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# Courses in Digital Skills for Adults

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# **Courses in Digital Skills for Adult Learners**

## **June 2019**

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## Section 1:

### Introduction

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The Course in Digital Skills for Adult Learners was produced as one of the main results of the Erasmus plus strategic partnership project “DigiTrain - Enhancing transversal and Digital Skills to promote Innovative Blended Training Strategies in Adult Education”, implemented from 2017-2019.

The overall aim of the DigiTrain project is to build capacity of training organisations to enable them to deliver high quality and relevant digital skills training by improving the digital competences of adult educators staff competence by formulating digital competency frameworks for adults and adult educators and used as the basis for developing appropriate digital training programmes, learning resources and tools.

### Context and Scope of the Course in Digital Skills

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Nowadays, we are all experiencing the rapid digital transformation of the economy, which means that almost all jobs now require some level of digital skills, so does participation in society in general. A digital society needs digitally competent citizens, meaning that citizens should be able to use digital technologies in a confident and safe way, for various purposes such as working, getting a job, learning, shopping online, obtaining information and participating in wider societal activities such as learning and socialising.

The imperative for adults to develop digital competence derives from a number of developments, trends and challenges in the use of digital technologies. These include the use of the internet as a tool for transactions in the purchases of goods, proliferation and use of social media for communication and information sharing, the increasing use of banking and online payments services and digital content, researching and accessing public information and services, online learning and the increasing availability of MOOCs (Massive Open Online Courses) and Consumer to Consumer Commerce (C2C) using online selling platforms. Adults now and in the future, will need digital competence for everyday life as it permeates all facets of economic, social, cultural, political and civil life, and is a must to participate fully in everyday life. Therefore, developing and improving our digital skills becomes essential in the digital society we are living in.

This Course in digital skills has been produced on the basis of the Digital Competence Framework developed by the DigiTrain partnership and directed towards adult learners of any age group and background. The DigiTrain Digital Competence Framework is a tool that aims to improve the digital competence of adults. It captures the key digital competences that adults require to navigate an increasingly digitalised world. For its development a number of other frameworks, training programme and tools have been reviewed by the partnership, with the main focus being at the European Framework for the Digital Competence of Citizens (DigiComp) and the UNESCO ICT Competency Framework for Teachers as tools to improve citizens' digital competence.

### **The aim of the Course**

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The course for adults aims to help them develop the digital competences (knowledge, understanding, skills, attitudes and behaviour) to enable them to navigate the increasingly digital world of work, leisure and personal development. In particular, it focuses on developing the digital competences stipulated in the competency framework for adults. The course consists of integrated units that collectively will enable adults to develop the full range of digital skills.

The course is developed to be delivered in blended form, combining traditional classroom-based learning with online learning involving the use of digital tools and employing both formal and non-formal education methods and techniques.

### **Who is the course for?**

This Course addresses to any adult above the age of 18, interested in developing or improving his/her digital competences.

## Section 2:

### Course in Digital Skills for Adults

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The Course in Digital Skills for Adults has been developed based on the DigiTrain Digital Competence Framework for Adults. Therefore, in order to understand the structure of the Course, each learner should use it in accordance with the Framework.

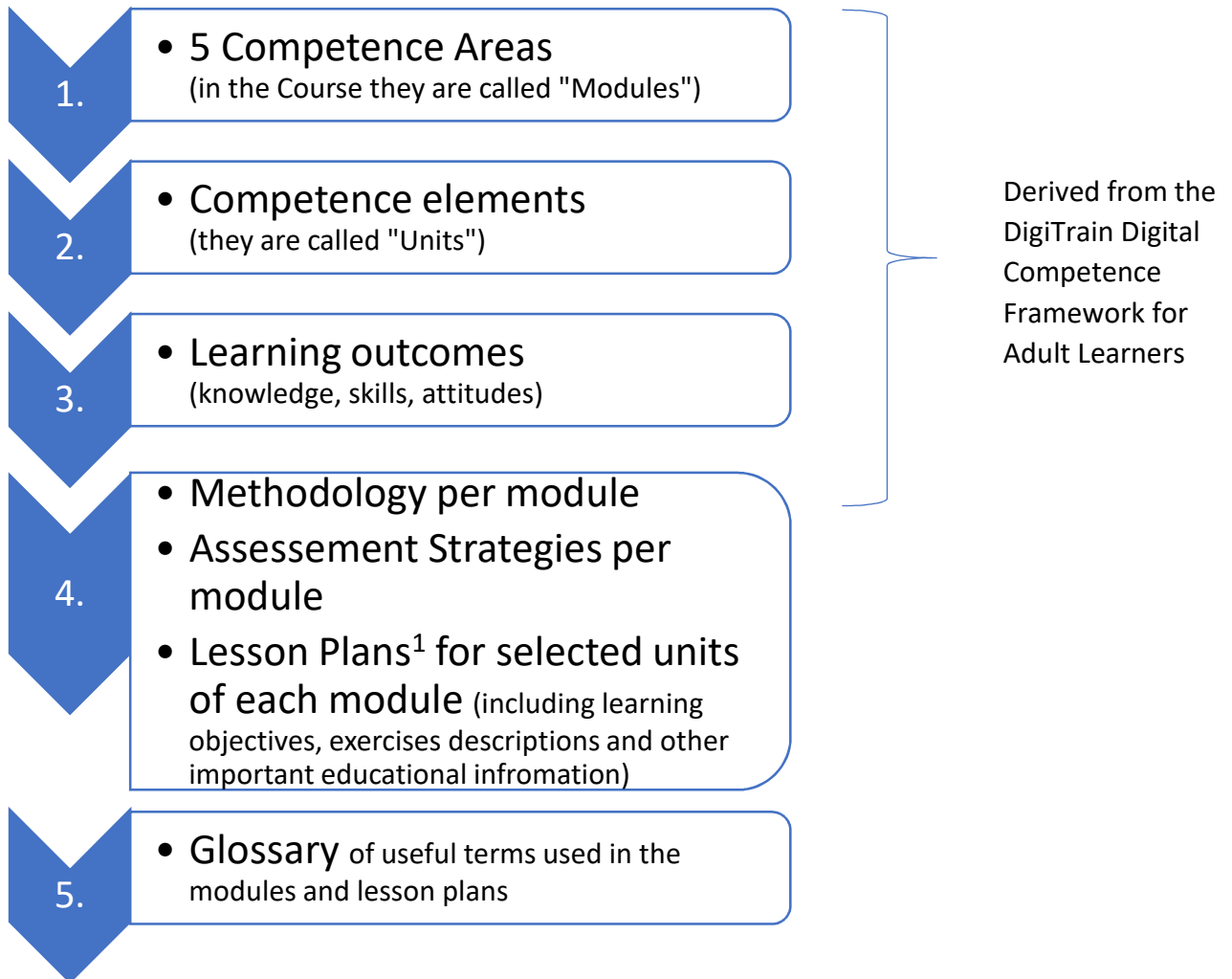
The Digital Competence Framework for Adults consists of five competence areas that each one of them is divided in several competence elements. These competence areas also constitute the respective modules of the Course in Digital Skills for Adults aiming at improving in a holistic way the knowledge, skills, values and attitudes of the learners on each topic.

The DigiTrain partners have selected from each competence area one competence element for which they fully proposed and developed educational activities (in form of lesson plans) and learning materials (as resources) that can be used by the learners to develop their competences. The lesson plans are available as annexes to the Course. To understand better the structure, please review the diagram below and its descriptive explanation.



## Course Structure

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(1) Training materials for the lesson plans which are included in the course can be found in the "Teaching and Learning Resources for Blended Learning" section of the project.

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As shown in the diagram above, the Course is divided in 5 Competence Areas that are called modules, and each module is divided in several units, which reflect the competence elements of the DigiTrain Digital Competence Framework for Adults.

The Course, apart from the overview of each module, also provides:

- A short introduction to the module
- Approximate duration of the module and the unit developed
- Methodology
- Assessment strategies used for the specific unit developed

In addition, the lesson plans, which are included as annex to the course, include the following information:

- Learning outcomes covered
- Learning objectives covered
- Transversal skills enhanced
- Other educational information
- Description of activities proposed for covering the unit

## Competence Summary

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A short presentation of the modules of the Course can be found below. For more information, we highly advise you to look into detail the DigiTrain Digital Competence Framework for Adult Learners.

### **Module 1: Information and data literacy**

Learners will identify, locate, obtain, retrieve, store, organise and analyse digital information, evaluating its purpose and relevance.

### **Module 2: Communication and collaboration**

Learners will explore communicate in digital environments, share resources through online tools, connect with others and collaborate using digital tools, interact and participate in communities and networks, intercultural awareness.

### **Module 3: Digital Content Creation**

Learners will create and edit new digital content, integrate and rebuild prior knowledge and content, make artistic productions, multimedia content and computer programming, know how to apply intellectual property rights and licenses.

### **Module 4: Safety**

Learners will explore protection of personal information and data, digital identity protection, safety, safe and responsible use.

### **Module 5: Problem solving**

Learners will identify needs in the use of digital resources, make informed decisions about the most appropriate digital tools depending on the purpose or need, solve conceptual problems through digital media or digital tools, use technology creatively, solve technical problems, upgrade my competence and that of others.

## Section 3:

### **Module's descriptions**

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## Module 1:

### Information and Data Literacy

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In this module, you will learn about how to identify, locate, obtain, retrieve, store, organise and analyse digital information, as well as evaluating its purpose and relevance.

Prepare yourself to dive in the “digital world”, reflect on how we get information, what type of information we have and purposes underpinning information on internet, and learn about different strategies to analyse digital information.

<b>Units included in this module</b>	1.1 Browsing, searching and filtering data, information and digital content 1.2 Evaluating data, information and digital content 1.3 Managing data, information and digital content
<b>Approximate duration of the module</b>	12 guided learning hours
<b>Duration of the unit</b>	5 hours maximum (expected: 4 hours and 45 minutes), combining face-to-face activities and blended learning
<b>General aims of the module</b>	The main aims of this module are to identify, locate, obtain, retrieve, store, organise and analyse digital information, evaluating its purpose and relevance
<b>Methodology</b>	This module combines different methodologies. On the one hand, learners will get some insights through classroom-based learning. On the other hand, they will also work in groups to do some practical exercises, so having collaborative and experiential learning too.  Finally, it is foreseen to have a blended learning since they will work online for a week.
<b>Assessment Strategies</b>	Documents and materials produced by learners during face-to-face activities (flipchart presentations, “exploration logs”, quizzes) or blended (written email back to the educator)

	<p>activities will become evidences to assess learners' improvements.</p> <p>In addition, the active role of the educator, through observation and active listening, will entail a way to assess and record learners' learning outcomes.</p> <p>Finally, a quiz/questionnaire will be filled out by learners by the end of the unit.</p>
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## Module 2

### Communication and Collaboration

Integration of various communication devices and solutions becomes a fuel of the modern day. During the training will learn how to develop and advance collaboration skills while integrating different voice, video, data and mobile applications.

It also teaches you about appropriate forms of verbal, nonverbal, and written communication, as well as how to work together in a team.

<b>Units included in this module</b>	2.1 Interacting through digital technologies 2.2 Sharing information and content 2.3 Engaging in citizenship through digital technologies 2.4 Collaborating through digital technologies 2.5 Netiquette 2.6 Managing digital identity
<b>Approximate duration of the module</b>	Module will be split into 6 training course each running for approximately 4 to 5 hours split over a selected number of days and will include independent study including homework assignments and assessments.
<b>Unit Duration</b>	Unit 2.6 Managing digital identity 3 Session, each 1 hour and 30 minutes in length Plus approx. 2 hours independent study including homework set assignments/assessments
<b>General aims of the module</b>	In this module learners will explore communicate in digital environments, share resources through online tools, connect with others and collaborate using digital tools, interact and participate in communities and networks, intercultural awareness.
<b>Methodology</b>	Presentations, Class practical activities, group discussions and assignments
<b>Assessment Strategies</b>	Interactive Classroom voting system quiz Class discussions Set practical assignments Online Quiz

## Module 3

### Content Creation

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This overall course introduces learners to a set of tools, concepts, and activities in order to acquire primary and solid knowledge in terms of data classification, creation and editing. The overall aim is to familiarise with a number of concepts about data and to set up innovative engaging activities for everyday usage and digital self-sufficiency.

A final part of the course is dedicated to the truthfulness of different digital content online (e.g. fake news, etc.)

<b>Units covered under this module</b>	3.1 Developing digital content 3.2 Integrating and re-elaborating digital content 3.3 Copyright and licenses 3.4 Logical thinking
<b>Approximate duration of the module</b>	The whole length of the training programme for this module is expected to be 20 hours, consisting of 5 sessions and can take place over the span of 2 months.
<b>Duration of the unit</b>	Unit 3.1 Developing digital content 2-5 hours
<b>General aims of the module</b>	The main aim of this module is to introduce learners to a set of tools/concepts/activities related to new digital content creation/editing, creative data production, multimedia content and computer programming, knowing how to apply intellectual property rights and licenses.
<b>Methodology</b>	Presentations, Practical exercises/Outdoor activities, Class activities, group discussions and assignments
<b>Assessment Strategies</b>	Educator and peer observations, class activity worksheets, quizzes, practical artistic outputs



## Module 4

### Safety

Nowadays we live in a digital culture. This means that online and offline worlds intersect across all areas of our lives making digital safety (in its broader meaning) a major issue and an increasing necessity.

In this module, you will learn about how to protect your personal information and data as well your digital identity. You will learn about ways to protect your digital devices and the environment as well as how to safeguard your health and well-being safety within a digital environment.

<b>Units included under this module</b>	4.1 Protecting devices 4.2 Protecting personal data and privacy 4.3 Protecting health and well-being 4.4 Protecting the environment
<b>Approximate duration of the module</b>	12 guided learning hours  The module will be split into 4 training course each running for approximately 3 to 4 hours. Training will include independent study including homework assignments and assessments.
<b>Duration of the unit</b>	Unit 4.3 Protecting health and well-being  3-4 hours maximum, combining face-to-face activities and blended learning.
<b>General aims of the module</b>	The main aims of this module are: to protect personal information data and digital identity, safety, safe and responsible use.
<b>Methodology</b>	This module combines different training methodologies & techniques. <ul style="list-style-type: none"> <li>● Classroom-based learning</li> <li>● Discovery Learning</li> <li>● Collaborative Learning</li> <li>● Flipped Classroom</li> <li>● Experiential Learning</li> </ul>

	<ul style="list-style-type: none"> <li>● Blended Learning (students might work online as well)</li> </ul> <p>Presentations, exercises, class activities &amp; group discussions, assignments</p>
<b>Assessment Strategies</b>	<p>Documents and materials produced by participants during face-to-face activities (class activity worksheets &amp; ppt presentations, reports) will be used to assess the learners' knowledge.</p> <p>Moreover, the active role of the trainer, through observation and active listening, will also play a major role in the learners' assessment. Along with questionnaires that will be completed by the learners at the end of the unit.</p>

## Module 5

### Problem Solving

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The ability to analyse problematic situations, and develop appropriate and sustainable solutions is key to organisational performance and success.

This course aims to increase your awareness of how to analyse problems that arise, gain confidence in assessing problems accurately, evaluating alternative solutions, and anticipating likely risks.

You will also be able to manage more effectively the implementation and monitoring of a solution, after a decision has been reached.

<b>Units included in the module</b>	5.1 Solving technical problems 5.2 Identifying needs and technological responses 5.3 Creatively using digital technologies 5.4 Identifying digital competence gaps
<b>Approximate duration of the module</b>	Module will be split into 4 training courses each running for approximately 4 to 5 hours split over a selected number of days and will include independent study including homework assignments and assessments.
<b>Unit Duration</b>	Unit 5.4 Identifying digital competence gaps  1 Session, Duration 4 hours 30 minutes in length
<b>General aims of the module</b>	Identify needs in the use of digital resources, make informed decisions about the most appropriate digital tools depending on the purpose or need, solve conceptual problems through digital media or digital tools, use technology creatively, solve technical problems, upgrade my competence and that of others.
<b>Methodology</b>	Presentations, Class practical activities, group discussions and assignments
<b>Assessment Strategies</b>	Educator and Peer Observation, Interactive Voting Systems, Assessment Tests, activity worksheet

## Section 4:

### Glossary

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#### Accuracy

The closeness of computations or estimates to the exact or true values<sup>1</sup>.

#### Cyberbullying

The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

#### Data

Information, especially facts or numbers, collected to be examined and considered and used to help decision-making, or information in an electronic form that can be stored and used by a computer<sup>2</sup>.

#### Data literacy

- A) It is the ability to access, interpret, critically assess, manage, handle and ethically use data<sup>3</sup>.
- B) Enables individuals to access, interpret, critically assess, manage, handle and ethically use data<sup>4</sup>.

#### Digital

Involving or relating to the use of computer technology.

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<sup>1</sup> Eurostat (2003). Working Group "Assessment of quality in statistics". Retrieved from: <http://ec.europa.eu/eurostat/documents/64157/4373735/02-ESS-quality-definition.pdf>

<sup>2</sup> Cambridge Dictionary (2018). Definition of the word 'data'. Retrieved from: <https://dictionary.cambridge.org/dictionary/english/data#dataset-cbed>

<sup>3</sup> Tibor, K. (2015). "Data literacy: in search of a name and identity", Journal of Documentation, Vol. 71 Issue: 2, pp.401-415. Retrieved from: <https://doi.org/10.1108/JD-02-2014-0026>

<sup>4</sup> Matthews, P. (2016). Data literacy conceptions, community capabilities [quoting Prado & Marzal, 2013]. The Journal of Community Informatics-ISSN: 1721-4441. University of the West of England, Bristol, United Kingdom. Retrieved from: <http://ci-journal.org/index.php/ciej/article/view/1348/1222>

**Digital and media literacy**

A constellation of life skills that are necessary for full participation in a media-saturated, information-rich society<sup>5</sup>.

**Digital world (cyberspace)**

The internet considered as an imaginary area without limits where you can meet people and discover information about any subject<sup>6</sup>.

**Information**

Data as processed, stored, or transmitted by a computer<sup>7</sup>.

**Internet addiction disorder**

A mental condition characterized by excessive use of the internet, usually to the detriment of the user. Addiction is generally understood to be a mental disorder involving compulsive behaviour. When someone is constantly online, he/she may be described as addicted to it.

**Media**

The main means of mass communication (broadcasting, publishing, and the Internet) regarded collectively<sup>8</sup>.

**Media credibility**

The audience perception of news channel believability<sup>9</sup>.

**Personal Data**

Personal data is any information that relates to an identified or identifiable living individual. Different pieces of information, which collected together can lead to the identification of a particular person, also constitute personal data.

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<sup>5</sup> Hobbs, R. (2010). Digital and Media Literacy: A Plan of Action. A White Paper on the Digital and Media Literacy Recommendations of the Knight Commission on the Information Needs of Communities in a Democracy. Retrieve from:

[https://www.knightfoundation.org/media/uploads/publication\\_pdfs/Digital\\_and\\_Media\\_Literacy\\_A\\_Plan\\_of\\_Action.pdf](https://www.knightfoundation.org/media/uploads/publication_pdfs/Digital_and_Media_Literacy_A_Plan_of_Action.pdf)

<sup>6</sup> Cambridge Dictionary (2018). Definition of the word 'cyberspace'. Retrieved from: <https://dictionary.cambridge.org/dictionary/english/cyberspace>

<sup>7</sup> English Oxford Living Dictionaries (2018). Definition of the word 'information'. Retrieved from: <https://en.oxforddictionaries.com/definition/information>

<sup>8</sup> English Oxford Living Dictionaries (2018). Definition of the word 'media'. Retrieved from: <https://en.oxforddictionaries.com/definition/media>

<sup>9</sup> Calvo-Porrà, C.; Martínez-Fernández, V.; Juanatey-Boga, O. (2014). Mass communication media credibility: an approach from the Credible Brand Model. Retrieved from: [http://www.scielo.br/pdf/interc/v37n2/en\\_1809-5844-interc-37-02-0021.pdf](http://www.scielo.br/pdf/interc/v37n2/en_1809-5844-interc-37-02-0021.pdf)

**Reliability**

The quality of being trustworthy or of performing consistently well. The degree to which the result of a measurement, calculation, or specification can be depended on to be accurate<sup>10</sup>.

**Social exclusion**

It is the act of making certain groups of people within a society feel isolated and unimportant.

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<sup>10</sup> English Oxford Living Dictionaries (2018). Definition of the word 'reliability'. Retrieved from: <https://en.oxforddictionaries.com/definition/reliability>

## Acknowledgements

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The development of this Course in Digital Skills for Adults was a result of the common effort of the DigiTrain partnership and the experts of the project partners. The editing of the Course in Digital Skills for Adult Learners was made by Eurosuccess Consulting.

### The partnership consisted of 6 organisations from 5 countries:

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**Futuretrend (UK)** provides training in IT; Design, Financial and Business Skills and focuses on helping clients advance their skills for either business or personal success. Training includes popular courses such as Photoshop, WordPress, Software Testing, Business Analysis, Stocks, and Shares & Investments Training.

**Futuro Digitale Association (Italy)** is a non-profit organisation. It caters for local community needs such as unemployment and/or basic skills, targeting disadvantaged and marginalised groups such as migrants and members of minority groups. It works to promote empowerment through development connected to e-learning, traineeship and personalised patterns of working. It is also a job agency validated by the Ministry of Labour, and helps target groups to write and boost their CVs and orienteer their careers through non-formal learning tools.

**Eurosuccess Consulting (Cyprus)** is a Consulting & Training organisation in the field of project management; training & consulting services; and advice and guidance. The organisation provides a comprehensive package of services addressing the needs of various target groups and organisations with regards to their lifelong learning opportunities, in Cyprus and abroad.

**Action Synergy S.A. (Greece)** is an education, training and knowledge-based applications organization involved in the development of education technologies, training methodologies and the development of e-learning training courses. It has a particular focus on the promotion of adult education and the acquisition of transversal skills for young people and adults. Key areas of expertise include: the development of learning methodologies, educational technologies courses and modules making use of innovative methodologies.

**GO EUROPE (Spain)** Intercultural Association aims to promote an international spirit aligned with the common European cultural objectives through intercultural dialogue, exchange of knowledge and European awareness through the active participation of young people, organisations and companies, in projects involving mobility, education and growth.

**Global Learning & Skills Partnership (GLaSP) (UK)** is a non-profit training and research organisation that promotes training and development to adults and young people, especially those that are disadvantaged or socially excluded. The organisation delivers training and

workshops in employability skills, job search skills, personal finance, functional life skills, Digital Skills & ICT, the global dimension, intercultural learning & communication, health awareness and entrepreneurship.



## Section 5:

### **Annexes – Lesson Plans**