



Funded by the
European Union



Project DLSWC



2021-1-PL01-KA210-ADU-000027394

DISCLAIMER

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



TRAINING PROGRAM

Digital Literacy – Education Framework for Social Welfare Centers

INDEX

- Index.....3
- Introduction.....4
- Tasks.....5
- Structure of the training program.....4
- Basic educational framework for Digital Literacy.....7
- Tools for creating online digital content.....10
- Tuvalabs.com for educational purposes (in the basic and free subscription)
for experimenting with data tuva data, graphing, and statistical tools.....12

Cloud service: dropbox and onedrive.....	15
Open data and open datasets in order to transfer the information.....	17
Methods for managing data.....	20
Copyrights and other safety and personal data issues.....	22
Basic knowledge about programming to create content.....	25

INTRODUCTION

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.

Main purpose: to improve the digital literacy skills of Social Welfare Center's (SWC) staff and volunteers (online learning).

TASKS

- To establish basic educational framework for digital literacy in the Social Welfare Centers;
- To provide the ability to create online digital content using diverse technologies and digital tools;
- To form the ability to use Tuvalabs.com;
- To provide information about using Cloud service: Dropbox and OneDrive;
- To study about open data and open datasets in order to transfer the information;
- To use methods for managing data;
- To know about copyrights and other safety and personal data issues, but also licenses;
- To determine basic knowledge about programming to create content.

Structure of training program:

1. Basic educational framework for digital literacy: How does the DigComp Framework 2.0 identify the competence areas.
2. Tools for creating online digital content.
3. Tuvalabs.com for educational purposes (in the Basic and free subscription) for experimenting with data. Tuva Data, Graphing, and Statistical Tools.
4. Cloud service: Dropbox and OneDrive.
5. Open data and open datasets in order to transfer the information.
6. Methods for managing data.
7. Copyrights and other safety and personal data issues.
8. Basic knowledge about programming to create content.



1

BASIC EDUCATIONAL FRAMEWORK FOR DIGITAL LITERACY:

How does the DigComp Framework 2.0 identify the competence areas

DESCRIPTION OF THE TOPIC

STEP 1. BRAIN STORM “EDUCATIONAL NEEDS IN THE FIELD OF DIGITAL COMPETENCES”.

STEP 2. PRESENTATION. 5 KEYPOINTS OF DIGCOMP FRAMEWORK 2.0.

In DigComp, digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It is defined as a combination of knowledge, skills and attitudes.

[DigComp 2.0](#) identifies the key components of digital competence in 5 areas which can be summarised as below:

1. Information and data literacy: To articulate information needs, to locate and retrieve digital data, information and content. To judge the relevance of the source and its content. To store, manage, and organise digital data, information and content.
2. Communication and collaboration: To interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity. To participate in society through public and private digital services and participatory citizenship. To manage one’s digital identity and reputation.
3. Digital content creation: To create and edit digital content To improve and integrate information and content into an existing body of knowledge while understanding how copyright and licences are to be applied. To know how to give understandable instructions for a computer system.

4. Safety: To protect devices, content, personal data and privacy in digital environments. To protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion. To be aware of the environmental impact of digital technologies and their use.

5. Problem solving: To identify needs and problems, and to resolve conceptual problems and problem situations in digital environments. To use digital tools to innovate processes and products. To keep up-to-date with the digital evolution.

STEP 3. CASES STUDY DISCUSSIONS ABOUT USING DIGITAL COMPETENCES IN PROVIDING SOCIAL GOODS.

LEARNING OUTCOMES:

By the end of this unit, the users will be able to:

- identify educational needs in the field of digital competences;
- informate about KeyPoints of DigComp Framework 2.0;
- discuss cases of using digital competences in providing social goods.

COMPETENCE AREA: Dimension 1 DigComp 2.0; **5.4 Identifying digital competence gaps**



2

TOOLS FOR CREATING ONLINE DIGITAL CONTENT

DESCRIPTION OF THE TOPIC

STEP 1. WORK IN GROUPS. IDENTIFICATION KINDS OF TOOLS FOR CREATING DIGITAL CONTENT.

STEP 2. PRESENTATIONS.

Video content creation tools (InShot, Adobe Premiere Rush, HitFilm, GIPHI).

Design and visual content tools (Canva, Burst, Unsplash, Make a Meme).

Written content tools (Grammarly, Copy,ai, Otter).

Podcasting tools (Anchor).

STEP 3. INDIVIDUAL WORK WITH TOOLS.

STEP 4. PRESENTATION OF CONTENT PRODUCTS BY PARTICIPANTS.

LEARNING OUTCOMES:

By the end of this unit, the users will be able to:

create digital content products using any tools from presentations.

COMPETENCE AREA: 1.1 Browsing, searching and filtering data, information and digital content; 1.2 Evaluating data, information and digital content; 3.1 Developing digital content.



3

**TUVALABS.COM FOR EDUCATIONAL PURPOSES
(IN THE BASIC AND FREE SUBSCRIPTION) FOR EXPERIMENTING WITH DATA
TUVA DATA, GRAPHING, AND STATISTICAL TOOLS**

DESCRIPTION OF THE TOPIC

STEP 1. PRESENTATION. TIVA DATA, GRAPHING, AND STATISTICAL TOOLS.

Tuva's technology can explore data and look for patterns and constructing graphs in a spreadsheet. Tuva's platform and tools are flexible, allowing to easily look for visual patterns from different angles while keeping the context of the inquiry in mind. It gives opportunity to make analytical decisions such as which attributes to graph, which categories of data to include (or not), and what kind of graph to make to explore a stated question. Tuva's tools support both informal and statistical reasoning about data.

STEP 2. INDIVIDUAL WORK WITH TIVA'S CONTENT LIBRARY. MAKE RECOMMENDATIONS ABOUT COURSES THAT CAN USE IN ACTIVITY OF SOCIAL WORKERS AND SOCIAL EDUCATORS.

STEP 3. INDIVIDUAL WORK WITH TIVA GRAPHING.

LEARNING OUTCOMES:

By the end of this unit, the users will be able to:

visually explore and analyze data in various forms, ask questions of data, and use it as evidence for argumentation and decision making.

COMPETENCE AREA: 1.3 Managing data, information and digital content.



4

CLOUD SERVICE: DROPBOX AND ONEDRIVE

DESCRIPTION OF THE TOPIC

Cloud storage is cheap for storing information, making the volume of space available. So social workers can save digital content in cloud storage. In the battle of Dropbox vs Google Drive vs OneDrive, it's hard to call a winner, as the best service will depend on your cloud storage needs.

STEP 1. PRESENTATION. OPPORTUNITIES OF DROPBOX VS ONEDRIVE: ALGORITHMS.

STEP 2. GROUP WORK. BRAIN STORM: DROPBOX VS ONEDRIVE.

STEP 3. INDIVIDUAL WORK WITH DROPBOX VS ONEDRIVE.

LEARNING OUTCOMES:

By the end of this unit, the users will be able to:
use Dropbox and OneDrive for saving and storing information.

COMPETENCE AREA: 1.3 Managing data, information and digital content.



5

**OPEN DATA AND OPEN DATASETS IN
ORDER TO TRANSFER THE INFORMATION**

DESCRIPTION OF THE TOPIC

Statistics are useful for social work practice because they provide information about social issues.

STEP 1. PRESENTATION. KINDS OF DATASETS FOR SOCIAL WORKERS.

➤ **Gutmacher Institute**

Data on sexual and reproductive health. Data sets are from the Guttmacher Center for Population Research Innovation and Dissemination.

➤ **OECD Data**

Provides data from the 34 OECD member countries which are countries committed to democracy and to improving their economies. Data on other nations is also available on this site.

➤ **Quandl**

An open platform where anyone can buy, sell, store or share data. Quandl specializes in economic and financial data but also includes data sets related to education, health, housing, agriculture and topic areas.

➤ **Registry of Research Data Repositories (re3data)**

This database allows you to search for international repositories which have archived data sets. Some are open to use while others are restricted.

➤ **United Nations**

It possible to find official statistics produced by countries and compiled by United Nations data system, as well as estimates and projections. The domains covered are agriculture, education, energy, industry, labour, national accounts, population and tourism.

➤ **World Bank - World Development Indicators**

The World Development Indicators (WDI) provides a comprehensive selection of economic, social and environmental indicators, drawing on data from the World Bank and more than 30 partner agencies. The database covers more than 900 indicators for 210 economies with data back to 1960. Specific series and countries/groups can be selected for specific year ranges, and data can be exported.

➤ **World Health Organization**

An agency affiliated with the United Nations, The World Health Organization web site provides downloadable international health data.

STEP 2. GROUP WORK: PREPARING PRESENTATION 5 KEYPOINTS OF WORKING WITH ONE OF DATASET.

STEP 3. PRESENTATION OF CONTENT PRODUCTS BY PARTICIPANTS.

LEARNING OUTCOMES:

By the end of this unit, the users will be able to choose and transfer the information from dataset.

COMPETENCE AREA: 1.2 Evaluating data, information and digital content; 1.3 Managing data, information and digital content



6

METHODS FOR MANAGING DATA

DESCRIPTION OF THE TOPIC

Data management is the process of ingesting, storing, organizing and maintaining the data created and collected by workers.

STEP 1. GROUP WORK: RISKS OF UNMANAGING DATA.

STEP 2. PRESENTATION. METHODS FOR MANAGING DATA. CONSOLIDATING DATA. ENSURING DATA SECURITY. ANALYZING DATA. IMPROVING DATA QUALITY.

STEP 3. INDIVIDUAL WORK. DEVELOP OWN DATA MANAGEMENT PLAN.

LEARNING OUTCOMES:

By the end of this unit, the users will be able to:
make data management plan;
use methods of managing data.

COMPETENCE AREA: 1.3 Managing data, information and digital content; 3.2 Integrating and re-elaborating digital content.



7

COPYRIGHTS AND OTHER SAFETY AND PERSONAL DATA ISSUES

DESCRIPTION OF THE TOPIC

The simplest definition of copyright is a property right given to authors that allows them to control, protect, and exploit their artistic works.

Today it is very easy to receive a copyright for your work. All it needs is to be original, a little creative, and fixed in a tangible medium of expression. So, as soon as you create something, it is probably copyrighted. You don't need to do anything else; you don't need to file paperwork with the federal government, pay any fees, publish, or do anything other than create.

The EU general data protection regulation (GDPR) is the strongest privacy and security law in the world. This regulation updated and modernised the principles of the 1995 data protection directive. It was adopted in 2016 and entered into application on 25 May 2018.

The GDPR defines:

- **individuals' fundamental rights in the digital age,**
- **the obligations of those processing data,**
- **methods for ensuring compliance,**
- **sanctions for those in breach of the rules.**

STEP 1. DISCUSSION ABOUT PERSONAL DATA ISSUES. EXERCISE “YES-NO” FOR DATA PRIVACY (WRITING “YES” AND “NO” AND THEN CALCULATE WHAT IS MORE “YES” FOR DATA PRIVACY OR “NO”).

STEP 2. PRESENTATION. COPYRIGHTS ISSUES.

STEP 3. GROUP WORK. SOLVING PROBLEMS ABOUT COPYRIGHTS.

LEARNING OUTCOMES:

By the end of this unit, the users will be able to:
solve copyright problems;
protect own data privacy.

COMPETENCE AREA: 3.3 Copyright and licences; 4.2 Protecting personal data and privacy



8

**BASIC KNOWLEDGE ABOUT
PROGRAMMING TO CREATE CONTENT**

DESCRIPTION OF THE TOPIC

Learning to code not only prepares young minds for our increasingly tech-driven world, but also allows them to foster creativity, gain problem-solving skills.

It cannot create digital content without working alongside developers. It is impossible to run a website, blog, or even a simple fan page on Facebook if we have such a digital backlog.

STEP 1. PRESENTATION. BASIC ISSUES OF PROGRAMMING.

1. Variables

2. Data Structures

3. Control Structures

4. Syntax

5. Tools. For example, one of the most important tools for computer programmers is an Integrated Development Environment (IDE). An IDE can check the syntax of code for errors, organize files, autocomplete commonly used code, and help you easily navigate through your code. Tools are the final crucial element to code, as they streamline processes and ensure accuracy.

STEP 2. PRESENTATION. MAIN TIPS OF COMPUTER PROGRAMMING LANGUAGES (JAVA, JAVASCRIPT, PYTHON, PHP, RUBY, OR C++). PROGRAMMING LANGUAGES FOUNDATIONAL BUILDING BLOCKS. JAVASCRIPT AS THE MOST COMMON PROGRAMMING LANGUAGE.

LEARNING OUTCOMES:

By the end of this unit, the users will be able to:
understand algorithms of programming.

COMPETENCE AREA: 3.1 Developing digital content; 3.4 Programming.

REFERENCES

1. Basics Of Computer Programming For Beginners | Coding Tutorial <https://www.softwaretestinghelp.com/basics-of-computer-programming/>
2. Data Management Planning: Exercise <https://documents.manchester.ac.uk/display.aspx?DocID=23671>
3. Jones, S. (2011). How to Develop a Data Management and Sharing Plan. DCC How-to Guides. Edinburgh: Digital Curation Centre. Available online: <http://www.dcc.ac.uk/resources/how-guides>
4. The general data protection regulation <https://www.consilium.europa.eu/en/policies/data-protection/data-protection-regulation/>
5. 10 Powerful Content Creation Tools to Boost Marketing <https://geekflare.com/content-creation-tools/>
6. 21 Best Content Creation Tools Marketers Will Fall in Love With <https://popupsmart.com/blog/content-creation-tools>
7. Vuorikari, R., Kluzer, S. and Punie, Y., DigComp 2.2: The Digital Competence Framework for Citizens - With new examples of knowledge, skills and attitudes, EUR 31006 EN, Publications Office of the European Union, Luxembourg, 2022, ISBN 978-92-76-48882-8, doi:10.2760/115376, JRC128415.
8. <https://tuvalabs.com/>

THE END