PROJECT RESULT NO. 2

PART 1/5

KK50+

Syllabus with curriculum

TRAINING COURSE ENTITLED

Key competences for people 50+

Digital Competences

2021-1-PL01-KA220-ADU-000035200

PREPARED BY THE PROJECT CONSORTIUM
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Project result no. 2

Training course entitled:

Key competences for people 50+:

Digital Competences

<u>Part 1/5 - Syllabus with curriculum</u>

Version: English

Prepared by the Project Consortium (main Author: Inercia)

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The project implemented under the Erasmus+ program, from 1 February 2022 to 30 November 2023 by the consortium: Deinde sp. z o.o. (Poland), Institut Saumurois de la Communication (France), INERCIA DIGITAL SL (Spain), Stiftelsen Mangfold i Arbeidslivet (Norway).

Syllabus with curriculum

Form of education	Training course entitled **Key competences for people 50+: Digital Competences**
Learning objective **(knowledge, skills, attitudes),**	Gaining competences (i.e. knowledge, skills and attitudes) by the participants in the field of Digital Competences Knowledge: Use of the main digital skills such as safety, problem solving, information and data literacy, digital content creation, and communication and collaboration. You will learn about the creation of multimedia content and digital tools necessary for both personal life and work life. Browsing, searching and filtering data, information and digital content. Interacting through digital technologies. Skills: Create and promote personal brands in an efficient way. Autonomously manage digital identity, as a concept, guide and result. Empower adults to manage risks and use digital technologies safely and responsibly. Support adults to identify and take responsibility for the role they want to play in their community and society. Attitudes: Proactivity. Resolute. Ability to work in a team. Creativity to create new content or draw new conclusions.

Ways to achieve **Learning objectives/ Teaching methods / Pedagogical tools**	This training course will follow a non-formal course methodology in all domains, in order to promote interaction between adults and trainers, as well as between the participating adults themselves. Within the face-to-face sessions, different methods will be developed, paying special attention to the Case method, the project-based methodology, learning by doing and the Interrogative. The basic methodology of the course is flipped. The classes will be face-to-face, in which different activities are carried out to definitively integrate the conceptual, procedural and attitudinal contents of the course, where adults will be able to participate in both theoretical and practical activities, participating in debates, group activities, and interacting with each other… Both the trainers and the participating adults will be "content creators", since the activities of the different sessions will contribute to drawing new conclusions and determining that no answer is wrong, but perhaps has to be redirected in another direction. These courses are adapted according to the specific learning objectives, the context, the pedagogical approach and the group of participants. The curricula used are redesigned or reinterpreted to reflect the pedagogical possibilities offered by digital skills. Theoretical knowledge will be taught during the course. With different summaries and main characteristics of the five main digital competences. While the practical content will be included among the theoretical content, since theory and practice will be alternated to maintain the attention and concentration of adults, since we consider that if all the theory is taught first, concentration and level of care in adults. Brainstorming dynamics are considered very useful in this type of topic since the conclusions from different perspectives can be very interesting for all adults. To assess the participation and dedication of adults, all daily activities will be saved in the presentations. The trainer will write each evaluation of the theoretical and practical sessions to establish a continuous feedback system.
Preconditions for learners/ Entry requirements for participants	A course designed for people over 50 years of age. An A1 level (newcomer) in all of the DigCompEdu Framework competences (Certification not needed). Spoken and written knowledge of the Spanish language.

Technical conditions for the implementation of the course/Hardware and material requirements	Computers, Internet connection, digital projector, speakers, headphones, tutors, papers, pens.
Teaching hours	Total: 50 didactic hours (50 x 45 minutes) including: 36 didactic hours of obligatory program and 14 didactic hours for individual needs of the group – additional hours (taking into account the composition of the group, its size and individual characteristics of the participants).
Course structure: 1 **name of the course module** 2 **units included in the module** 3 **teaching time** 4 **place**	**INTRODUCTION:** measuring the initial level of key competences and some energetic dynamics to enter the world of digital skills from an easy to understand way... **5 MODULE - SAFETY ((13 DIDACTIC HOURS: 8 O + 5 A):** 5.1 What is safety? (3 didactic hours: 2 O = 1 A), place: training room enabling group work. 5.2 Cyberbullying (3 didactic hours: 2 O = 1 A), place: training room enabling group work. 5.3 Take care of our digital footprint (3 didactic hours: 2 O = 1 A), place: training room enabling group work. 5.4 Protecting devices (2 didactic hours: 1 O = 1 A), place: training room enabling group work. 5.5 Protecting the environment (2 didactic hours: 1 O = 1 A), place: training room enabling group work. **6 MODULE - PROBLEM SOLVING (8 DIDACTIC HOURS: 5 O + 3 A):** 6.1 What is ''Problem Solving''? (3 didactic hours: 2 O = 1 A), place: training room enabling group work. 6.2 The four techniques of problem solving (2 didactic hours: 1 O = 1 A), place: training room enabling group work. 6.3 Identifying Needs and Technological Responses (2 didactic hours: 1 O = 1 A), place: training room enabling group work. 6.4 Identifying Digital Competence Gaps (1 didactic hours: 1 O), place: training room enabling group work.. **7 MODULE - INFORMATION AND DATA LITERACY (6 DIDACTIC HOURS: 4 O + 2 A):**

	7.1 What is ''Information and Data Literacy''? (1 didactic hours: 1 O), place: training room enabling group work. 7.2 Browsing, Searching and Filtering Data, Information and Digital Content (2 didactic hours: 1 O = 1 A), place: training room enabling group work. 7.3 Evaluating data, information and digital content (1 didactic hours: 1 O), place: training room enabling group work. 7.4 Fake News (2 didactic hours: 1 O = 1 A), place: training room enabling group work. **8 MODULE - DIGITAL CONTENT CREATION (8 DIDACTIC HOURS: 5 O + 3 A):** 8.1 Creating Digital Content (3 didactic hours: 2 O = 1 A), place: training room enabling group work. 8.2 Integrating and re-elaborating digital content (2 didactic hours: 1 O = 1 A), place: training room enabling group work. 8.3 Copyright and Licenses (3 didactic hours: 2 O = 1 A), place: training room enabling group work.. **9 MODULE -COMMUNICATION AND COLLABORATION (12 DIDACTIC HOURS: 10 O + 2 A):** **9.1** Interacting through digital technologies (2 didactic hours: 2 O), place: training room enabling group work. **9.2** Sharing through digital technologies (1. didactic hours: 1 O), place: training room enabling group work. **9.3** Collaborating through digital technologies (4 didactic hours: 4 O), place: training room enabling group work. **9.4** Managing Digital Identity (5 didactic hours: 3 O = 2 A), place: training room enabling group work. **CONCLUSION:** measuring the final level of key competences
Forms of classes	The education will be carried out in a stationary system. The methodology of the course, as mentioned before, will be carried out in a "non-formal education" way, interspersing theory with practice and trying to make the sessions face-to-face with adults. Not all sessions will have the same duration as there may be differences due to the availability of the participating adults or trainers. If face-to-face classes are not possible, part of the course (especially lectures and presentations) can be carried out remotely using remote communication tools, where this way of implementing the sessions would be used to relate them to the content on digital skills. .

Group size (minimum and maximum number)	From 5 to 15 participants. For larger groups, the time needed to complete the exercises and present the results may be longer. Thus, the additional hours what is foreseen in the program must be used. Not all sessions will attend the same number of adults since we must take into account the availability of these participants, but the minimum number of participants must be exceeded at all times in order to carry out all the scheduled theoretical and practical activities.
Literature and teaching aids for trainers	**Literature:** Trainers will have access to the training program. This manual also includes links to additional materials that will be useful to the trainer during the preparation and implementation of the course. **Teaching materials:** Teaching material: Internet access, multimedia projector, laptop, paper, markers, whiteboard, sticky notes and materials mentioned in the description of the exercises in the trainer's manual.
Literature and teaching aids for participants	**Literature:** Materials for participants attached to this training course programme. **Teaching aids:** Individual notebook, pen and/or smartphone (there may be 1 device for a group of 2-3 people). In case of lack of access to smartphones, the exercises can be performed in a different way than described in the Manual.
Methods and forms of validating learning outcomes	Assessment of the acquisition / improvement of competences includes assessment in the dimensions: 10 knowledge, 11 skills.

	12 Knowledge is measured twice (at the beginning and at the end of the training). Participants will complete initial and final competency tests apart from all the group activities where they must show that they have understood the theoretical content taught previously. 13 Skills are measured twice (at the beginning and at the end of the training). Participants will complete initial and final competency tests apart from all the group activities where they must show that they have understood the theoretical content taught previously. **The templates of the initial and final knowledge/skills test/exercises, the opinion of the person conducting the classes and other verification tools and other verification tools together with instructions for use and reading the results are attached to the program.**

Detailed content of Modules (curriculum with learning outcomes and verification criteria)

14 MODULE - SAFETY (13 DIDACTIC HOURS: 8 O + 5 A):

Modular unit (as named in *Course structure* part)	Teaching content (topics/exercises/others)	Learning outcomes (knowledge, skill, attitude)	Verification criteria
1.1 What is safety? (3 didactic hours: 2 O = 1 A), place: training room enabling group work..	15 What is it? 16 Current situation 17 What can we do?	18 Knowledge about safety in general 19 Knowledge about the current situation in the world about the internet and digital competences	22 You can detect which features fit into the field of safety 23 Can differentiate between the past and the present in terms of different methodologies to keep us safe

		20 Knowledge about some tips to take care of our safety and not expose ourselves without responsibility. 21 Identify good practices to use security in our favor	24 It has the ability to carry out different routines to avoid problems regarding safety 25
1.2 Cyberbullying (3 didactic hours 2 O = 1 A), place: training room enabling group work.	26 27 Examples of cyberbullying 28 Where does it happen… 29 Reasons why this happens… 30 Ways to respond… 31 Debate group 32 Video about the topic 33	34 Knowledge about cyberbullying in general 35 Ways to deal with cyberbullying	36 You can detect what signs appear in cyberbullying 37 Understand the possible (unjustified) reasons for it to appear
1.3 Protection devices (Internet dangers) (3 didactic hours: 2 O = 1 A), place: training room enabling group work.	38 What is it for? 39 Most frequent attacks on the internet. 40 Strong passwords 41 Protecting Personal Data and Privacy 42 Public and Private Data	43 Knowledge about protection devices 44 Knowledge of the most frequent internet attacks such as phishing, vishing... 45 Knowledge to create a good secure password	46 You can detect the most frequent internet attacks and how to avoid them 47 You can understand to create a better password 48 Know how to differentiate public data and private data...
1.4 Take care of our digital footprint (2 didactic hours: 1 O = 1 A), place: training room enabling group work.	49 What is the digital footprint? 50 Ways to take care of our digital footprint 51 Group exercises on the digital footprint 52 How important is the digital footprint for our present and future?	53 Digital footprint knowledge 54 Ability to be responsible in relation to the digital footprint 55 Discussion and conversations from different perspectives to reach common conclusions 56 Caring for our image for the present and future 57	58 No confusion between digital footprint and other concepts
1.5 Protecting the environment (2 didactic hours: 1 O = 1 A), place:	59 What is it for 60 Green computing 61 Impact ICT 62 What can we do?	63 Knowledge about the impact on the environment by ICTs 64 Knowledge to reduce this impact	65 Be responsible in terms of caring for the environment and the use of digital competences

training room enabling group work.			

66 MODULE - PROBLEM SOLVING (8 DIDACTIC HOURS: 5 O + 3 A):

Modular unit (as named in *Course structure* part)	Teaching content	Learning outcomes (knowledge, skill, attitude)	Verification criteria
2.1 What is ''Problem Solving''? (3 didactic hours: 2 O = 1 A), place: training room enabling group work.	67 What is problem solving? 68 Solving technical problems 69 Group exercises about problem solving 70 What to do if you have a virus	71 Knowledge about problem solving 72 Knowledge of technical issues that are related to problem solving 73	74 Ability to use problem solving in everyday life
2.2 The four techniques of problem solving (2 didactic hours: 1 O = 1 A), place: training room enabling group work.	75 Know the four most important techniques 76 Exercises and example of reflection of each of them	77 Knowledge to discover the four most important techniques	78 Ability to detect the four most important techniques and ask if at any time in your life you have used any of them
2.3 Identifying Needs and Technological Responses (2 didactic hours: 1 O = 1 A), place: training room enabling group work.	79 Why is it important? 80 TIPS 81 Clear your browser's cache 82 Group activities	83 Knowledge about the needs and technological responses that they offer us today for any situation in our lives	84 Ability to identify technology needs 85 Ability to know when it is appropriate to clean our device 86
2.4 Identifying Digital Competence Gaps (1 didactic hours: 1 O), place: training room enabling group work..	87 Creatively Using Digital Technologies 88 What is it for? 89 Clear your browser's cache 90 Group activities	91 Knowledge to identify GAPS competencies	92 Ability to clean our electronic devices at the appropriate time

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93 MODULE - INFORMATION AND DATA LITERACY (6 DIDACTIC HOURS: 4 O + 2 A):			
Modular unit **(as named in *Course structure* part)**	**Teaching content**	**Learning outcomes** **(knowledge, skill, attitude)**	**Verification criteria**
3.1 What is ''Information and Data Literacy''? (1 didactic hours: 1 O), place: training room enabling group work.	94 What is it based on? 95 What else? 96 Competences 97 Group activities	98 Knowledge of what "information and data literacy" is and be aware of the importance of this concept	99 Having understood the importance of this concept
3.2 Browsing, Searching and Filtering Data, Information and Digital Content (2 didactic hours: 1 O = 1 A), place: training room enabling group work.	100 What is it for? 101 Activity: Search Engines 102 Examples	103 Browser knowledge 104 Knowledge about Filtering Data 105 Digital Content Knowledge 106	107 Ability to reach group conclusions on this concept
3.3 Evaluating data, information and digital content (1 didactic hours: 1 O), place: training room enabling group work.	108 What is it for? 109 Examples 110 Activity: Sources 111 Types of Sources	112 Knowledge of evaluating data 113 Knowledge about sources and the types of sources that we can find 114 Participatory group attitude where all participants must collaborate and contribute ideas	115 Understand what the concept of evaluating data means 116 Detect and differentiate the types of font that we can find, emphasizing which are better or worse
3.4 Fake News (2 didactic hours: 1 O = 1 A), place: training room enabling group work.	117 What is it? 118 How to detect fake news? 119 Ask yourself these questions… 120 Activity: Sherlock Holmes 121 Some dynamics	122 Knowledge about fake news 123 Knowledge on how to detect them and know the importance of avoiding these fake news 124 Participatory and collaborative attitude in the different dynamics and group activities	125 Being able to detect what type of fake news and what intention each type has 126 Know how to reject this fake news and not continue spreading it

127 MODULE - DIGITAL CONTENT CREATION (8 DIDACTIC HOURS: 5 O + 3 A):			
Modular unit (as named in *Course structure* part)	**Teaching content**	**Learning outcomes (knowledge, skill, attitude)**	**Verification criteria**
4.1 Creating Digital Content (3 didactic hours: 2 O = 1 A), place: training room enabling group work.	128 Types of Content 129 Types of Format 130 Successful Digital Content Creation 131 Developing Digital Content 132 Activity: Creating a Blog 133 Activity 2: Making a Podcast	134 Knowledge of different types of content and format 135 Basic knowledge for the creation of different digital content 136 Participatory and creative attitude for the two activities on the creation of digital content	137 Being able to create digital content 138 Get creative to create a blog post and podcast
4.2 Integrating and re-elaborating digital content (2 didactic hours: 1 O = 1 A), place: training room enabling group work.	139 What is it for? 140 6 steps for a profitable digital content creation 141 Activity: Selfies	142 Knowledge about the elaboration of digital content 143 Knowledge to know the order and steps to create efficient digital content	144 Ability to be orderly and practical
4.3 Copyright and Licenses (3 didactic hours: 2 O = 1 A), place: training room enabling group work..	145 What it is for? 146 Meaning of Copyright 147 Types of Licenses 148 Activity: Licenses	149 Knowledge about licences, types of licenses and copyright. 150 Proactive attitude in the different group activities	151 Ability to detect and differentiate the different types of license and copyrights
152 MODULE - COMMUNICATION AND COLLABORATION (12 DIDACTIC HOURS: 10 O + 2 A):			
Modular unit (as named in *Course structure* part)	**Teaching content**	**Learning outcomes (knowledge, skill, attitude)**	**Verification criteria**

5.1 Interacting through digital technologies (2 didactic hours: 2 O), place: training room enabling group work.	153 What is it based on? 154 It goes far beyond the use of WhatsApp or Facebook… 155 What does participatory citizenship mean ? 156 Group activity	157 Knowledge about interaction through different digital technologies 158 Knowledge about digital citizenship 159 Participatory attitude in the different activities	160 Differentiate the different digital technologies 161 Find the importance of each of these digital tools
5.2 Sharing through digital technologies (1. didactic hours: 1 O), place: training room enabling group work.	162 What is it for? 163 Examples 164 Engaging in citizenship through digital technologies 165 Activity: Persuasive Ads	166 Knowledge of the best way to share experiences or information through digital technologies	167 Detect the best way to use technologies daily
5.3 Collaborating through digital technologies (4 didactic hours: 4 O), place: training room enabling group work.	168 Components 169 Activity: Discover 170 Explore OSM 171 Activity: Contribute to Wikipedia 172 Activity: Online behaviour	173 Knowledge about collaboration provided by digital technologies 174 Knowledge about the different components 175 Proactive and creative attitude to develop the different activities	176 Ability to collaborate through digital technologies
5.4 Managing Digital Identity (5 didactic hours: 3 O = 2 A), place: training room enabling group work.	177 What is digital identity? 178 How to take care of our digital identity? 179 group activity 180 Digital identity vs personal identity 181 Some dynamics and group discussions	182 Knowledge about digital identity 183 Knowledge about the importance of digital identity in our daily lives 184 Knowledge on how to take care of our digital identity 185 Participatory attitude in the different dynamics proposed during the course	186 Ability to understand what it is and the importance of digital identity 187 Take care of digital identity just as we take care of our personal identity

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