



makesense

Training Module

Module Number 2: Digital and tech-based competences

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Introduction to Module 2

Digital and tech-based competences

Background and Scope

- ▶ The age we live in is dominated by our use of **ICT (Information and Communications Technology)**. For this reason it is important to make sure, as teachers, that our students possess the **digital skills** necessary to operate and function efficiently and effectively as members of their community and as responsible citizens of the 21st century.
- ▶ **The digital competence** is among the 8 key competences identified by the Council of Europe in 2006.
- ▶ The **EntreComp** framework identifies 15 competences, many of which rely on the competent use of ICT.
- ▶ Irrespective of the subject we teach, much of the content delivered to our students demands a **solid knowledge and use of digital skills**. Therefore, the learning situations we create allow us to check, test and improve our students' digital competence.
- ▶ **Digital literacy** is a **MUST**. This module will detail on the essential competences and skills associated with it.

Introduction

▶ Outline of this Module

- ▶ This section overviews the digital & tech-based skills necessary in social entrepreneurship.
- ▶ Training methods: discussions, videos, quizzes, reading material.

▶ Goal

- ▶ To prepare teachers to help students develop their digital and tech-based skills.

▶ Learning Outcomes

- ▶ By the end of this module the learner will be able to:
 - ▶ identify the digital skills necessary in entrepreneurship.
 - ▶ use digital & tech-based skills in the educational / professional field.

▶ Training Approach

- ▶ Models and methods used in this module: learning by doing, problem-solving.

Schedule

STAGE AND ACTIVITIES	PROCESS	TIME (minutes)
1. WARM UP / LEAD IN	Welcome, setting up rules, self-introduction	15'
2. ICE BREAKER	What is the Internet?	15'
	<i>COFFEE BREAK</i>	15'
3. WORKSHOP	Types of devices	15'
4. WORKSHOP	Information	40'
5. WORKSHOP	Communication	30'
	<i>LUNCH BREAK</i>	30'
6. WORKSHOP	Content creation	30'
7. WORKSHOP	Safety	30'
8. WORKSHOP	Problem solving	20'
9. PLENARY	Review and evaluation	30'

WARM UP / LEAD IN

► Description of the Activity

Material: Warm up - lead in

1. the trainers introduce themselves and briefly present the project;
2. the trainers present the schedule / structure of the workshop;
3. the trainers explain the rules and ask the participants to introduce themselves (name, subject they teach, main interests).



MEGAPIXL

Download from megapixel.com/31740781

ICE BREAKER 1

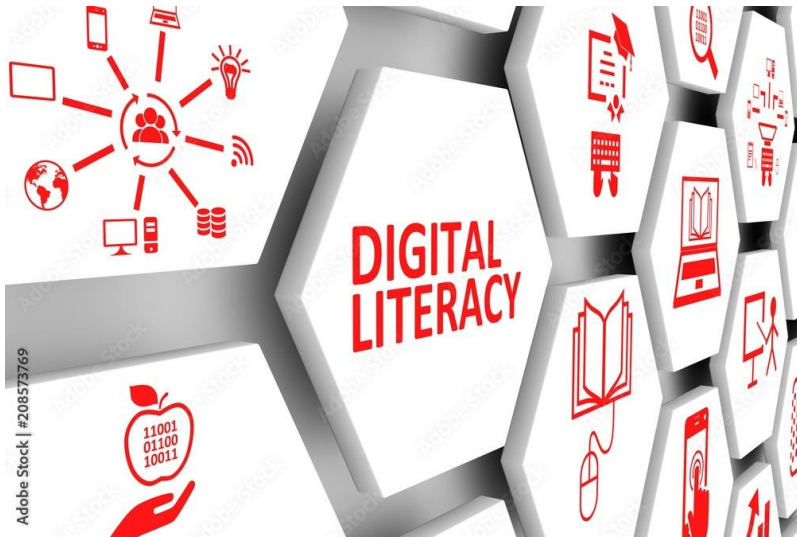
- ▶ Title: What is the Internet?
- ▶ Purpose of the session: to make participants aware of the presence of the Internet in their lives and of the need to improve their digital skills
- ▶ Materials and resources required: reading material: Ice breaker - A Brief History of the Internet

- ▶ Description of the Activity

- a discussion about the presence of the Internet in our lives (to what extent we use it / depend on it) (5');
- reading material: Ice breaker - A Brief History of the Internet (5');
- discussion: how would you assess your digital competence? has it improved since the beginning of 2020? (5')



ICE BREAKER 2



For teachers / upper-intermediate students (discuss):

“Digital literacies encompass the individual, technological, and social skills needed to effectively navigate one’s way through a growing and ever-changing range of digital communication channels. These skills include the ability to effectively interpret, manage, share, and create meaning through these channels.”

From OUP Global Skills - Creating Empowered 21st century citizens, page 8, available from <https://elt.oup.com/feature/global/expert/global-skills?cc=ro&selLanguage=en&mode=hub>

DEVICES

- ▶ Title: Types of devices
- ▶ Purpose of the session: to make participants aware of the various devices / gadgets we use nowadays
- ▶ Materials and resources required: online poll
- ▶ **Description of the Activity**
 - the trainer initiates a discussion on the types of devices used nowadays in education / at work: desktop computer/ laptop / mobile phone / smart watch / smart band / tablet / voice assistant
 - online poll - to find which type of device is mainly used by participants
 - <https://fast-poll.com/poll/d010f25b>



INFORMATION 1

- ▶ Title: Search engines
- ▶ Purpose of the session: to improve the participants' ability to browse, search, filter, store and retrieve information
- ▶ Materials and resources required: Information 1 - Search Engines

- ▶ Description of the Activity

1. A discussion about search engines - Which do you know? Which do you use? Why?

Examples: Google, Microsoft Bing, Yahoo, Baidu, Yandex, DuckDuckGo, Ask.com

Google Scholar - freely accessible, for various fields / topics

Reading material: Information 1 - Search Engines



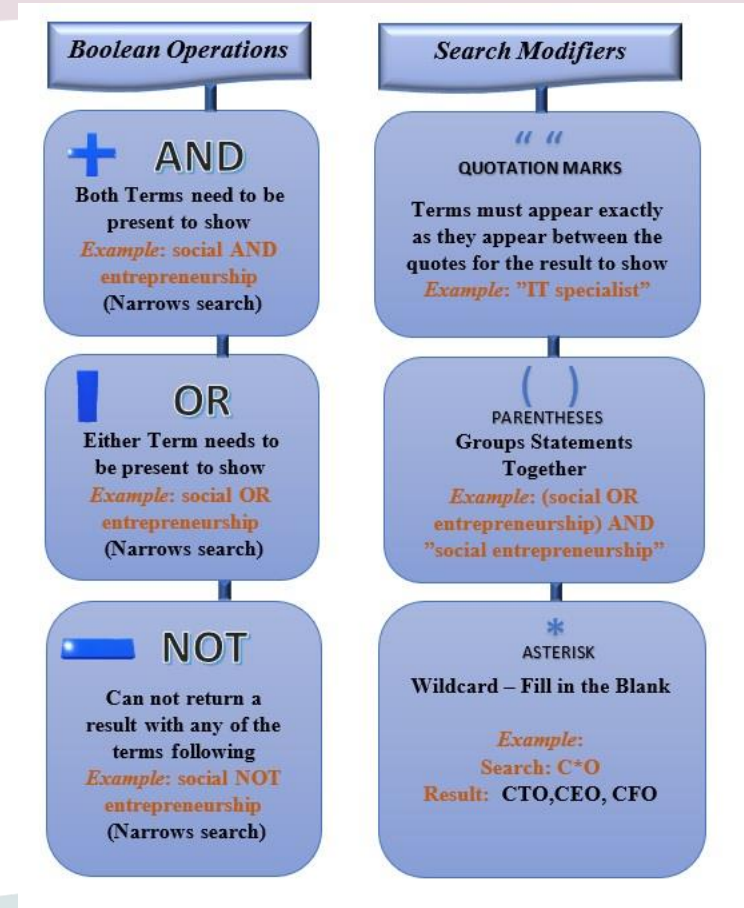
INFORMATION 2

- ▶ Title: Search combinations
- ▶ Purpose of the session: to improve the participants' ability to search and filter information
- ▶ Materials and resources required: Information 2 - Search Combinations

2. Search combinations - Boolean Operators

Search strategies / tips:

- vary your search engine; use tabs (Web, image, news, etc); use quotation marks; use a hyphen / small dash / minus sign; use a colon to search specific sites; search specific file types.
- worksheet: Information 2 - Search Combinations (5')



INFORMATION 3

3. Evaluating information

‘It must be true because I read it on the Internet’

Jane Mandalios’s **RADAR** approach:

RELEVANCE

AUTHORITY

DATE

APPEARANCE

REASON

Material: Information 3 - The RADAR approach

Material: Information 3 - Comparison of 2 websites

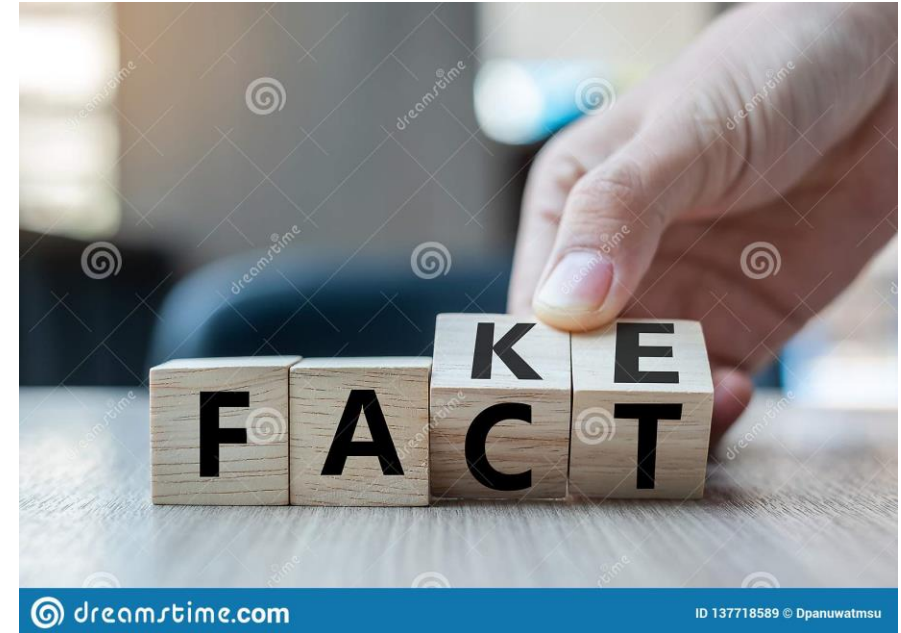


INFORMATION 4

3. Fake news online game

From fake news to chaos! How bad are you?
Get as many followers as you can.

4. Truth or Fake? 4 tips for detecting fake news (video = 8'57'')



COMMUNICATION 1



- ▶ Title: online communication
- ▶ Purpose of the session: to improve the participants' skills to communicate efficiently online
- ▶ Materials and resources required: online videos + quiz

▶ Description of the Activity

1. a discussion on the various means of communication: e-mail, text messaging, mobile phones, social media, video conferences + on the various ways in which we can share information with others (e-mail attachments, transfer websites, OneDrive, Google Drive, Dropbox, etc), depending on the situation. (10')

COMMUNICATION 2

2. Video-conferences used for educational purposes

- discussion: which do you prefer (Microsoft Teams, Zoom, Webex, Google Meet) and why?
- team work - some platforms offer the chance to split the participants into groups / rooms, where they can work on a certain task and then join the main group to present their findings - an example if the workshop is online
- watch a video about the Breakout Rooms option in Microsoft Teams:

<https://www.youtube.com/watch?v=Nq2pbPtMZGk>

(5'03")



COMMUNICATION 3

3. Netiquette - late 1980s - rules of etiquette in digital communication

Examples: Writing an e-mail message in all capital letters is considered a breach of netiquette because it looks like you are shouting. / Commenting on things that weren't meant for you. / Using harsh language. / Sharing information outside of class. / Spamming.

Watch video: [The Do's and Don'ts of Netiquette \(3'52''\)](#)

Self-scoring quiz: [How much do you know about Netiquette?](#)



CONTENT CREATION 1

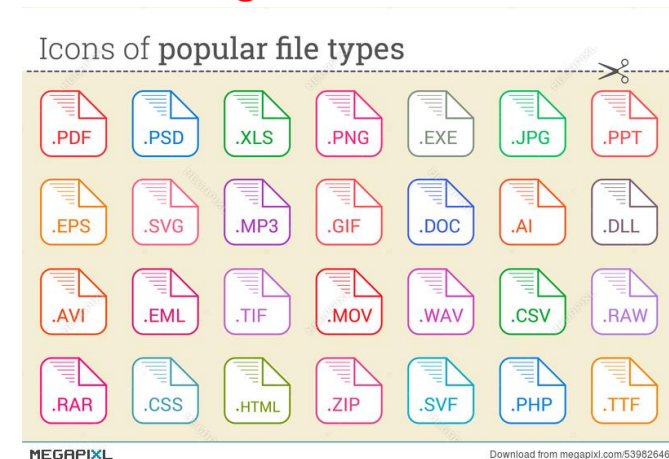
- ▶ Title: digital skills necessary for the creation of content
- ▶ Purpose of the session: to improve the participants' ability to create / modify content
- ▶ Materials and resources required: quiz, Content Creation 1 - Icon Recognition

- ▶ **Description of the Activity**

1. Participants solve an online quiz, in which they have to associate the file types with the corresponding programme:

<https://learningapps.org/watch?v=pmghm5mqt21>

Participants solve the Icon Recognition worksheet



CONTENT CREATION 2

2. Reusing, mentioning or modifying content

- 3 different types of licenses:

- Copyright = full rights to the owner of the work
- Copyleft = no constraint - content can be modified, copied, shared
- Creative Commons = more flexible than Copyleft - level of protection can be set directly by the author of the work

Watch a video: <https://www.youtube.com/watch?v=SznxqgbLLX8> (2'50'')



CONTENT CREATION 3

2. Collaborating on a file

- discussion on two methods of doing this:
- Google doc - working simultaneously on a file
- Microsoft Word - track changes

Material: Content Creation 3 - Collaborating on a File

The image displays two side-by-side screenshots of document editing interfaces. The top screenshot shows Google Docs, titled 'A spooky doll', with a comment thread on the right side. The bottom screenshot shows Microsoft Word, also titled 'A spooky doll', with a 'Track Changes' view showing various edits in red and green. The text in both documents is identical, describing a spooky experience in a new house.

Google Doc

Microsoft Word



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SAFETY 1

- ▶ Title: Digital Safety
- ▶ Purpose of the session: to increase the participants' skills to better protect their devices, personal data, health and the environment
- ▶ Materials and resources required: online quizzes

- ▶ Description of the Activity

1. Protecting devices - anti-viruses (for all devices!) & passwords - discussion

Modern computers can crack short passwords consisting of only letters and numbers in mere moments. As such, strong passwords consist of a combination of uppercase and lowercase letters, numbers and special symbols, such as punctuation. They should be at least 12 characters long, although we'd recommend going for one that's even longer.



SAFETY 2



2. Protecting personal data - discussion:

- privacy settings: pay attention to what type of personal information you share with others;
- digital footprint / shadow: one's unique set of traceable digital activities, actions, contributions and communications manifested on the Internet or digital devices;
- Quiz 1: [What is the Digital Footprint?](#)
- Quiz 2: [Your Digital Footprint](#)

SAFETY 3



3. Protecting health:

- what is cyberbullying? - discussion
- reading material: [How to Prevent Cyberbullying - A Guide for Parents, Caregivers and Youth](#)

4. Protecting the environment:

- a discussion on: saving energy, recycling parts of the devices, choosing a technological solution rather than a non-technological one when you see that the digital choice has less impact on the planet (reading the abstract of a paper before deciding to print all pages).

PROBLEM SOLVING

- ▶ Title: problem solving
- ▶ Purpose of the session: to help participants identify possible technical problems and solve them
- ▶ Materials and resources required: Problem Solving worksheet
- ▶ Description of the Activity

1. technical & theoretical problems - finding the relevant solution (seeking advice, thinking of alternatives);
 - discussion: what types of problems?
 - what types of solutions? (ask somebody, read the Help section, watch YouTube tutorials)
 - attending (online) courses to increase his / her digital skills
 - material: Problem Solving



REVIEW AND EVALUATION

- ▶ Title: Review & Evaluation
- ▶ Purpose of the session: to revise the information presented in the module and to assess the extent to which the participants have understood the concepts / to assess the quality of the workshop, according to the participants' level of satisfaction
- ▶ Materials and resources required: Participants Feedback - online survey
- ▶ Description of the Activity

1. The trainers conduct a discussion, starting from the following questions: What did you enjoy most during this workshop? Mention some activities which you found interesting / new / useful for your teaching career.
2. Participants complete an online survey, by means of which they assess the activities they attended and the trainers' performance: https://docs.google.com/forms/d/e/1FAIpQLSd0EhddpU2-5yUqBJVsxV1F_igfpFw2VxhlegHA0UJvXW72sw/viewform



ADDITIONAL RESOURCES

MATERIALS / LINKS 1

The Digital Competence Framework

<https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework>

Free Polls and Surveys

<https://fast-poll.com/>
<https://www.poll-maker.com/>

Website reliability

<https://www.scamdoc.com/>
<https://nibbler.silktide.com/>
<https://www.getbadnews.com/#intro>

Fake News Game

Large Files Transfer

<https://wettransfer.com/>
<https://www.sendbig.com/>
<https://www.sendtransfer.com/>

Breakout Rooms in Microsoft Teams

<https://www.youtube.com/watch?v=Nq2pbPtMZGk>

Icon Recognition Game

<https://learningapps.org/watch?v=pmghm5mqt21>

ADDITIONAL RESOURCES

MATERIALS / LINKS 2

Netiquette - A Student's Guide to Digital Etiquette
Self-scoring Netiquette quiz

<https://www.youtube.com/watch?v=OWw3aEw1SFo>
https://www.nku.edu/~rkdrury/experiment/netiquette_quiz.htm

The Do's and Don'ts of Netiquette Guidelines
Copyright-Copyleft

<https://www.youtube.com/watch?v=-JNxTay480g>
<https://www.youtube.com/watch?v=SznxqgbLLX8>

Digital Footprint Quizzes

<https://beststrongonline.antibullyingpro.com/quiz-digital-footprint/>
<https://www.proprofs.com/quiz-school/story.php?title=your-digital-footprint>
<http://nccstudyskills.weebly.com/uploads/2/4/7/5/24755240/quizpdf.pdf>

How to Prevent Cyberbullying - A Guide for Parents,
Caregivers and Youth
Workshop Assessment

<https://www.stopbullying.gov/sites/default/files/documents/Cyberbullying%20Guide%20Final%20508.pdf>
https://docs.google.com/forms/d/e/1FAIpQLSd0EhddpU2-5yUqBJVsxV1F_igfpFw2VxhlegHA0UJvXW72sw/viewform

THANK YOU FOR YOUR ATTENTION!



Acknowledgement

This Publication has been funded with support from the European Union. This Publication is the sole responsibility of the publisher, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



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

