



DICIPASS
European Digital Citizenship Pass
for Youth Empowerment and Participation

102 RESULT

COMPETENCE FRAMEWORK



DIGITAL CITIZENSHIP FOR YOUTH



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COMPETENCE FRAMEWORK
DIGITAL CITIZENSHIP FOR YOUTH

CONTENTS



INTRODUCTION - AIM AND OBJECTIVE OF IO2



RESEARCH SUMMARY



DICIPASS COMPETENCE FRAMEWORK



SYLLABUS COMPONENTS



INTRODUCTION MODULE - WHAT IS DIGITAL CITIZENSHIP
MODULE 1: DIGITAL ETIQUETTE
MODULE 2: DIGITAL ACCESS
MODULE 3: DIGITAL LAW AND COPYRIGHT
MODULE 4: DIGITAL LITERACY
MODULE 5: DIGITAL COMMUNICATION
MODULE 6: DIGITAL COMMERCE
MODULE 7: DIGITAL RIGHTS AND RESPONSIBILITY
MODULE 8: DIGITAL SECURITY
MODULE 9: DIGITAL HEALTH AND WELL-BEING

1. Introduction

After the identification of the needs for young people and youth workers, the DICIPASS4YOUTH competence framework aims to:

- Define benchmarks and indicators for the DICIPASS4YOUTH Competence Framework against which young people's digital citizenship skills will be monitored, assessed, and validated through the Open Badges system to be developed in IO3.
- Design the Code of Conduct to be used as the basis for DICIPASS4YOUTH Program to be offered to young people in order to acquire digital citizenship competences and to be used by organisations to build up their strategy.

The DICIPASS4YOUTH Competence Framework and the Code of Conduct is an attempt to introduce quality standards to the teaching of digital citizenship values, attitudes, skills, knowledge and critical understanding in various settings. The framework is in essence the syllabus to be used by youth organisations or other institutions. Meanwhile, the Code of Conduct supports the introduction of measurable progress and assessment. It provides the basis in which the Digital Citizenship program will be designed and offered, as all as the procedure and process to follow in order to obtain DICIPASS4YOUTH badge.

2. Research Summary

Based on the countries reports (Greece, Lithuania, Germany, Cyprus and Spain) we can also highlight the most used and referred key words of digital citizenship: virtual protection (40%), e-voting and e-citizenship accordingly (30%), digital communication (30%). Young people and youth workers demonstrate an adequate knowledge and understanding about digital citizenship even though around 70% of all participants (including youth workers and young people) have never heard about the term digital citizenship.

According to the National Index report of each partner, the three most chosen digital citizenship elements based on each country are:

Germany: Based on the result of the qualitative and quantitative research, it shows that the core concept of digital citizenship and the various forms of citizenship education that have been developed to address the challenges for citizens in a digital age. The various skills and competences that contribute in engaging community through digital technologies are outlined, and a working definition is advanced. Based on the survey, youth workers think that the most important aspect of digital citizenship is Digital security and digital rights in contrast with young people that for them the most important aspect is Digital access. Additionally, during the Focus group discussion, the aspect of Digital security, digital access and digital communication are the most important element in education and youth work.

Lithuania: Based on the data, there are 2 front-running choices among youth workers. Careful, responsible and safe use of digital communication tools (email, messaging, blogs, social networks) Digital Communication and element of Equal access to digital technologies and online resources to all young people despite their socioeconomic status, disability, geographical obstacles and other factors (Digital Access). As the third most important element of digital citizenship in the line of competences according to the youth workers is Respect for the rights and responsibilities in the digital world (Digital Rights and Responsibilities).

Cyprus: Based on online survey for YOUNG PEOPLE and YOUTH WORKERS and FOCUS GROUPS Although most digital citizenship related trainings in Cyprus are carried out as part of National strategies by both formal and non-formal educational organisations, young people and youth workers are still not fully aware of the digital citizenship definition and its 9 elements. According to collected data, the 9 elements must be taught firstly in schools as most of young people are using tablets and mobile devices from a very early age. Youth workers are lacking knowledge concerning the Digital Security, Digital Law, Digital Health. According with the vast majority of the young people, the most important elements of digital citizenship are Digital Access, Digital Communication and Digital Law.

Spain: The research shows that, in Spain, there is a lack of equality on Digital access for tools and resources and a digital divide, resulting on a lack of basic skills and literacy in the digital world. Most of the participants of the different surveys and the focus groups agree that there is the need of a stronger bet on education related to digital competences as well as digital citizenship-related aspects.

Greece: several strategies have been developed in Greece, aiming at incorporating digital citizenship, mainly by the implementation of actions related to the digitally engagement of citizens and digital etiquettes. In particular, there are plans made, aimed at encouraging citizens to be involved in a digitally enabled society, by the creation of many initiatives related to trainings for digital adoption and development of digital skills. Also, in Greece there are resources, tools and learning opportunities associated to digital citizenship, for young individuals and for youth workers as well, focusing on many aspects of digital engagement of citizens.

Ireland: There many opportunities for young individuals, helping them incorporate information technology in their lives and thus be digitally involved in society, as there are many resources and tools that are available and free for everyone. Ireland integrated early digital citizenship topics in its strategies, as the Government has committed to the empowerment of a more digitally society that evolves, which is supported by complementary national measures. Nevertheless, it is essential that more actions to be developed, directing also to young people with fewer opportunities (such as NEETs). For these disadvantaged groups who are struggling with social exclusion, their digital participation, given that we live in a digital age, is essential for ensuring their social inclusion, and thus their active engagement in society.

3. DICIPASS Competence Framework

In this section the methodology adopted for the development of the the DICIPASS4YOUTH (Framework) will be analysed, a clarification of terms will be given and the framework of the most needed digital skills/competences will be analysed by the partners. Each partner will analyse one type of competences as identified in the survey. The analysis will include: framework, teaching material, assessment methods.

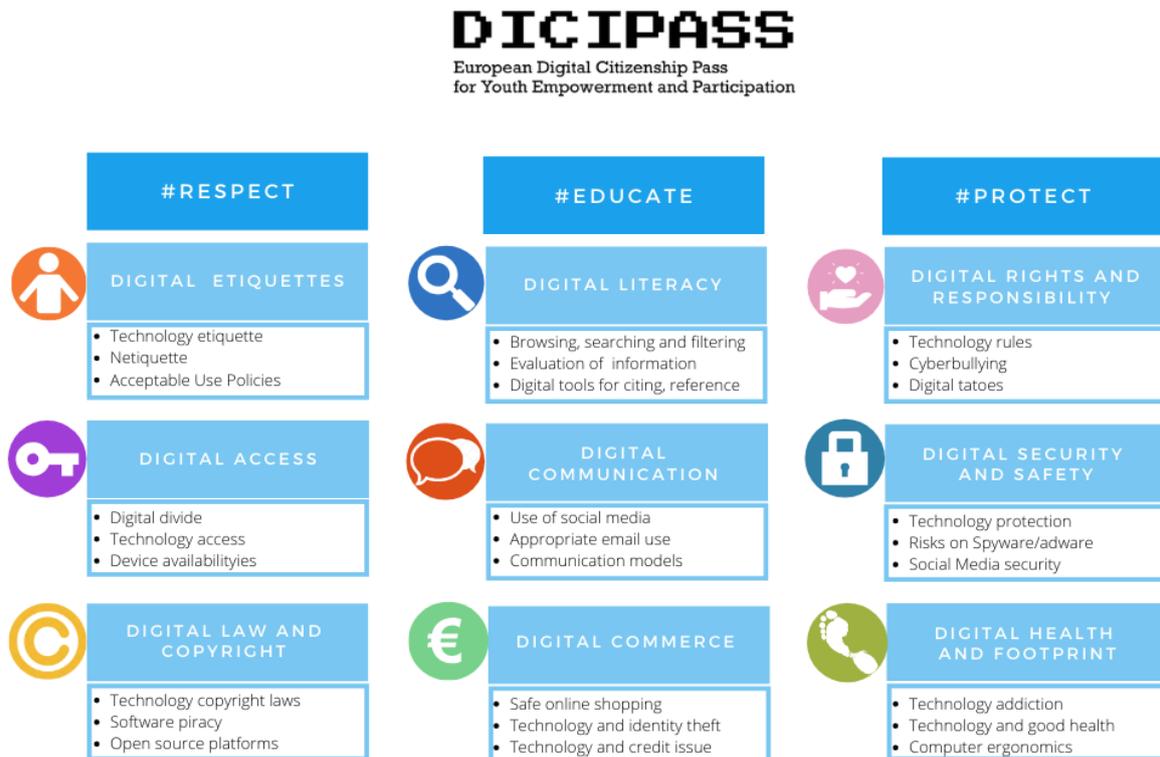
Table 1: DICIPASS COMPETENCES Modules and Topic

RESPECT	EDUCATE	PROTECT
Digital Etiquettes Topics: <ul style="list-style-type: none"> • Technology etiquette • Netiquette • Acceptable use policies (AUP) 	Digital Literacy Topics: <ul style="list-style-type: none"> • Browsing, searching and filtering • Evaluation of received information • Digital tools for citing, reference 	Digital Rights and Responsibility Topics: <ul style="list-style-type: none"> • Technology rules • Cyberbullying • Digital tattoo/ footprint
Digital Access Topics: <ul style="list-style-type: none"> • Digital divide • Technology access • Device availability 	Digital Communication Topics: <ul style="list-style-type: none"> • Use of social media • Appropriate E-Mail use • Choosing communication models 	Digital Security and Safety Topics: <ul style="list-style-type: none"> • Technology protection • Risks on Spyware/adware • Social Media security
Digital Law and Copyright Topics: <ul style="list-style-type: none"> • Technology copyright laws • Software piracy • Open source platform 	Digital Commerce Topics: <ul style="list-style-type: none"> • Safe online shopping • Technology and identity theft • Technology and credit issue 	Digital Health and Footprint Topics: <ul style="list-style-type: none"> • Technology addiction • Technology and good health • Computer ergonomics

The DICIPASS4YOUTH Competences is divided into broad sections, called “MODULES”. Each Module covers a specific set of knowledge/skills/competences/attitudes to be acquired by the adult. Each MODULE comprises of several aspects (TOPICS) which are analyzed in more detail in order to the framework of each Digital Competence to be fully explained.

In order to ensure consistency and compatibility between the above Digital Competences, as well as compliance with the European Recommendations as presented in the Digital Citizenship Framework, it is proposed to combine the 9 categories used in the together with the categories used in the survey which introduced more practical perspective in the digital acquisition of young people (e.g Introduction module: What is Digital Citizenship).

Table 2: DICIPASS COMPETENCES Structure



4. Competence Framework

This is a requisite document for teaching in that it serves to outline the basic elements of a course including what subjects will be covered. In this framework, the syllabus for DICIPASS4YOUTH is composed with 6 components, which includes:

Component 1: Module Title- The name of the Competence

Component 2: Main Objective - provides the overall objective of what the educators/trainers aim to achieve.

Component 3: Topics- which refer to the specific chapters that the educators/trainers aim to teach.

Component 4: Learning Objectives of each Topic - should describe in board term what target groups should know or be able to do at the end of the course that they. It should describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or program. In other words, learning objectives identify what the learner will know and be able to do by the end of a course or program.

Tips:https://www.bu.edu/cme/forms/RSS_forms/tips_for_writing_objectives.pdf

Component 5: Subjects - It should describe significant and essential subjects that young people will learn.

Component 6: Learning Outcomes - which indicate the specific skills that the target group /young people will be able to obtain, learn or know. Learning outcomes state what a learner is expected to know, be able to do and understand at the end of a learning process or sequence. The way such outcomes are defined and written orients teaching and learning, and influences the quality and relevance of education and training.

Component 6.1: Knowledge - knowledge and critical understanding, theoretical and factual inputs such as a broadened set of basic facts, moderately complex concepts and theories as well as the dependencies between selected natural and social phenomena and the products of human thought; a broader scope of selected facts, moderately complex concepts, theories in specific areas and the dependencies between them; the basic conditions of conducted activities.

Component 6.2: Skills - cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments). Basic skills such as complete moderately complicated tasks, partially without instruction, often under variable conditions; solve moderately complex and somewhat non-routine problems often under variable conditions; learn autonomously in a structured form; understand complex statements, formulate moderately complex statements on a broad range of issues; understand and formulate simple statements in a foreign language.

Component 6.3: Values and attitudes - Values are qualities that students should develop as principles underpinning behavior and decision-making, whereas attitudes support cognitive functioning. Both are personal qualities that students should develop. In the process of learning and teaching, values and attitudes mutually affect each other

4.1 Introduction Module - What is Digital Citizenship

4.1.1 General Description

This module is an Introduction module for the Pilot Testing. Digital Citizenship is the norms of behavior with regard to technology use. It involves: having access to technology, being willing and able to use technology fairly, proficiently, and responsibly. The concept of digital citizenship is complex and multi-faceted. This resource focuses on digital citizenship as it pertains to educational settings. Digital citizenship in education involves the appropriateness and responsibility we all have in using technology in educational settings, and beyond.

This module will provide an overview about all topics related to digital citizenship that are covered by the DICIPASS program. The 9 modules that are part of the program are grouped into three basic categories: “respect”, “educate” and “protect”. These categories pursue to encourage the following conducts: respect yourself and respect others, educate yourself and connect with others and protect yourself and protect others. Each category contains three modules shown in the following list, together with their related topics. The order is random and does not represent any weight of importance.

Respect	Educate	Protect
<ul style="list-style-type: none"> • Module title: Digital Access (main module) Topic 1: Digital Divide Topic 2: Technology access Topic 3: Device availability 	<ul style="list-style-type: none"> • Module title: Digital Communication and Collaboration (main module) Topic 1: Interacting through technologies Topic 2: Sharing information and content Topic 3: Collaborating through digital channels 	<ul style="list-style-type: none"> • Module title: Digital Rights and Responsibility (main module) Topic 1: Digital rights and responsibilities Topic 2: Cyberbullying Topic 3: Digital footprint
<ul style="list-style-type: none"> • Module title: Digital Etiquette and Participation (main module) Topic 1: Digital etiquette (or netiquette) Topic 2: Netiquette rules Topic 3: Adhere to netiquette in various forms of online communications 	<ul style="list-style-type: none"> • Module title: Digital Commerce (complementary module) Topic 1: Safe Online Shopping Topic 2: Technology and Identity Theft Topic 3: Technology and Credit Issue 	<ul style="list-style-type: none"> • Module title: Digital Security and Safety (main module) Topic 1: Online protection and measures Topic 2: Risks of Malware/Spyware/Adware Topic 3: Social Media security
<ul style="list-style-type: none"> • Module title: Digital Law and Copyright (main module) Topic 1: Copyright infringement 1.1. Plagiarism 1.2. Illegal File Sharing 1.3. Software piracy Topic 2: Creating Viruses Topic 3: Hacking Topic 4: Online Identity theft Topic 5: Open-source software 	<ul style="list-style-type: none"> • Module title: Digital Literacy (complementary module) Topic 1: Information literacy Topic 2: Media literacy Topic 3: Social media literacy 	<ul style="list-style-type: none"> • Module title: Digital Health and Wellness (complementary module) Topic 1: Internet Addiction Topic 2: Mental health Topic 3.1: Physical health Topic 3.2: Computer ergonomics Topic 4: How to balance the use of digital technology

The goal of this introductory module is to provide an overview of all the mentioned topics, generate awareness towards them and introduce the concept of digital citizenship. As this module serves as an introduction, each module will be covered briefly with examples, which shall show, why it is important to be informed about them. To provide some deeper insights, one module of each category will be covered in more detail. These modules are:

- Respect: Digital Access and Digital Law and Copyright (Open source, Digital Divide, Technology access, Device availability, ideas to support public Internet infrastructure, Hacking (development over time))
- Educate: Digital Literacy (search engines and validation of information)
- Protect: Digital safety and security (digital footprint and privacy and security)

The selection of the mentioned specific topics intends to incorporate debatable aspects of the digital citizenship elements, which will enhance critical thinking in the students, an ability that the DICIPASS program seeks to train across its curriculum.

Topic 1. Respect: Digital Access

Before a person can become a digital citizen, it is necessary to have access to hardware, software and to the Internet. The participants of the module will become conscious about the consequences of the digital divide, a concept that comprises the lack of access to technology and the lack of understanding of what is available to us. At the same time participants will learn how one can get digital access, even with few financial resources and how they can support public Internet infrastructure.

Regarding to how people can have digital access with fewer resources, participants will learn, which requirements for hardware there are and what they could purchase with a small budget. Furthermore, they will learn about the Linux operating system and about open source software for the common use cases, like word processing, spreadsheets, slideshows, image manipulation and creation and email.

Furthermore, the topic of hacking will be introduced as a way of approaching new knowledge and to explore technology, as well as the distinction to illegal activities, which are often called hacking too.

Topic 2. Educate: Digital Literacy

Digital literacy can be seen as a transversal competence that makes one able to find, rate, verify, use and spread information. These competences are very important to be developed since once the internet became popular it liberated people to spread information without the intermediation of an external publisher. This has allowed a flow of information that is not previously checked in terms of integrity and reliability. Furthermore, the culture of getting information for free has in some cases led to a reduction of journalists at traditional newspapers, increasing the possibilities of delivering articles of lesser quality, especially in online newspapers.

In the last years the term “Fake News” became more and more popular, because information was spread fast and on a big scale, even when it was not accurate. This problem accentuates when famous individuals, that have plenty of followers in social media, share content that produces disinformation. Due to the aforementioned reasons, nowadays is very important to be able to find the right information and know the tools that will allow us to validate it, so we will not be deceived. The participants will get an overview about different search engines and will investigate a news example to see if the content of that article is reliable or questionable.

Topic 2. Protect: Digital Security and Safety

Many people use digital technology but just a few understand it and the footprint they leave online. In our days companies collect a lot of data and use metadata and create new data from correlations of “useless” data to monitor and track individuals. Beside legal companies which use benefits from unregulated markets and Internet, also people with bad intentions are a threat for individuals and companies.

To make people aware of the mentioned risks, the security and safety topic will be covered in more detail in this introduction module. This module presents two different concepts: privacy, that concerns mainly the personal protection of one’s own and others’ online information and security, which is related to one’s own awareness of online actions and behavior.

To achieve the mentioned purposes, the basics of the function of the Internet and the web will be explained. Based on this, tracking techniques will be covered, together with methods

of prevention. Participants will learn how to keep their devices safe from Malware/Spyware/Adware. Furthermore, the risks of online advertisement will be also elucidated. To protect privacy, the topic of encryption, how to use of navigation filters, passwords, antivirus and firewall software will be also part of this module, while awareness in how to use social networks in safe and conscious way in terms of private data sharing, will be raised. Finally, software will be presented to help users with different skills to make their digital life more safe and comfortable.

Module 0 : Introduction Module

Main Objective: The objective of this module is to provide an overview of the categories, modules and topics that belong to digital citizenship. It will help participants to get an idea around to which domains belong to each module and will illustrate the variety of competences one should gain to be able to deal with the challenges of the 21st century, regardless our professions or field of interest. Few subjects will be picked to go more into detail. Those topics are written bold.

Category	Learning Objectives	Modules and Topics	Learning outcomes		
			Knowledge and understanding	Skills	Values and attitudes
1. Respect	<p>Participants will learn the essentials regarding to respecting people and to demand/exercise respect for themselves in a digital environment.</p> <p>Starting from access to Internet, hardware and software, continuing with appropriate behavior and problems in communication and closing with legal restrictions and how to respect rights of creators and authors.</p> <p>Because of time issues the focus in this introduction module will be placed on open source software and creative commons licenses. It will also be briefly mentioned the topics of digital etiquette and digital law and copyright.</p>	<ul style="list-style-type: none"> • Digital Access • Digital Etiquette and Participation • Digital Law and Copyright 	<ol style="list-style-type: none"> 1. Understanding digital divide problem. 2. Knowing how to deconstruct entry barriers to digital access. 3. Understanding that older hardware and open source software can provide cheaper access to digital technologies. 4. Knowing the importance of technology access in the society. 5. Knowing how to support public Internet infrastructure. 	<ol style="list-style-type: none"> 1. Able to look for convenient options to access technology. 2. Able to access digital resources. 3. Able to support public Internet infrastructure. 4. Able to find creative solutions in general. 	<ol style="list-style-type: none"> 1. Awareness about the digital gap in the society. 2. Awareness about how Social networks with public entities and businesses can lead to more free WiFi access points. 3. To be proactive to learn about new technologies. 4. Sense of empowerment by exploring new technologies.

	(Core topics that will be introduced: Open source, Digital Divide, Technology access, Device availability, ideas to support public Internet infrastructure, Hacking (development over time)).		6. Understanding the development of the terminology of Hacking (what does it mean and its effects).		
2. Educate	The participants will get an overview about different search engines and will get to know how to investigate the integrity and veracity of online sources. It will also be briefly mentioned the topics of digital communication and digital commerce. (core topics that will be introduced: search engines and validation of information)	<ul style="list-style-type: none"> • Digital Communication and Collaboration • Digital Commerce • Digital Literacy 	<ol style="list-style-type: none"> 1. Understanding how information is generated, managed and made available online. 2. Knowing the steps to evaluate the veracity of a digital content. 	<ol style="list-style-type: none"> 1. Ability to search content online. 2. Able to critically evaluate information and given digital content. 3. Able to distinguish opinions from facts. 	<ol style="list-style-type: none"> 1. Having a proactive attitude towards looking for information. 2. Being critical about knowledge production and consumption with media and technologies.
3. Protect	Participants will learn about the right to privacy, being the main goal to strengthen participant's awareness about the importance of protecting personal data being a main focus in this introductory module to teach them how to protect them. It will also be briefly mentioned the topic of health, addiction and stress in the online world. (core topics that will be introduced: digital footprint and privacy and security)	<ul style="list-style-type: none"> • Digital Rights and Responsibility • Digital Security and Safety • Digital Health and Wellness 	<ol style="list-style-type: none"> 1. Understanding right to privacy and the importance of protecting personal data. 1. Understanding what digital footprint is. 2. Understand technology protection and measures. 3. Understanding of private and 	<ol style="list-style-type: none"> 1. Able to analyze and decide what personal information to share online, depending on the context, previously to share it to avoid negative digital footprint. 2. Able to manage digital footprint. 3. Ability to decide, which communication tools are secure and private. 	<ol style="list-style-type: none"> 1. Awareness about the permanent trace that online interactions leave (digital footprint). 2. Awareness of online threats and their consequences. 3. Awareness of the threats that are involved when using social media.

			<p>encrypted communication.</p> <p>4. Understanding of Malware.</p> <p>5. Understanding security issues belonging to web ads.</p> <p>6. Understand how to use social media in a safe manner.</p>	<p>4. Able to have Self-control of own hard- and software.</p> <p>5. Able to avoid Malware.</p> <p>6. Able to use social media in a safe and conscious way.</p>	
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4.2 Module 1: Digital Etiquette

4.2.1 General Description

The module aims to explain in detail the concept of digital etiquettes and participation in today's society, especially for young people and youth workers, who are going to encounter more and more changes throughout their lives.

Digital etiquette (sometimes called netiquette) is defined as "the standards of conduct expected by other digital technology users" (Ribble & Bailey, 2007). Essentially, as a participant of a technology driven society, one is expected to demonstrate appropriate behavior and choices in the digital community as well as understand the impact and consequences of those choices. All digital technology users must be aware of others when using technology and understand how technology use can affect others.

Digital Etiquette is important because without it, the digital world can become a hostile or dangerous place of false comfort, which is basically a place you don't want to be in. If that practice is carried out online, every single day, people in your generation may adjust to being disrespectful in real life.

Within the explanation of everything related to digital etiquettes and participation, we will find 3 topics in which we will explain the importance of digital etiquettes and participation, the rules to be followed and how to adhere to netiquette in various forms of online communications.

This module is very important in the digital age because the access to it is basic to be able to adopt a responsible digital behaviour, to develop digital ethics etc. Therefore, it is linked to all the other modules.

Topic 1: Digital etiquette (or netiquette)

This topic will engage the learner in discovering the benefits of digital communication and understand the major concerns about digital communication.

Digital etiquettes is also called netiquette. Netiquette is a combination of the words 'network' and 'etiquette', and is defined as a set of rules for acceptable online behaviour. Through this topic, the learner will understand the rules of etiquette that apply when communicating over the Internet or social networks; and will learn new media literacy to improve their communication skills.

"Netiquette" also refers to Internet etiquette, the use of good manners in online communication such as e-mail, forums, blogs, and social networking sites. It is important to use netiquette because online communication is non-verbal, that is people do not see each other's faces, body language, or hear their voices. That is why netiquette uses emoticons to explain emotions. Besides this, online communication should be very clear and concise to avoid misunderstanding.

Topic 2: Netiquette rules

This topic aims to explain the electronic standards of conduct or procedure. This introduces the concept of integrity, and overall responsibility for an individual's actions online. Digital etiquette encourages respectful behavior when interacting with others online. This is a vital concept because it shows what an individual's character and judgement are online. While this may seem a bit proper, the importance actually runs deeper. Netiquette refers to internet communication that is both respectful and professional for all users. This refers to how a digital user's acts are interpreted by others, and how to use it to effectively communicate. For example, understanding online grammar trends. How a "..." could be interpreted for

sarcasm, and how capital letters can be interpreted as shouting. These are little behaviors that need to adapt to who you're communicating with. Capital letters may be effective in a group text with some friends, but not on a cover letter or in an email to your coworker.

Topic 3: [Adhere to netiquette in various forms of online communications](#)

This topic aims to explain how adhere to netiquette in various forms of online communications such as one-to-one communication: emails, private messages in various media; one-to-many communication: mailing lists, public chats, forums, pin boards, social networks, communities.

Module 1. : Digital Etiquettes and Participation

Main Objective: module aims to educate young people about the "proper" way to communicate in an online environment.

Topic	Learning Objectives	Subjects	Learning outcomes		
			Knowledge and understanding	Skills	Values and attitudes
1. Digital etiquette (or netiquette)	Young people will be introduced to the concept of digital etiquette and participation. This concept is very important because there is a lack of knowledge about it, and it is important to be aware of the existence of this gap in order to eliminate it.	<ol style="list-style-type: none"> 1. Introduction to the concept of the digital etiquette (or netiquette) and defining the gap of digital ethics 2. Importance and Benefits 	<ol style="list-style-type: none"> 1. The concept of digital etiquette 2. Knowing the importance of digital etiquette in society 3. Knowing the benefits of the use of digital etiquette 4. Know how bad digital behavior affects society 5. Learn specific ways to improve the situation caused by the absence of digital ethics 	<ol style="list-style-type: none"> 1. Identify individuals and institutions affected by the digital gap 2. Design strategies and activities to narrow the digital gap 3. Be able to engage people in activities and initiatives aiming at improving the situation 	<ol style="list-style-type: none"> 1. Raising awareness about digital behavior. 2. Consider one's and others' reputation when using internet. 3. Learn the importance of adopting a responsible digital behavior in order to become a responsible digital citizen.
2. Netiquette rules	This topic refers to rules when communicating online.	<ol style="list-style-type: none"> 1. Four Digital Do's 2. Five Digital Don'ts 	<ol style="list-style-type: none"> 1. Express yourself clearly online and respect the views of others 2. Know where you are in cyberspace, and understand that 	<ol style="list-style-type: none"> 1. Be able to create a positive online reputation 2. Be able to form lasting and meaningful connections 	<ol style="list-style-type: none"> 1. Become an ambassador of netiquette code of conduct 2. Be proactive to learn about new digital ethics

			<p>many people will view what you type.</p> <ol style="list-style-type: none"> Use proper and respectful language and refrain from any off-colour jokes, insults, or threats. 	<ol style="list-style-type: none"> Be able to avoid damaging your online and offline relationships 	<ol style="list-style-type: none"> Be aware about the fact that people don't know a lot about online courtesy Fight the lack of digital ethics in the society.
<ol style="list-style-type: none"> Adhere to netiquette in various forms of online communications 	<p>Young people will learn the characteristics of connectivity of different existing devices we can use to access digital content. We will see that depending on our location or situation, we have different devices that are closer to our needs.</p>	<ol style="list-style-type: none"> E-mail netiquette Social media netiquette Forum netiquette Mailing lists netiquette 	<ol style="list-style-type: none"> Plan, write, revise, and edit short documents and messages that are organized, complete, and tailored to specific audiences. Avoid spamming Avoid flaming Adopt a responsible behaviour related to the different form of online communications 	<ol style="list-style-type: none"> Be able to understand your legal responsibilities Be able to not abuse your power. Be able to adhere to the same standards of online behaviour that you follow in real life. Be able to use social media professionally 	<ol style="list-style-type: none"> Help people remember the human on the other side of an electronic communication Help people understand other people's privacy. Have a positive attitude towards learning to communicate differently depending on the online communication Become forgiving of other people's mistakes (Shea, 1994)

4.3 Module 2: Digital Access

4.3.1 General Description

The module aims to explain in detail the concept of digital access in today's society, especially for young people and youth workers, who are going to encounter more and more changes throughout their lives.

Digital access is about people adapting to an increasingly changing society, and what is certain is that the future in all areas of society will be about technology. For example, digital access is becoming very important for doing business with the public administration, for finding a job or for access to education.

Within the explanation of everything related to digital access, we will find 3 topics in which we will explain the digital divide in our society, the access to technology and the availability of devices. With these 3 topics we will explain the concept and give enough tools to be able to avoid this digital divide, knowing the devices we have at our disposal to access the technology. This module is very important in the digital age because the access to it is basic to be able to have a responsible use, to have security, to know your rights, etc. Therefore, it is linked to all the other modules.

Topic 1: Digital Divide

This topic seeks to explain the existence of a digital divide in the world, which fragments people into different groups. The first type of digital divide refers to the lack of access to equipment and the second one to the lack of understanding of what is available to us. It also aims to explain the difficulties this gap brings to society and in the day-to-day life of citizens. Finally, it offers also a critical reflection about the positive and negative consequences of the gap and the type of action improved to change the situation.

Topic 2: Technology access

Access to technology is one of the main problems we face in today's society. This topic seeks to explain the consequences of the lack of access to technology, or an unequal access to them in many areas of society. The term "DIGITAL ACCESS" means "the full electronic participation in society". The topic will also deepen on what does it mean in our everyday life, why this is actually very important, (job, apply to go to college, pay bills, make appointments, to access to historical documents, enlarge print for visually impaired, etc.), which types of access to technology are possible to have equitable Digital Access. Finally, how to access a number of relevant networks and communities for different purposes, in order to enhance the people's ability and agency in digital access.

Topic 3: Device availability

This topic aims to explain the connectivity of the different existing devices we can use to access digital content. We will see that depending on our location or situation, we have different devices that are closer to our needs.

Module 2: Digital Access

Main Objective: the module aims to educate young people about the meaning of digital access and how to adapt to the changing society; digital divide, access to technology and availability of devices are the main topics around which they will work and empower their knowledge and skills to be able to fully participate through technology to the society.

Topic	Learning Objectives	Subjects	Learning outcomes		
			Knowledge and understanding	Skills	Values and attitudes
1. Digital Divide	Young people will be introduced to the concept of digital divide. This concept is very important because there is a lack of knowledge about it, and it is important to be aware of the existence of this gap in order to fight it	<ol style="list-style-type: none"> 1. Introduction to the concept of the digital divide 2. Existing problems due to the digital divide 3. Ways to improve this gap 	<ol style="list-style-type: none"> 1. The concept of the digital divide 2. Knowing how this gap affects society 3. Learning specific ways to improve the situation caused by the digital gap 	<ol style="list-style-type: none"> 1. Identifying individuals and institutions affected by the digital gap 2. Designing strategies and activities to narrow the digital gap 3. Be able to engage people in activities and initiatives aiming at improving the situation 	<ol style="list-style-type: none"> 1. Raising awareness about the digital gap in the society 2. Understanding the relation between the digital gap and different social groups. 3. Learning the importance of the narrowing the digital gap as a social inclusion tool.

2. Technology access	This topic seeks to explain the consequences of the lack of access to technology, or an unequal access to them in many areas of society.	<ol style="list-style-type: none"> 1. Definition of technology access 2. The importance of access to technology 3. Types of access to technology 	<ol style="list-style-type: none"> 1. Knows the benefits of the technology access 2. Knowing the importance of the technology access in the society 3. Know how to access different services online 4. Know how to live in the digital world 	<ol style="list-style-type: none"> 1. Knowing how to access digital resources 2. To be able to do procedures through technology 3. Knowing how to promote the use of technology around them 4. Be able to analyze where technology is needed 	<ol style="list-style-type: none"> 1. Takes a proactive attitude in the sharing of resources, content and knowledge about technology 2. To be proactive to learn about new technologies 3. To be aware about the people that don't have access to the technology 4. To fight the lack of access to the technology in the society.
3. Device availability	Young people will learn the characteristics of the the connectivity of the different existing devices we can use to access digital content. We will see that depending on our location or situation, we have different devices that are closer to our needs.	<ol style="list-style-type: none"> 1. Introduction to collaboration device availability 2. Types of devices 3. Devices depending on the needs 	<ol style="list-style-type: none"> 1. Knows which kind of devices exists 2. Know the benefits of each device 3. Know the importance of the devices in the society 4. Know how the devices can improves our live quality. 	<ol style="list-style-type: none"> 1. To be able to use the different devices 2. To be able to recognize which device it's better in each situation 3. To be able to share the knowledge about different devices 	<ol style="list-style-type: none"> 1. be aware of people who do not have devices 2. To help people who don't have devices 3. To have a positive attitude towards learning to use new devices

4.4 Module 3: Digital Law and Copyright

4.3.1 General Description

The module will address the restrictions and legal rights governing technology use. The module gives an overview of what digital law is, types of violations and their consequences (divided in topics) and the expected skills knowledge and attitudes acquired by young people at the end of the course.

Nowadays, young people need to learn how to be responsible digital citizens. Many online users are actually breaking the law, either knowing or not knowing, from downloading copyrighted music to hacking into someone else's email. For example, many young people believe that downloading music without paying for it, is not a crime. According to the Digital Law and Copyright, downloading and sharing of copyrighted material without paying is a crime. It is an illegal action with serious consequences if caught. Other violations include pirating software, creating viruses, hacking into systems or networks, plagiarism. Young people need to be taught and informed of these violations but also of their legal rights such from access to online free platforms to GDPR.

Topic 1: Copyright infringement

Copyright: A poem, a song, a novel, a photograph, an artwork, a movie are some examples of intellectual works that are automatically protected by copyright. This means that the creator, author or artist of these works have the exclusive right to make copies, distribute, display, modify, adapt and derive from the material. No one except the author can claim copyright to the work, unless the author grants rights to others in a written agreement (e.g. the Nirvana and the record company have copyrights of the famous album 'Smells like teen spirit').

Copyright infringement is when someone use a work protected by copyright law without permission for a usage where such permission is required. In this way, this person is violating or infringing certain exclusive rights granted to the copyright holder, the work's creator, such as the right to reproduce, display or perform the protected work, distribute, or to make derivative works. Young people will understand what is copyright law and infringement, the types and what are creative commons license.

Plagiarism which is the representation of another author's thoughts, language, ideas, or expressions without acknowledging that specific person as the source.

Illegal file sharing which is the process of selling or publishing, distributing copyrighted content, usually over the Internet, or with using an external storage device.

Software piracy is when someone is illegally copying software that does not belong to him/her in a manner that violates the copyright. An example of software piracy is when you download a copy of Microsoft Word from a file-sharing website without paying for it.

Open sources. Open-source software is a type of computer software in which source code is released under a license in which the creator grants users the rights to study, change, and distribute the software to anyone. Young people will be able to understand what is an open source software, the types and the advantages of using open source software.

Topic 2: Cybercrimes

Creating Viruses. Viruses are malicious programs that spread throughout computer files without the user's knowledge. Most widespread virus programs spread through email message attachments that activate when opened. Viruses can also spread through shared media, such as Universal Serial Bus (USB) drives.

In this topic, young people will learn what are viruses, why people are creating viruses and ways to prevent, block or remove installed viruses.

Hacking. Hacking is an attempt to exploit a computer system or a private network inside a computer. In this topic, young people will learn what is hacking, the types of hacking and hackers, how to protect their device and personal information from being hacked, the legal implications of hacking and what is dark web and why it is illegal.

Online identity theft Identity theft occurs when someone uses your personal information (full name, email address, online login and passwords, Social Security number, driver's license number, passport number or bank number) to pretend to be you and commit fraud or gain financial benefits. Young people will learn what is online identity theft, the types, the legal implications and how to protect their identity.

Dark Web The dark web is the hidden collective of internet sites only accessible by a specialized web browser. It is used for keeping internet activity anonymous and private, which can be helpful in both legal and illegal applications.

Topic 3: GDPR (General Data Protection Regulation)

Short description: The General Data Protection Regulation (GDPR), is a regulation designed to unify data protection laws across EU member states, plus Lichtenstein, Norway, and Switzerland, and gives protected users and EU residents more rights and control over how their data is processed. In this topic, young people will learn what is GDPR, what is personal data, who does GDPR impact, their privacy rights under GDPR, what is GDPR consent and the risks of violating or disclosing personal data.



Module No.3 : Digital Law and Copyrights

Main Objective: to educate young people on digital law and copyright and the measures against their infringement.

Topic	Learning Objectives	Subjects	Learning outcomes		
			Knowledge and understanding	Skills	Values and attitudes
1. Copyright infringement	<p>To learn what copyright law is and the purpose of using digital technology</p> <p>To learn how to protect digital content created and published by you.</p> <p>To learn what is Creative Commons (CC) are</p>	<ul style="list-style-type: none"> • Copyright law • Examples of Copyright infringement • How to protect digital content • What is Creative Commons (CC) license are and its types 	<p>Understand how copyright licences apply to data, information and digital content</p> <p>Understand what copyright infringement is</p> <p>Understand how to protect digital content created and published by you.</p> <p>Understand how to use a CC licence</p>	<p>Be able to identify when digital content is copyrighted and therefore cannot be used without the author's permission</p> <p>Be able to protect digital content created by you by attaining copyright protection</p> <p>Be able to use a CC license</p>	<p>Respect for others' intellectual property</p> <p>Be aware of the need for protection of copyrighted digital content.</p> <p>Accept that in order to use copyrighted materials the written permission/statement of the copyright holder is needed.</p> <p>Be aware that the CC license enable free distribution of a copyrighted "work".</p>
2. Cybercrimes	<p>Learn what a virus is and types of viruses</p> <p>Learn why viruses are created</p> <p>Learn the legal implications creating viruses</p> <p>Learn how to protect your devices and digital content from viruses</p>	<ul style="list-style-type: none"> • What is a virus and how can it harm your computer and data? • Why they are created? What is their purpose? • What are the types of viruses (Boot Sector, Direct Action, Resident, Multipartite, 	<p>To understand what a virus is</p> <p>To understand why viruses are created</p> <p>To understand the types of viruses</p> <p>To understand the legal implications of for creating viruses</p>	<p>To be able to recognize when your computer has been infected by a virus</p> <p>To be able to recognize the types of viruses</p> <p>To be able to download and establish an antivirus program for your computer's protection and also install and activate a firewall protection software</p>	<p>Realise the damage that a virus can cause to your computer data</p> <p>Keep your and others' computer data safe</p> <p>Be aware of the legal implications of creating viruses</p>

		Polymorphic Overwrite Space filler File Infector etc.)	To understand different ways to protect your device and digital content from viruses.		
		<ul style="list-style-type: none"> • What are the legal implications of creating a virus? • How to protect your device and digital content from viruses 			
3. GDPR	Learn what GDPR is Learn what personal data is Learn who is affected by GDPR Learn your privacy rights under GDPR Learn what GDPR consent is Learn the risks of violating or disclosing personal data	<ul style="list-style-type: none"> • What is GDPR • What is personal data (Examples of the use of personal data and how do I protect my personal data) • Who is affected by GDPR? • Your privacy rights • GDPR consent • What are the consequences of violating or disclosing personal data 	To understand what GDPR is To understand what personal data is (examples of use and how do we protect them) To understand who does GDPR impact To understand your privacy rights To understand examples of GDPR consents To understand the consequences when violating or disclosing personal data	To be able to use personal data when its necessary To be able to protect them To be able to protect your privacy rights To be able to give consent for your personal data procession and collection. To be able to recognize the consequences when violating GDPR.	Respect GDPR law Be aware of the importance of personal data Be aware of the privacy rights under GDPR (right to be informed, right of access, right to rectification, right to erasure/to be forgotten, right to restrict processing, right to data portability, right to object and rights in relation to automated decision making and profiling) Be careful where and to whom you give your personal data Be aware of the consequences when violating GDPR



4.5 Module 4: Digital Literacy

4.3.1 General Description

While digital literacy may be understood and defined differently within disciplines, the concept is primarily about literacies rather than digital technologies or digital competence. Digital literacy involves finding, using and disseminating information in a digital world. Digital Literacy underpins teaching and research, regardless of discipline, and is an essential skill for effective participation in employment and all aspects of life. It includes knowledge, skills, and behavior involving the effective use of digital devices such as smartphones, tablets, laptops and desktop PCs for purposes of communication, expression, collaboration and advocacy. While digital literacy initially focused on digital skills and stand-alone computers, the focus has now shifted to network devices including the internet and social media. Learners of this module will learn how to control, manage and sort out huge array of information available in today's globally connected world. During this module, youngsters will possess a much wider range of digital skills, knowledge of the basic principles of computing devices, and skills in using computer networks. The youngsters will have the ability to engage in online communities and social networks and will be able to find, capture, and evaluate information

Topic 1: Information literacy

As a learner, to be information literate means that you: are able to identify a need for certain information, and have the critical awareness and skills to find, evaluate, interpret, and apply information that is relevant to the situation, and are able to effectively manage and ethically share that information for appropriate purposes, now and in the future. Learners of this module will practice and learn how to manage and use properly huge array of information available in today's globally connected world.

Topic 2: Media literacy

Media literacy covers skills in critical interpretation of information. There's a lot of information out there, in lots of media formats, and anybody can publish material to the Internet without anyone else checking to see if it's accurate. That's why it's important to recognize bias when you see it, and sort the fact from the fiction.

Topic 3: Social media literacy

A key aspect of media literacy is understanding of the nature of social media, and what constitutes appropriate behavior on these massive, influential, and sometimes unpredictable information channels. Young people will review their social media skills and usage in order to ensure safe, successful and appropriate usage of social media.

Module Nr.4: Digital Literacy

Main Objective: module aims to educate young people to search the information on the web through the most used media channels and evaluate it according to the accuracy of the sources. They will learn also how to use social media being aware of the benefits and risks related to digital identity.

Topic	Learning Objectives	Subjects	Learning outcomes		
			Knowledge and understanding	Skills	Values and attitudes
1. Information literacy	Young people will be able to identify a need for certain information, and have the critical awareness and skills to find, evaluate, interpret, and apply information that is relevant to the situation, and will be able to effectively manage and ethically share that information for appropriate purposes, now and in the future. Learners of this module will practice and learn how to manage and use properly huge array of information available in today's globally connected world.	1. Browsing, searching and filtering information 2. Evaluating information 3. Storing and retrieving information	1. Understands how information is generated, managed and made available 2. Is aware of different search engines 3. Understands which search engines or databases best answer to his/her own information needs 4. Understands how information can be found in different devices and media 5. Understands how search engines classify information 6. Understands how feeds mechanism works 7. Understands indexing principles	1. Adjusts searches according to specific needs 2. Can follow information presented in hyper-linked and non-linear form 3. Can use filters and agents 4. Is able to search for words that limit the number of hits	1. Has a proactive attitude towards looking for information 2. Values the positive aspects of technologies for information retrieval 3. Is motivated to seek information for different aspects in his/her life 4. Is curious about information systems and their functioning

<p>2. Media literacy</p>	<p>Youngsters will learn how to critically evaluate and interpret given information; will be able to separate information, check the sources, recognize various formats and inspect accuracy of “digital facts”;</p>	<p>1. Utilising media channels and technologies for creativity and own purposes.</p> <p>2.Using media technologies for creative outputs and problem solving. Ability to collaborate with others on media channels for innovative outputs.</p> <p>3.Taking advantages of media channels, and digital tools. Ability to take action through media technologies, use media channels for proactive collaboration with others to produce outputs.</p>	<p>1. Uses a widely diverse and well-balanced mix of digital and non-digital technologies for different problems and will dynamically change options over time</p> <p>2. Can solve a theoretical problem, of individual or collective interest, through or with the support of digital tools</p> <p>3. Can solve a theoretical problem, of individual or collective interest, through or with the support of media tools</p> <p>4. Understands how meaning is produced through multimedia and technologies</p> <p>5. Critically evaluates information and given digital facts.</p>	<p>1. Knows how to explore the web, the market, or his/her online network when searching for solutions</p> <p>2. Is capable of exploiting technological potentials in order to represent and solve problems</p> <p>3. Knows how to solve problems individually and collectively (peer-problem solving)</p> <p>4. Is able to build meaningful knowledge through interaction with digitally available resources</p> <p>5. Is able to use a variety of media to express oneself creatively (text, images, audio, and movie)</p>	<p>1. Is willing to explore alternative solutions that are offered by technologies</p> <p>2. Is pro-active in looking for solutions</p> <p>3. Is pro-active in looking for solutions</p> <p>4. Is open to revise his/her values and attitudes according to the situation</p> <p>5. Sees the potential of technologies and media for self-expression and knowledge creation</p> <p>6. Values the added value of new media for cognitive and creative processes</p> <p>7. Is critical about knowledge production and consumption with media and technologies</p>
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<p>3.Social media literacy</p>	<p>Young people will be able to perceive the understanding of the nature of social media, and what constitutes appropriate behaviour on these massive, influential, and sometimes unpredictable information channels. Young people will review their social media skills and usage in order to ensure safe, successful and appropriate usage of social media.</p>	<p>The benefits and risks related to digital social media identity.</p> <p>Online digital identity and strategies for social media digital footprint.</p> <p>Protection of digital reputation through online/social media interactions, monitoring information, picking digital identities according to social media channels.</p>	<ol style="list-style-type: none"> 1. Knows the benefits of having one or more digital identities on social media 2. Understands the interlinks between the online and offline world or virtual meetings and social online meetings 3. Understands that several actors can positively or negatively contribute to construct his/her digital identity on social media 	<ol style="list-style-type: none"> 1. Has the ability to protect him/herself and others from online threats to their e-reputation 2. Is able to construct a profile that benefits his/her needs 3. Can track his/her own digital footprint 	<ol style="list-style-type: none"> 1. Is aware of the benefits and risks related to online identity exposure on social media 2. Is not afraid to disclose certain type of information about self 3. Considers multiple ways of expressing his./her own identity and personality through social media means
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4.4 Module 5: Digital Communication and collaboration

4.3.1 General Description

The module will address such questions as how to interact through technologies; how to share and disseminate content, information; how to collaborate through digital channels. The module will discuss the importance of a digital message and will try to provide solutions on how to create a message which is purposeful, clear and concise leading to an accurate exchange of information and ideas. This module will also address the topic of digital collaboration and its competences. It will present how collaboration is working among and across personal and global networks to achieve common goals. This module includes following subcategories and topics: managing and resolving conflicts interacting effectively with people of different cultures; selection and integration of various communication processes; integration of appropriate forms of information communication technology; understanding the interactions among modes of communication; meaningful and engaging interactions; focus, energy and passion around the key message; navigation through nuances of effective communication; understanding and application of effective group processes to solve problems; productive group interactions

Topic 1: Interacting through technologies

The topic will introduce how to interact through a variety of digital devices and applications, to understand how digital communication is distributed, displayed and managed, to understand appropriate ways of communicating through digital means, to refer to different communication formats, to adapt communication modes and strategies to the specific audience.

Topic 2: Sharing information and content

The participants will learn to share with others the location and content of information found, how to be willing and able to share knowledge, content and resources, to act as an intermediary, to be proactive in the spreading of news, content and resources, to know about citation practices and to integrate new information into an existing body of knowledge

Topic 3: Collaborating through digital channels

Young people will learn how to use technologies and media for teamwork, collaborative processes and co-construction and co-creation of resources, knowledge and content.

Module Nr.5 : Digital Communication

Main Objective: module aims to educate young people about utilizing digital channels of communication; to enhance their ability to communicate and how to use social media channels properly and safely, raise awareness of the ways they can engage with others through phones, tablets, and other digital resources; how to seek digital collaboration.

Topic	Learning Objectives	Subjects	Learning outcomes		
			Knowledge and understanding	Skills	Values and attitudes
1. Interacting through technologies	Young people will be introduced how to interact through a variety of digital devices and applications, to understand how digital communication is distributed, displayed and managed, to understand appropriate ways of communicating through digital means, to refer to different communication formats, to adapt communication modes and strategies to the specific audience	<p>Introduction of basic features of communication tools (e.g. mobile phone, VoIP, chat platforms, apps or email) and interaction.</p> <p>More advanced features of communication tools (e.g. mobile phone, VoIP, chat platforms, apps or email) and advanced management.</p> <p>Adopting digital modes and ways of communication that best fit the purpose.</p> <p>Applications of formats and ways of communication to a specific audience.</p>	<p>Is aware of different digital communication means (e.g. email, chat, VoIP, video-conference, SMS)</p> <p>Knows how messages and emails are stored and displayed</p> <p>Knows the functionality of several communication software packages</p> <p>Knows the benefits and limits of different means of communications and distinguishes the most appropriate ones to the context</p>	<p>Is able to send an email, write a blog post, private post on social media, an SMS</p> <p>Is able to find and contact peers</p> <p>Is able to edit information in order to communicate it through several means (from sending an email to making a presentation in slides)</p> <p>Evaluates his/her audience and can tailor communication according to audience</p> <p>Is able to filter the communication he/she receives (for instance, sorting out emails, deciding whom to follow on micro-blogging social sites, etc)</p> <p>Is able to deal with the risks related to online communication with unknown people</p>	<p>Is confident and comfortable in communicating and expressing through digital media</p> <p>Respects the code of conduct appropriate to the context</p> <p>Is actively engaged in online communication</p> <p>Is willing to select the most appropriate communication means according to the purpose</p>

<p>2. Sharing information and content</p>	<p>young people will learn to share with others the location and content of information found, how to be willing and able to share knowledge, content and resources, to act as an intermediary, to be proactive in the spreading of news, content and resources, to know about citation practices and to integrate new information into an existing body of knowledge</p>	<p>3. Introduction to file and content sharing through various technological means</p> <p>4. Sharing info or knowledge and participating in social networking sites and online communities</p> <p>5. Active posting and sharing information, content and resources with others through online communities, networks and collaboration platforms.</p>	<p>1. Knows the benefits (for him/herself as well as for others) of sharing content and information with peers</p> <p>2. Judges the value of the resource to be shared and the target audience to share it with</p> <p>3. Knows which content/knowledge/re sources can be publicly shared</p> <p>4. Knows how/when to acknowledge the source of a particular content</p>	<p>1. Is able to check the property right of the content</p> <p>2. Is able to share content found on the internet (e.g. how to share a video within a social networking site)</p> <p>3. Is able to use social media to promote results of their work</p>	<p>5. Takes a proactive attitude in the sharing of resources, content and knowledge</p> <p>6. Has his/her own informed opinion about sharing practices, benefits, risks and limits</p> <p>7. Has an informed opinion on authoring practices</p> <p>8. Respects intellectual property rights</p>
<p>3. Collaborating through digital channels</p>	<p>Young people will learn how to use technologies and media for team work, collaborative processes and co-construction and co-creation of resources, knowledge and content</p>	<p>1. Introduction to collaboration with others using traditional technologies</p> <p>2. Creating and discussing outputs in collaboration with others using simple digital tools</p> <p>3. Collaboration tools and means to collaborate with others in the</p>	<p>1. Knows that collaborative processes facilitate content creation</p> <p>2. Knows when content creation can benefit from collaborative processes and when not</p> <p>3. Understands the dynamics of collaborative work and of giving and receiving feedback</p> <p>4. Can judge the contribution of others to his/her own work</p>	<p>1. Is able to use the collaborative features of software packages and web-based collaborative services (e.g. track changes, comments on a document or resource, tags, contribution to wikis, etc.)</p> <p>2. Is able to give and receive feedback</p> <p>3. Can work at a distance with others</p> <p>4. Can use social media for different collaborative purposes</p>	<p>1. Is willing to share and collaborate with others</p> <p>2. Is ready to function as part of a team</p> <p>3. Seeks new forms of collaboration that are not necessarily based on a previous face-to-face engagement</p>

		production and sharing of resources, knowledge and content	5.Has an understanding of different roles needed in diverse forms of online collaboration		
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4.7 Module 6: Digital Commerce

4.3.1 General Description

In today's digital world, consumers can manage all sorts of personal financial activities online. This includes everyday transactions like shopping and banking and more specialized online financial activities like gambling, charitable giving and online auctions. This module discusses legislation that addresses consumer protection and combats internet and computer fraud. The analysis begins with an overview of the development of e-commerce consumer protection laws in the U.S., highlighting the origins of the growing field of online consumer rights. Next, we'll dig into the more recent federal laws developed to address common online consumer issues, including unsolicited emails, and legal protections afforded to online retail shoppers. Following this more specific analysis, the discussion turns to the regulatory system that helps ensure federal online consumer protection laws are properly enforced.

The module will address the precautions that all technology users must take to guarantee a safe digital commerce experience. This will be explained through educational topics that will teach young people safe online shopping techniques, prevention measures against identity theft and actions to be taken if a security breach happens. It covers competences such as understanding basic website security, understanding of safe payment options, personal information sharing, preventive measures, and e-banking security, to deal with and avoid dangerous online transactions.

Topic 1: Safe Online Shopping

Young people may not be familiar with safe online shopping. This topic offers guidance on the different shopping methods someone can find online and how to classify them from safest to concerning. Young people will learn basic safety and security tips when shopping online, will understand what personal information should share when buying goods or services and will comprehend basic actions if a security breach happens.

Topic 2: Technology and Identity Theft

This is the most common form of e-commerce fraud, comprising a tremendous 71% of all attacks. Identity fraud is part of the majority of the methods used by cybercriminals, either as the end goal or the precursor to another attack.

This type of fraud doesn't always involve stolen card details however. Fraudsters will also use email accounts, user accounts, names, addresses, IP addresses and personal devices to make them seem like a real customer. This can lead to fraudulent purchases, the creation of fake accounts and the manipulation of traffic.

Topic 3: Technology and Credit Issue

This topic outlines the credit card security requirements as per the Payment Card Industry Data Security Standards (PCI DSS). The standards apply to all organisations who receive, process, store and pass Credit/debit card information and were created to prevent card fraud through increased controls around data and its exposure to compromise.

Module Nr. 8: Digital Commerce

Main Objective: The module aims to educate young people about digital commerce activities, what to avoid and how to protect personal information and banking data.

Topic	Learning Objectives	Subjects	Learning outcomes		
			Knowledge and understanding	Skills	Values and attitudes
1. Safe Online Shopping	Young people will learn the security tips and tricks when shopping online, will be able to classify websites from their security protocols and will understand what measures to take if a concerning transaction happens.	1. Introduction to safe online payment methods. 2. Website and network security. 3. Online shopping security tips.	1. Understand safe online payment methods. 2. Understand basic website and network security. 3. Understand the do's and don'ts when shopping online.	1. Able to make safe online purchases. 2. Able to distinguish the reliability and credibility of online sellers. 3. Able to prevent and act upon online shopping security concerns.	1. Helping others when shopping online to avoid being preys victims of scammers. 2. Awareness of online threats and their practical and psychological consequences.
2. Technology and Identity Theft	Young people will learn methods of prevention of being victimized by identity theft.	1. Description of the crime of identity theft. 2. How to prevent being victimized by identity theft: dos and don'ts. 3. Steps to take if victimized by identity theft.	1. Understand the dangers of their identity to be stolen. 2. Understand the means used for stealing your identity.	1. Protect themselves to avoid ID theft and actions they can take if they become a victim. 2. Learn how to protect their identity.	1. Awareness of protection of privacy. 2. Become ambassador of privacy rules and personal data protection.

<p>3. Technology and Credit Issue</p>	<p>Young people will learn how to conduct secure transactions through credit card.</p>	<p>1. How safe is your credit card data online? 2. How do hackers steal your credit card information? 3. How to do digital commerce credit card security on your website?</p>	<p>1. Understand what Website Hardening means. 2. Understand the implications when using a credit card in online shopping. 3. Understand preventive and proactive measures against credit card data theft.</p>	<p>1. Able to maintain PCI compliance. 2. Able to use Credit card security codes. 3. Able to use System alerts for suspicious activity.</p>	<p>1. Learning the importance of protecting credit card data information when shopping online. 2. Helping other people to conduct safe online transactions.</p>
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4.8 Module 7: Digital Rights and Responsibility

4.3.1 General Description

This module introduces the rights and responsibilities in the digital world as an element of digital citizenship and explains its contribution to positive engagement with digital technology.

Digital spaces are complex environments, especially in terms of the rights and responsibilities of the actors involved, therefore it is important to give young people the tools to identify scenarios where their rights might be violated to effectively protect themselves and their communities, in a preventive manner or after an event of this nature occurs. Ordinary online activities like shopping, socializing, searching, receiving and sharing information in cyberspace expose young people to situations where they need to know their rights and responsibilities to have safe experiences online.

Digital rights refer to the same human rights existing in the offline world but applied to cyberspace (UN Human Rights Council, 2016). Among the universe of human rights, scholars have identified as the most important in the online sphere, the following: the right of freedom of expression and information, the right to privacy and data protection, the right to access to internet and non-discrimination, freedom of assembly, association and participation online, right to education and literacy, the right to protection of young people and the right to effective remedies for violations to human rights online (COE, 2014). This module focuses in them.

Topic 1: Digital rights and responsibilities

Existent human rights are applicable to the online world, and cyberspace actions carry responsibilities. A positive digital citizen needs to be aware of the mentioned so it can benefit from the possibilities the Internet offers while avoiding negative consequences for itself or its community.

Therefore, in this topic, it is essential to explore the following elements of digital rights and responsibilities:

- Understanding the digital rights of freedom of expression and information, right to privacy and data protection, right to internet access and non-discrimination, right to assembly, association and participation online, right to education and literacy, right to protection of children and young people, right to effective remedies against violation of human rights online.
- Understanding the limits to freedom of expression and right to privacy.
- Understanding the different actors and their responsibilities linked to the digital rights.

Topic 2: Cyberbullying

Cyberbullying is one of the most frequent internet risks young people faces and its cumulative impact can be devastating. It consists in the repeated verbal or psychological harassment carried out by an individual or a group with the intention to cause harm against others, through the use of information and communications technologies. It can take different forms, such as mockery, insults, threats, etc. (COE, 2018) and it differs from face-to-face bullying in various aspects such as the anonymity that the internet provides, the capacity to reach a wider audience, the lack of sense of responsibility of perpetrators, the “disinhibition effect” of digital media (people feeling able to do or say things online that they would never do or say in person) and the reluctance of victims to report incidents (European Commission at the Safer Internet Day, 2009).

It has been identified that one of the causes of cyberbullying is that young people do not feel as responsible for their actions when they post messages online, as they would in real life. In this module young people will understand the importance of maintaining a behavior that

respects human rights online, and how to identify a cyberbullying situation when it occurs and its actors, and how to act responsibly in a cyberbullying situation. Knowing how cyberbullying works, the different actors involved (the perpetrator, the victim, bystanders, internet platforms and community) and the ways to end it will contribute to a respectful digital citizen community.

This topic will enable young people to realize the importance of an online communication that respects human rights of all, to recognize a cyberbullying scenario and to know how to responsibly react to it, by:

- Understanding that they are digital citizens with rights and responsibilities online, as well as the limits to the right of freedom of expression.
- Understanding what cyberbullying is, its elements and types, recognizing the responsibilities of actors involved and its consequences to people's health and environments.
- Analyzing cyberbullying situations and acknowledging ways to collaborate to find a solution to the problem.

Topic 3: Digital footprint

The protection of the digital reputation and management of digital identity are the competences addressed in this topic. Both competences will be introduced as key elements in the construction of a positive digital citizenship.

Everything that internet users post, send or record online, about themselves or others, leaves a digital footprint, this means that the information shared on the Internet is likely to remain forever publicly available online, generating at present or future an impact on a person's reputation, that can be positive or negative. When the impact is negative it can potentially jeopardize young people's career and even future relationships. Since having a digital footprint is normal, and actually very difficult to avoid, it is important to raise awareness in young people about their digital footprint and its consequences.

This topic will introduce young people to the concepts of digital footprint, digital identity and digital reputation and make them reflect on those in their own life, by answering questions like how many on-line identities do you have? young people will realize some of the characteristics of online identity. Young people will also be able to recognize that digital footprints can be created passively and actively. A passive footprint is created when the users' personal data is collected, usually without them being aware of it. As an example, when search engines store the users search history, and when web servers logging the users' computer's IP address when they visit a website. In this issue, young people will become aware of how this tracking and profiling occurs, how they leave footprints when they use search engines, consult sites, make online purchases or give "like" on social networks, and how to manage this.

An active footprint is created when people voluntarily share or create information online, be it per email, while writing in a blog, sharing photos or posting in social media. In this topic, young people will understand that everything they say and do online can have an impact on their digital reputation. They will become conscious of the existence of their digital identity and will learn how to manage it to avoid misperceptions or unwanted effects online. They will also critically understand which aspects of their data are private, what data can be safely shared and how this varies across contexts.

This topic will show young people to manage their digital identity and make conscious decisions when sharing personal information online, by:

- Understanding the importance of protecting digital reputation and personal privacy

- Reflecting on what their digital profile says about them
- Understanding how to manage one's digital identity and digital footprint is essential for digital citizens.
- Understanding how digital footprints are created and their effects
- Understanding the importance of reflecting on what personal information to share online previously to share it, about its potential consequences at present and future, for them, their family and community.
- Understanding that there is an economical value of our personal data.

Module Nr.7 : Digital Rights and Responsibility

Main Objective: The module aims to educate young people about digital rights and the responsibilities of different online actors in protecting them. Cyberbullying and Digital footprint topics are presented as cases to teach the participants how to protect themselves and their communities from online threats.

Topic	Learning Objectives	Subjects	Learning outcomes		
			Knowledge and understanding	Skills	Values and attitudes
1. Digital rights and responsibilities	To learn about the right to information, freedom of expression, the right to privacy, the right to internet access, freedom of assembly, association and participation online, right to education and literacy, right to protection of children and young people online and right to effective remedies for violations of human rights online and the correlated responsibilities of different actors (internet users – educational institutions – public authorities – social	1. Introduction to Digital rights as human rights online 2. Concept of the right to freedom of expression online, its limitations and responsibilities of internet users, public authorities and internet providers and platforms. Introduction to Illegal content on online platforms in the European Union. 3. Concept of the right to privacy and data protection, its limitations and responsibilities 4. Concept of the right to internet	1. Understand that the existent human rights are applicable online. 2. Understand the importance of freedom of expression online and its limitations. 3. Understand that online space is a non-discriminatory space. 4. Understand the importance of the right to privacy and data protection online. 5. Understand the limitations to freedom of expression and to the right to privacy. 6. Understand the importance of the right to internet access and non-discrimination.	1. Able to communicate online with respect to other people's rights. 2. Able to make informed decisions regarding to sharing personal information online. 3. Able to request protection when human rights are violated online. 4. Able to identify violations to digital rights online. 5. Able to demand their digital rights. 6. Able to make adequate use of online information, by respecting copyrights and by using open source content.	1. Awareness about the applicability of existent human rights in online interactions. 2. Helping others online, in reporting threats and other inappropriate use. 3. Critically analyze the use policies offered by online platforms. 4. Critically think about the role of different actors in the online world and their responsibilities 5. Awareness about the responsibility of authorities to facilitate Internet access. 6. Awareness of the principle of non-discrimination while interacting online. 7. Awareness of freedom of participation online.

	responsibility of online platforms).	<p>access and non-discrimination and responsibilities</p> <p>5. Concept of the right to freedom of assembly, association and participation and responsibilities</p> <p>6. Concept of the right to education and responsibilities</p> <p>7. Concept of the right to protection of children and young people and responsibilities</p> <p>8. Concept of the right to effective remedies for violations of human rights and responsibilities. Types of remedies and their sources.</p>	<p>7. Understand the importance of the right to freedom of assembly, association and participation online.</p> <p>8. Understand the importance of the right to education and literacy.</p> <p>9. Understand the importance of the right to protection of children and young people online.</p> <p>10. Understand the importance of the right to effective remedies for violations of human rights online.</p> <p>11. Understand the responsibilities of different actors regarding to digital rights (internet users, internet platforms, community and public authorities).</p>	<p>7. Able to critically think about the responsibilities of different actors regarding to online communications.</p>	<p>8. Awareness on the importance of having access to knowledge, importance of referencing and use of open access content.</p> <p>9. Awareness on the importance of receiving digital education.</p> <p>10. Awareness on the fact that young people receive a special protection online.</p> <p>11. Awareness about the need of procedures, against human rights violation online, that are available, known, accessible, affordable and capable of providing appropriate redress.</p>
2. Cyberbullying	To learn about cyberbullying, the elements of its concept, the types of cyberbullying that exist, and the actors involved and their responsibilities.	<p>1. Introduction to cyberbullying problem, elements of its definition, types of cyberbullying and actors involved.</p> <p>2. victim's affected rights and effects in its life due to cyberbullying.</p>	<p>1. Understand why freedom of expression does not protect cyberbullying expressions.</p> <p>2. Understand the importance of positive behavior online (empathy).</p> <p>3. Understand the roles and responsibilities of different actors in a cyberbullying case.</p>	<p>1. Able to identify cyberbullying when it occurs.</p> <p>2. Able to know how to respond to cyberbullying.</p> <p>3. Able to identify Cyberbullying actors and their responsibilities.</p>	<p>1. Awareness about how equally serious is cyberbullying and face to face bullying.</p> <p>2. Awareness about the negative impact of cyberbullying in the victim and the community</p> <p>3. Helping others in reporting cyberbullying.</p> <p>4. Awareness about having positive online behavior.</p>

		3. Responsible actions to be taken when in presence of cyberbullying.	4. Understand what are cyberbullying consequences to people's health and environments.	4. Able to take actions to protect themselves and others from Cyberbullying	
3. Digital footprint	To learn about digital footprint, and related aspects: digital reputation and digital identity, and to learn how to manage digital identity.	<p>1. Introduction to digital footprint and related topics: digital reputation and digital identity.</p> <p>2. Active digital footprint - how to manage it.</p> <p>3. Passive digital footprint (tracking and profiling) - how to manage it.</p>	<p>1. Understand the importance of protecting digital reputation and personal privacy.</p> <p>2. Understanding how to manage one's digital identity and digital footprint is essential for digital citizens.</p> <p>3. Understanding how digital footprints are created and their effects.</p> <p>4. Understand how tracking and profiling online works and mechanisms to control it (targeted ads, commercial profiling).</p> <p>5. Understanding that there is an economical value of our personal data.</p> <p>6. Understanding which aspects of their data are private, what data can be safely shared and how this varies across contexts.</p>	<p>1. Able to access their digital profiles.</p> <p>2. Able to assess the impact of their presence online in a given context.</p> <p>3. Able to shape and reshape their digital identity.</p> <p>4. Able to analyze what personal information to share online, depending on the context, previously to share it.</p> <p>5. Able to manage privacy settings of online platforms.</p> <p>6. Able to delete search history from search engines.</p> <p>7. Able to manage online cookies.</p>	<p>1. Awareness about the importance of consciously generating a digital identity.</p> <p>2. Awareness about the economic value of personal data.</p> <p>3. Awareness of the impact that digital footprint has in the present and the future.</p> <p>4. Awareness about the permanent trace that online interactions leave.</p> <p>5. Awareness of tracking and profiling, as generators of passive digital footprint.</p>



4.9 Module 8: Digital Security

4.3.1 General Description

The Internet offers a plethora of benefits and it is completely impossible to escape its presence. Despite the benefits, users should be aware of the multitude of risks that are also involved, and so one should know the general safe practices regarding Digital Safety and Security. More specifically, individuals should learn the basic practises of protecting themselves online from cyber-attacks, should learn how to keep their devices safe from Malware/Spyware/Adware that may compromise their personal information and should learn how to use social networks in safe and conscious way, ensuring that their private information are not abused online.

The module will address the precautions that all technology users must take to guarantee their personal safety and the security of their network while also protecting others. It includes two different concepts: privacy concerns mainly the personal protection of one's own and others' online information, while security is related more to one's own awareness of online actions and behaviour. It covers competences such as information management and online safety issues (including the use of navigation filters, passwords, antivirus and firewall software) to deal with and avoid dangerous or unpleasant situations.

Topic 1: Technology protection and measures

Young people may not be familiar with online safety. This topic offers guidance on the different concepts of cyber security and shows ways to prevent cyber security matters and be protected when browsing online. Young people will understand cyber security, will learn to protect themselves and their devices proactively and finally will get into acting if a security breach happens.

Topic 2: Risks of Malware/Spyware/Adware

Young people may not be familiar with malware/spyware/adware software. This topic offers guidance on the different concepts of malicious software and shows ways to prevent attacks. Young people will understand malware and its types, will learn the classification of different malware software. They will learn more about security against malware and how to be protected, and finally will be introduced to types of cybercrime and phishing.

Topic 3: Social Media security

Young people may not be familiar with social media security. This topic offers guidance on the different risk concerns of online presence using social media or other platforms and shows ways of how to use social media in safe and conscious ways and how to protect personal information from not being abused online

Module Nr. 8: Digital Security and Safety

Main Objective: The module aims to educate young people about the basic online safety, the importance of protection and privacy, especially in understanding technology rules.

Topic	Learning Objectives	Subjects	Learning outcomes		
			Knowledge and understanding	Skills	Values and attitudes
1. Online protection and measures	Young people will learn the most common security measures such as strong passwords, antimalware software, how to recognise malicious emails and how to use firewalls. Additionally, they will learn the current state of internet security.	1. Introduction to technology protection and measures. 2. Protecting technology in a digital society. 3. Protecting ourselves and our equipment from harm.	1. Understand how to create strong password and 2-factor authentication. 2. Understand what a firewall is: how to activate it, block/unblock. 3. Understand the risks of using public computers/network.	1. Able to browse online in a safe manner. 2. Able to solve moderate and complicated tasks online. 3. Able to protect personal devices from harm. 4. Able to define "privacy and relate it to the term "digital footprint".	1. Awareness of privileges and freedoms extended to all digital technology users, and the behavioural expectations that come with them. 2. Helping others online, in reporting cyberbullies, threats and other inappropriate use of the Internet.
2. Risks of Malware/Spyware/Adware	Young people will be introduced to different threats to hardware and software, and to data/information such as types of cybercrime, malware, phishing, and financial loss.	1. Protection against Malware, Spyware and Adware. 2. Introduction to different types of cybercrime. 3. Introduction to Phishing.	1. Understand the different types of Malware. 2. Understand how to install and use Antimalware software. 3. Understand how to act and respond to Phishing. 4. Identify security issues related to mobile phones, including personal information compromised if a phone is lost or stolen.	1. Able to prevent malware attacks. 2. Able to deal with security breaches from malicious software. 3. Able to spot phishing attempts.	1. Awareness of online threats and their practical and psychological consequences. 2. Helping others online in reporting cybercrimes, phishers and malicious webpages.

<p>3. Social Media security</p>	<p>The only question is whether our online appearance is a secure one. Each login has its consequences. Safe functioning in social media is something that every user should realise.</p>	<p>1. Safe online behaviour. 2. Protection of personal information online.</p>	<p>1. Understand how to use social media in a safe manner. 2. Understand how to protect personal information when online.</p>	<p>1. Able to use social media in a safe and conscious way. 2. Able to prevent personal data loss, theft, and abuse.</p>	<p>1. Awareness of the power of social media over our lives and their impact on our behaviour. 2. Awareness of the threats that are involved when using social media and other online platforms.</p>
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4.10 Module 9: Digital Health and well-being

4.3.1 General Description

The module presents the impact of excessive technology use in digital citizens' psychological and physical health and ways to minimize this impact by having a healthy relationship with internet (social media, gaming, gambling etc.) and in general with digital technology. Also this module, highlights the importance of computer ergonomics for minimizing the impact of excessive use of technology in our physical health such as table height or screen placement can preclude health problems.

Given the rapidly increasing use of technology by young people, the last need to know how to use digital technology in a way that can harm their physical and psychological wellbeing.

In the physical health domain, the ergonomics applied in a computer workspace have become more important than ever, given the frequency and duration of use of technologies. Some injuries that can be avoided include repetitive stress injuries, eye strain and carpal tunnel syndrome.

In the psychological domain, the excessive use of digital technology can cause depression, anxiety and the feeling to be social isolated.

Achieving balance using technology is an increasingly relevant characteristic of healthy digital citizens.

Topic 1: Internet Addiction

Internet addiction is generally defined as problematic, compulsive use of the internet, that results in causing problems in user's function in various life domains over a prolonged period of time. In this topic, young people will learn more about Internet addiction, its types and why do people get internet addicted.

Topic 2: Mental health

Excessive use of digital technology can cause various mental problems. In this topic, young people will learn more about the signs and symptoms of the impact of digital technology to their emotional health.

Topic 3.1: Physical health

Excessive use of digital technology can cause various physical problems. In this topic, young people will learn more about the physical problems that digital technology can cause.

Topic 3.2: Computer ergonomics

Learn how computer ergonomics (the practice of fitting the setup of the computer workspace to fit your work needs) can minimize physical stress. In this topic young people will learn how to set up their workspace in order to perform better and reduce the risk of repetitive strain injuries.

Topic 4: How to balance the use of digital technology

It's all about keeping balance! In this module young people will learn how to keep the balance between digital life and real life.

Module No. 9: Digital Health and Wellness

Main Objective: to educate young people on the importance of having a balanced lifestyle and the health impacts that come with using technology.

Topic	Learning Objectives	Subjects	Learning outcomes		
			Knowledge and understanding	Skills	Values and attitudes
1. Internet addiction (social media, online dating, gambling, shopping, pornography, video creation, trading, gaming)	<p>To learn what Internet addiction is</p> <p>To learn the types of Internet addiction</p> <p>To learn why people, get addicted to internet</p>	<ul style="list-style-type: none"> • What is Internet addiction • What are the Types of Internet addiction (social media, online dating, gambling, shopping, pornography, video creation, trading, gaming)? • Why do people get addicted to the internet (people suffering from anxiety and depression often lack of emotional support, people who are overly shy, suffer from low self-esteem, have feelings of inadequacy, a fear of disapproval) 	<p>Understand what is Internet addiction</p> <p>Understand each type (social media, online dating, gambling, shopping, pornography, video creation, trading, gaming)</p> <p>Understand why people can get addicted to internet</p>	<p>I will be able to recognize internet addiction</p> <p>I will be able to recognize types of addiction (social media, online dating, gambling, shopping, pornography, video creation, trading, gaming)</p> <p>I will be able to recognize why someone is addicted to online use</p>	<p>Accept the fact that although internet has positively changed our lives, it can be addictive.</p> <p>Realize the need to have a healthy relationship with internet (social media, gaming, gambling etc.)</p> <p>Realize the need to limit time using Internet when you are addicted.</p>

2.1 Mental health	Learn how digital technology addiction can impact your mental health	<ul style="list-style-type: none"> The emotional symptoms of digital technology addiction (depression, anxiety, euphoria when using the technology, isolation, defensiveness, mood swings, loneliness, boredom with routine, procrastination etc.) 	Understand that digital technology addiction can impact your mental health Understand that emotions like depression, anxiety, need to be isolated etc. They are symptoms of the negative impact of overusing digital technology in your mental health	Being able to recognize the impact of digital technology addiction to your mental health Being able to recognize the symptoms when you overusing digital technology	Be aware that the excessive use of technology can interfere with your daily life such as relationships, work, mood etc. Appreciate the positive impact of technology in our lives but be always aware of the risks when overusing digital technology, as it can damage your mental health.
2.2 Physical health	Learn how addiction to digital technology can harm your physical health	<ul style="list-style-type: none"> What are the symptoms of excessive use of digital technology (Such as backache, Carpal, Tunnel Syndrome, Headaches, Insomnia, Poor Nutrition, Poor Personal Hygiene, Neck Pain, Dry Eyes and other Vision Problems, Weight Gain or Loss) 	Understand that excessive use of technology could harm your physical health. Understand <u>how</u> excessive use of technology could harm your physical health	Being able to recognize physical symptoms (such as backache, Carpal, Tunnel Syndrome, Headaches, Insomnia, Poor Nutrition, Poor Personal Hygiene, Neck Pain, Dry Eyes and other Vision Problems, Weight Gain or Loss) ¹ ² caused by the excessive use of digital technology.	Realize that the excessive use of technology can impact your physical health Realize the possible need to reduce your time using digital technology when diagnosed with physical health problems.

¹ Internet Addiction Disorder - Signs, Symptoms, and Treatments. <https://www.psychom.net/iadcriteria.html>

² What are the Penalties for Illegal File Sharing?. <https://www.wisegeek.com/what-are-the-penalties-for-illegal-file-sharing.htm>

2.3 . Computer ergonomics	Learn what computer ergonomics are Learn how computer ergonomics (the practice of fitting the setup of the computer workspace to fit your work needs) can minimize physical stress.	<ul style="list-style-type: none"> • Computer ergonomics practices (posture, position, workspace, techniques while working, physical exercise etc.) 	Understand how computer ergonomics can help you in avoiding possible physical problems such as muscle aches, nerve pain etc.	Be able to set up your computer workspace in a way that can minimize physical health problems.	Realize that setting up a computer workstation right, can optimize performance and reduce the risk of repetitive strain injuries.
3. How to balance the use of digital technology	Learn how to balance the use of digital technology	<ul style="list-style-type: none"> • How to keep the balance between the real and the digital world 	Understand how to balance the use of digital technology	Be able to balance the use of digital technology	Keep the balance between your digital life and your real life.



DICIPASS
European Digital Citizenship Pass
for Youth Empowerment and Participation

PR. NR. 2019-1-DE04-KA205-017888



PROJECT INFORMATION

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