



a bridge between digital migrants and digital natives

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Project Result 2

Training Curriculum for Digital Migrants



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Introduction

In today's world, digital competence is an inseparable component of modern life because having a social life, citizenship affairs, and self-development have been re-designed according to digital developments. Adults over 55 are described as "Digital migrants", and unlike younger generations, they often do not have sufficient digital competencies to keep pace.

Mind The Gap project aims to;

- Equip adult trainers, institutions and adult training authorities supporting the over 55s in acquiring contemporary skills.
- Equip adult learners with digital competencies and support their engagement in digital environments.

The **Mind The Gap** project results are based on the EU Framework (DigComp) (<https://cutt.ly/q1BdiAD>). The partnering organisations will, over 24 months, create three main project results.

- **R1:** A Theoretical and Methodological Framework for Contemporary Digital Skills for Adults
- **R2:** A Training Curriculum for Digital Migrants
- **R3:** E-learning platform of Contemporary Digital Skills for Digital Migrants
- **R4:** Webinars / Instructional Videos as maps directly for digital migrants in the virtual world

This document contains Project Result 2: A Training Curriculum for Digital Migrants. This product has been designed and developed by the Mind the Gap consortium.

Aims of the PR2:

This project result aims to:

- Guide adult trainers to help digital migrants acquire skills and autonomy in using digital tools.
- Support digital migrants to foster their social inclusion and active engagement in citizenship.

Target Groups of this project result:

- Adult trainers, institutions, authorities and representatives of adult training supporting the over 55s in acquiring contemporary skills.
- Adults with low digital skills.

Training Curriculum

Based on a learning outcomes-oriented approach, the Mind The Gap matrix of competencies aims to guide Adult Trainers to help Digital Migrants to acquire skills and autonomy in the use of Digital Tools and support the social inclusion of digital migrants to foster their active engagement in citizenship by equipping them with the necessary skills and resources.

To do so, the consortium has worked on the following items to achieve the training curriculum:

- Setting up the Theoretical and Methodological Framework for Contemporary Digital Skills for Adults in Project Result 1.
- Defining the Competence Framework and Learning Units for the Mind the Gap Training Curriculum for Digital Migrants
- Developing the learning outcomes expressed in terms of Knowledge, Skills, Responsibility and Autonomy.

This project result will be available in English and the other national languages of the consortium from the Mind the Gap project website.

Description of the Learning Outcomes

Aim

The overall description of the module's purpose, intention, or objective.

Learning Outcomes

Knowledge: Collection of facts, principles, theories, and practices related to the field of studies or professional activity.

Skills: Ability to apply knowledge and use the acquired resources to complete tasks and solve problems. It may be cognitive (use of logical, intuitive or creative thinking) or practical (implying manual skill and using methods, materials, tools and instruments).

Responsibility and Autonomy: Ability to develop tasks and solve problems of a higher or lower degree of complexity and different degrees of autonomy and responsibility.

Modules of Learning Outcomes

MODULE 1	An Introduction to Teaching Digital Migrants
MODULE 2	Instructing Digital Migrants in Essential Digital Equipment
MODULE 3	Assisting Digital Migrants to Apply Critical Thinking When Searching Online
MODULE 4	Helping Digital Migrants Select Common Digital Tools for Communication and Perform Common Digital Tasks
MODULE 5	Teaching Digital Migrants to Manage Data and Avoid Online Fraud
MODULE 6	Supporting the Employability of Digital Migrants Digitally
MODULE 7	Promoting Eco-friendly Digital Habits to Digital Migrants
MODULE 8	Guiding Digital Migrants to Use Appropriate Netiquette
MODULE 9	Engaging Digital Migrants in E-Citizenship

Module 1. An Introduction to Teaching Digital Migrants

AIMS:

This Module introduces learners to teaching Digital Migrants and the common problems they face using digital technology. It will cover the social and psychological effects of being a Digital Migrant. And explain how to help Digital Migrants recognise how going digital can improve their daily lives.

LEARNING OUTCOMES

Upon completion of this Module, the learner will be able to...

K n o w l e d g e	<p>K1. Define the difference between a Digital Migrant and Digital Native.</p> <p>K2. Recognise the social and psychological effects of a lack of digital skills for Digital Migrants.</p> <p>K3. Identify common problems faced by Digital Migrants due to a lack of digital skills.</p>	S k i l l s	<p>S1. Clarify the difference between a Digital Migrant and Digital Native.</p> <p>S2. Identify the social and psychological effects of a lack of digital skills for Digital Migrants.</p> <p>S3. Analyse common problems faced by Digital Migrants due to a lack of digital skills.</p>	R e s p o n s i b i l i t y a n d A u t o n o m y	<p>C1. Categorise the difference between a Digital Migrant and Digital Native.</p> <p>C2. Discuss the social and psychological effects of a lack of digital skills with Digital Migrants.</p> <p>C3. Evaluate digital skills deficits in terms of common problems faced by Digital Migrants due to a lack of digital skills.</p>
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Module 2. Instructing Digital Migrants in Essential Digital Equipment

AIMS:

In this Module, learners will gain an understanding of how to introduce, select and instruct Digital Migrants using common types of Essential Digital Equipment. It will also familiarise Digital Migrants with the Digital Vocabulary associated with common types of Essential Digital Equipment.

LEARNING OUTCOMES

Upon completing this Module, the learner will be able to...

K n o w l e d g e	<p>K1. Have knowledge of how to introduce Digital Migrants to common types of Essential Digital Equipment.</p> <p>K2. Have knowledge of the Digital Vocabulary associated with common types of Essential Digital Equipment.</p>	S k i l l s	<p>S1. Explain to Digital Migrants how to select the best fit type of Essential Digital Equipment.</p> <p>S2. Explain to Digital Migrants the Digital Vocabulary associated with their best fit type of Essential Digital Equipment.</p>	R e s p o n s i b i l i t y a n d A u t o n o m y	<p>C1. Instruct Digital Migrants to use an Essential item of Digital Equipment of their choice.</p> <p>C2. Instruct Digital Migrants on the Digital Vocabulary associated with their best fit type of Essential Digital Equipment.</p>
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Module 3. Assisting Digital Migrants to Apply Critical Thinking When Searching Online

AIMS:

This Module will explain to learners how to instruct Digital Migrants when using search engines to find specific information. It will guide learners to introduce Digital Migrants to Critical Thinking and Digital Literacy practices to enable them to evaluate and analyse search results, differentiate between fake and factual news, and recognise reliable sources of information.

LEARNING OUTCOMES

Upon completion of this Module, the learner will be able to...

K n o w l e d g e	<p>K1. Explain the main online search engines and their functions to Digital Migrants.</p> <p>K2. Illustrate searching strategies to find specific information with Digital Migrants.</p> <p>K3. Describe Critical Thinking and Digital Literacy methods to recognise the truthfulness and reliability of information sources to Digital Migrants.</p>	S k i l l s	<p>S1. Select an appropriate search engine depending on the information needed by Digital Migrants.</p> <p>S2. Apply suitable searching strategies according to the information needed by Digital Migrants.</p> <p>S3. Express Critical Thinking and Digital Literacy methods to recognise the truthfulness and reliability of online information to Digital Migrants.</p>	R e s p o n s i b i l i t y a n d A u t o n o m y	<p>C1. Instruct others to compare different search engines according to their functionalities and the specific searching needs of Digital Migrants.</p> <p>C2. Demonstrate to Digital Migrants why it is important to use the right searching strategies to find specific information.</p> <p>C3. Propose Critical Thinking and Digital Literacy methods and strategies to evaluate the truthfulness and reliability of information sources to Digital Migrants.</p>
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Module 4. Helping Digital Migrants Select Common Digital Tools for Communication and Perform Common Digital Tasks

AIMS:

This Module will teach learners how to help Digital Migrants to select and use Common Digital Tools for Communication, and to explain the benefits and risks of Performing Common Digital Tasks, such as shopping, organising travel and booking tickets for events.

LEARNING OUTCOMES

Upon completion of this Module, the learner will be able to...

K n o w l e d g e	<p>K1. Explain the Common Digital Tools for Communication to Digital Migrants.</p> <p>K2. Describe the benefits of Performing Common Digital Tasks, such as shopping, organising travel and booking tickets for events to Digital Migrants.</p> <p>K3. Describe the risks of Performing Common Digital Tasks, such as shopping, organising travel and booking tickets for events to Digital Migrants.</p>	S k i l l s	<p>S1. Provide insights on how to use the Common Digital Tools for Communication to Digital Migrants.</p> <p>S2. Differentiate the benefits of Performing Common Digital Tasks, such as shopping, organising travel and booking tickets for events to Digital Migrants.</p> <p>S3. Provide practical information about the risks of Performing Common Digital Tasks, such as shopping, organising travel and booking tickets for events to Digital Migrants.</p>	R e s p o n s i b i l i t y a n d A u t o n o m y	<p>C1. Propose Common Digital Tools for Communication to an individual Digital Migrant.</p> <p>C2. Evaluate most relevant Common Digital Tasks to an individual Digital Migrant.</p> <p>C3. Support Digital Migrants to Performing Common Digital Tasks, such as shopping, organising travel and booking tickets for events safely.</p>
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Module 5. Teaching Digital Migrants to Manage Data and Avoid Online Fraud

AIMS:

This Module will help learners teach Digital Migrants to Manage Data and avoid Online Fraud. It will enable learners to guide Digital Migrants to select and use Online Data Storage, and raise Digital Migrants awareness of common Online Fraud practices such as scams and identity theft.

LEARNING OUTCOMES

Upon completing this Module, the learner will be able to...

K n o w l e d g e	<p>K1. Have knowledge of guiding Digital Migrants to select and use Online Data Storage.</p> <p>K2. Emphasise the risks of Online Fraud to Digital Migrants.</p> <p>K3. Describe strategies to avoid Online Fraud to Digital Migrants.</p> <p>K4. Indicate the importance of protecting passwords and digital identity assets to Digital Migrants.</p>	S k i l l s	<p>S1. Compare different types of Online Data Storage with Digital Migrants.</p> <p>S2. Discuss Online Data Storage with Digital Migrants.</p> <p>S3. Apply different strategies to avoid Online Fraud with Digital Migrants.</p> <p>S4. Present methods of protecting passwords and digital identity assets to Digital Migrants.</p>	R e s p o n s i b i l i t y a n d A u t o n o m y	<p>C1. Adapt methods of Online Data Storage to meet the needs of Digital Migrants.</p> <p>C2. Guide the Digital Migrants to be aware of common Online Fraud practices.</p> <p>C3. Recommend strategies to Digital Migrants to avoid Online Fraud.</p> <p>C4. Help the Digital Migrants to evaluate the security of their passwords and digital identity assets.</p>
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Module 6. Supporting the Employability of Digital Migrants Digitally

AIMS:

This Module will enable learners to support the employability of Digital Migrants digitally. It will cover using Microsoft Office Suite and Google to generate digital documents for work, Curriculum Vitae, cover letters, spreadsheets and PowerPoint presentations. And how to create a LinkedIn profile.

LEARNING OUTCOMES

Upon completing this Module, the learner will be able to...

K n o w l e d g e	<p>K1. Explain to Digital Migrants the benefits of applying for employment digitally.</p> <p>K2. Describe to Digital Migrants the benefits of using Microsoft Office Suite and Google for work</p> <p>K3. Explain to Digital Migrants the benefits of creating a LinkedIn profile</p>	S k i l l s	<p>S1. Analyse what digital documents a Digital Migrant needs to support a digital employment application</p> <p>S2. Identify with Digital Migrants Microsoft Office Suite and Google features to support their work</p> <p>S3. Analyse with Digital Migrants what employment history content to include on a LinkedIn profile</p>	R e s p o n s i b i l i t y a n d A u t o n o m y	<p>C1. Support Digital Migrants to identify tools to create digital documents for an employment application</p> <p>C2. Support Digital Migrants to use Microsoft Office Suite and Google features to support their work</p> <p>C3. Support Digital Migrants to create and populate a LinkedIn profile</p>
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Module 7. Promoting Eco-friendly Digital Habits to Digital Migrants

AIMS:

This Module enables the learner to help Digital Migrant develop Eco-friendly Digital Habits. It will explain how to assist Digital Migrants in connecting Digital Habits to their environmental impact. It will highlight strategies for Digital Migrants to reduce their carbon footprint. And provide learners with the ability to plan community service projects to promote Eco-friendly Digital Habits.

LEARNING OUTCOMES

Upon completing this Module, the learner will be able to...

K n o w l e d g e	<p>K1. Have knowledge of the impact of a Digital Migrant’s Digital Habits on their carbon footprint and the environment</p> <p>K2. Have knowledge of Eco-friendly digital strategies Digital Migrants can adopt to reduce their carbon footprint and environmental impact</p> <p>K3. Have knowledge of Eco-friendly digital tools which Digital Migrants can adopt to reduce their carbon footprint and environmental impact</p> <p>K4. Have knowledge of how to plan community service projects to promote Eco-friendly Digital Habits to Digital Migrants</p>	S k i l l s	<p>S1. Synthesise and discuss the impact of a Digital Migrant’s Digital Habits on their carbon footprint and the environment</p> <p>S2. Illustrate examples of Eco-friendly digital strategies Digital Migrants can adopt to reduce their carbon footprint and environmental impact</p> <p>S3. Knowingly choose Eco-friendly digital tools with Digital Migrants to reduce their carbon footprint and environmental impact</p> <p>S4. Plan a community service project to promote Eco-friendly Digital Habits to Digital Migrants</p>	R e s p o n s i b i l i t y a n d A u t o n o m y	<p>C1. Measure the impact of a Digital Migrant’s Digital Habits on their carbon footprint and the environment</p> <p>C2. Select Eco-friendly digital strategies with Digital Migrants to reduce their carbon footprint and environmental impact</p> <p>C3. Instruct others to use Eco-friendly digital tools with Digital Migrants to reduce their carbon footprint and environmental impact</p> <p>C4. Create a community service project to promote Eco-friendly Digital Habits to Digital Migrants</p>
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Module 8. Guiding Digital Migrants to Use Appropriate Netiquette

AIMS:

This Module aims to train learners to present the concept of Netiquette and common rules of communication associated with email and social media platforms to Digital Migrants. It will aid the learner in present what an Active Digital Footprint is to Digital Migrants by showcasing examples of appropriate online language and behaviour when e-mailing, using social media and managing their online profiles.

LEARNING OUTCOMES

Upon completion of this Module, the learner will be able to...

K n o w l e d g e	<p>K1. Present the concept of and benefits of Netiquette to Digital Migrants</p> <p>K2. Explain common rules of communication associated with email and social media platforms to Digital Migrants</p> <p>K3. Present the concept of an Active Digital Footprint to Digital Migrants</p>	S k i l l s	<p>S1. Demonstrate different types of Netiquette to Digital Migrants</p> <p>S2. Illustrate examples of common rules of communication associated with email and social media platforms to Digital Migrants</p> <p>S3. Explain an Active Digital Footprint using examples to Digital Migrants.</p>	R e s p o n s i b i l i t y a n d A u t o n o m y	<p>C1. Instruct Digital Migrants to use Netiquette.</p> <p>C2. Support Digital Migrants to use common rules of communication associated with common email and social media platforms.</p> <p>C3. Instruct Digital Migrants to adjust their online profiles and behaviour through an understanding of an Active Digital Footprint.</p>
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Module 9. Engaging Digital Migrants in E-Citizenship

AIMS:

This Module will train learners to increase the participation of Digital Migrants in Active Citizenship through e-citizenship tools. It will cover the benefits of engaging in Active Citizenship through e-citizenship tools for Digital Migrants. And present how to conduct a needs assessment with a Digital Migrant to identify what e-citizenship tools Digital Migrants need to engage in Active Citizenship. And provide an overview of common e-citizenship tools available in each country represented in the Mind the Gap project.

LEARNING OUTCOMES

Upon completion of this Module, the learner will be able to...

K n o w l e d g e	<p>K1. Present the benefits of participation in Active Citizenship through e-citizenship tools to Digital Migrants.</p> <p>K2. Interpret a needs assessment to identify e-citizenship tools to increase the participation of Digital Migrants in Active Citizenship.</p> <p>K3. Describe common e-citizenship tools available in each country represented in the Mind the Gap project.</p>	S k i l l s	<p>S1. Explain the benefits of participation in Active Citizenship through e-citizenship tools to Digital Migrants.</p> <p>S2. Assign e-citizenship tools to increase the participation of Digital Migrants in Active Citizenship.</p> <p>S3. Demonstrate how to find information about common e-citizenship tools available in each country represented in the Mind the Gap.</p>	R e s p o n s i b i l i t y a n d A u t o n o m y	<p>C1. Conduct a needs assessment with Digital Migrants to identify e-citizenship tools to increase their participation in Active Citizenship.</p> <p>C2. Support Digital Migrants to use e-citizenship tools to increase their participation in Active Citizenship.</p> <p>C3. Evaluate the differences between common e-citizenship tools available in each country represented in the Mind the Gap project.</p>
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