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DRAFT CURRICULUM & LESSON PLAN

Proposed Curriculum:

This draft curriculum for digital literacy education was prepared for the undergraduate students studying at the partner countries in the scope of E-DigiLit project. Content, Teaching method, teaching materials, and evaluation methods will be defined based on the lesson activities and materials. It can be seen an example of lesson plan in the next part. This lesson plan example was prepared in the light of the discussions taking place in online meetings with the partner countries.

Unit Name	Lesson Outcomes	Content, Teaching method, teaching materials, and evaluation methods
Handling information, data & work processes	<ul style="list-style-type: none"> • Use advanced functionalities in most popular web search engines [Google, Bing, DuckDuckGo, Ecosia] • Use specialist search engines, online repositories and curated collections to find relevant information and resources [Google Scholar, Scopus, Web of Science, LinkedIn Learning] • Assess the validity of information and reliability of sources (e.g. spotting fake news, fact checking) [news site, social media messages, Wikipedia] • Collect data through online surveys and polling tools [Google Forms, O365 Forms, Mentimeter, Kahoot] • Understand the way algorithms work and how digital technologies can limit our worldviews and promote biases or prejudices (e.g. search engines reinforcing racism or sexism) • Use tools to bookmark and/or save websites and online resources in order to quickly retrieve them when needed [web browsers, Zotero, Diigo, Wakelet, Pocket, Wallabag] • Understand why and when to quote and use reference management systems to store bibliographic data and cite works [Zotero, EndNote, RefWorks] • Use cloud technologies to store, sort out, access and sync files and notes across devices [Google Drive, O365 One Drive, OneNote] 	
Sharing, Communicating & Collaborating	<ul style="list-style-type: none"> • Use social media to connect with people in the industry field and develop a professional network [Twitter, LinkedIn, Research Gate] • Use appropriate conventions and communication styles (netiquete) when communicating via email or other channels. 	

	<ul style="list-style-type: none"> • Choose appropriate online tools for group work, collaborative tasks and project management [O365 collaboration functionalities, Planner, Teams, Wikis] • Share content by means of third-party platforms and systems [Youtube, Prezi, Zenodo, Medium, Slideshare, OER Commons, Flickr, Archive.org] • Sharing large files in a secure way [Wetransfer, O365 OneDrive, Firefox Send] • Combine different digital tools and services to communicate persuasively, confidently and expressively. • Understand legislation to copyright in your country and how public licences such as Creative Commons work • Understand copyright legislation and publica licence (e.g. Creative commons) 	
Creating Digital Media & Content	<ul style="list-style-type: none"> • Create a personal portfolio (e.g. portfolio, blog) [Blogger] • Design a simple web page [University domains, WP] • Create animations [animated Gifs, Scribe, Adobe After Effects] • Develop audio-visual content (presentation, audio and video etc) • Integrate and publish new digital content into existing resources in order to improve them [Wikipedia, Wikidata, Wikimedia Commons, etc.] • Understand how not to infringe copyright when reusing content created by others [Creative Commons licenses, CLA licence, fair dealing exceptions] • Analyze/Apply/Choose/Suggest copyright and/or licences for newly created digital information and content (e.g. Copyright, Creative Commons, GPL) • Create caps for social media enviroments. • Explain basic logic of different programming languages. 	
Keeping Safe & Well-Being	<ul style="list-style-type: none"> • Create and produce strong passwords by using digital tools [LastPass, KeyPass, Firefox Lockwise] • Understand how online trackers (e.g. cookies) work to avoid being tracked (digital footprint) when interacting with online platforms [web browser privacy settings, Privacy Badger, Firefox Containers] • Use a Virtual Privacy Network (VPN) to share information online securely 	

	<ul style="list-style-type: none"> • Understand how posting content online about myself or others can have unintended negative consequences. • Select effective and safe approach in case of suffering or witnessing some sort of online harassment or intimidation • Switch off and/or focus my attention on tasks such as reading or writing without getting distracted by other activities (e.g. incoming messages) • Explain and manage multitasking when studying. • Notice the characteristics and dangers of malicious software and other threats • Understand staying up to date with digital technologies to ensure the necessary protection. 	
Problem Solving	<ul style="list-style-type: none"> • Apply the phase of problem solving when face some problems in online learning environment • Find ways of fixing simple technical problems with my digital devices or software on my own. • Get support from the right source when facing a more complex technical challenge [IT HelpDesk] • Solve technical problems individually or cooperatively by the help of online digital tools or software (Teamviewer, Anydesk) • Collaborate other people or friends in online environment to solve some real life problems or others (Forums, buying new devices etc) • Find tools and technologies that support to solve problems in the digital environment • Develop a personal strategy for the continuous improvement of digital competencies. 	

Proposed Lesson Plan Example:

Unit	Unit 3	
Lesson	Lesson 1	
Title	Creating Digital Media & Content	
Learning Outcomes	Design a simple web page [University domains, WP]	
Methodology	Instructional Strategies	The aim of this lesson is to provide students ability of designing basic web page using WordPress. Discussion, blended learning, question and answer, and group working is propose for potential instructional strategies of this lesson activity.
	Lesson Outline	<p>Lesson outline consists of three parts. First one is Reading section in which students will be asked to read following articles and passage as a pre-requisite of designing a web page. Second part includes tasks for the student after reading in completed. The last part is the evaluation part in which students are asked a few questions to better understand the content.</p> <p>Read (an introduction)</p> <ul style="list-style-type: none"> • Design your Web Page [https://websitebuilders.com/how-to/build-a-website/build-a-homepage/] this resources can be used as a starting point to understand what is page design, web site, and some little tips what makes website attractive easy to build. • Understanding Copyrights and use it [https://websitebuilders.com/how-to/build-a-website/understand-copyrights/]. This resource help students how to use of digital materials in their website by an appropriate copyright notice. • Name your web site [https://websitesetup.org/register-domain-name/]. With this resource, importance of domain name, register a domain, and getting free domain will be read by students. • Hosting (WordPress) [https://themeisle.com/blog/how-to-make-a-website/]. This is a step-by-step guide to create a WordPress web site.

		<p>Do (a task for students)</p> <ul style="list-style-type: none"> • Visit some popular website to see how their homepages are designed. And discuss with other people and their popular website in order to see the differences and similarities with other people. • Define the possible potential elements that should be in your web site. • Create a WordPress blog including at least three posts and one about page. <p>Watch (a video suggestion or records)</p> <ul style="list-style-type: none"> • A Video Tutorial about creating a web site (Youtube Video)
	<p>Evaluation Methods</p>	<p>In order to evaluate students understanding, the following questions are formulated to ask at the end of the class activity.</p> <ul style="list-style-type: none"> • Why do you need a blog? <ul style="list-style-type: none"> ○ Potential answer: your personal blog can be used an electronic diary to share your thoughts with other people. Writing posts about specific topic help other people find you easily. • Do we need a special software to create a website? <ul style="list-style-type: none"> ○ Potential Answers: • Why you visit some websites frequently? What do you like about them? <ul style="list-style-type: none"> ○ Potential Answers: • What does copyright mean? <ul style="list-style-type: none"> ○ Potential Answers:

		<ul style="list-style-type: none">• Which pictures and videos do you can put in your web site?<ul style="list-style-type: none">○ Potential Answers:
	Resources	<ul style="list-style-type: none">• https://websitebuilders.com/how-to/build-a-website/build-a-homepage/• https://websitebuilders.com/how-to/build-a-website/understand-copyrights/• https://websitesetup.org/register-domain-name/• https://themeisle.com/blog/how-to-make-a-website/• https://www.youtube.com/watch?v=50m263vX0Uw&