



# Enhancing Digital Literacy of University Students (E-DigiLit)

2019-1-TR01-KA203-076155

## Digital Literacy Curriculum



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



## Introduction

Over the last few decades, in parallel to the proliferation and increasing pervasiveness of digital information and communication technologies in all dimensions of everyday life, a number of terms have been coined – by scholars, policymakers and other experts – with the aim of encapsulating the cognizance and know-how that individuals should have in order to successfully navigate the current socio-technical landscape.

Digital literacy/competence is also one among the eight competences for lifelong learning defined by the Council of the European Union, which include knowledge, skills, and attitudes needed by all for personal fulfilment and development, employability, social inclusion and active citizenship.

As a tool to improve citizens' digital competence, the European Digital Competence Framework, also known as DigComp, has identified five key components of digital competence: Information and data literacy, Communication and collaboration, Digital content creation, Safety, and Problem solving.

To meet the needs of university students for digital literacy, which improves their ability to survive in the digital age, the Project E-DigiLit, Enhancing Digital Literacy of University Students started in the year 2019, was started based on the DigComp. This project has received funding from the European Commission within Erasmus+ KA203 KA2 - Cooperation for innovation and the exchange of good practices; KA203 - Strategic Partnerships for higher education (Project Number: 2019-1-TR01-KA203-076155).

The project aims are to:

- develop a learning environment for digital literacy skills,
- improve the digital literacy skills of university students,
- contribute to building capacity of universities on digital literacy,
- and facilitate access to sources related to digital literacy.

The Project coordinator Dokuz Eylül University (TURKEY) together with partners: Fundacion Universitaria San Antonio (SPAIN), Coventry University (UNITED KINGDOM) and University of Zagreb's Faculty of Organization and Informatics have aimed to develop a new elective course on digital literacy and all supporting teaching/learning materials (lesson texts, presentations and videos), and implemented in the project learning management system including gamification elements.

One of the project's intellectual results is a digital literacy curriculum. In this framework, the curriculum for Digital literacy education was prepared for the teaching practices of university students studying at the universities and teaching staff. The purpose of this curriculum is to help the teaching staff to prepare their lesson and education materials such as videos, lesson plan etc., to raise the awareness of the university students' digital literacy, to emphasise the importance of digital literacy and to show how to deliver the course regarding digital literacy, how to develop educational materials and tools. Before developing the curriculum, all project partners conducted needs analysis research on different dimensions of university students'

digital literacy levels. Data were collected and analyzed with the help of a questionnaire. As a result of the analyzes made, it was decided to improve the digital literacy levels of the students in five different dimensions and learning outcomes were created for this purpose. Project partners held meetings for learning outcomes and the curriculum was finalized.

The main units of the curriculum are as follows:

1. Handling Information, Data & Work Processes – with lessons on using search engines, online repositories and curated collections, spotting unreliable (online) information, collecting data through digital and online tools, and using information sources ethically (citing, referencing and avoiding plagiarism);
2. Sharing, Communicating, & Collaborating – with lessons on how to use social media to connect with people in industry and/or field and develop a professional network, on managing conventions and communication styles (netiquette), and how to choose appropriate communication and online tools for group work, collaborative tasks and project management;
3. Creating Digital Media & Content – with lessons showing how to build a simple website, create an online portfolio, create animations and audio-visual content, learn by wiki-editing, reuse and create open content, and make (digital) content accessible;
4. Keeping Safe & Well-Being – with lessons helping to create and produce strong passwords using digital tools, understand how online trackers (e.g. cookies) work to avoid being tracked when interacting with online platforms, use a virtual private network (VPN) to share information online securely, understand how posting content online about oneself or others can have unintended negative consequences, select effective and safe approaches in case of suffering or witnessing some sort of online harassment or intimidation, and understand how staying up to date with digital technologies ensures the necessary protection;
5. Problem Solving – with lessons on how to apply the phase of problem solving when facing problems in an online learning environment, find ways of fixing simple technical problems with digital devices and software, get support from the right source when facing a more complex technical challenge [via IT Helpdesk], collaborate with other people or friends in an online environment to solve some real-life problems, develop a personal problem solving strategy.

In general, general teaching strategy and methods such as learning by doing, lecturer and blended learning in order to develop students' digital literacy knowledge and skills were adopted in the curriculum. Besides, flipped classroom and gamification, which are among the new approaches, were also included. As a measurement and evaluation approach, multiple evaluation methods such as quiz, open ended

questions, online survey and form, gamification tools, self-assessment. etc were used. Digital literacy course outcomes are below:

- 1 . Search, filter and sort out online data, and information.
- 2 . Use digital technologies to communicate and collaborate
- 3 . Create, integrate, and publish digital content
- 4 . Understand basic principles to keep yourself safe and build safe digital working environments
- 5 . Adopt a problem solver approach when dealing with digital technologies in everyday life.

---

**Unit****1. Handling Information, Data & Work Processes****Lesson****1.1. Using search engines, online repositories and curated collections****Learning Outcomes**

After completing this lesson, students should be able to

- Understand working principles of search engines
- Use advanced functionalities and build advanced queries in most popular web search engines, online repositories and curated collections to find quality information and resources.
- Choose from amongst specialized search engines and digital repositories

**Lesson****1.2. Spotting unreliable information in the digital media landscape****Learning Outcomes**

After completing this lesson, students should be able to

- Understand the risks of unreliable information (mis-information, dis-information and mal-information)
- Use fact-checkers
- Evaluate the quality of information and its sources

**Lesson****1.3. Collect Data Through Digital and Online Tools****Learning Outcomes**

After completing this lesson, students should be able to

- plan and implement data collection using relevant online tools, such as online surveys, polling tools, and other transmedia tools.

**Lesson****1.4. Citing, referencing and avoiding plagiarism**

Learning Outcomes

After completing this lesson, students should be able to

- Understand copyright
  - Explain different types of plagiarism
  - Apply different styles to cite and reference information sources used
-

**Unit****2. Sharing, Communicating, & Collaborating****Lesson****2.1. Use social media to connect with people in the industry and/or field and develop a professional network [Twitter, LinkedIn, Research Gate]****Learning Outcomes**

Know how to follow current developments in the industry and/or field and learn how to develop a professional resume on social media.

After completing this lesson, students should be able to;

- Compare web 1.0, web 2.0 and social media
- Understand the importance of social media tools in professional life.
- Know what to do while creating a professional network.

**Lesson****2.2. Conventions and communication styles (netiquette)****Learning Outcomes**

Use appropriate conventions and communication styles (netiquette) when communicating via email or other channels.

After completing this lesson, students should be able to

- Create effective messages during appropriate and respectful online communication
- Use digital technology for communication at social network
- Understand diversity in communication linked to personal differences, cultural differences and disability

**Lesson****2.3. Choose appropriate online tools for group work, collaborative tasks and project management [O365 collaboration functionalities, Planner, Teams, Wikis]**

## Learning Outcomes

Understand the characteristics of collaborative work and know the main functionalities of cloud collaborative tools.

After completing this lesson, students should be able to:

- Manage the service Dropbox as a tool for collaboration. Learn to add and create files. Edit files online with others through Microsoft Office Online and Dropbox Paper.
  - Use the service Google Drive as a tool for collaboration. Learn to add and create files. Edit files online with others.
  - Know what a Wiki is and what for.
-



<b>Unit</b>	<b>3. Creating Digital Media &amp; Content</b>
-------------	--

<b>Lesson</b>	<b>3.1. Building a simple website</b>
---------------	---------------------------------------

- |                          |   |
|--------------------------|---|
| <b>Learning Outcomes</b> | After completing this lesson, students should be able to; <ul style="list-style-type: none"><li>• Explain basic concepts about the web and website creation</li><li>• Create a simple website</li></ul> |
|--------------------------|---|

<b>Lesson</b>	<b>3.2. Creating an Online Portfolio</b>
---------------	--

- |                          |  |
|--------------------------|--|
| <b>Learning Outcomes</b> | After completing this lesson, students should be able to; <ul style="list-style-type: none"><li>• Plan an online portfolio</li><li>• Design an online portfolio</li><li>• Create an online portfolio</li></ul> |
|--------------------------|--|

<b>Lesson</b>	<b>3.3. Create Animations</b>
---------------	-------------------------------

- |                          |   |
|--------------------------|---|
| <b>Learning Outcomes</b> | After completing this lesson, students should be able to; <ul style="list-style-type: none"><li>• Demonstrate a basic understanding of animations.</li><li>• Understand a variety of formats using online services and software packages.</li></ul> |
|--------------------------|---|

**Lesson****3.4. Audio-visual content development****Learning Outcomes**

After completing this lesson, students should be able to

- Define the place and importance of videos in education
- Plan the necessary steps for a training video
- Distinguish an educational video from other videos
- Use an online video development tool
- Create an educational video using the online video development tool

**Lesson****3.5. Learning by Wiki-Editing****Learning Outcomes**

The aim of this lesson is to integrate and publish new digital content into existing resources in order to improve them in Wikipedia-like sites.

After completing this lesson, students should be able to

- Create new digital content
- Publish new digital content into existing resources
- Integrate new digital content into existing resources

**Lesson****3.6. Reusing and Creating Open Content****Learning Outcomes**

After completing this lesson students should be able to

- analyse the licencing needs
- apply copyright legislation
- choose specific license for your work

## Lesson

### 3.7. Making content accessible

#### Learning Outcomes

After completing this lesson, students should be able to

- Understand different users' needs for digital accessibility
  - Make digital content/media accessible to address different users' needs
  - Evaluate accessibility of digital content.
-

**Unit****4. Keeping Safe & Well-Being****Lesson****4.1. Create and Produce Strong Passwords by Using Digital Tools****Learning Outcomes**

After completing this lesson, students should be able to

- Create strong passwords
- Use digital tools such as LastPass, KeyPass, Firefox Lockwise

**Lesson****4.2. 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]****Learning Outcomes**

After completing this lesson you should be able to :

- Know what digital identity is.
- Know what elements make up digital identity
- Identify the risks related to digital identity.

**Lesson****4.3. Use a Virtual Private Network (VPN) to share information online securely****Learning Outcomes**

After completing this lesson, you should be able to:

- Describe properties of computer networks
- Define a risk of communication in public Internet
- Describe a VPN and how it works
- List benefits of VPN
- Define VPN options you prefer

**Lesson****4.4. Understand how posting content online about myself or others can have unintended negative consequences**

Learning Outcomes

After completing this lesson, students should be able to

- Understand potential risks of posting
- Evaluate dangers of oversharing
- Know how to protect your information

**Lesson**

**4.5. Select effective and safe approaches in case of suffering or witnessing some sort of online harassment or intimidation**

Learning Outcomes

After completing this lesson, students should be able to:

- Differentiate between bullying and harassment
- Describe forms of online harassment or intimidation
- Describe possible impact of harassment related to mental health
- Recognize common manifestations of bullying and cyberbullying
- Describe actions to perform in a case of suffering or witnessing some sort of online harassment or intimidation

**Lesson**

**4.6. Understand staying up to date with digital technologies to ensure the necessary protection**

Learning Outcomes

After completing this lesson, students should be able to:

- Know the importance of digital updates to ensure any necessary protection

**Unit****5. Problem Solving****Lesson****5.1. Apply the phase of problem solving when face some problems in online learning environment****Learning Outcomes**

After completing this lesson, students should be able to:

- Explain the phase of problem solving
- Apply the phase of problem solving in online learning environments
- Explain the importance of problem solving in online environment

**Lesson****5.2. Find ways of fixing simple technical problems with my digital the devices of software on my own****Learning Outcomes**

After completing this lesson, students should be able to;

- Find ways of fixing simple technical problems
- Elaborate an action plan allowing them to solve technical problems effectively

**Lesson****5.3. Get Support From the Right Source When Facing a More Complex Technical Challenge [IT Helpdesk]****Learning Outcomes**

After completing this lesson, students should be able to:

- Classify technical problems into 2 main categories.
- Perform some basic actions to solve a technical problem.
- Describe types of IT helpdesk.
- Describe a ticketing system.
- Choose a preferred communication channel to contact an IT helpdesk.
- Apply safe reporting of technical problems.

**Lesson**

**5.4. Collaborate with other people or friends in an online environment to solve some real-life problems or others (Forums, TeamViewer, buying new devices, etc.)**

**Learning Outcomes**

After completing this lesson, students should be able to:

- Understand problem solving with collaborative work
- Collaborate with other people or friends in order to solve problems they face in an online environment.
- Use collaborative online tools (Forums, TeamViewer, etc.).

**Lesson**

**5.5. Develop a personal problem solving strategy for the continuous improvement of digital competencies (Personal problem solving strategies)**

**Learning Outcomes**

After completing this lesson, students should develop own personal problem solving strategy for the continuous improvement of digital competencies.

After completing this lesson, students should be able to:

- Describe basic personal problem solving strategies
- Determine a personal problem solving strategy
- Apply the problem-solving strategies when facing problems in online environment

# E-DigiLit Partners

---



**TURKEY**  
**Project Coordinator**  
Dokuz Eylül University  
[www.deu.edu.tr](http://www.deu.edu.tr)



**SPAIN**  
**Partner**  
Fundacion Universitaria  
San Antonio  
[www.ucam.edu](http://www.ucam.edu)



**UNITED KINGDOM**  
**Partner**  
Coventry University  
[www.coventry.ac.uk](http://www.coventry.ac.uk)



**CROATIA**  
**Partner**  
University of Zagreb  
[www.unizg.hr](http://www.unizg.hr)



**TURKEY**  
**Partner**  
Advanced Project  
Education Consulting  
[apecdanismanlik.com.tr](http://apecdanismanlik.com.tr)

## Contact

---

-  Dokuz Eylül University  
Buca Faculty of Education
-  @edigit
-  @edigitproject
-  [edigit@gmail.com](mailto:edigit@gmail.com)
-  [edigit.eu](http://edigit.eu)
-  +90 232 301 20 07