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MENTOR HANDBOOK

This handbook offers tips and practical guidance for mentors

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INTRODUCTION

Dear mentor,

This handbook provides an overview on how to approach your using of the DLSWC program. We recommend you review it before the first meeting with your mentee and revisit it as often as you wish. We hope it can help you navigate the mentoring relationship in a structured and effective manner.

At any point of the process, you can contact us at biuro@fmarkipolskiej.pl to ask for advice, voice a concern or simply tell us how your mentoring relationship is going.

We thank you for being a part of the DLSWC program and wish you a fulfilling experience.

1. Mentoring Overview

1.1 Benefits for mentors

Mentoring is a relationship between two people aimed at professional development. It is based on mutual respect, trust and integrity.

Why is **mentoring** important? Relationships drive growth, motivation and inspiration in an organization. **Mentoring** relationships are proven to improve productivity, staff engagement and retention.

And connecting with mentees and building these relationships can be a fulfilling part of one's career. Some benefits we hope you will gain from this pilot include:

- Gain new insights and perspectives
- Develop your management skills
- Reflect on your accomplishments
- Reduce isolation during COVID-19

1.2 What Mentoring Is and Is Not

It is important to understand what constitutes a mentoring relationship.

Mentoring Is...

Development tool — a mentoring relationship can help you understand more about the Organization and what you want out of your career.

Knowledge-sharing opportunity — mentoring facilitates the flow of information and ideas among staff in different departments and duty stations.

Organizational culture support — mentoring can help staff better understand the Organization's cultural norms, some of which are not captured in written policies and rules.

Candid and Specific — a good mentoring relationship provides honest and specific feedback and a route to growth.

Mentoring Is Not...

Replacement for formal development — Mentoring cannot take the place of formal training but can augment it.

Management replacement — A mentor should not take on the role or responsibilities of a mentee's manager.

A guaranteed promotion — A mentoring relationship provides no assurance of a promotion. However, both parties may develop competencies and skills that improve overall job performance.

Personal counselling — It is best to seek help on personal issues from a life coach or mental health professional.

1.3 Mentoring and Coaching: What's the difference?

Mentoring and coaching differ in their objectives, impact and duration.

Mentoring

- Tends to focus on an individual's overall career goals and aspirations
- Mutually benefits the mentor and mentee.
- Formal mentoring period may be finite, but the relationship may continue

Coaching

- Assesses and improves an individual's performance in a particular area.
- Benefits the coachee more than the coach
- Often has a time-bound relationship defined to meet specific goals

1.4 Cornerstones of Mentoring Relationships

Self-reflection

Some important traits of a mentor include empathy, curiosity, authenticity and the ability to connect and impart trust. Research shows that these are more important than the professional skills a mentor may have. Reflect on how you display or convey these traits in your relationships and how you might use them in mentoring.

Building Trust

Trust is a cornerstone of effective mentoring relationships. As a mentor in a four-month programme, remember that your mentee will need to trust you rather quickly in order to accomplish their goals. Everyone has a different trust profile. Some of us trust people quickly and others take longer, withholding trust until the other person has proven trustworthy. Keep this in mind as you get to know your mentee

There are actions that erode trust in a mentoring relationship. These may include:

- 👉 Cancelling meetings for more important priorities
- 👉 Lack of follow-through on planned actions
- 👉 Impatient or unfocused listening
- 👉 Lack of preparedness
- 👉 Breaches of confidentiality

Confidentiality

Personal and professional information divulged during a mentoring relationship may be confidential. It is expected that both parties not disclose such information to anyone else unless both mentor and mentee agree otherwise.

GETTING STARTED

Some mentees may know just what they want to discuss from the first meeting. Some may need more encouragement to open up. Some mentees can be keen on more structured meetings and have a detailed plan while others prefer more spontaneity.

There is no right mentoring formula. All of these approaches and preferences are okay! Aim to simply get to one another at first and communicate expectations and preferences. Together you will figure out what works best for both of you.

Also, keep in mind that if you've been a mentor before, the way you communicated last time may not work this time. Many factors influence communication in a mentoring relationship including interpersonal chemistry, years of experience in the Organization, one's cultural background and one's personality type, to name a few.

For both first-time mentors and more experienced ones, we recommend that you consider the following phases and related steps.

Establish

Establish expectations and build trust (pre-work & sessions 1-2)

- Identify your expectations for the mentoring relationship
- Hold introductory meeting
- Listen to your mentee's expectations and goals
- Clarify roles and responsibilities
- Share your expectations for the programme with the mentee

Create

Create an action plan (sessions 2-3)

- Ask about your mentee's strengths and challenges
- Discuss their goals and action items for the programme
- Encourage your mentee to fill out the Mentorship Agreement
- (or another action plan document of their choosing)

Meet

Meet consistently and revise the action plan (session 3 onward)

- At each meeting, review progress on actions items
- Discuss items of interest, current challenges, recent successes, etc.
- Foster learning and development with practical exercises

Phase 4: Reflect on your experience and determine next steps (last session)

- Acknowledge your relationship and what you accomplished together
- Discuss next steps: challenges ahead and new goals
- Provide feedback on the Together mentoring programme

The next section provides more details on how to address each phase.



2.1 Phase 1 – Establish Expectations (pre-work & sessions 1-2)

At the start of a mentoring relationship it's important to focus on expectations – for both parties to understand what each would like to give and gain from the relationship. Part of this process is figuring out what kind of role you might play. The list below has roles that mentors typically have and the effective and ineffective behaviours that can result.

Effective Behaviours

Ineffective Behaviours

ADVISOR	<ul style="list-style-type: none">➤ Acts as a sounding board and facilitator➤ Maintains privacy/confidentiality	<ul style="list-style-type: none">➤ Fixes problems➤ Assumes responsibility for mentee
PROTECTOR	<ul style="list-style-type: none">➤ Supports, is a safety net➤ Ensures a safe environment to take risks	<ul style="list-style-type: none">➤ Fights mentee's battles➤ Overprotects
DEVELOPER	<ul style="list-style-type: none">➤ Gives structure and direction➤ Provides guidance based on observations during interactions with mentee➤ Empowers mentee to handle their problem independently	<ul style="list-style-type: none">➤ Dictates, controls learning➤ Looks for quick-fixes➤ Provides general criticism or judgment➤ Tells mentee what to do
BROKER	<ul style="list-style-type: none">➤ Identifies skill or competency gaps through a "third party" lens➤ Identifies and facilitates development opportunities	<ul style="list-style-type: none">➤ Allows for personal biases➤ Abdicates, does not follow up
CHALLENGER	<ul style="list-style-type: none">➤ Positively provokes, pushes toward highest standards➤ Helps mentee explore potential career opportunities	<ul style="list-style-type: none">➤ Pushes too far too soon➤ Discounts mentee's thoughts and opinions

Remember that the role(s) you take on – and they may change periodically - depend on your personal preferences and personality, the approach you might have to mentoring and your mentee’s expectations and goals. Again, there is no right formula.

Get to know each other as people. Spend time introducing yourselves, sharing information such as your preferred names, one another’s current positions and your relevant job histories, why you decided to participate and any information about hobbies and interests that you feel comfortable sharing. You might use some of the following questions to help drive conversations:

Effective Behaviours

Ineffective Behaviours

CLARIFIER	<ul style="list-style-type: none">➤ Acts as a sounding board and facilitator➤ Maintains privacy/confidentiality	<ul style="list-style-type: none">➤ Fixes problems➤ Assumes responsibility for mentee
AFFIRMER	<ul style="list-style-type: none">➤ Supports, is a safety net➤ Ensures a safe environment to take risks	<ul style="list-style-type: none">➤ Fights mentee’s battles➤ Overprotects
SPONSOR	<ul style="list-style-type: none">➤ Gives structure and direction➤ Provides guidance based on observations during interactions with mentee➤ Empowers mentee to handle their problem independently	<ul style="list-style-type: none">➤ Dictates, controls learning➤ Looks for quick-fixes➤ Provides general criticism or judgment➤ Tells mentee what to do

Questions for the first meeting

Examples

- What is your motivation for signing up for the mentoring programme?
- What is your educational and professional background (including an explanation of your current role)?
- What have been some high points in your career? Some low points?
- What is interesting about life in your duty station?
- What is your next big challenge?
- What are your greatest strengths? Greatest weaknesses?
- What do you hope to accomplish in the next 6 months, 1 year, 3 years and 5 years?
- What are your hobbies/interests outside of work?
- Discuss things about the mentee's profile that were interesting to you.

Also, keep in mind that mentors can learn from mentees. You will need to communicate with your mentee about what you would like to learn. Review their profile and identify a topic that you would like their input on or a skill you would like to develop during the four months.

In the mentoring pilot, participants may define how often they meet. We suggest twice monthly for four months but this is not required. Meeting lengths are flexible. Your mentee will be responsible for scheduling and leading each session, but we recommend that in the beginning you decide on a time that usually works for both. Having sessions booked in advance in your calendar will help you prioritize them.

Finally, mentoring programmes can contribute to civility and “good citizenship” in an organization. In other words, in places where mentoring programmes are successful, staff tend to treat each other well, staff engagement is high and staff focus more on their development goals.

2.2 Phase 2 - Create an action plan

(sessions 2-3)

Once you have gotten to know each other's expectations for the programme, you can help your mentee develop an action plan for a mentoring period. Together you can create an action plan feature called the Mentorship Agreement. You could encourage your mentee to fill it out and then review it with them and give feedback. You both could formalize the process by signing the document (typing your name).

Or your mentee may want to use another type of action plan document; this is fine too. On the other hand, your mentee may not be interested in developing a written action plan; this is okay too. You might remind them, however, that people tend to achieve goals and accomplish action items more often when they have written them down.

Mentorship Agreement Template

The purpose of this template is to assist you in documenting mutually agreed upon goals and parameters that will serve as the foundation for your mentoring relationships. While mentors and mentees may find mentorship agreements to be useful, they are optional. This template is expected to be altered to meet individual needs.

[1] *Goals* (what you hope to achieve as a result of this relationship; e.g., gain perspective relative to skills necessary for success in academia, explore new career opportunities/alternatives, obtain knowledge of organizational culture, networking, leadership skill development, etc.):

[2] *Steps to achieving goals* as stated above (e.g., meeting regularly, manuscripts/grants, collaborating on research projects, steps to achieving independence, etc.):

[3] *Meeting frequency* (frequency, duration, and location of meetings):

[4] *Confidentiality:* Any sensitive issues that we discuss will be held in the strictest of confidence. Issues that are off limits for discussion include:

[5] Plan for *evaluating relationship effectiveness* (e.g., bi-annual review of mentorship meeting minutes, goals, and outcomes/accomplishments):

[6] *Relationship termination clause:* In the event that either party finds the mentoring relationship unproductive and requests that it be terminated, we agree to honor that individual's decision without question or blame.

[7] *Duration:* This mentorship relationship will continue as long as both parties feel comfortable with its productivity or until:

Mentor's Signature _____ Mentee's Signature _____ Date _____

2.3 Phase 3 - Meet consistently and revise the action plan

(sessions 3 onward)

The topics you discuss during mentoring sessions should be centered around the goals. If you have time, help your mentee track progress and reassess the action plan. Encourage them to adjust some actions if they are no longer useful and to add new ones that might serve their goals better.

Of course, conversations tend to flow into other areas that can be equally useful and interesting. **As a mentor, try to remember that finding a balance between structure and flexibility can help ensure fulfilling meetings for both parties.** Using exercises or activities during sessions can accelerate learning and growth. Take a look at the list below.

Ideas for Exercises and Activities

- **Situation-based exercises:** discuss with your mentee how to best address past or upcoming situations they need help with.
- **Role Play:** do they have a tough conversation or presentation ahead? Take time to talk through it and help your mentee prepare.
- **Shadowing:** ask your mentee to join you for an event or a meeting so they can learn from observation. This can work in a virtual environment too!
- **Networking:** think of colleagues that you can introduce your mentee to
- **Peer Feedback:** encourage your mentee to get feedback from someone they work with. Then discuss the feedback.
- **Attend a digital education webinar or event** on a topic that interests you both and discuss what you have learnt later.

2.4 Phase 4 - Reflect on your experience and determine next steps

(last session)

1. Reflect

- Thank each other and acknowledge what your time together accomplished. What were the most useful exercises? What were the biggest takeaways?

2. Going forward

- Determine if or how you want to stay in touch. If there's more you can accomplish together, set up more monthly sessions!
- Share your success: as you make traction, update each other. Send an email when you have news to share.
- Spread the word: did you find the experience rewarding and fulfilling? Invite other colleagues to serve as mentors.

3. Feedback

- Respond to the survey. You can also share feedback with the project team through biuro@fmarkipolskiej.pl. Your comments will help the programme grow.

REFERENCES

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Mentoring 101: What Every Leader Needs to Know by John C. Maxwell

Surrounded by Idiots: The Four Types of Human Behavior and How to Effectively Communicate with Each in Business (and in Life) by Thomas Erickson

The Coaching Habit: Say Less, Ask More & Change the Way You Lead Forever by Michael Bungay Stanier

How to Win Friends and Influence People by Dale Carnegie

What is Mentoring? – Definitions, History and Guides

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AREA 1 INFORMATION AND DATA LITERACY

Sub-area: Filtering, evaluating and managing data

The duration of this resource is 1 hour

[GO >>](#)

INTRODUCTION AND PRACTICE SCENARIOS

Start with the introduction of the area Data Literacy



GO >>

1.1 Browsing, searching and filtering data, information and digital content

Rewrite every assignment in your own words before you begin your research. This will force you to understand it, and make it much more likely that you'll be able to identify what is helpful when you see it. If you need help, ask your teacher, librarian, parent or classmate for help. Then, brainstorm and make a list of key search terms, using mostly nouns, rather than verbs. Create a series of terms that you can search in combinations of two, three or more. When you find a good search result, look at the most important words in it, and add them to your keyword list. Try a series of keyword combinations. The internet is not always the best place to start; databases may help you find credible information you need more quickly than any search engine will. You must select and always be able to defend the sources you use before you start writing. You could also try several search engines to research information. Many websites rank high in search engines for reasons that have nothing to do with the quality of their content. Professionals and academics don't optimize their content for search engines, so it usually does not appear at the top.

1.2 Evaluating data, information and digital content

With so much content available it is important to be able to judge what information is accurate and reliable, and what is not. If so, what to do? False information articles may use domain names that look like a trusted news or media site, but with minor spelling changes. If you are unfamiliar with the site, look in the about section or find out more information about the author. If the site doesn't list this information, then leave and visit another site. Also, look for information about the publisher or author by searching their names in a search engine. Any credible publisher or author should be mentioned on other reputable websites. When you find content on Wikipedia, do you know who wrote it? No, you don't. Wikipedia contributors are anonymous; you do not know anything about them or their credentials. It may be a place to do your "pre-research" to find keywords to search on. Check the entire article. False and unreliable information can often use sensationalist or shocking headlines to grab attention, but a headline or social media post does not give the full story. Often the headlines used for false information are in all caps and use exclamation points. Don't assume that a picture is reliable. Images that have been altered, or even used out of context, can make it easy to draw the wrong conclusions. False or misleading information can be designed to provoke a strong reaction and therefore increase the likelihood that people will be prompted to 'share' it. Social media and messaging platforms make it extremely easy for information to be shared quickly to many people.

1.3 Managing data, information and digital content

How can we manage the data? Can you find the same information on other reputable website? Are there any sources in the information? If so, check they are reliable or if they even exist. If you find a few unrelated, credible websites in agreement on an issue, your research may be done. This is not the case if you read something just once. False information often contains incorrect dates or altered timelines. It is also a good idea to check when the article was published, is it current or old? Check when an article was written or last updated. If you can't tell when a source was written, then keep looking until you find a good source about the topic that does have a recent date, so you can see if anything has changed. Are your own views or beliefs affecting your judgement of how accurate or reliable a piece of information is? In general, we are all drawn to information that confirms our own beliefs or biases. Online algorithms that are designed to give us news and information based on our personalised searches and interests make it harder to see beyond our own world view. Satirical sites are popular online and sometimes it is not always clear whether a story is just a joke or parody. Check the website – is it known for satire or creating funny stories? Finally, There are many organisations offering guidance and resources to help recognise false information, to empower people to make informed choices such as www.bemediasmart.ie and www.medialiteracyireland.ie

PRACTICLE SCENARIOS

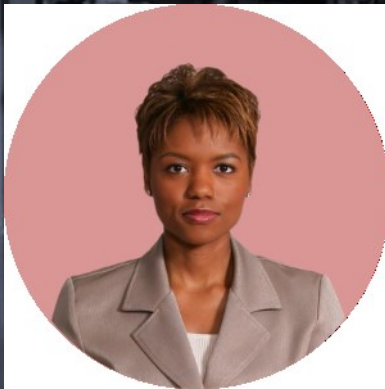
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graph LR; A[PRACTICLE SCENARIOS] --- B[Providing some activities and tools for helping improve the digital skills of social workers and educators]; A --- C[Being able to use of open data and open datasets in order to transfer the information];
```

Providing some activities and tools for helping improve the digital skills of social workers and educators

Being able to use of open data and open datasets in order to transfer the information

PRACTICE SCENARIOS

Click Go to start exploring the first scenario.



DIGITAL COMPETENCES

Browsing, searching and filtering data,
information and digital content

GO >>

Scenario 1 – Browsing, searching & filtering data, information & digital content

Digital competences are not only the active use of social media and online tools. During the pandemic, a large amount of the data has been misused, so there is a need for more education and training in the field of digital literacy.

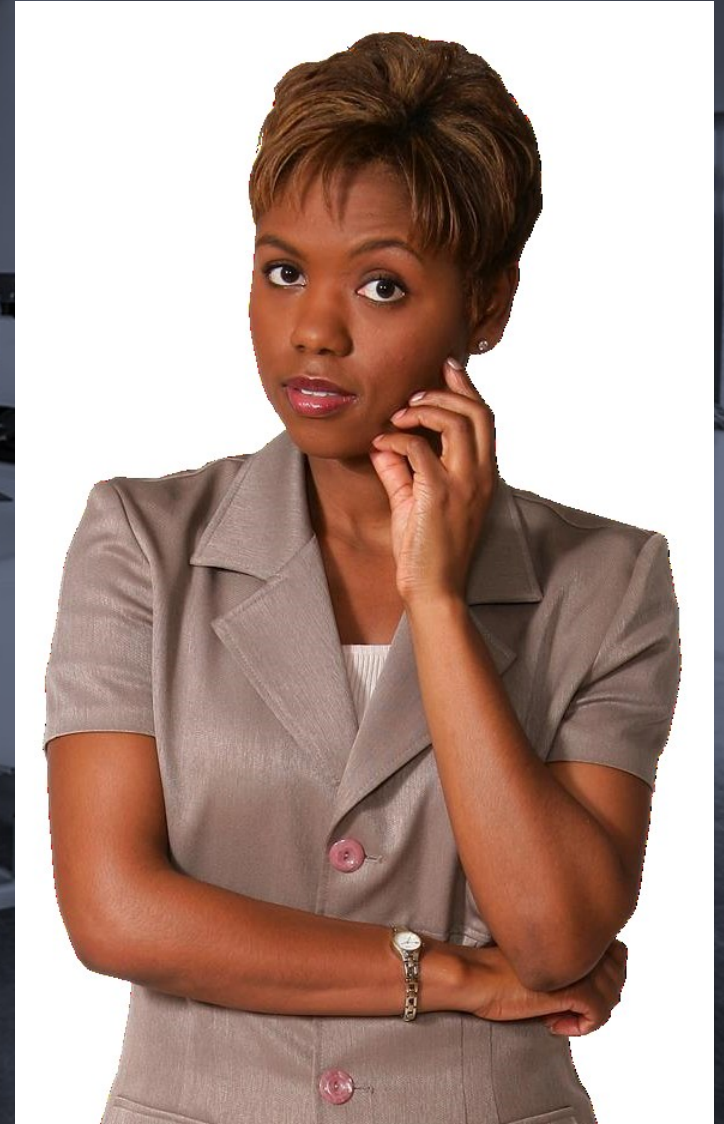
What will you do to browse, search and filter data, information, and digital content that you need to use in your work and activities as a social worker or social educator?

Click on the best response

Improving digital competences is not required

Social workers need more education and should care for their personal training

Online users have the opportunity to improve their digital skills using free self-learning methods



Scenario 1

If you have chosen the answer in orange color

Improving digital competences is not required

Social workers need more education and should care for their personal training

Online users have the opportunity to improve their digital skills using free self learning methods



That's not a good choice.

Digital technology is developing at lightning speed, new IT models and devices are appearing that are used in everyday life. There is a need for active education of online users in the field of digital literacy and monitoring of IT technology, especially in the process of personal data protection. Browsing, searching and filtering data is a very important key about what to learn and how to learn

MENU >>

Scenario 1

If you have chosen the answer in yellow color

Improving digital competences is not required

Social workers need more education and should care
for their personal training

Online users have the opportunity to improve their digital skills
using free self learning methods



This is a better choice.

This option is much better but social welfare centers mostly do not have a plan for the training sessions and methodologies in the field of browse, search and filter data, information and digital content. Many organizations have not sufficiently developed strategies and additional training strategies in the field of digital literacy and not to filter data may be a great weakness for them.

MENU >>

Scenario 1

If you have chosen the answer in green color

Improving digital competences is not required

Social workers need more education and should care for their personal training

Online users have the opportunity to improve their digital skills using free self learning methods



This is the best choice.

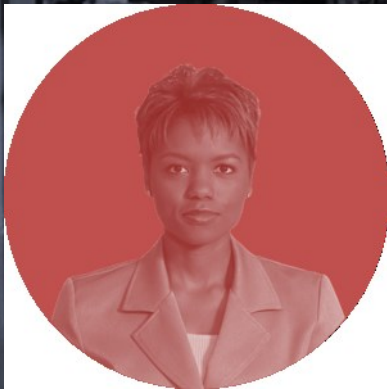
Every social worker should know how to promote further education guidance and support to all interested parties - promoting educational materials for education and training in the field of online protection. There are a number of educational resources available online that can provide anyone interested with opportunities for training, further education and guidance in the process of browsing, searching and filtering data in the context of digital literacy.

MENU >>

PRACTICE SCENARIOS

2

Click Go to explore the next scenario.



DIGITAL CONTENT SUPPORT

Evaluating data, information and
digital content

GO >>

Scenario 2 – Evaluating data, information and digital content

As a social worker you actively cooperate with people who get interested in data, information and especially digital content. What would you do and what support would you offer them in the area of evaluating data, information, and digital content?

Click on the best response.

Through the use of educational courses for which a certain budget should be allocated

Through the use of free educational materials and manuals

Through participating in the Erasmus+ and other digital education programs



| Scenario 2

If you have chosen the answer in orange color

Click on the best response.

Through the use of educational courses for which a certain budget should be allocated

Through the use of free educational materials and manuals

Through participating in the Erasmus+ and other digital education programs



That's a pretty good choice.

This opportunity is not the best. Through this opportunity financial resources should be allocated and we all know that social welfare centers are limited with financial resources.

MENU >>

Scenario 2

If you have chosen the answer in yellow color

Click on the best response.

Through the use of educational courses for which
a certain budget should be allocated

Through the use of free educational materials and manuals

Through participating in the Erasmus+ and
other digital education programs



This is a better choice.

The free delivery of the educational materials does not mean that the users will have the opportunity to find a solution to the problem. This users need practical support and training.

MENU >>

Scenario 2

If you have chosen the answer in green color.

Click on the best response.

Through the use of educational courses for which a certain budget should be allocated

Through the use of free educational materials and manuals

Through participating in the Erasmus+ and other digital education programs



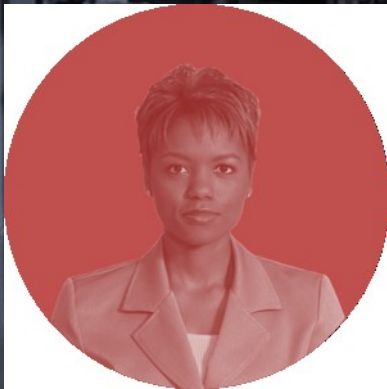
This is the best choice.

Erasmus+ mobilities are the excellent opportunities for social workers, social educators, voluntary people. Through this opportunity, they have option for education, training and cooperation.

MENU >>

PRACTICE SCENARIOS

Click Go to explore the final scenario.



SUPPORT FOR MENTEES

Managing data, information and digital content

GO >>

| Scenario 3

As a social worker, you guide your mentees who are interested in data, information and digital content. What kind of support will you be able to provide your mentees within the context of managing data, information, and digital content?

Click on the best response, below.

Using free videos as an educational tool

Using free manuals

Using the following step process based on available online courses:

1. Enabling students to easily explore and manipulate data
2. Teaching them how to store data and make their use easier
3. Teaching them how to manage data



Scenario 3

If you have chosen the answer in orange color

Click on the best response.

Using free videos as an educational tool

Using free manuals

Using the following step process based on available online courses:

1. Enabling students to easily explore and manipulate data
2. Teaching them how to store data and make their use easier
3. Teaching them how to manage data



That's not the best choice.

This possibility is not the best. Through this possibility ,you can be manipulated and/or misinformed by the unproven information.

MENU >>

Scenario 3

If you have chosen the answer in yellow color

Click on the best response.

Using free videos as an educational tool

Using free manuals

Using the following step process based on available online courses:

1. Enabling students to easily explore and manipulate data
2. Teaching them how to store data and make their use easier
3. Teaching them how to manage data



This is a better choice.

The free delivery of the educational materials will not be sufficient for managing data, information and digital content. The users need practical support and guided training.

MENU >>

Scenario 3

If you have chosen the answer in green color

Click on the best response.

Using free videos as an educational tool

Using free manuals

Using the following step process based on available online courses:

1. Enabling students to easily explore and manipulate data
2. Teaching them how to store data and make their use easier
3. Teaching them how to manage data



This is the best choice.

By using a controlled step process, social workers and their mentees will get proficient in managing data, information, and digital content.

1. Using tuvalabs.com for educational purposes offers 15 Datasets and Lessons (in the Basic and free subscription) for experimenting with data.
2. Using a cloud service such as Dropbox and OneDrive
3. Using some methods such as hiding, selecting, deselecting, changing the background color, and naming in different styles for managing your data.

MENU >>



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AREA 2 PRACTICE SCENARIO FOR COMMUNICATION & COOPERATION

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The duration of this resource is 1 hour

[GO >>](#)

Introduction to the competence area 2: Communication and Cooperation

What does the DigComp Framework 2.0 state related to the competence area 2: Communication and Cooperation? Basically, the EU wishes to upgrade digital skills and digital competences of all EU Citizens to reach a minimum basic level of operation.

Communication and Cooperation is one of the most important digital areas dealing with the following topics (non-exhaustive list) and competences to be taught / informed:

- Presentation of digital communication channels such as emails, chats, video conference, etc. and how to utilize them.
- Descriptions on how people can use messaging, chat bots and emails and how to store and view them through various applications
- Presenting the use, benefits of various media depending on their context of use i.e. professional use, family use.
- Digital netiquette

As one can see, these are everyday activities conducted by all of us to some extend. As our digital world becomes more and more complex, EU citizens, social workers and social educators, need to be efficient users of digital communication and cooperation. This practice scenario will deal with the above bullets.

INTRODUCTION AND PRACTICE SCENARIOS

Start with the introduction of the area Communication and Cooperation



COMMUNICATION & COOPERATION

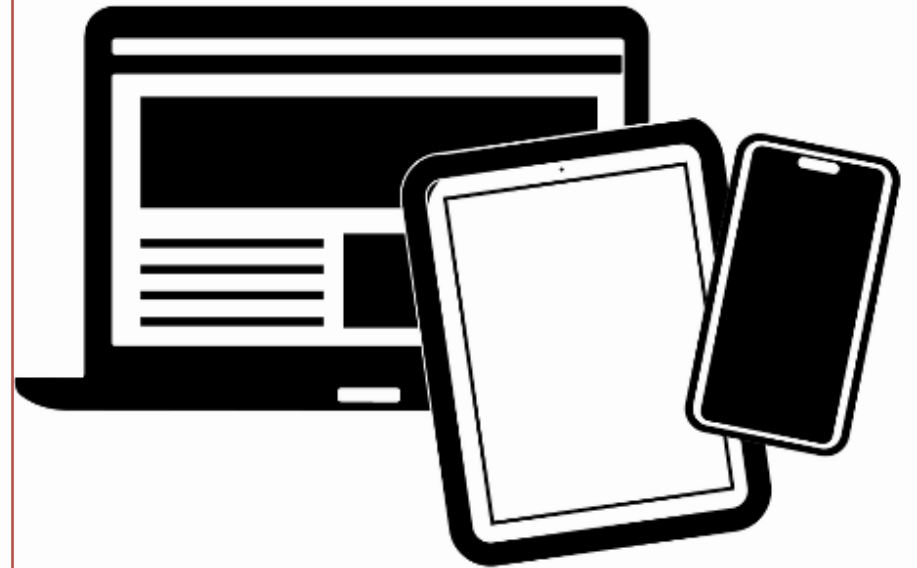
Start here for a short introduction into
this area

GO >>

INTRODUCTION

According to the new, updated DiGComp 2.0 framework of digital skills, it is imperative that social workers and social educators, can understand that skills are changing as we move towards Industry 4.0 (or even Industry 5.0) and a more digitized society. Work relations, work environments and the way we interact has changed, with the pandemic making more prominent the need for upgraded and advanced digital skills.

NEXT >>



INTRODUCTION

Nowadays, it is not enough to just send an email or work online, but for example, one needs to be able to understand that video conferencing can cause fatigue, lack of respect for other people's working hours, or understand the amount of work associated with it.


Being able to possess and display extended digital skills, leads to a more successful interaction through the use of a variety of digital tools and technologies. This also helps people to understand the how, the why and the purpose of digital communication and cooperation for any given context.

NEXT >>


Description of competence area

A breakdown into three different categories can be viewed from the DigComp 2.0 competence area description:

Basic level: where a user is required to conduct or share basic communication and collaboration activities such as: be able to identify simple communication tools and interact with them i.e. know their basic functions.



Intermediate level: be able to select from a variety of tools and media to conduct online communication / collaboration but also, to be able to do regular and routine actions.



Advanced level: select the most appropriate digital tools for a given context.



Training scenarios

Next, you can practice two different scenarios in the area Communication and Collaboration.

The main objective is for you to identify how you approach several everyday tasks and if you feel that you have all the necessary knowledge.

PRACTICE SCENARIOS

Click Go to explore the first scenario.



Communication

You as the social educator, need to organize a group conference call but with a short period for notifying your co-workers, who all work from home.

GO >>

Scenario 1 – Communication

It's Friday afternoon and you just found out that you need to organize an urgent conference call with your colleagues on Monday morning. How do you notify and invite them and which digital tool will you use?

Click on the best response.

You give them a call, it is almost 18.00 so they probably work anyway, to notify them about the meeting and to participate at 10.00 Monday, on the Zoom call

You text them on WhatsApp, inviting them to participate at 10.00 Monday, on the zoom call

You send an email with a Doodle poll explaining the necessity to fill it in at their earliest convenience, with at least 2 options for the Zoom call on Monday.



Scenario 2

If you have chosen the answer in orange color

Click on the best response.

You give them a call, it is almost 18.00 so they probably work anyway, to notify them about the meeting and to participate at 10.00 Monday, on the Zoom call

You text them on WhatsApp, inviting them to participate at 10.00 Monday, on the zoom call

You send an email with a Doodle poll explaining the necessity to fill it in at their earliest convenience, with at least 2 options for the Zoom call on Monday.



That's a pretty good choice.

However, consider that it is after office hours even if they are working from home. Respecting their privacy and allowing them to respond in during their working hours is their right.

Perhaps go back and try a different answer

MENU >>

| Scenario 2

If you have chosen the answer in yellow color

Click on the best response.

You give them a call, it is almost 18.00 so they probably work anyway, to notify them about the meeting and to participate at 10.00 Monday, on the Zoom call

You text them on WhatsApp, inviting them to participate at 10.00 Monday, on the zoom call

You send an email with a Doodle poll explaining the necessity to fill it in at their earliest convenience, with at least 2 options for the Zoom call on Monday.



This is a better choice.

Make sure to mention that it is the weekend and they should answer at their earliest convenience and within business hours since directly messaging them might seem a bit un-orthodox to do.

Perhaps go back and try a different answer

MENU >>

Scenario 2

If you have chosen the answer in green color.

Click on the best response.

You give them a call, it is almost 18.00 so they probably work anyway, to notify them about the meeting and to participate at 10.00 Monday, on the Zoom call

You text them on WhatsApp, inviting them to participate at 10.00 Monday, on the zoom call

You send an email with a Doodle poll explaining the necessity to fill it in at their earliest convenience, with at least 2 options for the Zoom call on Monday.



This is the best choice.

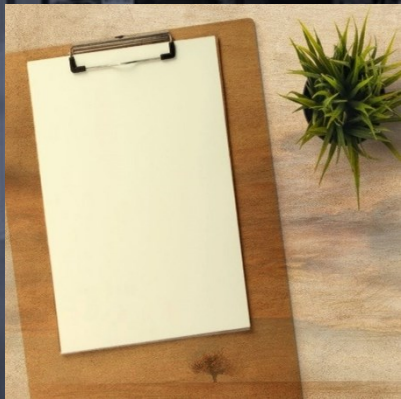
This is the best choice you can make since you send them an email which they can open during their business hours, but you also present them with a choice of possible Zoom conference times. This allows them to organize their daily schedule and feel part of the team.

MENU >>

PRACTICE SCENARIOS

2

Click Go to explore the 2nd scenario.



Collaboration

Co-creating a report using a common collaborative digital tool. How can you work together?

GO >>

Description of competence area

According to the DiGComp 2.0 Framework, digital collaboration refers *to the ability to be able to use digital tools and technologies for collaborative processes, and for co-construction and co-creation of data, resources and knowledge.*
<https://digital-skills-jobs.europa.eu/en/inspiration/research/digcomp-22-update-digital-competence-framework-citizens>

The skills and competences associated with digital collaboration are:

- Know how to use digital tools and technologies for remote collaboration but also to be able to solve small technical problems that might occur
- Understand that the key to successful collaboration is clear communication and ability to solve communication problems online if they will occur.
- Be able to understand how collaborative platform such as Google Drive function and how tasks and roles can be allocated and shared. This will help a team in working together.
- Be aware of digital tools and technologies that facilitate online group communication, online digital content creation as well as online collaboration and networking.

Next you will work on an example scenario.

| Scenario 2

You are asked to collaborate with your team and co-write a report. Your job is to allocate the different section of the report to your colleagues who all work remote. How do you organize all respective tasks?

Click on the best response, below.

Send out an email with suggested allocated sections to your team. Each one can reply to the email with the ones they have selected.

Select a digital visual board such as Miro, and start a brainstorming and section delegation activity. Then circulate an email with allocated sections to your team. Work on a common word document. You collect their sections and add to the final Word document.

Create a Google doc on Google drive and share it with your team. You can work together simultaneously



| Scenario 2

One of the most important aspects of digital, online or remote collaboration is the ability to select the most optimum digital tools. Make a note to search online of possible tools that you can use and that suit your way of work. Also make notes of their advantages and disadvantages and how easy they are to work and use with your team. You can also ask your colleagues if they know of any tool that you can use.

Send out an email with suggested allocated sections to your team. Each one can reply to the email with the ones they have selected.

Select a digital visual board such as Miro, and start a brainstorming and section delegation activity. Then circulate an email with allocated sections to your team. Work on a common word document. You collect their sections and add to the final Word document.

Create a Google doc on Google drive and share it with your team. You can work together simultaneously



That's a pretty good choice.

Of course, you can opt to send out an email to suggest different sections for each of your team member. Consider the amount of time needed to receive the emails, analyse their selection, deal with overlapping of selected topics and then create the document . In the meantime, you have not mentioned which digital tool you will use to collaborate online. Do you know? Perhaps go back and try a different answer

MENU >>

| Scenario 2

There are tens of digital tools that you can use. Your selection criteria should include:

- Easy to learn and integrate within your working environment
- Easy to be used by your team/organisation
- Easy to be installed (if necessary) by your IT team
- Free and scalable tool

Send out an email with suggested allocated sections to your team. Each one can reply to the email with the ones they have selected.

Select a digital visual board such as Miro, and start a brainstorming and section delegation activity. Then circulate an email with allocated sections to your team. Work on a common word document. You collect their sections and add to the final Word document.

Create a Google doc on Google drive and share it with your team. You can work together simultaneously



This is a better choice.

Knowing digital tools and their capabilities is a plus. You can use a digital visual board and collect ideas, thoughts and short information. Remember that all this need to be included or elaborated into a report thus, more digital tools are needed to be used.

Which one would you select?

Perhaps go back and try a different answer

MENU >>

| Scenario 2

Consider also to add a link to a Miro visual board activity so that brainstorming can take place outside the document. Once concluded, you can import the visual aid into your document to support your content writing.

Send out an email with suggested allocated sections to your team. Each one can reply to the email with the ones they have selected.

Select a digital visual board such as Miro, and start a brainstorming and section delegation activity. Then circulate an email with allocated sections to your team. Work on a common word document. You collect their sections and add to the final Word document.

Create a Google doc on Google drive and share it with your team. You can work together simultaneously



This is the best choice.

Using digital collaborative platforms such as Google drive and Google docs or Google sheets, are a great way to simultaneously work on documents and facilitate both rapid exchange of comments and information but also, reviewing of content and writing.

MENU >>



Funded by the
European Union



AREA 3 PRACTICE SCENARIO FOR DIGITAL CONTENT CREATION

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the European Commission cannot be held responsible for any use which may be made of the information contained therein.

The duration of this resource is 1 hour

[GO >>](#)

Introduction to the competence area 3: Digital Content Creation

How does the DigComp Framework 2.0 identify the competence area 3: Digital Content Creation?

Basically, the main competencies and skills promoted are the following: (these also apply to social work)

- The ability to create online digital content using diverse technologies and digital tools,
- The ability to integrate digital content in various media while using different digital tools,
- Knowing about copyrights and other safety and personal data issues, but also licenses,
- Basic knowledge about programming to create content.

As society is changing and becoming more and more technical, digital content creation is something that the majority of social workers and social educators have or will do at some point.

Content creation might be as easy as creating a video on social media, editing it with filters and uploading with text and subtitles.

Regardless the use, it is an emerging and necessary skill needed for both social work and other educational purposes but also work as an increased number of organisations require similar skills by their employees.

INTRODUCTION AND PRACTICE SCENARIOS

Start with the introduction of the area Digital Content Creation



DIGITAL CONTENT CREATION

Start here for a short introduction into
this area

GO >>



Introduction

According to the new, updated DiGComp 2.0 framework of digital skills, it is imperative that social workers and social educators are able to create, store, access, share and manage digital content for their work. For this reason, they are promoting several competences and skills as part of the updated framework.

NEXT >>

Introduction

Imagine a situation where you are asked to create a visual diagram for the social case you are working on and to share it with your team and elaborate with videos, charts, pictures and which, will be used as a future case study for other social workers coming to your organisation as an introduction level.

How would you do this? Would you search YouTube for guidance, software and their free tutorials, old existing presentations?

Whatever you select, you need to be prepared to create new digital content.




NEXT >>


Description of competence area

The following analysis can be found in the DigComp 2.0 description related to this competence area:

Basic level: Create, edit, change and use content in various digital forms. Combine content to create something new and apply the correct copyright claim to it.



Intermediate level: be able present and describe changes and content modification and create new, original content while presenting the rules of copyright. Apply basic programming skills to modify content.



Advanced level: adapting content with the appropriate media, assess new ways to modify and change content and apply copyright. Able to operate with programming to modify content.

Training scenarios

Next, you can practice two different scenarios in the area Creation of Digital Content.

The main objective is for you to identify how you approach several everyday tasks and if you feel that you have all the necessary knowledge.

PRACTICE SCENARIOS

Click Go to explore the first scenario.



Developing digital content

You need to create a social case study for training purposes. How do you select your content and with which digital tools do you use?

GO >>

Scenario 1 – Developing Digital Content

You are responsible for creating a new a new social case study online for the new social workers in your organisation. You need to add videos, pictures as well as descriptions. You need to select digital content creation tools and create the social session. How will you start organizing it? Which will be your course of action?

Click on the best response.

You create a PowerPoint presentation and with your microphone, record audio to support your slides.

You organize one video recording session of your social case and use a video editing tool to add titles and select some free pictures from Google.

You create a storyboard of your social case with an online visual tool such as Miro, record video segments and add titles, select copyright free pictures from Pixabay. You collate your video in an editing tool.



Scenario 2

If you have chosen the answer in orange color

Click on the best response.

You create a PowerPoint presentation and with your microphone, record audio to support your slides.

You organize one video recording session of your social case and use a video editing tool to add titles and select some free pictures from Google.

You create a storyboard of your social case with an online visual tool such as Miro, record video segments and add titles, select copyright free pictures from Pixabay. You collate your video in an editing tool.



That's a pretty good choice.

Quite a valid solution to your social case but it is very basic. You could have used more advanced digital tools to create your online case study.

Perhaps go back and try a different answer.

MENU >>

| Scenario 2

If you have chosen the answer in yellow color

Click on the best response.

You create a PowerPoint presentation and with your microphone, record audio to support your slides.

You organize one video recording session of your social case and use a video editing tool to add titles and select some free pictures from Google.

You create a storyboard of your social case with an online visual tool such as Miro, record video segments and add titles, select copyright free pictures from Pixabay. You collate your video in an editing tool.



This is a better choice.

Recording your session is a very good idea but needs a lot of editing and cutting. Your hardware and microphone needs to be of good quality to have good sound. You also need a lot of time editing the video with special editing tools.

Perhaps go back and try a different answer

MENU >>

| Scenario 2

If you have chosen the answer in green color.

Click on the best response.

You create a PowerPoint presentation and with your microphone, record audio to support your slides.

You organize one video recording session of your social case and use a video editing tool to add titles and select some free pictures from Google.

You create a storyboard of your social case with an online visual tool such as Miro, record video segments and add titles, select copyright free pictures from Pixabay. You collate your video in an editing tool.



This is the best choice.

The combination of media, video, copyright free pictures, etc. will allow you to create, modify and edit your social case study to suit any needs.

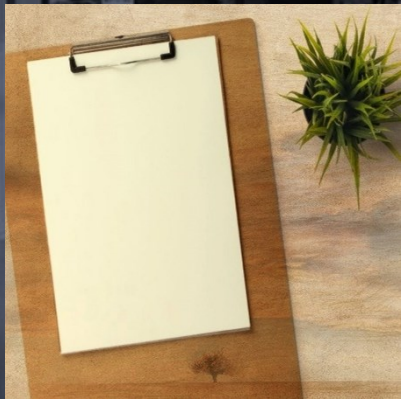
This is the best choice.

MENU >>

PRACTICE SCENARIOS

2

Click Go to explore the 2nd scenario.



Licenses

You need to select a license for your product. Which one will you choose?

GO >>

Scenario 2

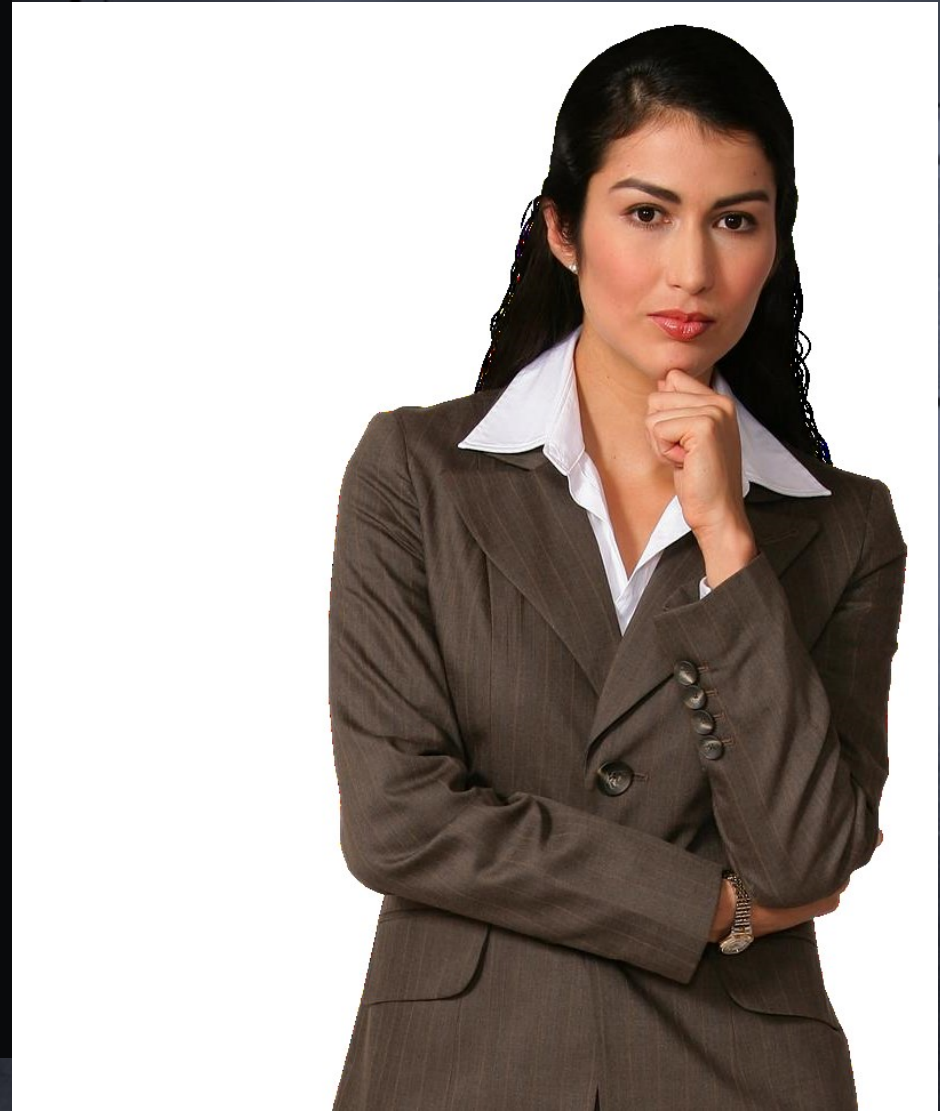
As a social worker or social educator you have created an introductory social course on dealing with trauma. This is part of your pro-bono work and the content can be distributed freely to any interested party. They will however, need to reference your organisation if they use it and they cannot profit from it. Which license will you select that is more appropriate to your needs?

Click on the best response.

Write in the main body of your introduction that the content can be used by anyone as long as they source and reference your name and organisation.

Select a Creative Common License that is suitable for your needs. Add the text in the footnotes of your content. The best one is:
“Attribution - CC BY”

Select a Creative common license such as this one:
“Attribution-NonCommercial
CC BY-NC”



I Scenario 2

Creative Commons is basically legal information and tools that enable people and organisations to share their products and knowledge by offering open copyright licenses.

Write in the main body of your introduction that the content can be used by anyone as long as they source and reference your name and organisation.

Select a Creative Common License that is suitable for your needs. Add the text in the footnotes of your content. The best one is: "Attribution - CC BY"

Select a Creative common license such as this one:
"Attribution-NonCommercial
CC BY-NC"



That's a pretty good choice.

Since you wanted the derivative work not to be commercial, this is not the best option for you. However, you can use this option but will not have any strong legal hold in case of need.

Perhaps go back and try a different answer

MENU >>

| Scenario 2

Making use of open licenses help organisations and people share knowledge and allow for a free and open society. Digital content creation can be facilitated in this way.

Write in the main body of your introduction that the content can be used by anyone as long as they source and reference your name and organisation.

Select a Creative Common License that is suitable for your needs. Add the text in the footnotes of your content. The best one is: "Attribution - CC BY"

Select a Creative common license such as this one:
"Attribution-NonCommercial
CC BY-NC"



This is a better choice.

"This license lets others distribute, remix, adapt, and build upon your work, even commercially, as long as they credit you for the original creation.

This is the most accommodating of licenses offered. Recommended for maximum dissemination and use of licensed materials". <https://creativecommons.org/licenses/>

Perhaps go back and try a different answer

MENU >>

| Scenario 2

There are several different licenses that can be used by organisations and people who wish to share their work.

Have a look here: <https://creativecommons.org/licenses/>

Write in the main body of your introduction that the content can be used by anyone as long as they source and reference your name and organisation.

Select a Creative Common License that is suitable for your needs. Add the text in the footnotes of your content. The best one is: "Attribution - CC BY"

Select a Creative common license such as this one:
"Attribution-NonCommercial
CC BY-NC"



This is the best choice.

Selecting this license will allow people to download, use, remix etc, your material and reference to you. They cannot use it commercially.

MENU >>



AREA 4 SAFETY

Sub-area: Protecting personal data and privacy, Protecting health and well-being

The duration of this resource is 1 hour

[GO >>](#)

INTRODUCTION AND PRACTICE SCENARIOS



DIGITAL CONTENT CREATION

Start with the introduction of the area
Safety

GO >>

Protecting personal data and privacy

Introduction

The Internet has made the access and exchange of information – including personal data – easier and faster than ever. Individuals are providing their personal data online, knowingly and sometimes unknowingly for many different purposes, such as purchasing goods and services, playing, e-learning or paying taxes.

Social interactions are also increasingly taking place over the net – notably in social media platforms, creating new opportunities, but also risks to privacy. The frontier-less nature of the internet, which enables the free flow of data across countries, also brings new challenges.

In 1981 the Council of Europe adopted the first international treaty to address the right of individuals to the protection of their personal data: Convention for the Protection of Individuals with regard to Automatic Processing of Personal Data, known as “Convention 108”.

Protecting health and well-being

The pandemic has changed people's habits and promoted digital technology as a factor for work, sustained contact and online cooperation. The promotion of the online work, excessive use of the online tools for cooperation, social media can cause serious impacts on the mental health and well-being.

There are also other negative actions online such as personal data theft, hate speech, discrimination, bullying, etc. All these indicators show that the NGOs should actively organize more educational sessions and promote activities in the field of non-formal education like workshops, training, meetings, and support tools for the protection of mental health.

PRACTICE SCENARIOS

Click Go to explore the first scenario.



Protecting personal data and privacy

See if you can correctly answer this question about the protection of private data.

GO >>

PRACTICE SCENARIOS

Promotion of education in the field of online protection and security of personal data

Enabling methods for rational use of online tools to protect mental health and well-being

Scenario 1 – Protecting personal data and privacy

Digital competencies are not only the active use of social media and online tools. During the pandemic, a large amount of the data has been misused, so there is a need for more education and training in the field of digital literacy. What will you do as social worker or social educator to improve your digital competencies in the field of security?

Click on the best response.

Further education is not required

You need more education and should care for your training

Online users have the opportunity to improve their digital skills using free self-learning methods



Scenario 1

If you have chosen the answer in orange color

Click on the best response.

Further education is not required

You need more education and should care for your training

Online users have the opportunity to improve their digital skills using free self-learning methods



That's not a good choice.

That's not a good choice - Digital technology is developing at lightning speed, new IT models and devices are appearing that are used in everyday life. There is a need for active education of online users in the field of digital literacy and monitoring of IT technology, especially in the process of personal data protection. A large number of online users are abused online due to their lack of knowledge, unprofessionalism and ignorance.

MENU >>

Scenario 1

If you have chosen the answer in yellow color

Click on the best response.

Further education is not required

You need more education and should care for your training

Online users have the opportunity to improve their digital skills using free self-learning methods



This is a better choice.

This option is much better but social welfare centers usually do not have a plan for the organization of sessions and methodologies for education in the field of digital competences and online safety. Most social welfare centers have not sufficiently developed strategies and additional training strategies in the field of digital literacy and online safety and are weak in financial and human resources for training

MENU >>

Scenario 1

If you have chosen the answer in green color.

Click on the best response.

Further education is not required

You need more education and should care for your training

Online users have the opportunity to improve their digital skills
using free self-learning methods



This is the best choice.

Every social worker and social educator should know how to promote further education guidance and support to all interested parties - promoting educational materials for education and training in the field of online protection. There are several educational resources available online that can provide anyone interested with opportunities for training, further education, and guidance in the process of digital literacy and online safety.

MENU >>

PRACTICE SCENARIOS

2

Click Go to explore the final scenario.



Protecting health and well-being

The Internet is a tool that, if used in the wrong way, can damage mental health.
How should you deal with it?

GO >>

Scenario 2

As a social worker, and social educator you actively deal with people who have mental health problems from excessive use of the Internet – target social media. What would you do to get appropriate knowledge to offer them support in the area of mental health and well-being?

Click on the best response.

Use educational courses for which a certain budget should be allocated

Use educational materials and manuals

Use available online the Erasmus+ manuals and courses



| Scenario 2

If you have chosen the answer in orange color,

Use educational courses for which a certain budget should be allocated

Use educational materials and manuals

Use available online the Erasmus+ manuals and courses



That's not the optimal choice.

This opportunity is not the best. Through this opportunity financial resources should be allocated and we all know that organizations are limited with financial resources.

MENU >>

| Scenario 2

If you have chosen the answer in yellow color,

Use educational courses for which a certain budget should be allocated

Use educational materials and manuals

Use available online the Erasmus+ manuals and courses



This is a better choice.

The free delivery of the educational materials does not mean that the users will have the opportunity to find a solution to the problem. This users need practical support and training.

MENU >>

Scenario 2

If you have chosen the answer in green color

Use educational courses for which a certain budget should be allocated

Use educational materials and manuals

Use available online the Erasmus+ manuals and courses



This is the best choice.

Erasmus+ manuals and courses are an excellent opportunity for social educators, social workers, and other people. Through this opportunity, they have the option of education, training, and cooperation.

MENU >>



AREA 1 PROBLEM SOLVING

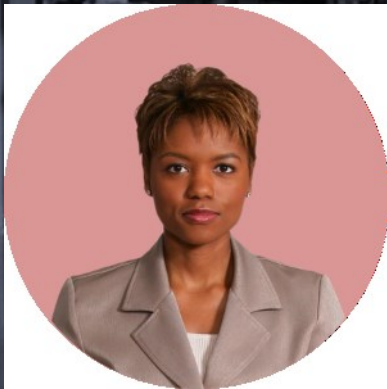
Sub-area: Identifying own digital competence gaps

The duration of this scenario is 1 hour

[GO >>](#)

PRACTICE SCENARIOS

Click Go to start exploring the first scenario.



PROBLEM SOLVING

Follow this scenario to learn more about how to identify competence gaps and upskill your digital competences.

GO >>



PRACTICE SCENARIOS

Social Worker should:

- Understand where one's own digital competence needs to be improved or updated.
- Be able to support others with their digital competence development.
- Seek opportunities for self-development and to keep up-to-date with the digital evolution.

Scenario 1 – Problem Solving

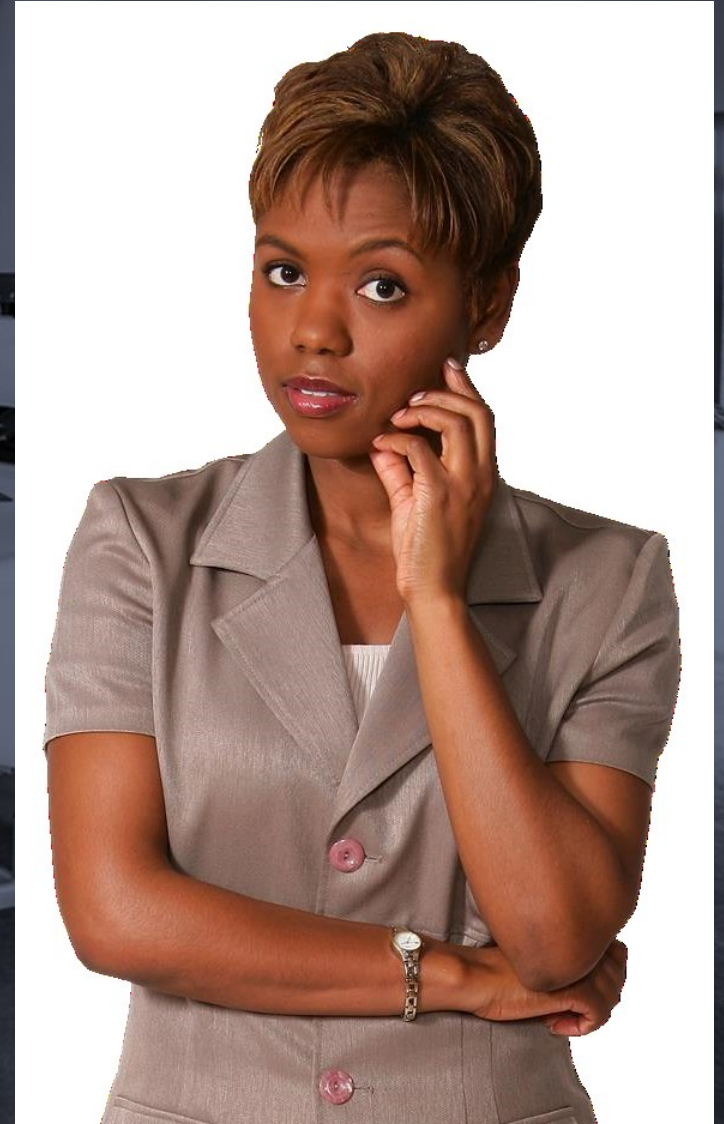
You work as a social worker or social educator. Your profession requires more and more reliance on the digital technologies in the post Covid-19 time. How will you address the requirement for new knowledge related to the digital competences which is required?

Click on the best response.

Do nothing as digital skills are not crucial for social jobs

Your employer should take care of your training

Self-learning and ability to assess own digital skills on DigiComp 2.2 scale



| Scenario 1

If you have chosen the answer in orange color,

Do nothing as digital skills are not crucial for social jobs

Your employer should take care of your training

Self-learning and ability to assess own digital skills on DigiComp
2.2 scale



That's not a good choice.

In today's social work digital skills are becoming one of the most important skills in the toolkit of social worker or social educator. It was clearly evident in the Covid-19 pandemics when the most marginalized groups could be often reached only through remote online technology social work. Therefore digital skills are the must!

MENU >>

Scenario 1

If you have chosen the answer in yellow color,

Do nothing as digital skills are not crucial for social jobs

Your employer should take care of your training

Self-learning and ability to assess own digital skills on DigiComp
2.2 scale



This is a better choice.

This is much better choice as your institution should often have strategy related to the digital upskilling of social workers. You can also convince your boss to create one if it does not exist. The weak point is that the often under-resourced SWCs or public organization in social sector lack resources for the proper digital training for employees.

MENU >>

Scenario 1

If you have chosen the answer in green color

Do nothing as digital skills are not crucial for social jobs

Your employer should take care of your training

Self-learning and ability to assess own digital skills on DigiComp
2.2 scale



This is the best choice.

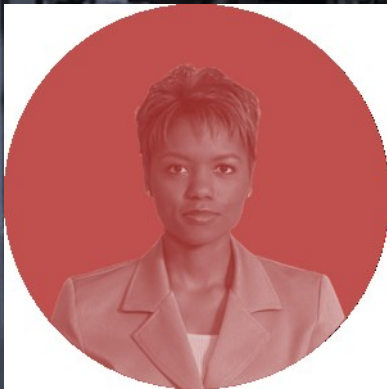
At the end of the day, you as a social professional are responsible for your practice. Therefore reflexive and modern social work professional should know how to use existing free tools to diagnose own's digital competences and as well understand how to upskill with use of mostly free resources.

MENU >>

PRACTICE SCENARIOS

2

Click Go to explore the next scenario.



Problem Solving

Now you can learn on how to organize
your learning to improve your knowledge
and decrease the digital skills gap.

GO >>

| Scenario 2 – Problem Solving

In the scenario one we discussed the complexities of the digital upskilling of social workers. The issue which was discussed was who is ultimately responsible for social worker/social activist upskilling. Eventually, if we go for the self-learning option which materials should we use to improve our digital skills.

Click on the best response,

Paid courses and materials.

Books and flashcards

Youtube, Coursera and other free online resources



| Scenario 2

If you have chosen the answer in orange color

Click on the best response.

Paid courses and materials.

Books and flashcards

Youtube, Coursera and other free online resources



That's a pretty good choice.

Paid courses and materials are pretty good choice for upskilling in digital sphere. However, we all know that social workers have only limited budget, therefore this option should be used with consideration and is recommended especially when it can be financed or co-financed by the employer.

MENU >>

| Scenario 2

If you have chosen the answer in yellow color

Click on the best response.

Paid courses and materials.

Books and flashcards

Youtube, Coursera and other free online resources



This is a better choice.

Books and flashcards are interesting option for upskilling your knowledge in the digital sphere.

These type of educational chunks were especially popular amongst the slightly older generation X and Y. They might however lack the interactive and multimedia context which is so important for the Generation Z and Millennials.

MENU >>

| Scenario 2

If you have chosen the answer in green color.

Click on the best response.

Paid courses and materials.

Books and flashcards

Youtube, Coursera and other free online resources



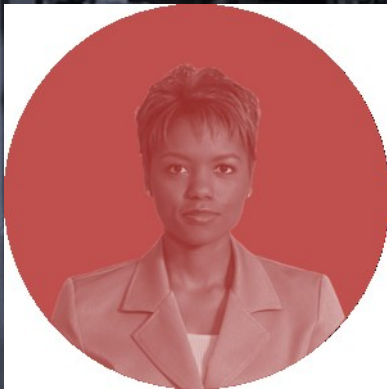
This is the best choice.

Probably the best choice for learning new knowledge in IT is self-learning with the use of multimedia interactive courses online. Many of such providers such as youtube.com, coursera.com or freecodecamp.org are completely free! What is beneficial you do not only learn but you can also practice in such virtual environment and test new solutions!

MENU >>

PRACTICE SCENARIOS

Click Go to explore the final scenario.



Problem Solving

The last scenario should be conducted together with the facilitator or trainer who will give feedback on your learning plan.

GO >>

| Scenario 3

What steps you should do to finally create your own upskilling plan and diagnose your digital skills gap.

Click on the best response, below.

You should learn without much plan and diagnosis.

You should use online diagnosis toolkits

You should find and work with your own tech mentor.



Scenario 3

If you have chosen the answer in orange color

Click on the best response.

You should learn without much plan and diagnosis

You should use online diagnosis toolkits

You should find and work with your own tech mentor



That's not so good choice.

Although learning is always good and fun, in terms of digital skills learning without plan can result in literally drowning in the ocean of information. The digital sphere is so broad that it is highly advisable to identify needs and set goals before departing for learning journey.

MENU >>

| Scenario 3

If you have chosen the answer in yellow color

Click on the best response.

You should learn without much plan and diagnosis

You should use online diagnosis toolkits and set own goals

You should find and work with your own tech mentor



This is a better choice.

You can use existing toolkits or frameworks like DigiComp 2.2 to self-diagnose (or with colleagues) your level of digital skills in most important five spheres. This will help you set up own goals for knowledge advancement and then track them!

MENU >>

Scenario 3

If you have chosen the answer in green color

Click on the best response.

You should learn without much plan and diagnosis

You should use online diagnosis toolkits

You should find and work with your own tech mentor



This is the best choice.

Digital sphere is broad like ocean. It is in your interest to find your own tech mentor. In the best case it will be someone from your institution but as in social organization it can be a problem, then go for someone outside of your organization who can guide and mentor you on your digital upskilling journey!

MENU >>

Self – reflection session (15 minutes)

Now after you finished your scenarios, please ask and answer following questions (by yourself or in the group):

- Who should ultimately be responsible for digital upskilling of social worker?
- What resources you can use for your digital upskilling?
- Who can support you in your digital upskilling journey?
- What you have learned from this scenario? What you would improve?

Free digital learning tools on EU Digital Skills and Jobs platform:

<https://digital-skills-jobs.europa.eu/en/inspiration/research/digcomp-22-update-digital-competence-framework-citizens>

<https://digital-skills-jobs.europa.eu/digitalskills/screen/questionnaire/generic>

PRACTICE SCENARIOS

Great job!

You've completed all of the practice scenarios. Click the Exit button to leave the course.



EXIT >>