DigAge+

DigAge+

TRAINING TOOLKIT

Index

1 Introduction

This Toolkit is meant to be your guide to better understanding the DigAge+ E-Learning Modules. The modules represent the final output of the DIGAGE+ project and were a result of the desk research, competence framework developed during the project. They build upon previous work done by the consortium which included not only mobilizing the consortium's expertise as well as that of experts across the partner countries, but also by testing and interacting with the target group, digital skills trainers, and various stakeholders at the local, regional, national and European level. These previous deliverables allowed partners to develop an innovative training content which fit with the needs of the market and the development of the identified crucial skills, knowledge and competencies.

These modules allow students to practice and learn about digital issues using more digital tools and technologies by following an e-learning course themselves.

The following e-learning modules will cover topics and provide advice and information on: information and data literacy, intelligent ways of using digital tools while engaging learners and leveraging the "digital ecosystem" to meet the current digital skills of the 50+ and the real needs of the labour market in a business context.

To find out how to access all the modules presented, and how to use them, we refer you to our technical handbook with all the technical and accessibility information on the online platform:

Link to Technical handbook

2 The present situation

Knowledge is becoming the main productive force, and lifelong education is a part of the culture of the twenty-first century. Today, the individual is exposed to constant changes, to which he must be able to adapt and follow. Adults face many problems and obstacles in their education, and in order to overcome them and get as much training as possible for life and work, they need motivation.

New technologies are completely changing the way we live and work. To thrive in today's innovation-driven economy, workers need a different mix of skills than in the past. In addition to foundational skills like literacy and numeracy, they need competencies like collaboration, creativity and problem-solving, and character qualities like persistence, curiosity and initiative. Changes in the labor market have heightened the need for all individuals, and not just a few, to have these skills.

For the smooth reintegration into the labor market are important three elements: motivation, employability and opportunities for training or employment. Older workers are less inclined to engage in education and training for work-related reasons than younger workers.

While this is likely partly due to fewer incentives to engage in training opportunities given their shorter remaining working lives than other age groups, it also suggests that these workers may be unprepared and less adaptable and these could affect their job performance or potential layoffs.

A key challenge is that a large number of older workers lack the basic digital skills needed to survive in a technology-rich work environment. Addressing this challenge will require an immediate and massive increase in training opportunities for them. As digital inclusion becomes less about access to technologies and more about knowledge and skills, digital skills have been recognized as a key competence in all OECD countries (OECD, 2019).

According to the predictions, the share of the older workers is going to increase during the coming decades. Trends of the working age population in the EU show that the age group 55-64 will increase, with some countries, especially the northern European ones, exceeding three-quarters (Ramovš & Svetelšek, 2020).

A recent survey by the European Commission on digital skills in the workplace found that 88% of organizations have taken no action to tackle the lack of digital skills in their employees. This is of particular concern as a lack of digital skills

affects performance, with the main negative impacts being lost productivity and reduced customer numbers. In fact, research has shown that digital transformation in organizations around the world is hindered by a lack of relevant digital skills and inadequate employee training (Digital Work Research, 2018).

3 The main objectives

The main objectives of the DIGAGE+ course are to:

- Develop ability to analyse, compare and critically evaluate sources and types of data, information and digital content.
- Develop ability to communicate and collaborate effectively using a variety of digital technologies.
- Develop ability to develop simpler and complex digital content in various formats.
- Develop ability to understand risks and threats, develop knowledge of preventive security measures in the digital environment.
- Develop ability to identify and solve technical problems in device management and/or in the use of digital environments.

Course participants can choose the module topics that interest them or take the whole course. They will receive a certificate of completion for each module if they pass the assessment at the end of the module concerned.

DigAge+

4 Target groups

The main target groups of the DIGAGE+ project are:

- Senior office clerks in private and public institutions and companies
- European SMEs employing aged workforce (50+)
- Higher education institutions
- Adult learning centers
- VET providers
- Representatives of Labor Market Bodies supporting digital upskilling of existing European workforce
- Innovation support centers

The project addresses also all persons who despite their age and sector of activity are willing to develop their digital skills and practices. The DIGAGE+ training modules offer transversal and unique content that can be of use to any person using a computer in his/her working environment.

5 Training materials

5.1 Module 1 - Information and data literacy

This first module to DIGAGE+ aims to stimulate the skills and abilities to analyse, compare and critically evaluate the sources and types of data, information and digital content that employees need to master in order to facilitate professional experiences in the context of ongoing digital transformations.

DETAILED MODULE'S STRUCTURE:

- The module has **4 Units** that lays the foundations for the full learning journey and they are intertwined building blocks.
- Each Unit is structured around the Intended Learning Outcome shared with the user, each provides content to reinforce some concepts that can be found in the Guidelines but in a more interactive and user friendly way.
- **Unit 1 Roadmap to data and information literacy**: The learner will explore the importance of effective data and information handling.
- **Unit 2 Selecting information**: The learner will learn and understand why it is important to know why and how to navigate data, what keyword cannibalisation is, what digital identity is and what netiquette is.
- **Unit 3 Evaluating Data in Digital Content**: In this unit, the content will focus on evaluating data in digital content. The learner will understand how assessing the usefulness of data sources, evaluating information and checking its credibility and identifying fake news is an essential skill that everyone should have.
- A quiz is provided as a reflective and formative assessment tool to test progress and raise awareness of areas for improvement. A mark of 75% is required to pass the module and obtain the certificate.

LEARNING OUTCOMES

At the end of the Module "Information and Literacy, " the learner should be able to:

KNOWLEDGE

- Understand the importance of privacy in handling data and information.
- Recognise that online environments contain all types of information and content including misinformation and disinformation.
- Understand the difference between disinformation and misinformation.
- Know that digital content, goods and services might be protected under intellectual property (IP) rights.
- Understand how to safely and critically navigate between online sources and how to select information effectively.

SKILLS

- Manage basic keyboard skills.
- Search, find, retrieve, process and communicate information from a variety of digital sources and in a variety of formats.
- Assess the trustworthiness and usefulness of data sources.
- Review, revise and evaluate information presented in a range of digital media.
- Consider the top first search results in both text-based and audio searches.
- Find the author or the source of the information, to verify whether it is credible.
- Identify when uses of copyright-protected digital content fall under the scope of a copyright exception so that no prior consent is needed / to be decided.

5.2 Module 2 – Communication and collaboration

In this module, the fundamentals of interacting with others in a digital environment are presented. The learner will discover what online communication and collaboration are, how they differ from face-to-face communication and collaboration, and how to use them effectively.

By the end of this module, the learner will not only understand the importance of effective online collaboration and communication, but you will also be able to identify and use different digital tools and become familiar with best practice in online collaboration and communication.

DETAILED MODULE'S STRUCTURE:

- The module has **3 Units** that lays the foundations for the full learning journey and they are intertwined building blocks.
- **Unit 1 Communication and collaboration in today's digital world**: Presentation of the digital environment of companies, the recent changes on the labour market and new trends of digital office workplaces.
- **Unit 2 Online communication**: Presentation of the different types of online communication tools. Afterwards, learners will get more information on how to communicate effectively in an online environment and will be able to use them in exercises.
- **Unit 3 Online collaboration**: Presentation of the different types of online collaboration tools. You will get more information on how to achieve collaboration in an online environment and will be able to use them in exercises.

LEARNING OUTCOMES

At the end of the Module ˝Communication and Collaboration ˝, the learner should be able to:

- Share data, information and digital content with others using appropriate digital technologies (e.g. Google Drive, OneDrive, WeTransfer, Doodle).
- Communicate and collaborate effectively using a variety of digital technologies.
- Raise Office Clerks's performance and efficiency in communication and team collaboration.

KNOWLEDGE

- Understanding the importance of online communication and collaboration in today's Digital world.
- Knowing the different types of digital tools for online communication and collaboration.
- Knowing the positive and negative aspects of digital tools for online communication and collaboration.
- Knowing how to effectively communicate and collaborate in an online setting.
- Knowing the potential challenges of online communication and collaboration.

- Knowing how to overcome the potential challenges of online communication and collaboration.
- Knowing the future trends in online communication and collaboration.

SKILLS

- Being able to effectively communicate and collaborate in an online setting.
- Being able to identify good practices for online communication and collaboration.

5.3 Module 3 – Creation of digital content

In this module, the learner will learn how to create work content such as documents, presentations, spreadsheets, graphics, infographics, videos and other multimedia. You will be helped by tools that are more or less popular, and you will learn how they work, as well as their advantages and disadvantages. The learner will also learn how to use Internet resources legally and how to use them in your own work.

DETAILED MODULE'S STRUCTURE:

- The module has **6 Units** that lays the foundations for the full learning journey and they are intertwined building blocks.
- **Unit 1 Introduction to content creation**: The purpose of this unit is to equalize knowledge about the types of content we can create and to present less obvious contexts.
- **Unit 2 Tools in office suites and their possibilities**: The purpose of this unit is to present the complex possibilities offered by different types of content creation software. To learn the differences between content formats to better select the file type for a specific task.
- **Unit 3 More advanced content creation**: In this unit, you will explore more advanced ways to create content and go beyond the capabilities of office suites.
- **Unit 4 Legal content on the Internet**: In this unit, you will learn the basics of the legal use of content on the Internet, because it is impossible to create content completely divorced from the issues of intellectual property protection

- **Unit 5 Building websites with or without codes?**: In this unit, you will not learn the basics of programming, but you will prove that working with code doesn't have to be difficult.

- **Unit 6 Where and how to develop further**: This unit is suggesting what the training participant can do next with her/his development.

LEARNING OUTCOMES

At the end of the Module ˝Creation of digital content ˝, the learner should be able to:

- Develop simpler digital content in various formats.

- Create more complex digital content in various formats.

- Program and develop software.

KNOWLEDGE

- Knowing which content formats they can create at work.

- Knowing which software is used to produce content of a certain format.

- Being familiar with the basics of editing text and multimedia documents.

- Being aware that most content creation tasks can also be done using their mobile device.

- Knowledge of the basics of intellectual property protection.

SKILLS

- Know how to choose the right software for the type of content they want to create.

- Be able to create correctly formatted documents, spreadsheets and presentations in office suite programs.

- Be able to create simple videos using the tools at their disposal.

- Be able to create a basic visual identity for their own needs or for the company they work for.

- Be able to create a simple website using a WYSIWYG (What You See Is What You Get) editor without knowing how to code.

- Know how to acquire online content legally, based on the appropriate licenses.

5.4 Module 4 – Cybersecurity and data protection

In this module, you will discover what data privacy and protection is; how the cybercrime occurs and what the most efficient preventive measures are. You will better understand different types of risks and threats associated with cyberattacks, and the contexts in which data protection and cybersecurity are required. You will know when and how to react effectively in the event of a cyberattack, be capable of identifying risky situations, and use basic tools to protect data. I guarantee that your attitude and capacity of protecting yourself and your institution from cybercrime will improve.

DETAILED MODULE'S STRUCTURE:

- The module has **3 Units** that lays the foundations for the full learning journey and they are intertwined building blocks.
- **Unit 1 Data privacy / Protection**: Understanding and adhering to data protection rules is essential to ensure legal compliance. The importance of cyber security and data protection training for professionals
- **Unit 2 Cybercrime**: This unit aims to provide you with a comprehensive understanding of cybercrime, including its various forms, the individuals involved, their motivations, and the potential consequences these crimes can have on individuals.
- **Unit 3 Cybersecurity and data protection tools and preventive measures**: The importance of the dynamics of the digital transition, and therefore the rapid evolution of tools and solutions linked to digital transformation / cybersecurity and data protection, and how you need to keep abreast of digital developments.

LEARNING OUTCOMES

At the end of the Module "Cybersecurity and data protection", the learner should be able to:

- Understand risks and threats, develop knowledge of preventive security measures in the digital environment.

- Protect personal data and protect privacy in the digital environment (cybersecurity and data protection).
- Protect oneself and others from potential threats in the digital environment (e.g. online blackmail / harassment).
- Work and operate high-tech devices.

KNOWLEDGE

- Knowing what is: data protection; data ethical issues; data legislation; data subject's rights; cybercrime (why and how it occurs); cryptography/cloud/network security.
- Understanding the legal consequences; the types of risks and threats and the consequences of it; in which context data protection is required and why; in which context cyber-attack can occur; the role of cryptography/cloud/IoT security.
- Knowing about other tools like hardware, software used by professionals to secure data and prevent cybercrime.

SKILLS

- Being able to: react in the situation of a cyberattack and data protection risks.
- Using efficient basic tools serving to protect data and prevent cybercrimes; define/notice risky situations.

5.5 Module 5 – Problem solving

In this module you will get a chance to reflect on your digital skills and learn how to develop your digital skills in working life. You will also learn to tackle technical problems with your device and in digital environments, and develop your skills to innovate processes, services and products with digital tools. You will learn the basic logic on how different tools work and where to start when facing a technical problem with your device.

<u>DETAILED MODULE'S STRUCTURE:</u>

- The module has **3 Units** that lays the foundations for the full learning journey and they are intertwined building blocks.

- **Unit 1 My digital skills**: This unit will reflect on the current digital skills of the learner as well as the skills needed in the future. You will get to reflect your learning path both in terms of their working life as well as the skills acquired during this course and also reflect on the learning needs and create a learning contract which they can print and follow.

- **Unit 2 Tools in office suites and their possibilities**: This unit will provide you inspiration and encouragement, and support to start having and developing a "growth mindset".

- **Unit 3 Digital innovation tools**: This unit will examine how the digital transition has affected working life by constantly introducing new tools and having made work more efficient.

LEARNING OUTCOMES

At the end of the Module "Problem solving", the learner should be able to:

- Identify one's own digital skills gaps and find opportunities for development and learning.
- Develop a positive and open digital attitude.
- Start following the digital transition, new tools used at workplaces
- Identify and solve technical problems in device management and/or in the use of digital environments.
- Use digital tools to innovate processes, services and products.

KNOWLEDGE

- Knowing where to find opportunities for development and learning.
- Knowing their level of mastery with different tools and where they need help or more training.
- Knowing where to look for help if they cannot solve the problem by themselves.
- Understanding the basic logic of how a tool works by being familiar with the terminology or icons used in other tools.
- Knowing which tools to select for a desired outcome.

SKILLS

- Being able to apply their knowledge of how a certain already familiar tool works on other tools they are not familiar with.

- Be able to identify and solve basic technical problems relating to the management of equipment and/or the use of digital environments.

- Know how to use the selected tool to create a desired result.

- Know how to use digital tools to innovate processes, services and products.

6 Complementary information

The DIGAGE+ training can be accessed online on the project e-learning platform: E-learning – DigAge+ (digageplus.eu)

The estimated overall time to complete all training is 20-25 hours (an equivalent of 1 ECTS).

Learners are free to choose one or more specific modules or to take all the training modules. At the end of each module, the learner must take a quiz and achieve a minimum score of 75% to obtain a validation certificate. This minimum score of 75% is required for all modules in order to pass and obtain a validation certificate for each module.

For more information on the project, please access: https://digageplus.eu/

For more information on the technical aspects of the e-learning platform, please access the Technical Handbook.