyberbullying, Cybercrime, Personal data, Privacy, Health and Well-being, Security, Updates.

Safety module includes:

- What a Firewall is.
- What antivirus software is.
- What Apps are.
- What malware, spyware, viruses, worms, trojans, etc. are.
- What cyberbullying and cybercrime means.
- How to turn on a firewall.
- How to apply updates.
- How to install antivirus software/ programmes/ apps.
- How to proceed when surfing the Internet to maintain and ensure security.
- What cyberbullying is.
- What cybercrime is.
- What kind of bad behaviours can lead to dependency.

Adult learners will use and follow the lesson plans/handouts for each topic and deliver the module 4 'Safety'.

5. Module 5: Problem Solving

Module 5 – Problem solving provides information on how to make informed decisions on the most appropriate digital tools according to the purpose or need, use technologies in a creative way, solve technical problems.

This module will help people to solve most common problems that incur when using electronic devices and to keep up to-date with the digital evolution. At the same time, it will explain how to respond to daily needs using technology and digital tools.

Keywords: Computer Guide, Operating System, Update, Computer Maintenance, Video Call, Sharing documents, Cloud Folder, Online Shopping, Online Banking, E-reader, Bluetooth, Digital tools, Technical Problems.
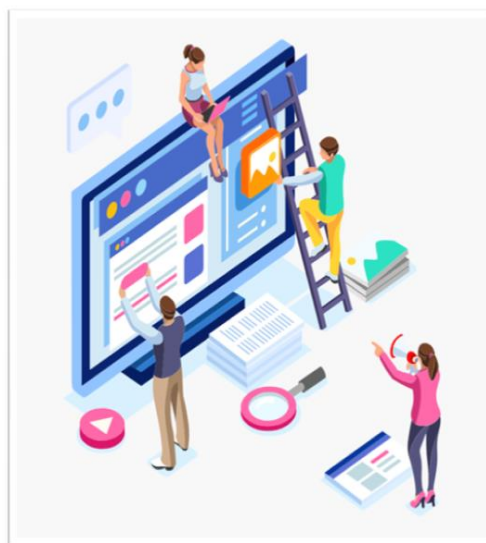
Problem solving module includes:

- How to update and maintain computer programs and applications
- How to search for solutions on the Internet
- How to keep in contact with family and friends using digital tools
- How to shop online
- How to bank online
- How to take photos with a smartphone.
- How to share photos online privately
- Which digital tools to use for your hobbies
- What is the Internet of things?

Adult learners will use and follow the lesson plans/handouts for each topic and deliver the module 5 'Problem solving.

6. Module 6: Media Literacy

Module 6 - Media Literacy provides information regarding the practices that allow people to access, critically evaluate, and create or manipulate media. The main objective of this module is to shape seniors 'awareness of media influence. Seniors will be equipped with tools to help them critically analyze messages.

The module will also offer seniors various opportunities to broaden their experience of media, and help them develop creative skills in making their own media messages. Learners from older generations will get acquainted with different types of information to be able to select the most reliable source of information, they will be able to critically evaluate it, and they can raise their awareness of risks posed by new media.

Keywords: Media, information sources, books, magazines, databases, newspapers, Internet, fake news, post truth, alternative facts, disinformation, media manipulation, propaganda, clickbait, hoax, infodemic, online safety, cyberbullying, phishing.

Media Literacy module includes:

- From what types of information sources and services can we choose,
- Why diversifying the selection of sources of advice or information is so important,
- How to identify the reliability of information sources,
- How to assess the credibility of the information we come across
- How to critically evaluate information,
- How media manipulates,
- Why online safety is connected with being digitally literate,
- How to manage our online reputation.

Adult learners will use and follow the lesson plans/handouts for each topic and deliver the module 6 'Media Literacy'.

Andragogy, Didactics in e-learning, Cognitive theory of multimedia learning

The teaching and learning process has many variables to consider. Thus, it is essential to understand, first and briefly, the concept of Andragogy and its underlying principles.

Andragogy is an education in adult education and is based on motivation and self-knowledge, besides considering the student's experience as a fundamental element. It works with practical contents and applies to everyday situations (achieving useful immediate results is a motivating factor for students).

Senior adult learners try to guide their learning by focusing on tasks and solving concrete problems. For the adult/senior student, there has to be a reason for learning, and the importance has to be clear in terms of relevance and relevance to help solve their problems.

Therefore, the recommendation is that adult education/training actions start with activities that promote self-directed learning.

As a model for adult education, andragogy is characterized by a methodology that promotes students' active participation—through flexibility (also in the organization of the curriculum) and focusing on the process, instead of the emphasis on content, aiming to meet each adult's specificities.

The training context should reflect practices of mutual respect, cooperation, mutual trust, support and help, openness and authenticity and even pleasure, always involving all participants, i.e. students and teachers/trainers. According to the andragogic model, the favourable climate for learning has as characteristics comfort, informality and respect, thus ensuring that the student feels safe and confident.

The andragogic model conceives training situations that are themselves, more than the trainer, facilitators of learning. As for the trainers, they are considered facilitators, and as such, their relationship with the students is horizontal, with dialogue, respect, collaboration and trust as the main characteristic.

However, given that training processes increasingly involve the diversification and adaptation of methodologies to groups and contexts, Information and Communication Technologies (ICT) have incredibly driven significant changes in learning processes and results.

Information and Communication Technologies (ICT) are already an inseparable reality of the 21st Century. The use of multimedia has brought numerous benefits to the teaching and learning process, so it is crucial to understand how the older population deals with them.

Indeed, older people were not born with the devices and information available that today's young people have. However, age alone is not a determining factor for their use and understanding. Studies indicate that several factors influence the ease or difficulty people have in using ICT, such as geography, level of education, economic, social, access (to equipment and Internet), fear of spoiling (devices), insecurities with the use of the Internet (scams, etc.), among others. On the other hand, curiosity and willingness to learn are innate to the human being, making adult/senior people also want to know about ICT. However, they want to learn from a perspective of satisfying the needs and benefits of it (such as the feeling of less isolation and the communication/ proximity that they can establish with family and friends).

Regarding multimedia materials, they bring another dynamic to the teaching and learning process, allow the presentation of more complex concepts in a simpler way and allow, above all, a relationship of greater autonomy and interactivity, becoming motivational elements.

Thus, and after reading some academic documents, manuals, researches and even the results of conversations in Conferences, some **characteristics** and consensual **courses of action** are presented below, which the **trainers can develop** in a formative context **with seniors**, **to potentiate better learning results**:

❖ **Practical guidelines**

✓ More practical than theoretical content
✓ Adapt the speech/ have a perceptible language
✓ Speak slowly
✓ Be practical and direct
✓ Display options instead of instructions
✓ Use short and clear messages / direct and straightforward speech
✓ Use simple terms
✓ Use familiar language
✓ Respect the rhythm of each student: the response times (verbal and task execution) of each student
✓ Perform repetition activities
✓ Make small stops
✓ Room with good lighting
✓ Right monitor size and illumination
✓ Keyboard and mouse with special design
✓ Use of large fonts
✓ Support material with large and strong characters

❖ **To be Considered**

✓ Promote learning by experience (doing)
✓ Dedicate time to get to know the students (expectations, interests, needs, ...)
✓ Avoid reasoning activities that require logical analysis and abstract concepts
✓ Make available information already selected
✓ Opting for non-formal and participatory education methodologies
✓ Have solid theoretical knowledge
✓ Involve people as much as possible in the planning and learning process
✓ Provide teaching materials that allow the learner to be the manager of the process (learn where and when you want)
✓ Have small groups of classes (3-4 people)
✓ One student per computer
✓ Start with games and playful activities
✓ Using seniors' life experiences
✓ Starting from contextualized situations
✓ To use music and art as a means/complementary in the transmission of knowledge and materials

✓ Do not put pressure on learning/ achieving results

❖ **Desirable characteristics of the Trainer, from a personal and inter-relational point of view (transversal skills)**
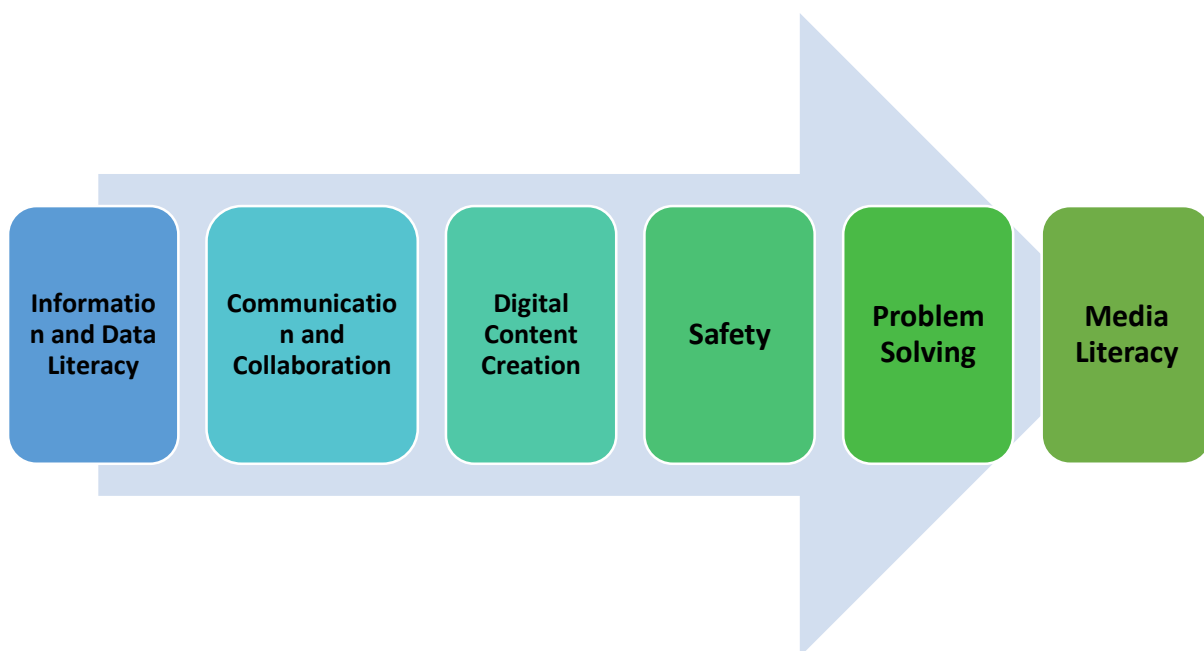
✓ Good interpersonal relationship skills
✓ Have relational availability
✓ Promote an emotional and affective bond
✓ Being empathic
✓ Be patient
✓ Being affectionate
✓ Be understanding
✓ Be flexible, giving space to have conversations (off-topic)
✓ Humility - taking into consideration that everyone knows (and not only the Teacher / Trainer)
✓ Active listening
✓ Ability to adapt (to students' requirements)
✓ Be creative and dedicated
✓ Good communication skills
✓ Be stimulating
✓ Good mood
✓ Availability also to learn
✓ Making emotional management

Conclusion

To conclude, **DIGITALISE ME project** mapping out the essential digital competences for adult learners for a higher and better social and civic participation and the **'Trainers' Guidebook'** provides all the necessary **information and instructions for adult educators how to run the 'DIGITALISE ME training programme'**.

The DIGITALISE ME digital competence framework and learning material includes the following **digital skills:**

Information and Data Literacy	Communication and Collaboration	Digital Content Creation	Safety	Problem Solving	Media Literacy

In this Trainers' Guidebook includes the didactics in e-Learning for trainers/adult educators need to focus. More specifically focus on:

- **Practical guidelines:** How to run the DIGITALISE ME training programme
- **Essential transversal skills** which adult educators need to improve and upgrade for the adult learning education