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Erasmus+ Programme
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Information Management through ICT tools

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"Getting started in the digital world"

IKER Level 1 training program

- Target group of the training program
- People over the age of 16 with a lack of basic IT skills.
- Prerequisite for joining the training program: 16 years of age.
- There are no expectations regarding education or professional qualifications, there is no pre-requisite knowledge.
- Conditions for participation in the training program
- The maximum permissible absence is a maximum of 10% of the contact hours (35 hours), ie 4 contact hours.
- Training time
- Training time for one occasion: 3 hours of mandatory contact hours + 1 hour of contact hours tailored to individual needs, which is connected to every second time. Total training time: 35x45 minutes.
- Number of training sessions:
- 10 (one time every odd time 4x45 minutes, every even time 3x45 minutes).



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Conditions for issuing a certificate of successful completion of the training

- absences not exceeding the maximum permitted absence
- active participation in individual and group problem solving during the curriculum units
- Successful completion of the final examination is the last lesson - practical problem solution

Material conditions for the implementation of the training

- Room suitable for ICT education (in addition to the basic equipment of the classroom, depending on the number of participants, a computer and / or infocommunication device, desk, chairs, internet access to all devices (including WIFI), peripherals)
- IT software, programs, training computer and projector related to the curriculum content
- Whiteboard or flipchart, writing instruments
- teacher's desk, chair
- customer service office - with office equipment (computer with internet, printer, scanner, photocopier, etc.)

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Brief presentation of IKER 1, 2, 3, 4 level training programs

The basic goal of the training programs developed by the Government Informatics Development Agency (KIFÜ) is to catch up with socially disadvantaged social groups, to develop their digital competencies in order to increase their economic competitiveness and improve their labor market opportunities.

IKER 1.: “Getting Started in the Digital World”

The main (overall) goal of the training program is to develop digital key competencies, to establish the needs related to belonging to the digital society, and to develop a positive attitude towards digital devices.

The specific objective of the program is to achieve that the participant:

- be able to use the basic functions required to operate your infocommunication device (PC, tablet, notebook, smartphone, etc.),
- be able to use your infocommunication device for voice calling and text messaging,
- be able to edit short text using simple word processing steps,
- be able to perform simple backup operations,
- be able to find information on the Internet, obtain easily accessible information,
- be able to handle electronic mail using basic features, you can use the familiar functions of your infocommunication device safely.

IKER 2.: “I use my IT tools on my own”

The main (comprehensive) goal of the training program is to develop digital key competencies, to establish the needs related to belonging to the digital society, and to develop a positive attitude towards digital devices. The specific objective of the program is to achieve that the participant:

- use the most important setting options to operate your smart device (PC, tablet, notebook, smartphone, etc.) independently,
- use known features of the operating system on your smart device,
- be able to edit short but round whole text (eg short text message, short email) using simple word processing steps can process the information collected on the Internet,
- use it to solve specific problems, be able to use attachments in electronic mail, recognize electronic mail threats (spam, e-mail fraud) and be able to handle them in a simple way,
- be able to use social portals independently (registration, login, information retrieval, sharing, simple data protection),
- can use your infocommunication device for voice calling and text messaging.



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IKER 3.: “I use coordinated digital solutions to solve my tasks”

The overarching goal of the training is for participants to use different (known) digital solutions in real-life task situations in a complementary manner.

The specific objectives of the program are:

- the participants should be able to use the digital solutions they already know adequately and complement each other in different, untrained task situations;
- to manage matters electronically, to check their status;
- store their various documents in a structured way in the cloud;
- connect the devices they use, synchronize their data; choose solutions that support collaboration and working together

IKER 4.: “I find new digital solutions”

The aim of IKER level 4 digital competence development training (matching IKER 2015 and DIGCOMP 2.1 levels) is to enable participants to think systematically about the different tools they use, the software running on them, and new software and digital solutions in case of a new problem or task. be able to search, compare and then use them.

The specific objectives of the program are:

- participants become prudent, conscious and open users;
- to manage matters electronically, to check their status;
- they can flexibly adapt to the challenges in the work environment, even in their private life and learning;
- increase their efficiency and find solutions tailored to identified needs, including the development of their own digital competencies through self-directed learning

Degrees of useful knowledge gained

- I operate my digital device with confidence (turning it off, on, exiting standby, etc.).
- I know and use several applications on my digital device (e.g. browser, calculator, voice recorder, notepad, etc.).
- On the screen of my digital device, I can easily find the icons of the applications I know and use.
- I recognize the most common alerts on my device (e.g., when I'm running low, when I received new email, when it's muted, etc.).
- If I need any information, I search the internet first.
- I can receive and send emails to up to several people at once.
- I open the links sent to me and I can send links to others as well.
- I saved my friends' email addresses to my email account.
- With the help of my digital device, I can also communicate with my friends via the internet (voice call or messaging).
- I can use what I have learned here well in my daily life.
- For my work, I need what I have learned here.

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One of the typical final tasks of the basic training

Final task of IKER level 1 training (practical problem solution)

The task starts with the device turned off that the participant is used to.

- Sub-task 1: Find the website (homepage) of the municipality of your municipality.
- Sub-task 2: Find an e-mail address (e-mail address) on the site that you could write to the municipality.
- Sub-task 3: Send this e-mail address (e-mail address) of the municipality to the instructor in the form of a letter of friends by e-mail.
- Sub-task 4: The subject of the letter should be: The e-mail address of the municipality.
- Subtask 5: Make sure that the address and the farewell are not left out of your letter.



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Some basic practices, exercises of the IKER ICT training programmes



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In this newfound era, your digital footprint can no longer be ignored. The more you spend time on social networking websites, the larger your digital footprint will be. Even "liking" a page or a Facebook post adds to your digital footprint, since the data is saved on Facebook's servers.

If you want to track down your digital footprint, the first thing you should do is Google yourself.

Exercise 1

Go to www.google.com and search yourself. Search your name with quotation marks around it. For example, "John Smith". Searching for your name in quotation marks ensures that the search engine will search for that phrase, not picked apart. After that, add in your state/city to narrow things down. Then go to www.bing.com or <https://duckduckgo.com> and do the same research.

In your search:

- *If you don't want some information up, you can contact the site admin (use the "contact us" link) and ask for the information to be taken down.*
- *If you come across old social media accounts you no longer use – log into these accounts and request for their deletion.*

Popular examples of search engines are Google, Bing, Yahoo etc. Search engines utilize automated software applications that travel along the Web, following links from page to page, site to site.

The information gathered, is used to create a searchable index of the Web. Every search engine uses different complex mathematical formulas to generate search results. In order to speed up your Internet, there are some tips and tricks for that.

Exercise 2

Go to a google.com and search free training opportunities for yourself in your region. For that use:

- *Use quotes to locate a specific phrase. For example, "free training in Tallinn"*
- *If necessary, then include stop words, such as "and", "or" etc.*

As a reader, you must be careful about what you consult as a reliable source of information. That a source is in print or posted on the Web does not automatically make it trustworthy. You can always find information on any source. As a critical reader, you deserve the best, the most current, and the most reliable. Be sure to screen what you find to make sure that it is reliable.

Exercise 3

Check the credentials of these websites:

- <https://worldnewsdailyreport.com/>
- <https://www.thebureauinvestigates.com/>
- <http://newspunch.com>
- <https://www.apnews.com/>

Which of these websites are credible and trustworthy? Which of them are not?

Since online communication is documented, it can be stored for later reference and has been known to be of importance especially related to legal aspects. Online communication saves a lot of time as well since the people involved can perfectly carry it on while doing other things as compared to a verbal communication where both parties have to be present.

Exercise 5

Make groups of 3-4 persons and do a group chat using at least two forms of communication (emails, chats and chat rooms, forums, instant messaging, VoIP, video or audio conferences and blogs). After the chat, analyse as a group which are the positive and negative sides of these ways of communication.

Exercise 7.

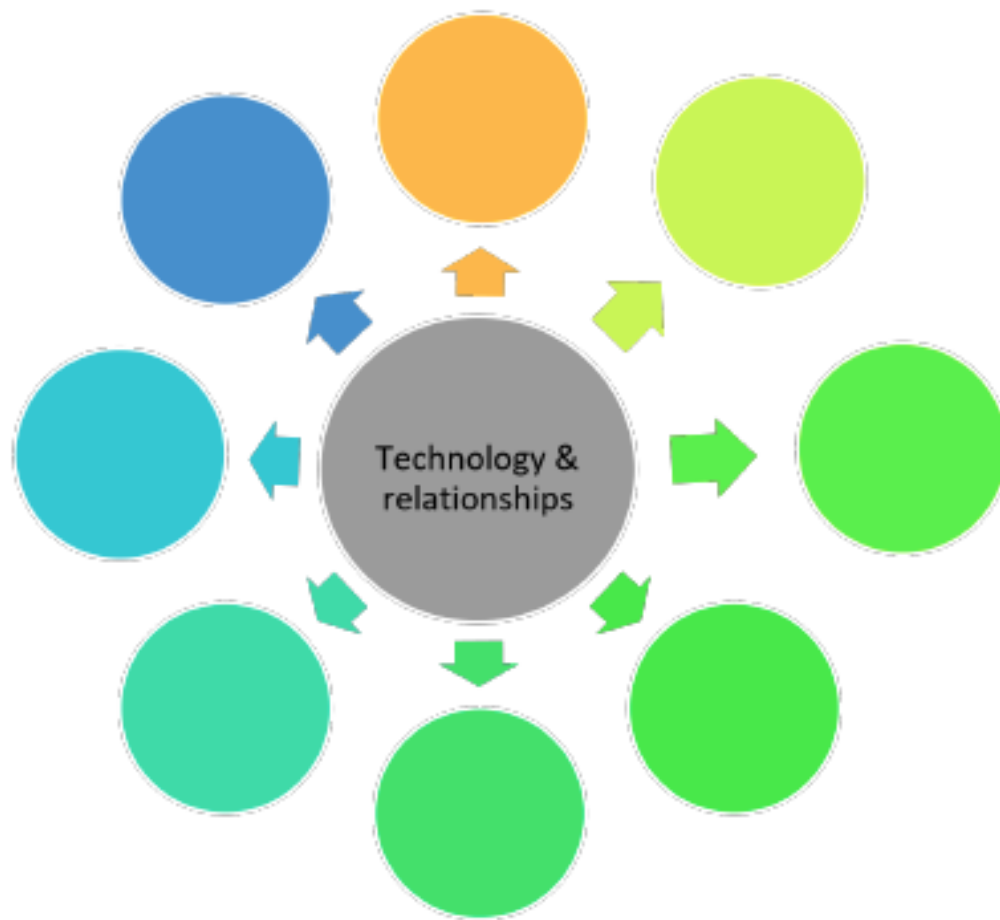
Use search engines to find out, what social network website is gaining their popularity right now and answer these questions:

- *What is the purpose of this website?*
- *How many people (approximately) use it?*
- *Would you use it? Why?*

Since the first desktop computers began reporting widespread sales in the early 1990s, personal communication has changed. We no longer interact with each other, or the outside world, in the same way. Technology is a game-changer, no doubt. It has spurred ground-breaking developments in areas like research, healthcare and education.

Exercise 8.

Make a mind map about technology and relationships. Think about what positive and negative sides there are when you think about technology and relationships, think about how to improve it.



Unlike cookies and flash cookies, fingerprints leave no evidence on a user's computer. Therefore, it is impossible for you to know when you are being tracked by fingerprinting.

Exercise 6

This example of exercise is for Chrome browser:

1. On your computer, open your browser
2. At the top right, click the dots and then select *Settings*
3. At the bottom, click *Advanced*.
4. Under "*Privacy and security*," click *Site settings*.
5. Click *Cookies* and then *See all cookies and site data* and then *Remove all*.
6. Confirm by clicking *Clear all*.



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Low-tech tips to protect your privacy online

1. Don't post identifying details on public sites (such as tagging photos online)



2. Use search engines that don't track or store personal info (like DuckDuckGo)



3. Turn location services off on your phone when not needed



4. Organize against surveillance

5. Place a sticker over your computer's camera to prevent a hacker from taking pictures of you



6. Don't use cloud backup, Google Calendar or Webmail



7. Configure your browser to delete cookies

Source: Data and Goliath, The Hidden Battles to Collect Your Data and Control Your World by Bruce Schneier

Exercise 7

Go to the list of apps by opening the Settings screen and tapping Apps. From the list of all your installed apps, tap the gear icon in the top-right corner of the screen and tap "App permissions."> You'll see a list of different categories of permissions along with the number of apps installed that have access to that permission. Categories include Body Sensors, Calendar, Camera, Contacts, Location, Microphone, Phone, SMS, Storage, and some "additional permissions." > Open the categories and check if there is any app with suspicious permissions.

Each participant will complete the following questionnaire, in order to measure the level of their knowledge, skills and competences related to Digital Skill's, Digital Identity, Internet Risks and Privacy.

1 - Are you able to distinguish hardware and software?

Yes ☐

No ☐

2 - Can you describe the concept of Physical identity and digital identity?

Yes ☐

No ☐

3 - Do you understand the process of the digital identity management and control?

Yes ☐

No ☐

4 - Do you know the difference between http and https?

Yes ☐

No ☐

5 - Do you know how to configure your privacy settings?

Yes ☐

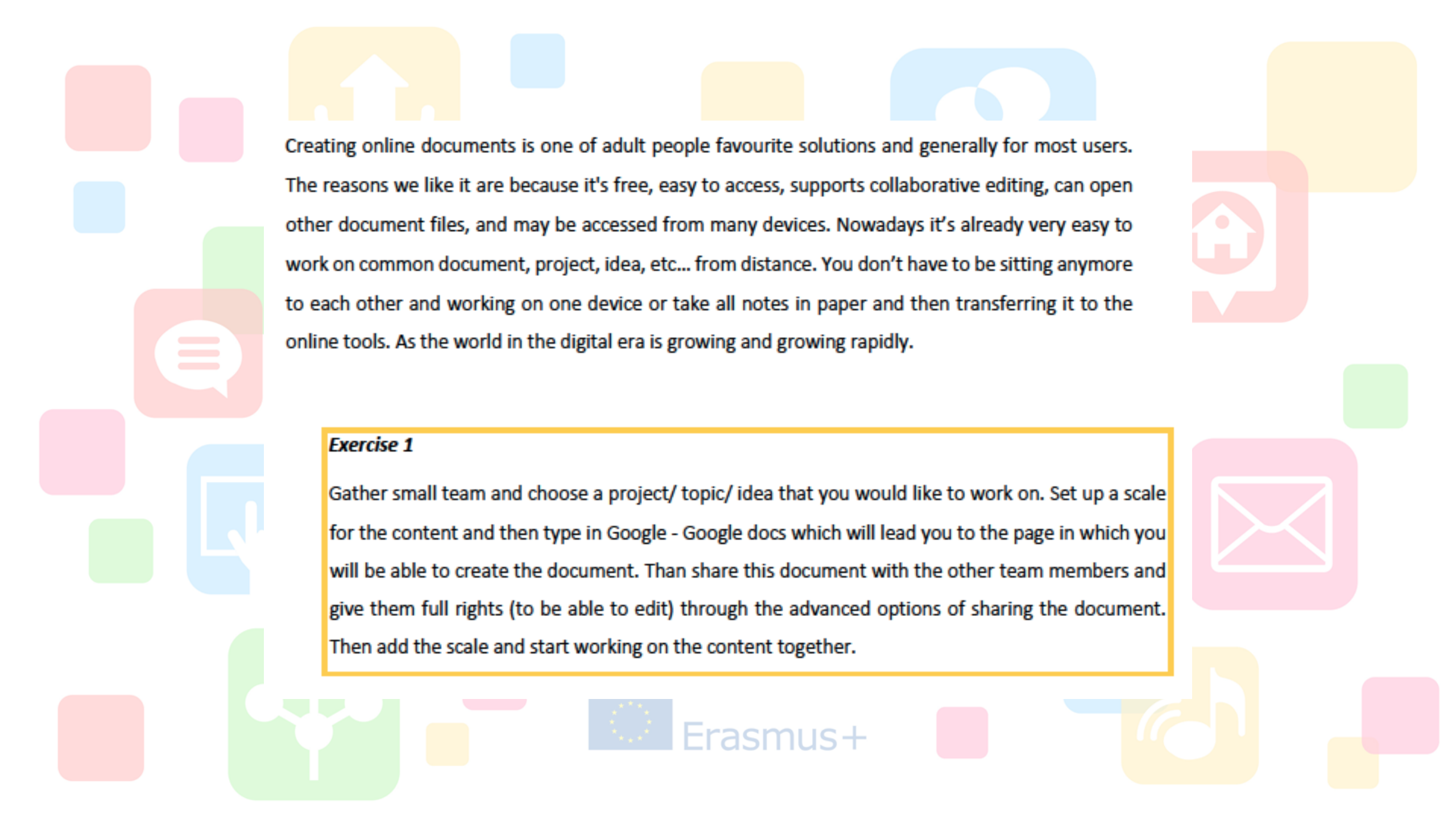
No ☐

6 - Can you identify and use the steps of the problem solving?

Yes ☐

No ☐



The background is white and decorated with various colorful squares and icons. At the top, there are yellow and blue shapes, including a house icon and a speech bubble. On the left, there are pink, blue, and green squares, along with a speech bubble icon and a smartphone icon. On the right, there are yellow, pink, and green squares, along with a house icon and an envelope icon. At the bottom, there are pink, yellow, and green squares, along with a network icon, the Erasmus+ logo, and a music note icon.

Creating online documents is one of adult people favourite solutions and generally for most users. The reasons we like it are because it's free, easy to access, supports collaborative editing, can open other document files, and may be accessed from many devices. Nowadays it's already very easy to work on common document, project, idea, etc... from distance. You don't have to be sitting anymore to each other and working on one device or take all notes in paper and then transferring it to the online tools. As the world in the digital era is growing and growing rapidly.

Exercise 1

Gather small team and choose a project/ topic/ idea that you would like to work on. Set up a scale for the content and then type in Google - Google docs which will lead you to the page in which you will be able to create the document. Than share this document with the other team members and give them full rights (to be able to edit) through the advanced options of sharing the document. Then add the scale and start working on the content together.



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- 1) Use file-sharing service
- 2) Copy the file to a disc and hand or mail it to the recipient which seem to be not so practical but for the time was the only option. Today, as far as file sharing goes, we have nearly endless opportunities with several tools - Dropbox, Box, Google Drive, Microsoft, One Drive and much more - these are among the services that enable you to share big files easily as well as store them in the cloud and have access across multiple devices and collaborate on them with colleagues.

Exercise 2

Create several video interviews or take photos during the day with your team or colleagues. Then download the files to your device and let's upload and share it. Open any of the tools described above and log in if required with your email -> create a folder and slide the files from your device to the uploading box / browse it through the search button on the tool on to your device. As a last step click on share button and send it to as much recipients using their email.



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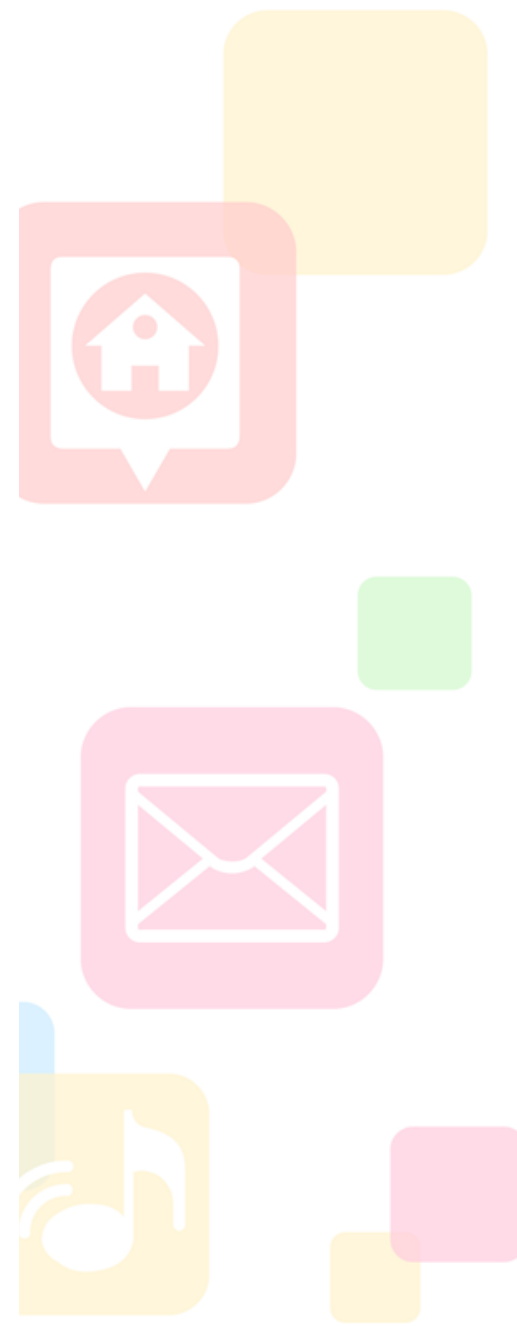
With the following two exercises we would like to present you both - traditional tools such as PowerPoint, Google Slides and Keynote can all be used to create presentations, as well as if you're looking to shake things up and connect with your audience in a fun and engaging way, it may be time to try one of the other digital solutions.

Exercise 4

Log in through your email to Google Slides. Click on add new/create new and complete presentation on topic you like by starting with front page including image -> add several other slides with information in form of a text or with bullet points. Then once you complete it present it to your audience.

Exercise 5

Here we will present you a little interactive way to create your presentation and be able to access it anywhere just you will need Wi-Fi connection or you can even download it and store it to your device or USB stick. Create an account and log it to Prezi which is quite interactive platform. Then from the menu you will be able either to choose converting PowerPoint presentation or create from template (choose the relevant for you) and start- > Choose a template that you like (according to the presentation you will be creating) -> If you would like to create more slides, just click on add new and you will be able to get as much slides and you would like. - > Insert the text, images, videos you would like to be included in the presentation and change the colors as you like -> Once you completed it - click on present and you are ready to share it.



Creating fun and interactive learning game is already very easy and fast – you can do it within in minutes. The format and number of questions is up to you as well as the description you will add as explanation to it. With the following exercise we will ask you to create quite interactive game for adults.

Exercise 6

Sign up and log in with your email to Kahoot. Than create as much questions as you need and give proper right and wrong answers. ->Add videos, images and diagrams to your questions to amplify engagement. -> Once completed as your friends, colleagues, students to join you and play with you-> Start the game (As a host and for that you also need a big screen, as everyone will be looking at it to see the questions and answers) and on the screen you will see PIN -> this pin number has to be typed by each player to their device (laptop, computer, tablet, smartphone or etc).-> Once the game starts you will be able to see on the big screen the question, time for answer and the answers and on the participants device – they will see only the figure of the answers and they need quickly to select the answer. After each question and answer you can stop and give more input to the game with content.

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