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ADULT COMMUNITY MEDIA LAB

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Adult
Community
Media
Lab
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Adult Community Media Lab



Adult Community Media Lab



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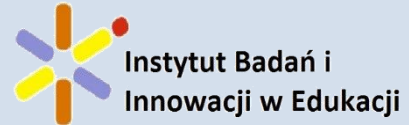
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1: SOCIAL ASPECTS AND PRIVACY

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Andrej Hanzir

Hrvatski Ured za Kreativnost i Inovacije



Learning Objectives

By the end of the Learning Unit, trainees will be capable of:

- Responsibly using social networks
- Detecting potential dangers on social networks and the internet
- Understanding the negative effects of the modern technology
- Understanding the benefits of the modern technology
- Protecting her/him-self from privacy breaches on the Internet
- Understanding most common Internet privacy issues
- Understanding the ethical dilemmas that come with reliance on technology



Basic Concepts (Key Words)

- Social networks
- Modern technology
- Privacy
- Private profile
- Collaborative learning
- Identity theft
- Digital frauds
- Cybersuicide
- Social isolation
- Internet addiction
- Online scams
- Secure passwords
- Communication
- Digitalization

Main objective

The overall objective of this module is for the users to fully understand and comprehend the importance of technology in our everyday lives and how it is shaping our social lives.

General Description

Rapid development of modern technology has caused major changes in our social culture, structure, and behavior. Through this module we are going to learn about social aspects of digitalization of our society, modern technology itself and last, but not least, about the matter of privacy on the internet.

Topic 1: name

In his history, the man has always used a certain technology to facilitate the effort of life, survival in nature and self-development. So, he started developing various hunting weapons, cultivating the land, producing various goods and the like, and over time man technology was getting better and better until we got to the present time when we were done all in a short time at your fingertips.

Letters are almost replaced by sending messages over social networks, we do not hunt for food anymore, nowadays it comes to us by ordering it online. In addition to the positive effects that the development of technology brings with it, the rapid development of technology is associated with some negative consequences. This lecture will introduce participants to modern technology, the positive and negative effects of technology and real-life examples, the importance of privacy and how to protect yourself online.

Topic 2:

Modern technology is all about efficiency and speed; it is about ensuring face-to-face communication, connecting you to your healthcare provider, and empowering you by giving you more access and control to the kind of care you get as well as service you receive.

In the world today, people cannot live without technology such as TV's, smartphones, computers, and others. These technologies have slowly taken an essential part in people's day-to-day lives and being without them would be unimaginable for some of us. To understand technology, one must know what it provides in terms of advantages, but also disadvantages.

Topic 3:

Online privacy, also known as internet privacy or digital privacy, refers to how much of your personal, financial, and browsing information remains private when you're online.

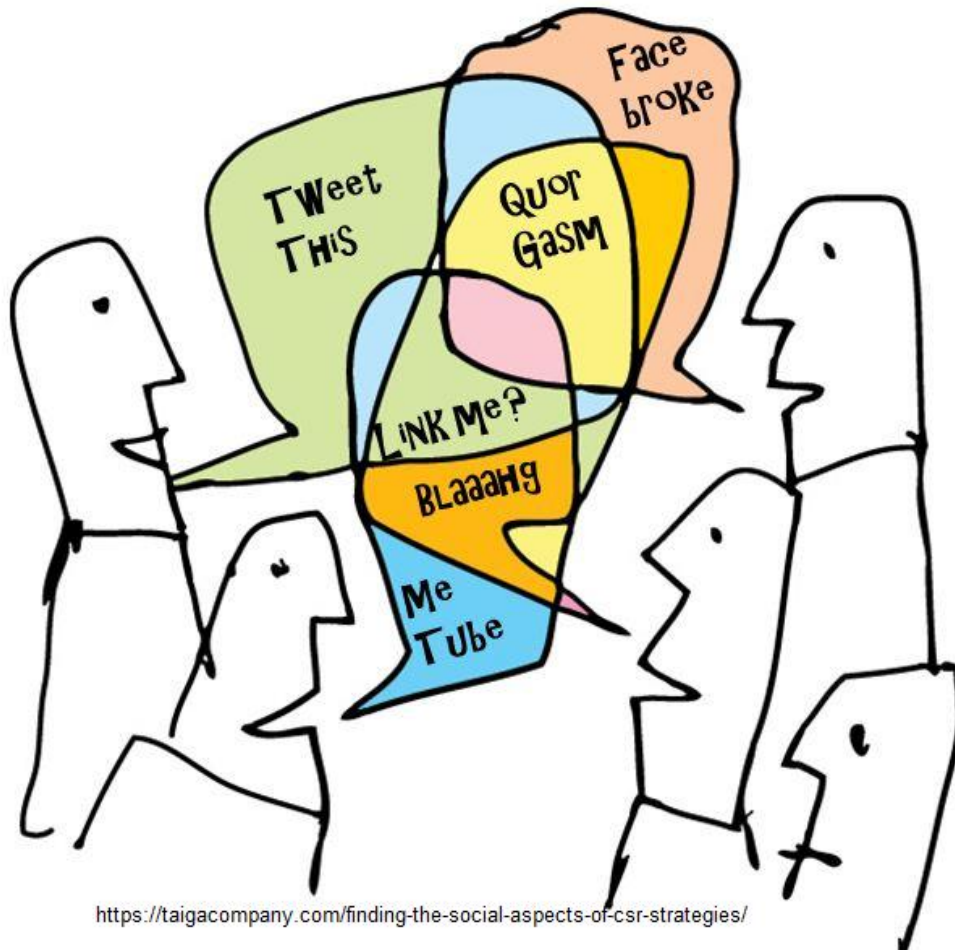
This has become a growing worry, with browsing history and personal data all potentially at risk when online.

Many people underestimate the importance of online privacy, but they should be aware of how much information they're sharing - not just on social networks, but just by browsing itself.

Module title	SOCIAL ASPECTS AND PRIVACY	
Education profile	High school - College	
Language of instruction	ENGLISH	
Target Group	Adults who are interested to improve their knowledge on digital media and would like to spend the acquired knowledge to support children, older adults, and low-skilled adults to use digital technology.	
Period	01.12.2021- 28.02.2022	
Hours	20 hours face-to-face learning. 20 hours of distance learning. 20 hours of online collaborative work	
Responsible	Katarina Guja	
Directional learning effects - symbols	Learning outcomes	
KNOWLEDGE		
	K1	Understanding of Social networks and their principles.
	K2	Knowledge and understanding of concepts such as cyberbullying, internet addiction, cybersuicide etc.
	K3	Knowledge about how modern technology changed our ways of communicating.
	K4	Benefits and negative effects from modern technology and rapid digitalization.
	K5	Importance of online privacy.
SKILLS		
	S1	Managing privacy settings on their social network profiles.
	S2	Setting up strong passwords for online accounts.

	S3	Using useful tips to keep their privacy on the internet.
	S4	Being able to take necessary steps in case of being attacked online.
	S5	Being able to protect their computer (notebook/PC).
COMPETENCES		
	C1	Staying safe and unhacked on the internet.
	C2	Having the ability to understand the dangers on the internet.
	C3	The ability to recognize negative effects or benefits of modern technology on society.
	C4	Wise use of privacy settings to protect personal information.
	C5	Ability to recognize online scams and unreal offers.
Module contents	Through this module we are going to learn about social aspects of digitalization of our society, modern technology itself and last, but not least, about the matter of privacy on the internet.	
Prerequisites and additional requirements	None.	
Compulsory literature	https://www.lifelock.com/learn-internet-security-ways-to-help-protect-your-personal-information-online.html	
Additional literature	<ul style="list-style-type: none"> • https://aging.com/what-is-modern-technology-and-how-is-it-changing/ • https://www.information-age.com/modern-technology-advantages-disadvantages-123465637/ • https://www.advergize.com/edu/advantages-technology-modern-life/ • https://clario.co/blog/what-is-online-privacy/ • https://www.sangoma.com/articles/7-ways-technology-can-increase-productivity/ 	

	<ul style="list-style-type: none">• https://industrytoday.com/manufacturing-how-technology-improves-the-industry/• https://www.stlouisfed.org/~media/education/tools/pdf/c3-chapter-5.pdf• https://www.advergize.com/edu/18-risks-and-disadvantages-of-technology/• https://www.safetydetectives.com/blog/the-most-hacked-passwords-in-the-world/
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	<ul style="list-style-type: none"> • https://www.securitymagazine.com/articles/93912-reasons-digital-fraud-is-on-the-rise • https://us.norton.com/internetsecurity-how-to-how-to-choose-a-secure-password.html
Planned forms / activities / didactic methods	<p>Watching the educational videos about a certain subtopic at the end of each subtopic.</p> <p>Learning how to practically change privacy settings on users' social network profiles.</p> <p>Group talks about users' experience with negative (or positive) effects of rapid digitalization.</p>
Assessment of learning outcomes	<p>Checking the answers to the given questions and checking the acquired knowledge through the given tasks at the end of each subtopic.</p> <p>Checking users understanding and acquired knowledge through informal conversation over breaks and at the end of activities.</p>

1. SOCIAL ASPECTS AND PRIVACY

To fully understand the effects of the Internet on society, we should remember that technology is material culture. It is produced in a social process in each institutional environment based on the ideas, values, interests, and knowledge of their producers, both their early producers and their subsequent producers. In this process we must include the users of the technology, who appropriate and adapt the technology rather than adopting it, and by doing so they modify and produce it in an endless process of interaction between technological production and social use.

Institutional change in the management of the Internet, keeping it under the loose management of the global Internet community, privatizing it, and allowing both commercial uses and cooperative uses.

There are major changes in social structure, culture, and social behavior: networking as a prevalent organizational form; individuation as the main orientation of social behavior; and the culture of autonomy as the culture of the network society.

1.1. SOCIAL ASPECTS

In his history, the man has always used a certain technology to facilitate the effort of life, survival in nature and self-development. So, he started developing various hunting weapons, cultivating the land, producing various goods and the like, and over time man technology was getting better and better until we got to the present time when we were done all in a short time at your fingertips. Letters are almost replaced by sending messages over social networks, we do not hunt for food anymore, nowadays it comes to us by ordering it online. In addition to the positive effects that the development of technology brings with it, the rapid development of technology is associated with some negative consequences. This lecture will introduce participants to modern technology, the positive and negative effects of technology and real-life examples, the importance of privacy and how to protect yourself online.

Content

The Internet is the decisive technology of the Information Age, as the electrical engine was the vector of technological transformation of the Industrial Age. This global network of computer networks, largely based nowadays on platforms of wireless communication, provides

ubiquitous capacity of multimodal, interactive communication in chosen time, transcending space.

Furthermore, for some time the spread of the Internet was limited by the difficulty to lay out land-based telecommunications infrastructure in the emerging countries. This has changed with the explosion of wireless communication in the early twenty-first century. Indeed, in 1991, there were about 16 million subscribers of wireless devices in the world, in 2013 they are close to 7 billion (in a planet of 7.7 billion human beings). Counting on the family and village uses of mobile phones and taking into consideration the limited use of these devices among children under five years of age, we can say that humankind is now almost entirely connected, albeit with great levels of inequality in the bandwidth as well as in the efficiency and price of the service.

The speed and scope of the transformation of our communication environment by Internet and wireless communication has triggered all kind of utopian and dystopian perceptions around the world.

Our society is a network society; that is, a society constructed around personal and organizational networks powered by digital networks and communicated via the Internet. And because networks are global and know no boundaries, the network society is a global network society. This historically specific social structure resulted from the interaction between the emerging technological paradigm based on the digital revolution and some major sociocultural changes. A primary dimension of these changes is what has been labelled the rise of the Me-centered society, or, in sociological terms, the process of individuation, the decline of community understood in terms of space, work, family, and ascription in general.

This is not the end of the community, and not the end of place-based interaction, but there is a shift toward the reconstruction of social relationships, including strong cultural and personal ties that could be considered a form of community, based on individual interests, values, and projects.

The process of individuation is not just a matter of cultural evolution, it is materially produced by the new forms of organizing economic activities, and social and political life.

But individuation does not mean isolation, or even less the end of community. Sociability is reconstructed as networked individualism and community through a quest for like-minded individuals in a process that combines online interaction with offline interaction, cyberspace, and the local space. Individuation is the key process in constituting subjects (individual or collective), networking is the organizational form constructed by these subjects; this is the network society, and the form of sociability. Network technologies are of course the medium for this new social structure and this new culture.

As stated above, academic research has established that the Internet does not isolate people, nor does it reduce their sociability; it increases sociability. The study showed that Internet use empowers people by increasing their feelings of security, personal freedom, and influence, all feelings that have a positive effect on happiness and personal well-being. The effect is particularly positive for people with lower income and who are less qualified, for people in the developing world, and for women. Age does not affect the positive relationship; it is significant

for all ages. Why women? Because they are at the center of the network of their families, Internet helps them to organize their lives. Also, it helps them to overcome their isolation, particularly in patriarchal societies. The Internet also contributes to the rise of the culture of autonomy.

1.1.1. Social networks

Since 2002 a new socio-technical revolution has taken place on the Internet: the rise of social network sites where now all human activities are present, from personal interaction to business, to work, to culture, to communication, to social movements, and to politics.

Social networking uses, in time globally spent, surpassed e-mail in November 2007. It surpassed e-mail in number of users in July 2009. In terms of users, it reached 1 billion by September 2010, with Facebook accounting for about half of it. In 2013 it has almost doubled, particularly because of increasing use in China, India, and Latin America.

Thus, the most important activity on the Internet now goes through social networking, and social networks have become the chosen platforms for all kind of activities, not just personal friendships or chatting, but for marketing, e-commerce, education, cultural creativity, media and entertainment distribution, health applications, and socio-political activism. This is a significant trend for society at large. People build networks to be with others, and to be with others they want to be with based on criteria that include those people who they already know (a selected sub-segment). Most users go on the site every day. It is permanent connectivity.

Because people are increasingly at ease in the multi-textuality and multidimensionality of the web, marketers, work organizations, service agencies, government, and civil society are migrating massively to the Internet, less and less setting up alternative sites, more and more being present in the networks that people construct by themselves and for themselves, with the help of Internet social networking entrepreneurs, some of whom become billionaires in the process, actually selling freedom and the possibility of the autonomous construction of lives. This is the liberating potential of the Internet made material practice by these social networking sites. The largest of these social networking sites are usually bounded social spaces managed by a company. Social Network Sites are often a business, but they are in the business of selling freedom, free expression, chosen sociability.

Social networking sites are organized sites on the web with more centered character providing in their overwhelming majority, a series of basic and free services such as creating profiles, uploading pictures and videos, commenting on actions taken by other members of the network or group, instant messaging and other more. The most famous of these websites are Facebook, Twitter, My Space, Skype, OoVoo, LinkedIn, Tumblr, YouTube, TripAdvisor. These websites are virtual communities where people can communicate and develop contacts through them.

1.1.2. Communication power

The ongoing transformation of communication technology in the digital age extends the reach of communication media to all domains of social life in a network that is at the same time global and local, generic, and customized, in an ever-changing pattern.

What is clear is that without the Internet we would not have seen the large-scale development of networking as the fundamental mechanism of social structuring and social change in every domain of social life. The Internet, the World Wide Web, and a variety of networks increasingly based on wireless platforms constitute the technological infrastructure of the network society, as the electrical grid and the electrical engine were the support system for the form of social organization that we conceptualized as the industrial society. Thus, as a social construction, this technological system is open ended, as the network society is an open-ended form of social organization that conveys the best and the worse in humankind. Yet, the global network society is our society, and the understanding of its logic on the basis of the interaction between culture, organization, and technology in the formation and development of social and technological networks is a key field of research in the twenty-first century.

(Source: <https://www.bbvaopenmind.com/en/articles/the-impact-of-the-internet-on-society-a-global-perspective/>)

1.1.3. Impact

Over the past two decades there was an upsurge of the use of Internet in human life. With this continuous development, Internet users can communicate with any part of the globe, to shop online, to use it as a mean of education, to work remotely and to conduct financial transactions.

It is an undeniable fact that both computers and the Internet have become one of the most important achievements of modern society. They bring their own revolution in human daily life (science, education, information, entertainment etc.) eliminating the distances and offering immediate and easily access to information and communication. With the continuous development of new technologies, the Internet users can communicate anywhere in the world to shop online, use it as an educational tool, work remotely and carry out financial transactions with various services offered by banks. The infinite possibilities that are offered by the Internet can often lead users to abuse it, or to use it for malicious purposes against other users, organizations and public services. Unfortunately, this rapid development of the Internet has a detrimental impact in our life, which leads to various phenomena such as cyber bullying, cyber porn, cyber suicide, Internet addiction, social isolation, cyber racism etc. Moreover, there is always the risk of any sort of fraud exploitation by the so-called experts of technology systems who use Internet as a mean to carry out illegal acts.

As mentioned before, the Internet is a powerful tool in our hands, but if it is not used properly can put someone in a very risky situation. The challenge of the Internet is to be able to recognize potential hazards, to know how to prevent the risks and create options to avoid and terminate them.

The most significant problems that may be found on the internet are:

Online Grooming describes the behavior that tries to inspire confidence to the young user, so that to be able to perform a secret meeting with the user. The sexual abuse of the victim, physical violence or child prostitution and abuse through pornography may be the outcome of this meeting which makes it a kind of psychological treatment that is conducted online. Another definition says that the grooming is a smart handling process, which typically starts without sexual approach, but is designed to entice the victim to sexual encounter. Moreover, sometimes is characterized as a seduction to highlight the slow and gradual process of disclosure of information from the younger user and build a relationship of trust.

Cyberbullying is an aggressive behavior using electronic means. Such behaviors can make young people feel lonely, unhappy, and frightened, to feel insecure and think that something is wrong. They lose confidence in their selves and may not want to go back to school or try to find ways to be isolated from their friends. Furthermore, in extreme cases, continuous, persistent, and intense bullying has led to terrible consequences such as suicide intent. Harassment among children and adolescents may occur in very different forms not only manifested through roughhouse and aggression, but also through different types of intimidation that leaves the victim exposed.

Cybersuicide describes the suicide or the attempt of suicide, which is influenced by the Internet. The Cybersuicide has caught the attention of the scientific community from the time that the recorded incidents of suicide are growing over the internet. It has been suggested that the use of the internet and specifically that the websites about suicide can promote suicide and thereby contribute to increasing rates of Cybersuicide. People who do not know each other come together and meet online and then they are gathered in a certain place to commit suicide together. Apart from committing suicide on the internet there is the case of users who commit this act while they are connected to the Internet: “committing suicide in real time via webcam”. In response to the above and other similar cases, the issue of the impact of the Internet in facilitating suicide has begun to be actively discussed. On a practical level, the scientific research regarding the Cybersuicide is still in a native stage, and the empirical evidence that the Internet has contributed to the increase of suicides is currently minimal.

Cyber Racism refers to the phenomenon of online racism. The expression of racism on the internet is common and frequent and is facilitate by the anonymity which is offered by the internet. Racism may be expressed through racist websites, photos videos, comments, and messages on social networks.

Internet addiction is a relatively new form of dependency, which is under review by the scientific community. Essentially it refers to the increasing number of people who report more and more involvement with the Internet to raise the feeling of satisfaction and a systematic increase in the time spent for pumping this feeling. The Internet addiction although not officially recognized as a clinical entity is a condition that causes significant reduction in the social and professional or academic functioning of the individual. Experts of mental health are increasingly invited to approach therapeutically people with problematic Internet use.

Online scams. The internet facilitates electronic transactions, every day for millions of people and businesses and arrange their economic works through the net. As a matter of fact, it is necessary that the navigation on websites that include transactions should be performed with extreme caution and with confidence that they have been considered the forthcoming legislation and the compulsory insurance transaction regarding personal data. The most common scam is the method of Phishing. It comes from combining the words password (code) and fishing (fishing). This is a particularly smart technique for economic deception through revealing both the personal data and in particular information concerning financial transactions. Misled unsuspecting users may disclose personal information to a fake form on the Internet. Evidence of the faked victim are double crossed and used for gaining access to personal data.

Electronic Gambling, with the term Electronic Gambling can be identified the activity during which two or more people meet online to exchange bets. Such activity involves the risk of real financial loss or gain. One of the main problems of gambling is loss of money. This can lead to lose ones' savings, home, or property etc. Many people become addicted, and they cannot stop thinking that during the next round will get their money back. Therefore, wasting a lot of money one can waste considerable time in parallel, neglecting existing obligations with all the other ensuing consequences of the addiction. It is found that even the frequent attendance in gambling environments where there is no use of real money, can cause addiction. The ease of access to online gambling websites increases the risks of engagement of young adults in such activities.

Physical problems associated with the use of Computers: The ever-increasing use of computers has a negative impact on the health of users affecting various systems and causing physical and mental problems. Due to these problems, there is a discrepancy on the body functionality of some user's system with consequent changes in their quality of life. The most important of these problems affect the following systems: a) The ophthalmology system, b) The nervous system, c) The musculoskeletal system, d) Headaches, e) Tendency to obesity.

In conclusion, one would say that the Internet benefits are numerous and contribute to the progress and prosperity of humans in all areas. It offers quick access to information and facilitates communications. However, Internet is provided in abundance and is easily accessible and the illogical use of the Internet makes it be quite dangerous. For this reason, users should be aware of and face critically the information handed at the websites, so that to ensure a proper behavior and delimit the excessive use it of it. The result will be to never appear any effect that will endanger the personal welfare of the users. As a matter of fact, the logical use and the maintain balance are the key to maximizing the benefits of the Internet.

(Source: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4789623/>)

1.1.4. Exercises

Social networks – exercises for best practice for safe social networking

- Manage your privacy settings – go to your profiles on social networks and look at your privacy settings – make notes about what are new info you learned about privacy settings and change some settings for better protection of your privacy.

More information about privacy settings:

- How to Change Your Facebook Privacy Settings (2021 tutorial): <https://www.youtube.com/watch?v=KBdFF2Bm5jg>
- 6 Facebook Privacy Settings You Should Change Now [2020]: <https://www.youtube.com/watch?v=3gd4vqD6-3s>
- Remember: once posted, always posted. – Things you post online stay online forever. This is something that can affect your future in terms of employment, enrolling university, etc.

More information about the online reputation:

- Your online life, permanent as a tattoo: https://www.ted.com/talks/juan_enriquez_your_online_life_permanent_as_a_tattoo
- Keep personal info personal. Here are 5 Ways to Help Protect Your Personal Information Online: <https://www.lifelock.com/learn-internet-security-ways-to-help-protect-your-personal-information-online.html> - find out more about each of those ways and apply them in your everyday live while using internet and being online.
- Protect your computer.
- Know what action to take.
- Use strong passwords.
- Be cautious on social networking sites.

1.1.5. Evaluation

1. In terms of users Internet reached 1 billion by September _____ [insert year].
2. The most common scam is the _____ [insert method]. It comes from combining the words _____ and _____.
3. Write down 3 physical problems associated with the use of Computers: _____, _____ and _____.
4. Explain Online Grooming in your own words.
5. What is a social network?

1.2. MODERN TECHNOLOGY

Modern technology is all about efficiency and speed; it is about ensuring face-to-face communication, connecting you to your healthcare provider, and empowering you by giving you more access and control to the kind of care you get as well as service you receive.

In the world today, people cannot live without technology such as TV's, smartphones, computers, and others. These technologies have slowly taken an essential part in people's day-to-day lives and being without them would be unimaginable for some of us. To understand technology, one must know what it provides in terms of advantages, but also disadvantages.

1.2.1. Modern technology and communication

Technology is now the most important communication tool for organizations. Technology has transformed how organizations conduct public relations and marketing, including how they interact with the media and stakeholders. Graduates with a master's degree in communication gain skills to guide and perfect an organization's use of communication technology to better achieve goals. Here are 5 Ways Technology Has Changed the Communication Field:

1. Traditional Media vs. New Media

The rapid development and adoption of new technology has changed the face of communication through traditional media. The word of the day, according to the Newspaper Association of America, is innovation. Professional journalists in print and broadcast media have had to compete with amateur publishers for readers' limited attention spans. Media organizations that fail to keep current on communication technology may find themselves swallowed up by other more agile organizations that can. Web-based and mobile apps like Twitter, Instagram, and Facebook are often the first places readers go when they want breaking news.

2. Traditional Marketing Communication vs. Digital Marketing Communication

The technology revolution has dramatically altered marketing as well. Companies can no longer rely on traditional advertising to generate revenue. This trend has resulted in several developments in marketing communication:

- Native advertising, which is driving customers to a website by embedding a sponsored link within a news feed, which offers value-add content.
- Retargeting ads, which are "sticky ads" that follow users around as they visit other sites.
- Customer relationship management automation, which allows users to build drip-style email marketing campaigns based on user triggers.
- Big data, which has enabled marketers to collect vast amounts of data about their audiences so they can predict what they might do next.
- The need to carefully craft a messaging strategy that addresses all stakeholders according to their specific needs.

3. Public Relations in a Digital World

Social media has made public relations (PR) more challenging, but it has also broadened an organization's accessibility. Public relations managers must be diligent in the way that communication is used. In the past, high-ranking officials in an organization may have left most communication outside of the business to a PR representative. Now each time senior managers interact with stakeholders, the media and the public, they are vulnerable to misrepresentation. With the proliferation of smart devices and real-time reporting, PR professionals have to educate and monitor everyone in an organization. They must also develop crisis communication plans when embarrassing and negative news goes viral over social media.

4. Devices for Communication Technology

The growing abundance of technological devices means that virtually every person in the company has a computer at home and a mobile phone in their pockets. It is also commonplace for employees to bring their mobile devices to work or to conduct work off them from their home. This practice puts organizations at risk for data breaches.

5. Communication in the Workplace

The accessibility that non-technical professionals have to devices and applications raises a question regarding how businesses practice organizational communication outside their walls. The Institute for PR (IPR) sees this as an excellent opportunity for communication professionals to "think outside the firewall." In other words, communication professionals should consider the merits of making content available outside of their organization's private servers. Allowing employees to access digital files and work email outside of a business firewall might increase productivity.

(Source: <https://programs.online.american.edu/msc/masters-strategic-communication/resources/5-ways-technology-has-changed-the-communication-field>)

1.2.2. Benefits of modern technology

Some of the benefits modern technology brings are easy access to information, saving time, ease of mobility, better communication means, cost efficiency, innovation in many fields, improved banking, better learning techniques, artificial intelligence and many more. Some of the real-life examples of how technology benefits everyday life will be presented.

Better communication means

Modern technology brings better communication means worldwide. People now can communicate worldwide in real time with their distance friends, relatives and business related. Most used communication tools are social medias, messaging platforms and applications: WhatsApp, Instagram, Facebook, Twitter, LinkedIn, Pinterest, Viber.

Communication has been made easy. The invention of computers, mobile phones, and the Internet has turned out to be a boon for mankind and has made the process of two-way

communication faster, simpler, and effective. Remember, how e-mails transformed the way we used to communicate officially or with our near and dear ones.

Increasing production of goods and services - reducing the amount of labor

One of the first ways that technology can improve your manufacturing business is by maximizing efficiency. This means that technology can ensure time is used in the best manner possible by cutting down production times and automating tedious as well as time-consuming tasks.

As a manufacturing company, it's likely that you manage mass data. As with any data, it can become problematic if you don't have adequate knowledge regarding how to manage it. Seeing as better data management is said to improve the profitability of a manufacturing business, it is in your best interest to find more effective ways of doing so which is where technology comes in.

Productivity is key when running a manufacturing business as the greater the productivity, the more you can produce and the quicker you can produce it.

(Source: <https://www.youtube.com/watch?v=UD33UWmwSYE>)

Higher living standards

Technological change has resulted in increased productivity and hence higher standards of living ever since humans began using tools. Historically, adaptation to technological innovation occurs over long periods of time; however, the rate of that change has been accelerating, and citizens' responses to those innovations do not always keep pace with the changes.

Technology increases productivity - that is, the amount of output per unit of input. Increased productivity means more of the goods and services that increase peoples' standards of living. These increases result not just from the change in technology, but also from increases in the education and skill level of the work force.

1.2.3. Negative effects

With such a rapid technology adoption that we've witnessed in the past few decades, we should also be wary of the many disadvantages of technology on our lives and our society.

As we all know, too much of something can be harmful. Same is true of technology, and the many negative effects it brings into our lives.

Environmental pollution - depletion of natural resources

The industrial age has led us to climate hazards, global warming, and a polluted environment. Commercial production of food, and daily household items, is causing many health problems, and creating a sick and a weak work always in need of the healthcare system.

Another aspect of this problem is that we are currently in a situation in which nuclear weapons and weapons of mass destruction can wipe out humanity if a global conflict escalates to a point of no return. The consequences of a such conflict would be catastrophic for the environment.

Negative impact of technology on work life

A large part of the workforce gets replaced with new technology causing unemployment in some cases, especially for the majority of jobs which require no higher education, and which can more and more easily be replaced by automatization technology.

With people carrying their work laptops home, and checking work emails at home, while sleeping, when waking up, in the bathroom etc. There is almost no differentiation between family and work life.

Too much information but no knowledge, people browse through thousands of news items every day, but none of it is retained to a point where it becomes knowledge.

Unemployment

On the other hand, the evolution of modern technology has disadvantages, for example, dependence on new technology. Man no longer needs to think. Even if the calculator is a good invention, man no longer makes mental calculation and no longer works his memory. The decline of human capital implies an increase in unemployment. In some areas, devices can replace the human mind.

Ethical dilemmas

Reliance on technology has increased social anxiety, where people are more comfortable communicating with others through messages and chat apps, but not physically. Too much content, gaming, and indoor activities have impacted how people live their lives – in turn leading to high obesity rates, more health issues, and new kinds of addictions. Some other examples are:

- Over dependence on gadgets.
- Family distancing: people in the same room don't talk to each other, but only to their devices.
- Social isolation and loneliness.
- Laziness and lives of convenience.
- Technology is wiping out contentment – where everyone is running towards acquiring more, and not being grateful for what they possess.
- Virtual experiences are taking preference of real physical experiences.

(Source: The social dilemma: <https://www.youtube.com/watch?v=uaaC57tcci0>)

1.2.4. Exercises

Watch the following videos:

- <https://www.youtube.com/watch?v=UD33UWmwSYE>
- https://www.youtube.com/watch?v=0_GsK113V_s
- <https://www.youtube.com/watch?v=opdc8hQN0ew>

After watching, write a short summary of these videos and try to define key points that should be learned from them.

Name at least three benefits and three negative effects that technology had in your country.

- Country:
- Negative effects:
 - o 1.
 - o 2.
 - o 3.
- Benefits:
 - o 1.
 - o 2.
 - o 3.

1.2.5. Evaluation

1. Which benefit of modern technology from all the mentioned ones would you say is the most important one? Elaborate.
2. How has modern technology changed communication in PR sector?
3. Technological change has resulted in _____ productivity and hence lower/higher standards of living ever since humans began using tools.
4. Which negative effect of modern technology from all the mentioned ones would you say is the most devastating one?
5. Name at least 5 ethical dilemmas which are a result of negative effects of modern technology.

1.3. PRIVACY ON INTERNET

Online privacy, also known as internet privacy or digital privacy, refers to how much of your personal, financial, and browsing information remains private when you're online.

This has become a growing worry, with browsing history and personal data all potentially at risk when online.

Many people underestimate the importance of online privacy, but they should be aware of how much information they're sharing - not just on social networks, but just by browsing itself.

Privacy concerns with social networking services is a subset of data privacy, involving the right of mandating personal privacy concerning storing, re-purposing, provision to third parties, and displaying of information pertaining to oneself via the Internet. Social network security and privacy issues result from the large amounts of information these sites process each day. Features that invite users to participate in—messages, invitations, photos, open platform applications and other applications are often the venues for others to gain access to a user's private information. In addition, the technologies needed to deal with user's information may intrude their privacy.

The advent of the Web 2.0 has caused social profiling and is a growing concern for internet privacy. Web 2.0 is the system that facilitates participatory information sharing and collaboration on the Internet, in social networking media websites like Facebook and MySpace. These social networking sites have seen a boom in their popularity beginning in the late 2000s. Through these websites many people are giving their personal information out on the internet. These social networks keep track of all interactions used on their sites and save them for later use. Issues include cyberstalking, location disclosure, social profiling, 3rd party personal information disclosure, and government use of social network websites in investigations without the safeguard of a search warrant.

There are several causes that contribute to the invasion of privacy throughout social networking platforms. It has been recognized that “by design, social media technologies contest mechanisms for control and access to personal information, as the sharing of user-generated content is central to their function.” This proves that social networking companies need private information to become public so their sites can operate. They require people to share and connect with each other. This may not necessarily be a bad thing; however, one must be aware of the privacy concerns. Even with privacy settings, posts on the internet can still be shared with people beyond a user's followers or friends. One reason for this is that “English law is currently incapable of protecting those who share on social media from having their information disseminated further than they intend.” Information always has the chance to be unintentionally spread online. Once something is posted on the internet, it becomes public and is no longer private. Users can turn privacy settings on for their accounts; however, that does not guarantee that information will not go beyond their intended audience. Pictures and posts can be saved, and posts may never really get deleted. In 2013, the Pew Research Center found that “60% of teenage Facebook users have private profiles.” This proves that privacy is something that people still wish to obtain.

A person's life becomes much more public because of social networking. Social media sites have allowed people to connect with many more people than with just in person interactions. People can connect with users from across the world that they may never have the chance to meet in person. This can have positive effects; however, this also raises many concerns about privacy. Information can be posted about a person that they do not want to get out. In the book *It's Complicated*, the author, Danah Boyd, explains that some people “believe that a willingness to share in public spaces—and, most certainly, any act of exhibitionism and publicity—is incompatible with a desire for personal privacy.” Once something is posted on the internet, it

becomes accessible to multiple people and can even be shared beyond just assumed friends or followers. Many employers now look at a person's social media before hiring them for a job or position. Social media has become a tool that people use to find out information about a person's life. Someone can learn a lot about a person based on what they post before they even meet them once in person. The ability to achieve privacy is a never-ending process. Boyd describes that "achieving privacy requires the ability to control the social situation by navigating complex contextual cues, technical affordances, and social dynamics." Society is constantly changing; therefore, the ability to understand social situations to obtain privacy regularly must be changed.

1.3.1. Importance of privacy

You should value data privacy online in the same way as the real world. So, you have a confidential conversation behind closed doors or only share your financial details with a bank.

It's important to remember that nothing is free: whether it be downloading apps, using a company's "free" email service (such as Gmail) or social networks like Facebook. Even visiting a website means you're sharing data about yourself. And, as some people in your life know you better than others, online privacy exists on a spectrum: some online entities gather and store more information about you than other platforms.

Online privacy is important for numerous reasons. You don't want to share details of your personal life with strangers and it's hard to be sure what personal information is gathered and by whom: information collected by one company might be shared with another.

You might be uncomfortable with bespoke, targeted ads that remember your internet search history. But even more problematic is information sold from one company to another, or data gathered and shared without your consent. Ultimately, this is identity theft.

1.3.2. The biggest internet privacy issues

As mentioned, internet-related privacy issues exist on a spectrum, from information you don't mind sharing (say, a public social media account), to nuisance privacy compromises (targeted ads, for instance) to public embarrassment or breaches that affect your personal life (financial breaches or professional setbacks).

Most common internet privacy issues:

- Search engines user tracking
- Social media data harvesting
- Cookies/online tracking
- Mobile apps and privacy
- Identity theft

In the picture below you can see a list of the Top 30 Most Used Passwords in the World. One of the easiest ways a hacker or a criminal can steal your identity or personal data is to breach

an easy password. Therefore, simple, and very easy passwords to hack are not an option if you want to use the internet securely and responsibly.



Figure 1 Most used passwords in the World

1.3.3. Digital frauds

Digital fraud is a problem businesses all around the world have been facing since the advent of e-commerce in the 1990s, and its threat only increases with each passing year.

From current trends and consumer attitudes to technological enhancements and more sophisticated tactics, let's look at the top nine reasons digital fraud is rapidly increasing:

1. Chaos caused by the global COVID-19 crisis.
2. A changing e-commerce landscapes.
3. The advent of new marketplace platforms.
4. Payments moving online.
5. Increasingly digital banking services.
6. New consumer expectations.
7. More sophisticated fraud tactics.
8. Unclear legal jurisdiction of cross-border fraud.
9. Technological advancements.

To sum up, privacy was always important in people's lives, even before the rapid advancement of technology. During the era of digitalization, which has also implicated in our social lives and

networks, the problem of privacy breach has become one of the biggest issues on the internet. That's exactly why anyone who uses internet for private or professional purposes, should take precautions while being online. It is very easy to become a victim of a personal data breach or even worse, identity theft.

1.4. EXERCISES

Watch this video and look for tips on how to protect your privacy:
<https://www.youtube.com/watch?v=jxeeKKfjb5o>

Tips from the video:

- 1.
- 2.
- 3.
- 4.

Watch this video about Common Computer and Internet Fraud Schemes:
<https://www.youtube.com/watch?v=x7CQAv1IbaQ>

How to protect ourselves? → safe passwords

- Do use Two-Factor Authentication (2FA) whenever possible. 2FA adds another layer of security to any account you may be logging into.
- Use a combination of uppercase and lowercase letters, symbols, and numbers.
- Make sure your user passwords are at least eight characters long. The more characters and symbols your passwords contain, the more difficult they are to guess.
- Use abbreviated phrases for passwords. You can choose a phrase such as "I want to go to England." You can convert this phrase to an abbreviation by using the first letters of each word and changing the word "to" to a number "2." This will result in the following basic password phrase: iw2g2e. Make it even more complex by adding punctuation, spaces, or symbols: %iw2g2e! @
- Do change your passwords regularly.
- Log out of websites and devices when you are finished using them.

1.5. EVALUATION

1. Name FIVE most common internet privacy issues:

- 1.
- 2.

- 3.
 - 4.
 - 5.
2. Many employers now look at a person's before hiring them for a job or position.
3. In 2013, the Pew Research Center found that "60% of teenage Facebook users have public/private profiles." This proves that privacy is something that people wish/don't want to obtain.
4. Name FIVE from top nine reasons digital fraud is rapidly increasing:
- 1.
 - 2.
 - 3.
 - 4.
 - 5.
5. It has been recognized that by design, social media technologies contest mechanisms for and to personal information, as the sharing of user-generated content is central to their function. This proves that social networking companies need private information to so their sites can operate.

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Modules:

Component 1: Module Title – Social aspects and privacy

Component 2: Main Objective – The overall objective of this module is for the users to fully understand and comprehend the importance of technology in our everyday lives and how it is shaping our social lives.

Component 3: Topics – Social aspects (Social networks, Communication power, Impact), Modern technology (Modern technology and communication, Benefits, Negative effects), Privacy on the Internet (Importance of privacy, Biggest Internet privacy issues, Digital frauds).

Component 4: Learning Outcomes – A user will use social networks responsibly and be aware of the dangers that are present on the Internet. Besides that, a user will understand both the negative and positive effects technology and its rapid advancement has on global and local communities. And last, but not least, a user will be careful and on the lookout for potential privacy breaches and dangers which naturally come with constant use of the modern technology in our everyday lives.

MODULE 2: CYBERSECURITY ASPECTS AND CYBER THREATS

Gilberto Marzano

Anna Pellegrino

Ecoistituto del Friuli Venezia Giulia



Learning Objectives

This lecture introduces and discusses the notions of cyber security and cybercrime.

The digital revolution changed the social relationships giving new and powerful communication facilities but also creating new threats and risk.

The objective of this learning unit is to provide learners with the basic notions of cybersecurity and cyber threats.

By the end of the Learning Unit, trainees will be capable of:

- Understanding the risks of cyberspace
- Using the internet and digital media in a safe way



Basic Concepts (Key Words)

- Cybersecurity
- Cybercrime
- Cyberbullying
- Ransomware
- Phishing
- Grooming
- Cyber attacks
- Cyber traffick

Main objective:

To provide learners with fundamental notions on cybersecurity, cybercrime, and cyber risks.

General Description:

This module is intended for adult people willing to acquire the professional skill for the “**social media literacy tutors**”. The social media literacy tutor will collaborate with schools, NGOs, consumer associations, and local government institutions (ACML objectives)

A social media literacy tutor should understand the risks of cyberspace and know how to stay safe online.

Cybercrimes are directly connected with the spread of online technologies. Indeed, the greater availability of internet connections has resulted in a growth of cybercrime cases. Over the last decade, the number of victims of cyber attacks has increased, whilst the wide distribution of mobile devices has generated new conditions that have contributed to the multifariousness of cyber aggression.

In fact, although the internet has undoubtedly changed our lives, human nature has remained essentially the same. Accordingly, the spread of the new technologies has actually served to multiply the risks and threats faced by people when using the internet, since cyberspace is not forbidden to swindlers, cheaters, crooks, and individuals who like to thief and trick other people.

Topic 1. Understanding cybersecurity and cybercrime

Cybersecurity is a complex and, rapidly changing field whose professionals spend years, if not decades, studying and working to develop and maintain skills and expertise to contrast criminals.

Topic 2. How the internet works.

To understand how to combact cyberattacks and cyber threats it is essential to know the internet works.

Module title	CYBERSECURITY ASPECTS AND CYBER THREATS
Education profile	Adult learners
Language of instruction	English

Target Group	<ol style="list-style-type: none"> Adults who are interested in improving their knowledge of digital media Older Adults and low-skilled adults to use digital technology. Other target groups involved in this project are older adults, low-skilled adults, Consumer Associations, Social services, NGOs engaged in community development 	
Period	Ten weeks (3 hours per week)	
Hours	30 hours	
Responsible	Organizations for the professional and personal development of adults.	
Directional learning effects - symbols	Learning outcomes	
KNOWLEDGE		
Develop	K1	New skills in cybersecurity, cybercrime, and cyber risks
Integrate	K2	Integrating new knowledge with their expertise
Safety	K3	How to be safe on the internet
Protection	K4	How to protect themselves from data theft
Problem solving	K5	Solving difficulties found when using social media
SKILLS		
Interact	S1	Interact with other pals
Share	S2	Share content on social networks
Engage	S3	Engage people in discussions and feedback
Collaborate	S4	Manage collaborative learning activities
Manage	S5	Manage social media channels
COMPETENCES		
Inclusive	C1	Open minded and respectful with other learners
Informed	C2	Assess media literacy and posts found on social media
Commitment	C3	Use of social media and digital channels for civic engagement
Balanced	C4	Use safely social media and the internet
Alert	C5	Aware of misuse of social media and its consequences.

Module contents	<p>Understanding Cybersecurity And Cyber Crime. What Is Cybersecurity? What Is Cybercrime? Cybercrime Is A Lucrative Activity Cybercrime Typologies Cybercrimes Agaist An Individual Cyberstalking Cyberbullying Revenge Porn Tips To Protecting Yourself From Cyberstalkers Catfishing Cyber Trafficking Grooming Cybercrimes Against Property Ransomware Cybercrime Against Government Cyberterrorism How The Internet Works What The Internet Is Exercises Cyber Attacks Denial-Of-Service (Dos) Attacks Disributed Denial-Of-Service (Dos) Attacks Botnets And Zombies Tips For Protecting Yourself Against Botnets Malaware And Cyber Criminal Threats Trojans Impersonation And Phishing Exercise Data Security Interruption Interception Modification</p>
Prerequisites and additional requirements	Basic knowledge of the Internet.
Compulsory literature	Documents prepared in the ACML project
Additional literature	<p>Students will analyse Updated online information provided by the teacher. Marzano, Gilberto & Ochoa Siguencia, Luis. (2017). Sharing emotions and experience: How Social Media can affect travellers' behaviour. https://www.researchgate.net/publication/321709262</p>
Planned forms / activities / didactic methods	The teacher will present the key concepts, which will be discussed later in class.

Assessment methods of learning outcomes	Questionnaires with multiple answers and participation in class.
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2. CYBERSECURITY ASPECTS AND CYBER THREATS

The digital revolution changed the social relationships giving new and powerful communication facilities. Nevertheless, new risks and threats arised due to the spread of online communication.

This lecture introduces and dicusses the notions of cyber security and cybercrime.

2.1. UNDERSTANDING CYBERSECURITY AND CYBER CRIME

The reliance on technology has created enormeous risks. Not a day goes by without some new story emerging of data breach, cyber attacks to institutions, and cyber crimes to individuals. Indded, because humanity's reliance on technology increases on a dayly basis, the potential adverse consequence of cyber attacks have grown exponentially to the point that people can now lose their fortunes, their reputations, them health, on even their lives, as the results of cyber attacks.

Cybersecurity is a complex and, rapidly changing field whose professionals years, if not decades, studying and working to develop and maintain skills and expertise to contrast criminals.

2.1.1. What is cybersecurity?

The notion of cybersecurity refers to the protection of digital networks, programs, and data from cyberattacks.

Note that security isn't just the notion of being free of danger but it is associated with the presence of an adversary.

A cybersecurity issue take place if an adversary seeks to gain something from a malicious activity in the cyberspace, for example:

- Obtaining private information
- Undermining the system
- Preventing the legitimate use of the system

2.1.2. What is cybercrime?

Cybercrime is any criminal activity that takes place on or over:

- Computers
- Internet
- Smartphones, and
- Different digital technologies

Most of cybercrime offences encompass traditional crimes, such as hacking, fraud, pornography, pedophilia, etc.

The term hacking is used to address any gaining of unauthorized access to data in a system or computer.

Cybercrimes are generally categorized into 3 classes, specifically crime against:

1. Individual
2. Property
3. Government

Cybercrimes result from the activity of criminal organizations.

They are not the act of a single young smart individual with a hoodie.

2.1.3. Cybercrime is a lucrative activity

A recent study carried out by Atlas VPN shows that cyberattacks are helping criminals in total to make more than \$1.5 trillion in revenue each year, which is the three times the \$514 billion Walmart makes annually.

Cybercrime is even more lucrative than the technology used to commit these acts, with the revenues from Apple, Amazon, Facebook, Tesla and Microsoft bringing in a combined total of \$761 billion in 2019. “ The process of improving the terms for individuals and groups to take part in society”

The study reports that **ransomware** brings about \$1 billion each year while cybercrime-as-a-service can bring in as much as \$1.6 billion annually.

Ransomware is a form of malware that encrypts a victim's files. The attacker then demands a ransom from the victim to restore access to the data upon payment. Users are shown instructions for how to pay a fee to get the decryption key.

2.1.4. Cybercrime typologies

Individual. This sort of law-breaking includes:

- Cyberstalking
- Trafficking, and
- Grooming.

Property. A cybercriminal can:

- steal personal bank details and siphon money
- misuse the credit card to make purchases online
- run a scam to urge naïve individuals to give their money
- use a malicious software to access an organization website or disrupt its system.

Government. The most common cybercrime against a government is known as cyberterrorism.

The term cyberterrorism refers to the use of the Internet in order to perform violent actions that either threaten or result in serious bodily harm or even loss of life. Cyberterrorism acts often aim to achieve political or ideological advantages by means of intimidation, fear and threat.

2.1.5. Cybercrimes against an individual

The most diffused cybercrimes against an individual are:

- Cyberstalking
- Cyberbullying
- Revenge porn

2.1.5.1. Cyberstalking

Cyberstalking is the use of the internet, or other electronic means, to harass and intimidate a selected victim.

Common characteristics include (but aren't limited to) classic 'stalking' behavior — tracking someone's location and monitoring their online and real-world activities.

Cyberstalkers have been known to fit GPS devices to their victims' cars, use geolocation spyware on their phones, and obsessively track their victims' whereabouts through social media.

Cyberstalking can include other behavior that's intended to intimidate victims or make their lives unbearable.

For instance, cyberstalkers might target their victims on social media, trolling and sending threatening messages.

Cyberstalkers might also hack emails, to communicate with the victim's contacts, including friends and even employers.

Social media stalking can include faking photos or sending threatening private messages.

Often, cyberstalkers spread malicious rumors and make false accusations, or even create and publish revenge porn. They might also engage in identity theft and create fake social media profiles or blogs about their victim.

Most cyberstalking victims are women, 20 to 40 percent of victims are actually men.

Cyberstalking goes a lot further than just following someone on a social network. It's the intent to intimidate, which is the defining characteristic of cyberstalking.

2.1.5.2. Cyberbullying

Cyberbullying is not a novelty. Willard (2005) identified the following forms of **online harassment**:

- Repeated sending of offensive messages to a person;
- Intimidating a person through threats;

- Denigrating somebody by means of false or cruel information;
- Pretending to be somebody and sending inappropriate material in their name;
- Spreading sensitive or embarrassing information about a person;
- Intentionally excluding somebody from an online group.

At the moment, there is no universally accepted definition of cyberbullying.

This is due to the fact that cyberbullying is a relatively recent phenomenon, closely tied to the progress of technology.

In many ways, it can be considered a collateral effect of the behavioral changes that digital technologies are producing in the spheres of communication and social interaction, namely the sphere of socialization.

Cyberbullying represents a multifaceted phenomenon, since the more the internet and social networks spread, the more socialization assumes new forms and, accordingly, the more new forms of harassment and violence emerge on the web.

Some of the most often cited definitions of cyberbullying are:

An aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him or herself. (Smith et al., 2008, p. 376)

[...] any behavior performed through electronic or digital media by individuals or groups that repeatedly communicate hostile or aggressive messages intended to inflict harm or discomfort on others. (Tokunaga, 2010, p. 278)

Like traditional bullying, cyberbullying is an act of aggression intended to cause harm or distress, it has a repetitive quality (e.g. a single e-mail may be sent to hundreds of different individuals), and it occurs among individuals whose relationship is characterized by a power imbalance [...]. Importantly, whereas with traditional bullying this power imbalance might reflect differences in physical strength or social status, with cyberbullying it might also reflect differences in technological expertise. (Whittaker & Kowalski, 2015, p. 12)

Further developments in the sphere of cyberbullying comprise advances in technologies that can support its prevention and detection. In this regard, over the last few years, there has been a growing interest of researchers in new software applications based on techniques typically used for document classification, topic detection, and sentiment analysis. Their aim is to detect electronic bullying by analyzing the characteristics of the messages themselves, and of the behavior of the senders and the recipients. It should be noted, however, that detecting patterns of cyberbullying is intrinsically more difficult than merely detecting abusive content (Salawu, He, & Lumsden, 2017).

2.1.5.3. Revenge porn

In the last few years, new forms of online harassment arisen such as revenge porn, virtual rape or cyber rape, and cyber gender harassment.

Revenge porn involves a perpetrator – typically an ex-partner from a previous romantic relationship – uploading sexually explicit content (nude, semi-nude, or sexy images/videos) of a

person to the internet without their consent out of spite or to seek revenge (Citron & Franks, 2014).

Virtual rape is a non-consensual sexual act committed in the virtual world. It was common in Second Life and also occurred in other virtual worlds, such as in the case of virtual rape described by Dibbell (1994).

There are various revenge porn sites, such as IsAnyoneUp.com, gfrevenge.com, Myex.com, Iknowthatgirl.com, etc., where users upload X-rated photos of ex-girlfriends/boyfriends or lovers without their permission. Search engines index the contents of these sites as porn materials.

In 2015, Google enabled users to remove revenge porn images from Google's search index. As Amit Singhal, the head of Google Search, admitted, this doesn't solve the problem but it will help.

2.1.5.4. Tips to protecting yourself from cyberstalkers

There are several tips for protecting yourself from cyberstalkers:

- Make your posts 'friends only' so that only people you know get to see them.
- Don't let social networks post your address or phone number publicly. (You might even want to have a separate email address for social media)
- If you need to share your phone number or other private information with a friend, do so in a private message - not in a public post.
- Use a gender-neutral screen name or pseudonym for your social media accounts — not your real name
- Leave optional fields in social media profiles, like your date of birth, blank.
- Only accept friend requests from people you have actually met in person. Set your social networks to accept friend requests only from friends of friends.
- Disable geolocation settings. You may want to also disable GPS on your phone.
- Be wary of public Wi-Fi, which can be hacked easily. If you need to log on in Starbucks or hotels, ideally use a Virtual Private Network (VPN) to prevent anyone from eavesdropping on your communications. Kaspersky's VPN can give you a secure connection wherever you are.
- A VPN will also hide your IP address - which could be used to track your internet provider account, and through that, your address, credit card number, and so on.
- Be careful where you leave your smartphone. It's not difficult to install spyware without leaving a trace - just leaving your phone on your desk for a few minutes is long enough.
- Make sure your phone and computers are password protected. Use a strong password, not something easy to guess, and reset your passwords regularly.
- Use anti-spyware software to detect any malicious software that's installed. Delete it, or better still, back up your data, then do a factory reset to ensure the spyware is completely eradicated. Kaspersky's antivirus comes in both PC and Android versions to keep all your devices safe.
- Remember to always log out of your accounts when you're done — don't leave social network accounts running.

- Beware of installing apps that want access to your Facebook or other contact lists. Do you know what they're planning to do with it?
- Make it clear to the cyberstalker that you don't want to be contacted. Put it in writing, and warn them that if they continue, you'll go to the police. Don't engage with them at all once you have issued this warning.
- And if they continue, go to the police.
- If you think someone is tracking you through spyware, don't use your own computer or phone to get help - borrow a family or friend's phone.
- Get your computer and phone checked over by a professional for spyware or other signs of compromised accounts.
- Change all your passwords.
- Save copies of any communications involved, including your own, police reports, and emails from the networks. Back up the evidence on a USB stick or external drive.

2.1.5.5. Catfishing

Catfishing is a form of fraud or abuse where someone creates a fake online identity to target a particular victim. Catfishers may lure their victims into providing intimate photos or videos, then blackmail them, or may develop a relationship and then ask for money for a sudden emergency.

Catfishers can be very convincing, but you can discover their scam in several ways.

How can one recognize a catfisher?

If all online photos of an individual are selfies or studio shots, with no other friends, no family, and no context, that's a big clue.

Do a Google reverse image search against the online photo on a dating site. You may find the person has multiple online profiles with the same photo but different names.

Ask if you can do a video call on Skype. Guess what? Catfishers will usually make their excuses - and you won't hear from them again.

2.1.5.6. Cyber trafficking

Cyber trafficking has become a buzzword in scientific and policy discussions related to human trafficking.

Cyber trafficking has to be understood as human trafficking that is committed with the help of computer networks.

Since trafficking is a crime, 'cyber' trafficking is not only covered by the respective international anti-trafficking instruments such as the 2000 'Palermo Protocol' and the 2005 Council of Europe Convention on Action against Trafficking in Human Beings, but it also falls under the 2001 Council of Europe Convention on Cybercrime, the first international treaty on crimes committed via the internet.

Traffickers may use online chatrooms, social media, online employment agencies or forged immigration assistance websites to recruit potential victims.

They might use online platforms (be they ‘publicly’ accessible or in a darknet) to offer the services of their victims and connect them with clients and customers.

These services range from forced prostitution, child pornography, mail-order brides, forced labor to the vending of babies or human organs.

The best-known example of ‘cyber’ exploitation is the so-called cybersex industry in the Philippines, where children are allegedly forced to perform sexual acts in front of web cameras, sometimes with the possibility for the ‘consumers’ to give directions.

2.1.5.7. Grooming

Grooming is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them. Children and young people who are groomed can be sexually abused, exploited or trafficked. Anybody can be a **groomer**, no matter their age, gender or race.

2.1.6. Cybercrimes against property

The most known and diffused cybercrimes against property is ransomware

2.1.6.1. Ransomware

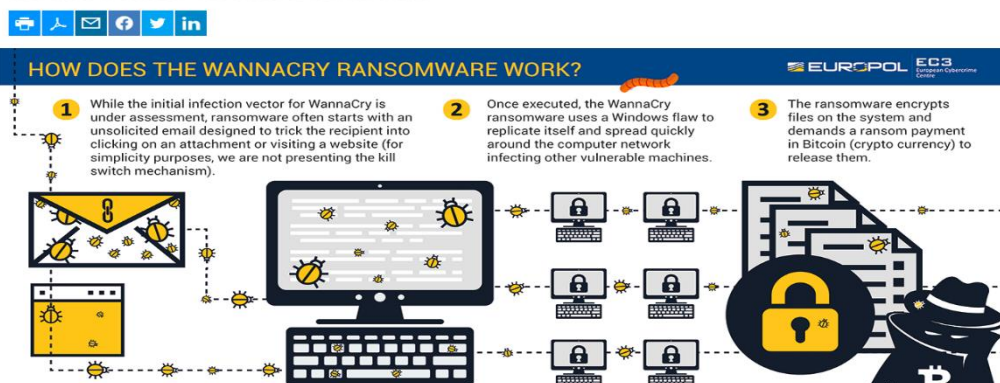
Ransomware is a type of malicious software, also known as malware. It encrypts a victim’s data until the attacker is paid a predetermined ransom. Typically, the attacker demands payment in a form of cryptocurrency such as bitcoin. Only then will the attacker send a decryption key to release the victim’s data.

A number of ransomware variants have appeared in recent years, which we’ll describe in greater detail below. We will also explain how you can protect your system against future attacks.

Open the link of Europol on the Wannacry ransomware

<https://www.europol.europa.eu/wannacry-ransomware>

WANNACRY RANSOMWARE



2.1.7. Cybercrime against government

The most dangerous cybercrime against government is cyberterrorism.

2.1.7.1. Cyberterrorism

There are five main types of cyber terrorism attacks which are

- Incursion
- Destruction
- Disinformation
- Denial of service, and
- Defacement of web sites.

Some of these attacks are more severe than the others and have different objectives. Note that terrorism is usually intended to demoralize a civilian population; that distinguishes terrorism from warfare, which is not supposed to target civilians. In the real world, terrorism usually achieves its goal of demoralizing civilians by destroying property and injuring or killing civilians.

Nowadays, the term cyberterrorism is becoming increasingly common in the popular culture.

Nevertheless, there is not a solid definition of it.

There is a large amount of subjectivity in what exactly constitutes cyberterrorism.

The term cyberterrorism, first coined in the 1980s by Barry Collin has blossomed in the last several years.

In 1997, Collin wrote:

“[...] people's experience of the physical world is dependent on the operations of the virtual world. This dependence and intersection of the physical world and the virtual world make masses of people vulnerable to the CyberTerrorist.”

Collin argued that:

A CyberTerrorist could remotely access the processing control systems of a cereal manufacturer to sicken and kill the children of a nation. A CyberTerrorist could place computerized bombs around a city, all simultaneously transmitting unique numeric patterns, each bomb receiving each other's pattern, so if one bomb stops transmitting, all bombs detonate simultaneously. A CyberTerrorist could disrupt international financial transactions, undermine air traffic control systems, alter the formulas of medication at pharmaceutical manufacturers, and sabotage utility systems.

Denning (2000) defined cyberterrorism as

“the convergence of terrorism and cyberspace. It is generally understood to be an unlawful attack and threats of attack against computers, networks, and the information stored therein when done to intimidate or coerce a government or its people in furtherance of political or social objectives. Further, to qualify as cyberterrorism, an attack should result in violence against persons or property, or at least cause enough harm to generate fear. Attacks that lead to death or bodily injury, explosions, plane crashes, water contamination, or severe economic loss would be examples. Serious attacks against critical infrastructures could be acts of cyberterrorism, depending on their impact. Attacks that disrupt nonessential services or that are mainly a costly nuisance would not.”

The United States Federal Bureau of Investigation (FBI) defines terrorism as

“The FBI defines terrorism, domestic or international, as the unlawful use of force or violence against persons or property to intimidate or coerce a Government or civilian population in furtherance of political or social objectives.” (FBI, 1987)

The United States Department of State defines terrorism as

“premeditated, politically motivated violence perpetrated against noncombatant targets by subnational groups or clandestine agents”. (<https://2001-2009.state.gov/s/ct/info/c16718.htm>)

Pure cyberterrorism is terrorism activities that are carried out entirely (or primarily) in the virtual world.

New terrorist organizations are highly funded, technologically articulate groups capable of inflicting devastating damage to a wide range of targets.

The real danger is by the synthesis of computers and terrorism.

Today, we see an increasing merging of online and offline situations, to the extent that the distinction no longer makes sense.

2.1.8. Exercises

Watch the following video:

<https://www.youtube.com/watch?v=3mR9PfEOFFo>

Exercise 1:

Synthesize the most important aspects of cybercrime reported in this video.

Exercise 2:

Seek on the internet how the internet works

2.2. HOW THE INTERNET WORKS

To understand how to combat cyber attacks and cyber threats it is essential to know the internet works.

An episode helps to understand how the internet works

For a few hours in February 2007, Pakistan held hostage all the world's YouTube videos.

YouTube was unreachable since internet addresses were hijacked.

<https://www.youtube.com/watch?v=IzLPKuAOe50>

The situation came about when the Pakistan government, in attempt to prevent its citizens from accessing what it decided was offensive content, ordered Pakistan Telecom to block access to the video-sharing website YouTube.

To do so, Pakistan Telecom falsely informed their customers' computers that the most direct route to YouTube was through Pakistan Telecom and then prevented Pakistani users from reaching the genuine YouTube site.

Unfortunately, the company's network shared this false claim of identity beyond its own network and the false news of the most direct way to YouTube spread across the internet's underlying mechanisms. Soon over the two-thirds of all the world's Internet users were being misdirected to the fake YouTube location, which in turn, overwhelmed Pakistan Telecom's own network.

The effects were temporary, but the incident underscores the importance of knowing how the Internet works.

The best way to get this understanding is to walk through how information gets from one place to another in the virtual world.

Indeed, it's a bit complex.

WHAT THE INTERNET IS

The internet is not a network but a massive network of networks.

Figure 1 shows the three different types of computer-based systems.



Figure 1. Centralized system, Decentralized systems, Network

The World Wide Web (WWW) is not a synonym of the internet but a combination of all resources and users that, on the internet, are using the Hypertext Transfer Protocol (HTTP).

Tim Berners-Lee was the inventor of the Word Wide Web, namely a communications model that, through HTTP, enables the exchange of information over the internet.

How does **HTTP** work?

HTTP is a request-response protocol.

Accordingly, it gives users a way to interact with web resources such as HTML files by transmitting hypertext messages between clients and servers.

HTML stands for Hypertext Markup Language. It allows the user to create and structure sections, paragraphs, headings, links, and blockquotes for web pages and applications.

Markup language refers to the way tags are used to define the page layout and elements within the page.

HTTP clients generally use Transmission Control Protocol (TCP) connections to communicate with servers.

The Web is just one of the ways that information can be disseminated over the internet.

The Web is just a portion of the internet, albeit it is a large portion of the internet.

If you want to view web pages on different websites, you will need to use a program called a browser.

The HTTP protocol is only one of the languages spoken over the internet to transmit data.

Browsers, such as Google Chrome, Explorer, or Firefox, allow accessing Web documents called Web pages that are linked to each other via hyperlinks.

Web documents can contain graphics, sounds, text and video.

The difference between browsers and search engines

A browser allows you to access to the internet.

A search engine allows you to search the internet once you have access.

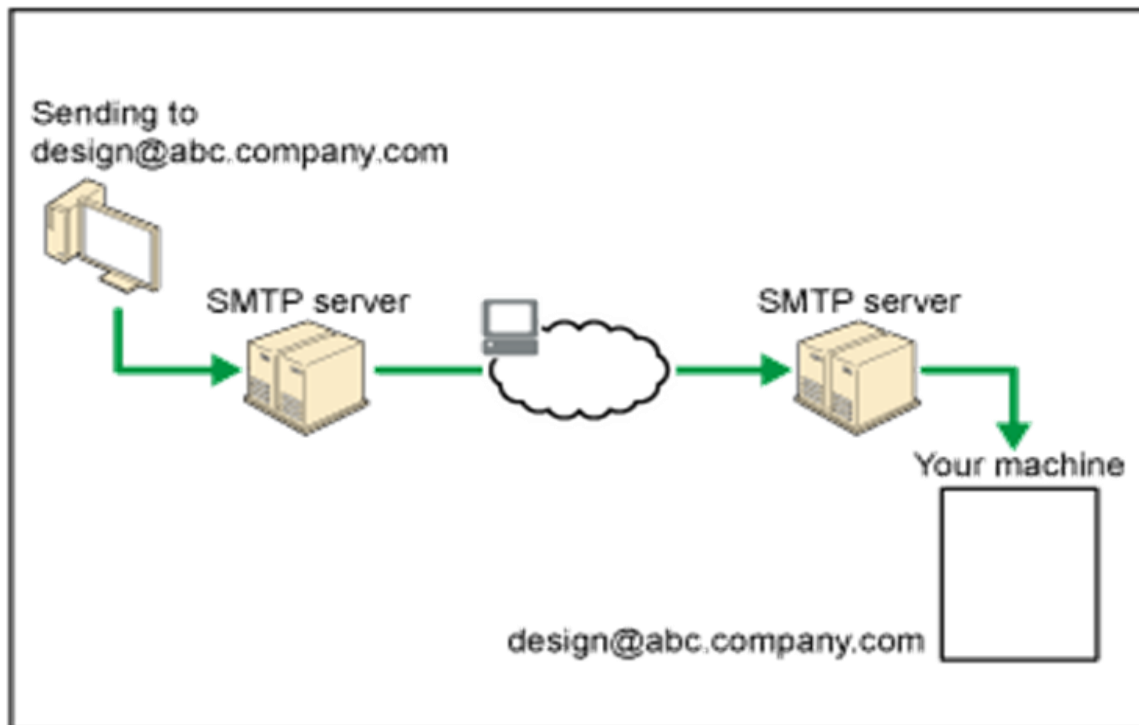
You have to use a browser to get to a search engine.

A browser (firefox, internet explorer, chrome) is a program to display websites.

A search engine (google, bing, yahoo) is a particular website that provides you with search results.

For example, most e-mail systems that send mail over the internet use SMTP (Simple Message Transfer Protocol) to send messages from one server to another.

Figure 2 shows the scheme of the SMTP.



CJ2014

Figure 2. SMTP (Simple Message Transfer Protocol).

Suppose you wanted to visit a website.

To do that, you need your device to talk to a computer where the website you are seeking is located.

Your machine must learn where that computer is and establish a connection to enable communication.

The first thing that your computer needs to know is how to find the server that hosts the web page you are seeking for.

To do that, it will use the Internet Protocol (IP) number that serves as the address for endpoints on the Internet.

Your machine has an IP address assigned by your Internet service provider. Your machine also knows the address of its router or the path to the broader Internet.

Example: **216.58.206.36**

This is the Google address

The **Domain Name System**, or DSN, is the protocol and infrastructure through which computers connect domain names (human memorable names) to their corresponding IP addresses.

The DSN is global and decentralized.

Its architecture can be thought of as a tree.

The root of the tree serves as an orientation point for the Domain Name System.

Above that are the top-level domains.

There are the country codes such as .pl, as well as other domains like .com and .net.

Each of these top-level domains is then subdivided. Many countries have specific second-level domains, such as co.uk and ac.uk, to denote business and academic institutions, respectively.

Top-level domains are controlled internationally by the **Internet Corporation for Assigned Names and Numbers** (ICANN), a private, non-profit organization created in 1998 to run the various internet administration and operation tasks that had previously been performed by US government organizations.

Each top-level domain is run by a registry that sets its own internal policies about domains.

Organizations, such as Apple or the US Department of State, acquire their domains through intermediaries.

These registrars coordinate with each other to ensure the domain names in each top-level domain remain unique.

In turn, each domain manages its own subdomains.

Your computer requests a web page by breaking down the request into packets and sending them across the Internet. First, at the **layer application**, your browser interprets the click of your mouse as a command in the HyperText Transfer Protocol (HTTP), which defines how to ask for and deliver content.

This command is then passed down to the **transport and network layers**.

These layers are responsible for breaking the data down into packets-sized chunks and making sure that all the chunks arrive free of errors and reassembled in the correct order for the application layer above.

How the packets know how to get across the internet to their destination?

Like DSN that helps your computer find the website it was looking for, the organization of internet networks can be thought of as a hierarchy.

Each computer is part of a network, like the network connecting all the customers of the internet, as well as other related services like e-mail or hosting websites.

The global internet is made up of tens of thousands of nodes called **Autonomous Systems (AS)**.

Traffic is routed locally through the AS and controlled by the policies of organizations that own these nodes.

Each AS has a set of contiguous blocks of IP addresses and forms the **home** of these destinations. All have at least one connection to another AS.

So routing to a particular IP address is simply a matter of finding its AS.

A big problem:

The Internet includes over 40.000 AS nodes and their interconnections are changing and shifting over time.

Given this scale, a global approach to routing everything the same way is impossible

To overcome this issue, the internet uses a dynamic distributed system that does not maintain a permanent vision of what network looks like at any given time.

The principle of routing is fairly simple:

at each point of the network, a router looks at the address of the incoming packet.

If the destination is inside the network, it keeps the packet and sends it to the relevant computer.

Otherwise, it consults a **routing table** to determine the best next step to send the packet closer to its destination.

Since there is no global address book, the nodes in the network have to share key information with other routers, like which IP addresses they are responsible for and what other networks they can talk to.

Routers also pass information to their neighbors, sharing up-to-date news about the state of the network and who can talk to whom.

Each router then constructs its own internal, temporary model of how best to route the traffic coming through.

This model, in turn, is shared so that a router's neighbor now know how it will pass along new traffic.

THE KEY POINT FOR CYBERSECURITY IS THAT THE ENTIRE SYSTEM IS BASED ON TRUST.

The router system works efficiently, but it **can be broken, either by accident or by malicious feeding the system bad data.**

The Pakistan example shows what happens when that trust was abused.

The government censors “broke the Internet” by falsely claiming to have direct access to the IP address that serves YouTube.

The Pakistan block of YouTube was a narrow, local, politically motivated event. But because of how the Internet works, soon every ISP in Asia was trying to route all their YouTube traffic to Pakistan, solely because they believed it was closer than the actual intended destination.

THE INTERNET FUNCTIONS WITHOUT TOP-DOWN COORDINATION. THIS REQUIRES THE INTERNET USERS AND GATEKEEPERS TO BEHAVE APPROPRIATELY.

2.2.1. Exercises

Exercise 1

Read «The internet» by Chris Woodford

<https://www.explainthatstuff.com/internet.html>

Answer the following questions:

1. What is the difference between circuit switching and packet switching

2. What are "clients" and "servers"?

Exercise 2

Read «The internet» by Chris Woodford

<https://www.explainthatstuff.com/internet.html>

Answer the following questions:

1. **What is the difference between circuit switching and packet switching**
2. **What are "clients" and "servers"?**

2.3. CYBER ATTACKS

The common cyber attacks that inflict damage include:

- Denial-of-service (DoS) attacks
- Distributed Denial-of-service (DDoS) attacks
- Botnets and zombies

2.3.1. Denial-of-service (dos) attacks

A Denial-of-service (DoS) attack attempts to paralyze a computer or a computer network.

To do it a large amount of requests of data is flooded to a target to overload it and make it incapable of responding to legitimate requests.

The request can be a normal request to open a web page.

2.3.2. Disributed denial-of-service (dos) attacks

A Distributed denial-of-service (DDoS) is a DoS attack which many individual or connected computers simultaneously flood the target with requests.

The internet-connected cameras and other similar devices can be used for a DDoS attack.

There are various motivations for a DDoS attack.

On the dark web there are advertisements for DDoS services to take competitors' websites off-line.

A study conducted by Kaspersky in 2017 (<https://www.kaspersky.com>) showed that over half of businesses questioned (56%) are confident that DDoS has been used as a smokescreen for other kinds of cybercrime, and of those business respondents, a large majority (87%) reported that they had also been the victim of a targeted attack.

The study found that when DDoS attacks have been used by cybercriminals as a smokescreen, businesses also faced threats such as losses and exploits through mobile devices (81%), the actions of other organizations (78%), phishing scams (75%) and even the malicious activity of internal staff (75%). The majority (87%) were also victims of targeted attacks.

A DDoS attack on a local network can significantly slow down all internet access from that network.

A DDoS attack can render inaccessible a site that a person plans to use.

A DDoS attack can lead users to obtain information from one site instead of another.

2.3.3. Botnets and zombies

The term “botnet” is formed from the word’s “robot” and “network.”

Assembly of a botnet is usually the infiltration stage of a multi-layer scheme. The bots serve as a tool to automate mass attacks, such as data theft, server crashing, and malware distribution.

Botnets are collections of compromised computers that a hacker can control remotely without their legitimate owners’ knowledge.

Criminals can infect one million of computer with malware and simultaneously make many requests from a single server or server farm in an attempt to overload the target with traffic.

The infected computers are called zombies.

Stage 1 exposure starts with hackers finding a vulnerability in a website, application, or human behavior. The goal is to set the user up for being unknowingly exposed to a malware infection.

In stage 2, the user gets infected with the botnet malware upon taking an action that compromises their device. Many of these methods either involve users being persuaded via social engineering to download a special Trojan virus.

Once the hacker is ready, stage 3 initiates by taking control of each computer. The attacker organizes all of the infected machines into a network of “bots” that they can remotely manage.

Once infected, a zombie computer allows access to admin-level operations, such as:

- Reading and writing system data
- Gathering the user’s personal data
- Sending files and other data
- Monitoring the user’s activities
- Searching for vulnerabilities in other devices
- Installing and running any applications
- **Internet of Things (IoT) devices can be hijacked into a botnet:**
- Smart home devices (thermometers, security cameras, televisions, speakers, etc.)
- In-vehicle infotainment (IVI)
- Wearable devices (smartwatches, fitness trackers, etc.)
- An infotainment device both entertains and informs.

2.3.3.1. Tips for protecting yourself against botnets

There are 6 primary tips to protect against botnets

1. Improve all user passwords for smart devices.
2. Avoid buying devices with weak security.
3. Update admin settings and passwords across all your devices
4. Be wary of any email attachments.
5. Never click links in any message you receive.
6. Install effective anti-virus software.

2.4. MALWARE AND CYBER CRIMINAL THREATS

Here following the most common malware and strategies used by cyber criminal to cheat and swindle their victims.

2.4.1. Trojans

A Trojan horse or Trojan is a type of malware that is often disguised as legitimate software.

Trojans can be employed by cyber-thieves and hackers trying to gain access to users' systems.

Users are typically tricked by some form of social engineering into loading and executing Trojans on their systems.

Once activated, Trojans can enable cyber-criminals to spy on you, steal your sensitive data, and gain backdoor access to your system.

Unlike computer viruses and worms, Trojans are not able to self-replicate.

2.4.2. Impersonation and phishing

On the internet is easy for someone to impersonate other persons.

Scammers can use physically mailed letters and telephone calls but the internet represents their best tool.

Criminals can create a website that mimics the website of a bank, store, or government agency to steal your data.

Phishing is an attempt to convince a person to take an action impersonating a trustworthy party that can legitimate ask the user to take that action.

Most phishing attempts are conducted over email. What started with the infamous Nigerian Prince scam has evolved into sophisticated, near-identical replicas to branded business correspondence, from Google asking for a password change to PayPal offering a free \$5.

Spear phishing refers to publishing attacks that are designed and sent to target a specific person, business, or organization.

Spear phishing is targeted and personalized to a specific individual, group, or organization. Conversely, regular **phishing** emails use a broad-strokes approach that involves sending bulk emails to massive lists of unsuspecting contacts.

CEO fraud is similar to spear phishing. It involves a criminal impersonating the CEO or other senior executives of an organization who give the instructions to do immediately something, e.g. a wire transfer, or to send sensitive information, e.g. the list of employees.

Smishing refers to cases of phishing in which the attackers deliver their messages via text messages (SMS) rather than email.

Vishing is a cybercrime that uses the phone to steal personal confidential information from victims. Often referred to as voice phishing, cybercriminals use savvy social engineering tactics to convince victims to act, giving up private information and access to bank accounts.

For example, during tax season, scammers leave messages pretending to be from the tax office.

During the COVID-19 pandemic, cybercriminals called people promising vaccines and testing kits, if they provided their bank account information and mailing address.

Whaling is a highly targeted phishing **attack** - aimed at senior executives - masquerading as a legitimate email. **Whaling** is digitally enabled fraud through social engineering, designed to encourage victims to perform an action, such as initiating a wire transfer of funds

With all of the recent advances in computer security and anti-virus software, we might think we're immune. But 419 scams don't exploit technological vulnerabilities.

Instead, they exploit human ones.

Humans are the Achille's heels of cybersecurity.

Tampering is an attack in which scammers manipulate the data of a person for financial gain.

For example, a user of online banking has instructed their bank to wire money to a particular account, but a criminal intercepts the request and changes that account with another account.

Social engineering refers to the psychological manipulation of human beings to induce them to perform actions that they otherwise would not perform and which usually damage their interests.

Often, scammers utilize the foot-in-the-door technique – a small, innocuous request – to draw their targets in, perhaps something as simple as asking for advice about what to see on vacation in a town. When victims acquiesce, they begin to perceive themselves as someone who provides help. Through a series of baby steps, they move from doing small favors that cost little to giving away sensitive information.

2.4.3. Exercise

Read and comment the article

Fan, W., Lwakatare, K., & Rong, R. (2017). Social engineering: IE based model of human weakness for attack and defense investigations. *International Journal of Computer Network & Information Security*, 9(1).

<http://oa.upm.es/45395/1/Social%20Engineering-IJCNIS-V9-N1-1.pdf>

2.5. DATA SECURITY

Data security means **protecting data**, such as a database, from destructive forces, and from the unwanted actions of unauthorized users.

For **home security** one uses technologies such as lock and burglar alarms. Similarly, there exist security technologies to protect **computers and data**.

Unfortunately, just as locks and burglar alarms can be bypassed, so too computers and data can be broken or cracked.

The computer function is to provide information. Attacks on the security of a computer or network are related to this function. The normal flow of information is from a source to a destination. A source can be a file or data, and a destination can be another file or a user.

Figure 3 shows the regular flow of data.

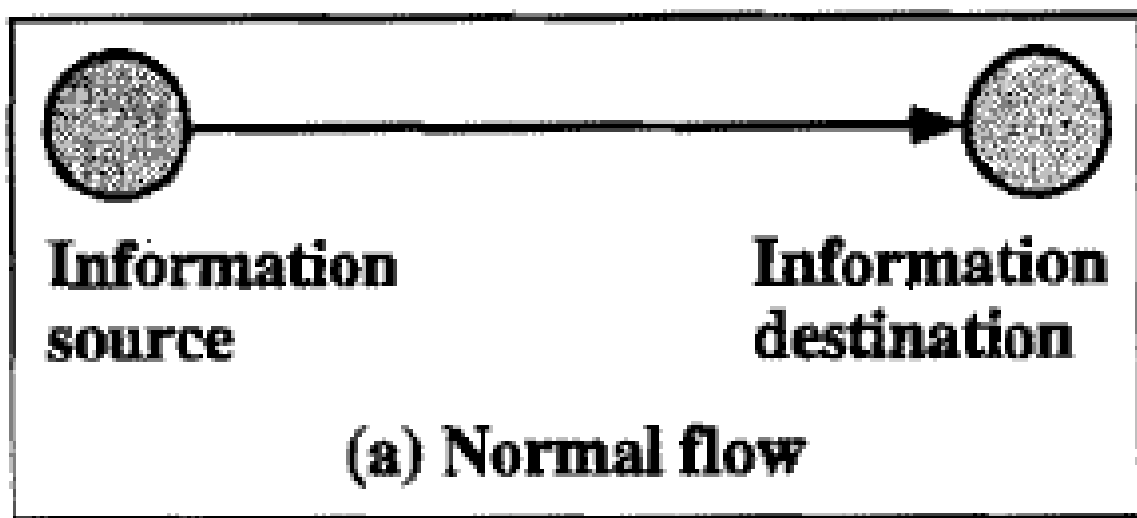


Figure 3. The normal flow of data.

There are four general types of attacks: they are attacks on:

- availability
- confidentiality
- integrity
- authenticity

2.5.1. Interruption

An asset of the system is made unavailable or unusable. It breaks the normal information flow (Figure 4). This is an attack on **availability**.

It can be the destruction of the software which manages the hard disk data flow, the file table cancellation, the cutting of a communication line, etc.

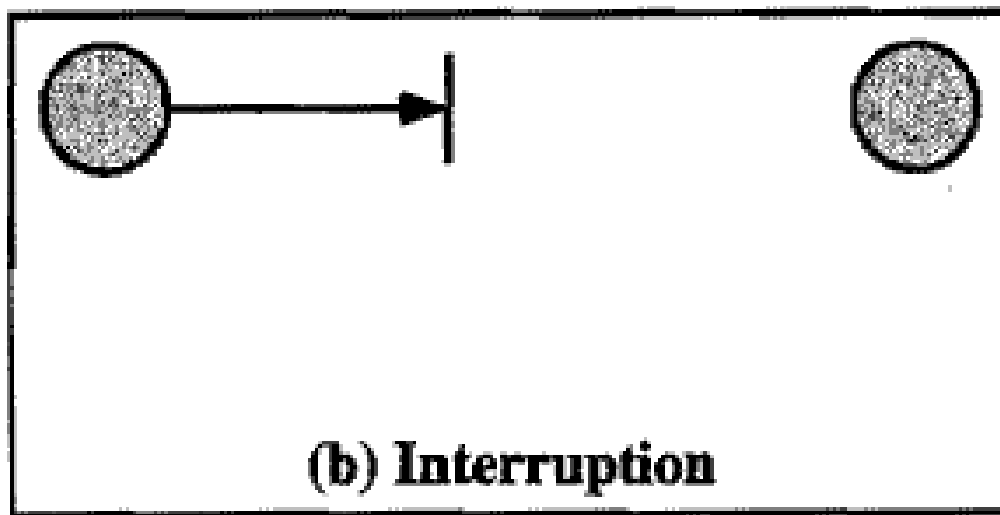


Figure 4. Interruption attack

2.5.2. Interception

An unauthorized party (a person or a computer) gains access to an asset (Figure 5). This is an attack to **confidentiality**.

The normal information flow is not broken, but the unauthorized party can access reserved data or services.

Interception includes wiretapping to capture data in a network, and the unauthorized copying of files and programs.

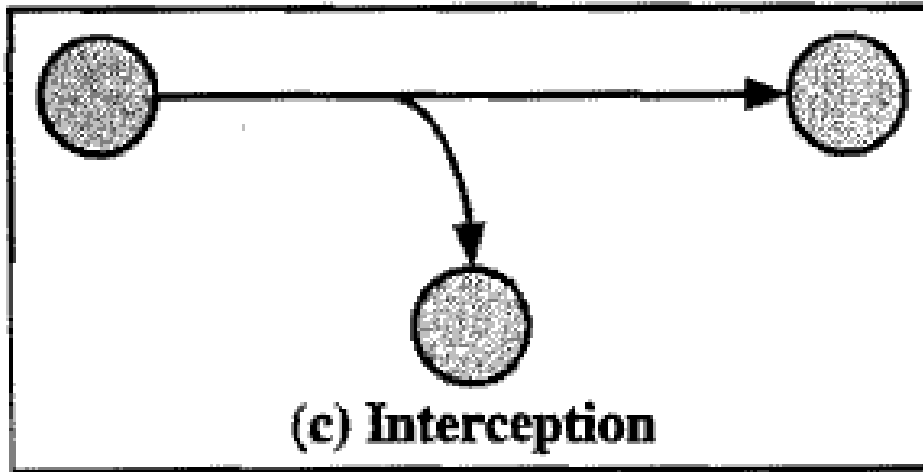


Figure 5. Interception attack

2.5.3. Modification

An unauthorized party not only gains access to an asset, but also tampers it (Figure 6). This is an attack to **integrity**.

Modification includes changing values in a data file, altering a program so that it performs differently, modifying the contents of messages being transmitted, etc.

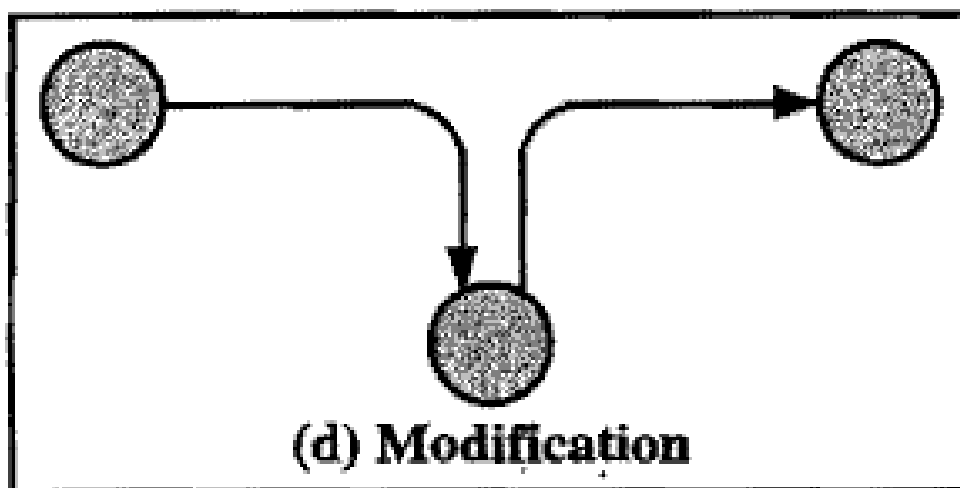


Figure 6. Modification attack

2.5.4. Fabrication

An unauthorized party inserts counterfeit items into a system (Figure 7). This is an attack to **authenticity**.

Fabrication includes the insertion of spurious records, files and messages in a network.

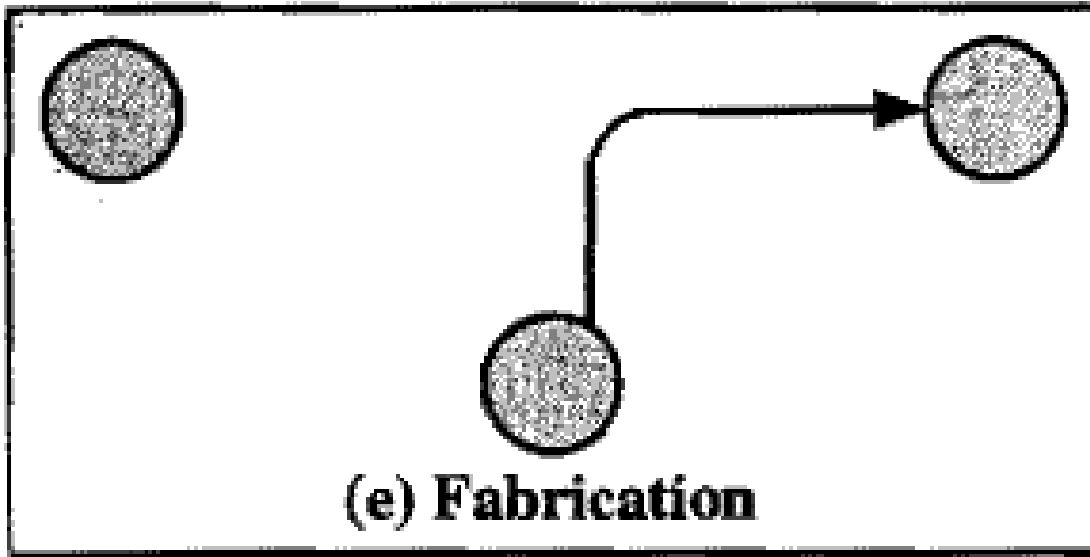
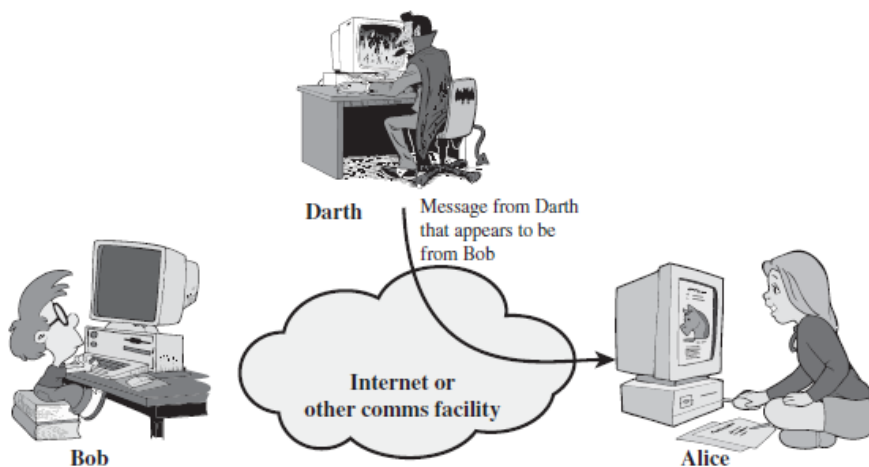


Figure 7. Fabrication attack.

2.5.5. Masquerade

A masquerade take place when one entity pretends to be a different entity.

An example of masquerade attack is the use of authorization procedures, captured previously, to obtain extra privileges in order to access protected information and data (Figure 8).



(a) Masquerade

Figure 8. Masquerade attack.

2.5.6. Reply

Reply involves the passive capture of data and its subsequent use to produce an unauthorized effect (Figure 9).

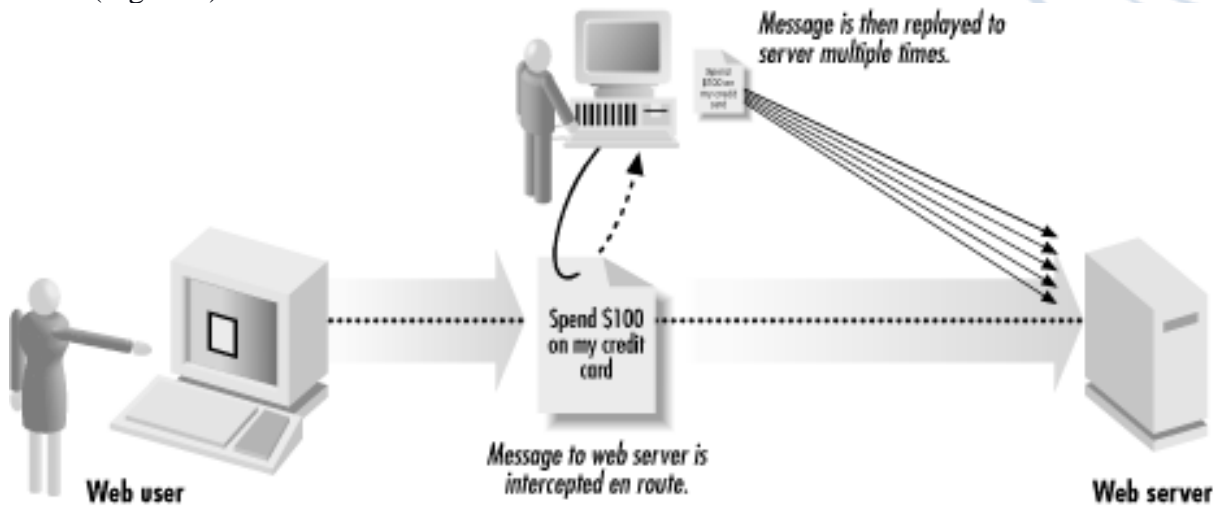


Figure 9. Reply attack.

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MODULE 3: DIGITAL PRODUCTS AND WEB-BASED TECHNOLOGIES

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Learning Objectives



This study addresses the use of digital products and web technology in Digital Inclusion of Adults education and the traditional classroom examining how Web-based technology facilitates the construction of personally meaningful and socially worthwhile knowledge through supportive interactions, communication and collaboration among educators, learners and information.

This training offers a framework for Web-based learning and critically analyzes the components of that framework, such as

By the end of the Learning Unit, trainees will be capable of:

- Understanding Potential social benefits of digital inclusion.
- Understanding Potential economic benefits of digital inclusion.
- Understanding What types of formal/theoretical access to what technologies do people have at home, at work and in community settings?
- Understanding What is the nature and extent of the use of technologies facilitated by this access? Under what circumstances does meaningful use/engagement arise? What factors contribute to people continuing to be users of ICT and others to revert to becoming non-users?



Basic Concepts (Key Words)

- Digital technologies
- Web-based application
- Social media
- Web 2.0
- Digital Products
- Modern technology
- Social networks
- Social media manager
- Digitalization
- Communication

Main objective:

To teach students what can be done with a web-based application. To provide basic concepts about web-based applications and digital product.

General Description:

This module is the increasing dependence on information and communication technologies (ICT) in everyday life, both in our professional and private lives, forces us to reflect on how we can manage the digital era.

Despite the claims of technological determinism in the information society debate, a number of developments in recent years seem to have created the possibility to reserve a more central place of the user – as citizen and/or as consumer – within the digital era. We refer to emerging technologies and applications commonly named as ‘social media’ or ‘Web 2.0’.

Trainers providing Digital Inclusion of Adults training in their enthusiasm of deploying new web technology may overlook the importance of the learner-centered approach of teaching and learning. On the contrary, traditional classroom educators may neglect the important role of web technology in the learning process. This module emphasizes that educators should use the Web in conjunction with other communication technologies only as a means for balancing information with well-designed, learner-centered environments. The objective of this study is to examine how Web-based technology facilitates the construction of meaningful and worthwhile knowledge through supportive interactions, communication and collaboration among educators, learners and information.

This module offers a framework for Web-based learning and critically analyzes the components of that framework, such as

- 1) Web-technology together with other communication technologies,
- 2) Web-based Interactions and their implications on the teacher, learner, and the content, and
- 3) construction of knowledge.

This and other questions will be answered during this training material.

Topic 1: Digital products

This topic In simple terms, a digital product is one that exists only in digital form. Some people might also describe it as a product lacking a physical form that you sell online. These simple definitions, however, do not give a full idea of what a product of this nature is. You don't necessarily have to sell an intangible product before it can be viewed in this light. For example, a website from which you get useful information that you don't have to pay for is a digital product.

Topic 2: What can we do with a web-based application?

Web-based applications are a particular type of software that allows users to interact with a remote server through a web browser interface. They have seen a huge increase in popularity in recent years, replacing desktop applications and becoming a crucial instrument for small and large businesses around the world.

You will probably agree that the biggest advantage of a web-based software is its complete independence from client machine software. A traditional desktop program may have to be configured to fit the requirements of individual operating systems, but a web-based app is accessible on any device.

Topic 3: Examples of web-based applications and digital products

This topic is information about the most used web-based applications will be given. which digital products should we use in the educational environment?

9 most useful web-based applications explanation, examples and usage.

Topic 4: The advantages of using web-based applications

Work from anywhere anytime. Web based software can be accessed from any device that is connected to the internet. Data is available from anywhere after the user logs in. This is a real bonus for productivity. No physical software to download, install, update or manage. The software is always up to date and down times are minimized with redundant systems off site. Web based software is compatible with any device or platform. The software is delivered through a browser of the users choice. The use of web-based applications in education is becoming increasingly popular, from online tools to complement traditional educational settings to online campuses. Productivity remains high as employees can get the work they need done now.

Exercises: Google classroom

We will do Exercises of the Google classroom, a web-based application that we will use very often in our trainings.

Module title	Digital products and web-based technologies
Education profile	Adult learners
Language of instruction	English

Target Group	Adults who are interested in improving their knowledge of digital media Older Adults and low-skilled adults to use digital technology. Other target groups involved in this project are older adults, low-skilled adults	
Period	Ten weeks (3 hours per week)	
Hours	20 hours face-to-face learning. 20 hours of distance learning. 20 hours of online collaborative work	
Responsible	Organizations for the professional and personal development of adults.	
Directional learning effects - symbols	Learning outcomes	
KNOWLEDGE		
Develop	K1	Understanding of Social networks and their principles.
Integrate	K2	Knowledge and understanding of concepts such as cyberbullying, internet addiction, cybersuicide etc.
Safety	K3	Knowledge about how modern technology changed our ways of communicating.
Protection	K4	Benefits and negative effects from modern technology and rapid digitalization.
Problem solving	K5	Importance of online privacy.
SKILLS		
Interact	S1	Managing settings in web-based applications.
Share	S2	Setting security settings in web-based applications.
Engage	S3	Selecting suitable digital products for web-based applications.
Collaborate	S4	Ability to take necessary steps in case of online attack.
Manage	S5	Making the right choice in web-based applications.
COMPETENCES		
Inclusive	C1	To be safe and not hacked in web-based applications.
Informed	C2	Have the ability to understand hazards in web-based applications.
Commitment	C3	The ability to recognize the negative effects or benefits of modern technology on society.
Balanced	C4	Intelligent use of privacy settings to protect personal information.
Alert	C5	The ability to recognize unrealistic offers in the selection of digital products.

<p>Module contents</p>	<p>Introduction</p> <p>Digital products</p> <p>What can we do with a web-based application?</p> <ul style="list-style-type: none"> • Web-based applications • Web-based application development • Web-based application examples <p>Examples of web-based applications and digital products</p> <ul style="list-style-type: none"> • Padlet • Canva: Presentation, banner, design application • Blendspace: Free content app • Powtoon: Animation maker application • StoryJumper: Digital story creation app • Mobiroller: Mobile application program • Wondershare Filmora: video editing app • CrossWordLabs: Free puzzle making app • GoAnimate: Animation creation tool <p>The advantages of using web-based applications</p> <ul style="list-style-type: none"> • Why do we use digital product and web-based applications? <p>Exercises: We will do Exercises of the Google classroom, a web-based application that we will use very often in our trainings.</p> <p>Evaluation</p>
<p>Prerequisites and additional requirements</p>	<p>Basic knowledge of the Internet.</p>
<p>Compulsory literature</p>	<p>Documents prepared in the ACML project</p>
<p>Additional literature</p>	<p>McNeely, B. (2005). Using technology as a learning tool, not just something new, educating the network generation. EDUCATION. Retrieved January 25, 2013, from http://www.educause.edu/research-and-publications/books/educating-net-generation/using-technology-learning-tool-not-just-cool-new-thing. https://bmcomededuc.biomedcentral.com/articles/10.1186/1472-6920-6-41</p> <p>Biggs, J. and Tang, C. (2007) Teaching for Quality Learning at University, Open University Press, Maidenhead.</p> <p>Dorman, J. 2007. Involving digital natives: Retrieved November 15,</p>

	<p>2007 from http://Web2videos.blogspot.com/ to examine literacy in the 21st century.</p> <p>MacKichan. 2005 . Scientific Notebook Retrieved on November 15, 2007 from http://www.mackichan.com/.</p> <p>https://productfolio.com/what-is-a-digital-product/</p> <p>https://lvivivity.com/web-based-applications</p> <p>https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.480.7301&rep=rep1&type=pdf</p>
Planned forms / activities / didactic methods	The teacher will present the key concepts, which will be discussed later in class.
Assessment methods of learning outcomes	Questionnaires with multiple answers and participation in class.

Pre-test

1. Which of the following is one of the four digitization phases related to the development of digital technologies?

- a. Quick access to information b. Hardware c. Social Media d. Processing information

2. What is a web-based application?

Programs installed on the computer

- a. These are applications that can only be accessed using the HTTP protocol over a network connection and can be run with the help of an internet browser.
- b. c.They are programs that work on CDs and DVDs.
- c. It is a programming language.

3. Web-based applications are created only with the help of programming languages. There are many different programming languages you can use to develop a web application. Which of the following is not such a programming language?

- a. PHP b. Word c. ASP.NET d. Html

4. Which is an example of web-based application?

- a. Windows b. Keyboard c. Facebook d. Word

5. Which is one of the advantages of web-based application?

- a. a. Distance to target audience

- b. b. It is costly
- c. It causes security vulnerabilities.
- d. Instant access from independent locations

3. DIGITAL PRODUCTS AND WEB-BASED TECHNOLOGIES

3.1. DIGITAL PRODUCTS

Human and technology are integrated with each other. The distinctive features of different societies are intertwined with technology. There is an integrity; As technology without human beings cannot fully exist on its own, there is no human without technology. Therefore, technology constitutes the reflection of the society in which it exists in the economic, social and political fields. With the penetration of technology into multiple areas, various works sometimes become complex, and sometimes they appear in a simplified form. The only element of all these changes is human. People's wishes, expectations and needs have affected the change of technology over time. This effect is multidimensional in a structure that includes different areas. The search for man, who is in the multidimensional universe, shows itself in technology.



Life, which started to change under the leadership of information tools since the 1980s, has been transformed by internet technology since the 90s and has opened the doors of an

information revolution, the impact of which we feel a lot today. According to some, this information revolution is an important revolution (industrial revolution), as it is at certain breaking points in history. Underlying this importance lies the serious changes and effects it has created on the individual, society, culture and other fields.

The terms digitalization and digital transformation are terms that have been frequently encountered in different fields in recent years. It is derived from the Latin word “digitus” meaning finger.

In the new digital world shaped by digital technology, the internet offers an uninterrupted information and communication network. The development of information and communication technology has brought digitalization.

1. Industrial revolution: Mechanical production with steam and water power 1784
2. Industrial Revolution: Mass production with electrical energy
3. Industrial revolution: The use of information and communication technologies and electronics in mechanization.

We can list the technological trends that change and facilitate the world as social media, mobile applications, big data, cloud technology, robots, 3D printers, driverless vehicles. Thanks to digital trends, information about the behavior of households can be stored and consumer needs can be met much faster.

Companies meet the demands and demands of both their suppliers and consumers much faster and easier by using digital technology.

Social media has created a social economy with the social revolution it has created.

Technologies that change and facilitate the world are explained as technological revolutions that will play a role in the survival of businesses in the new economy.

These are Facebook, Twitter, Whatsapp, Linkedin, Amazon, Kindle, Wattpad, mobile applications, big data, cloud technology, Uber, Airbnb, robots that can easily replace humans, 3D printers, driverless vehicles.



Digital user features:

- They want quick access to information
- They prefer visuals or graphics instead of text.
- Instead of reading an article from beginning to end, they randomly read in capsule form
- They prefer games over serious work.
- Cognitive structures are parallel, not sequential
- They can do many things at the same time and they are in this demand.
- They can use online learning technologies
- They are open to learning • They understand interactive and collaborative learning
- They are in social interaction
- They have internal control
- They have a strong self-concept, they know and recognize themselves
- They can independently manage their own learning processes
- They have strong verbal skills, they have social learning skills
- They can make individual and group evaluations.

- They can communicate by writing
- They can think critically and make decisions

There are four stages of digitalization, depending on the development of digital technologies.

1-Personal computer phase,

2-Internet phase,

3-Social Media phase

4-The Internet of Things Phase.

All phases are built on top of each other and each phase continues to use the technologies of the previous phase.

The first digitization phase covers the period until the use of the Internet in businesses.

With the emergence of the Internet, the second phase of digitalization has begun for businesses since the mid-90s. The Internet has affected people's access to and sharing of information. People who were able to share information about themselves on the Internet pages were also able to access various information about others. With the Internet, the concepts of e-mail and Intranet emerged.

The third digitization phase of businesses started with the routine use of Web 2.0 technology and mobile devices in daily life. Web 2.0 technology has made it possible to develop an interactive Internet environment in which the user can also actively produce content. In this phase, which we call the social media phase, Web 2.0-based social media applications that people have started to use in their private lives have entered businesses.

The Internet of Things digitization phase that people are currently in is the fourth phase.

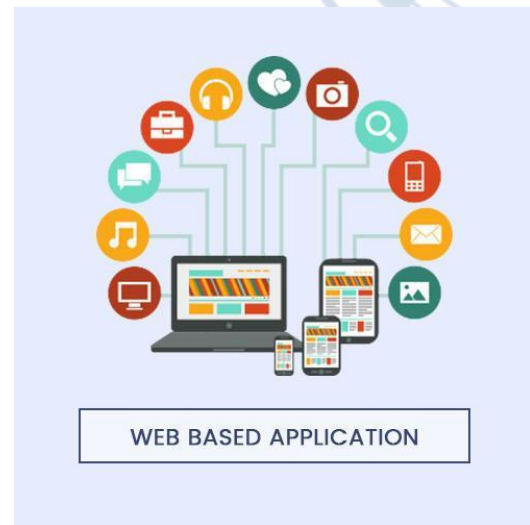
3.2. WHAT CAN WE DO WITH A WEB-BASED APPLICATION?

Web-based applications are a particular type of software that allows users to interact with a remote server through a web browser interface. They have seen a huge increase in popularity in recent years, replacing desktop applications and becoming a crucial instrument for small and large businesses around the world.

3.2.1. Web-based applications

Web-Based Application are applications that can only be accessed over a network connection using the HTTP protocol and can be run with the help of an internet browser instead of the device's memory. Web-based applications do not take an active place on your computer's

storage memory and are used with the help of internet browsers. However, some web-based applications can run on a client basis and a small piece of code may need to be downloaded to your computer. On the other hand, since the main operation is performed on the server side, all transactions will be completed on the opposite side.



Web-based applications can also be used with different names such as web applications, internet applications, internet software. Because the term has so many variations, they are often confused with the concept of cloud-based application. Whereas, web-based applications use the HTTP protocol to communicate.

3.2.2. Web-based application development

Web-based applications are created only with the help of programming languages. There are many different programming languages you can use to develop a web application. Although the function, structure and usage characteristics of each language are different, a software can be created with the same functions by using many programming languages. For example, you can prepare a blog system that you have prepared with PHP with ASP.NET.

Developing web-based applications requires learning a programming language. Even if you are proficient in programming languages, you may need a team or outside software support to create advanced applications. Depending on the features of the software you want to develop, it may be necessary to use different programming languages and database systems. This will require knowing more programming languages.

3.2.3. Web-based application examples

All of the software that you use over your internet browser and that enables communication with the help of HTTP protocol are examples of web-based applications. With the development of the Internet world and its inclusion in the Web 2.0 system, the static page layout on the Internet has been abandoned and web applications have begun to be used. In this context, we can say that many of the services we use on the internet today can be an example of a web-based application or a cloud-based application. The most important known web-based application examples;

- Facebook
- Google
- eBay
- Amazon
- YouTube
- WordPress
- Drupal
- Skype Web
- WhatsApp Web



Web applications can be used without installing and installing any program. Thanks to the web application, you can reach people via the internet wherever you are in the world.

3.3. EXAMPLES OF WEB-BASED APPLICATIONS AND DIGITAL PRODUCTS

This topic is information about the most used web-based applications will be given. which digital products should we use in the educational environment?

3.3.1. Padlet:

Consider a board. Imagine being able to add texts, images, videos to the clipboard as you wish. And that you edit them whenever you want, plus all of this interactively with people. Padlet is an application that enables all of these.



<https://tr.padlet.com/>

3.3.2. Canva: Presentation, banner, design application

. Canva is a free web-based design app. Canva; It helps you to professionally prepare many things such as infographics, posters, social media posts, presentations, invitations, cards and advertising posts. It is a very suitable application for preparing course contents, presentations and designs.

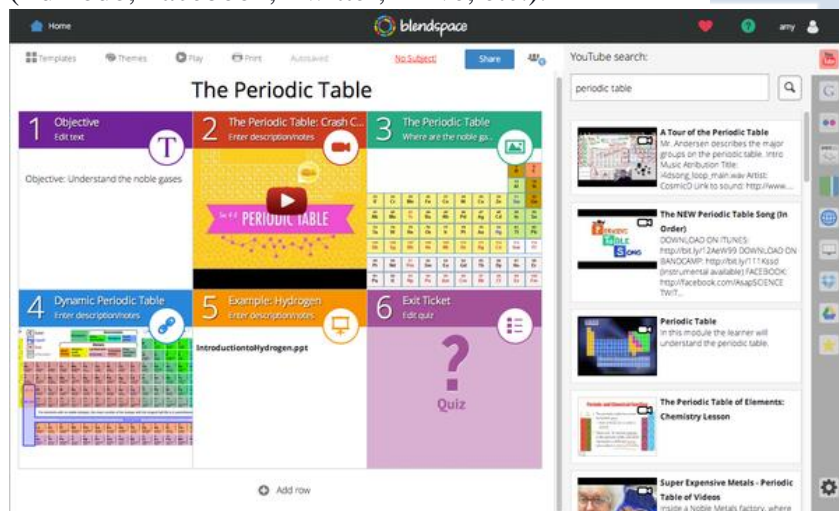


<https://www.canva.com/templates/>

3.3.3. Blendspace: Free content app

Blendspace, which is an effective content creation program, is an application where it is very easy to become a member of its own site and create course content (text, image, link, video,

etc.) with drag and drop method. It is also possible to share the course content you have created in many areas (Edmodo, Facebook, Twitter, Drive, etc.).



<https://www.blendspace.com/lessons>

3.3.4. Powtoon: Animation maker application

It is a tool that allows you to create an animation using speech bubbles, shapes, pictures, characters and any other material you can think of. Powtoon has both paid and free options.



<https://www.powtoon.com/>

3.3.5. StoryJumper: Digital story creation app

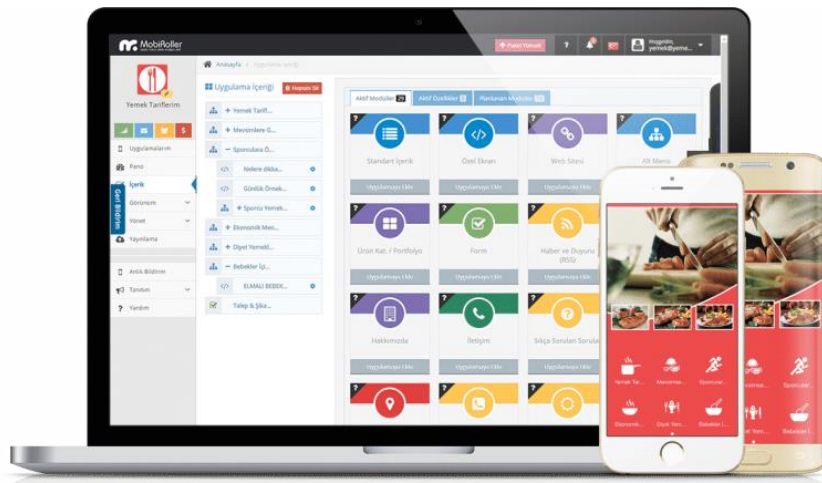
It is a platform that allows you to create digital stories through a website. Story Jumper offers its users a wide range of fairy-tale environments, characters, objects and pictures to use in your stories.



<https://www.storyjumper.com/>

3.3.6. Mobiroller: Mobile application program

It is an ideal mobile application platform for those who want to create Android and iPhone applications for themselves or their customers. MobiRoller, which is completely produced in Turkey and has Turkish technical support, serves users from all over the world today. With MobiRoller, you can create a mobile application in minutes without any technical knowledge or coding.



<https://www.mobiroller.com/tr/>

3.3.7. Wondershare Filmora: video editing app

It is a powerful video editor that lets you edit your home videos like crop, rotate, crop, merge, etc. and personalize your videos with rich text, filters and transition effects for sharing anywhere.

https://www.wondershare.net/ad/video-editor-win/filmora-dco.html?gclid=CjwKCAjw8e7mBRBsEiwAPVxxiLLd8WurmQfbjum_qpUoEbwVOyh7sS6-6HVohXsyhWPq40hnQz7gkRoCosIQAvD_BwE

3.3.8. CrossWordLabs: Free puzzle making app

It is an online puzzle making tool. It's the easiest way to create, print, share and solve crossword puzzles online. It is a free, fast and easy application.



The screenshot shows the Crossword Labs website interface. At the top, there are navigation links: "Make a Crossword", "Find a Crossword", "About", and "Login/Sign Up". Below this, the title "Crucigrama de animales" is displayed. To the right of the title are buttons for "PDF", "Word", and "Share", along with links for "Instructions", "Edit", and "Answer Key". The main content is a crossword puzzle grid with numbered squares. Below the grid, there are two columns of clues: "Across" and "Down".

Across

4. Dicen que es el mejor amigo del hombre
6. Una popular ave de corral
7. Puedes escucharles aullar en las noches

Down

1. Un gigante que cuenta con dos colmillos
2. Un pájaro que puede hablar
3. Está provisto de fuertes tentáculos
5. Les encanta jugar con ovillos de hilo

<https://crosswordlabs.com/>

3.3.9. GoAnimate: Animation creation tool

It is a browser-running animation maker with which you can create animated videos, infographics, presentations or digital stories.



https://learning.goanimate.com/is-now-vyond/?gclid=CjwKCAjw8e7mBRBsEiwAPVxxiBQomiZuy6wHMpbIUE96urnKoAeiPDhldN-voyVnnyPlpdBjGqpCzhoCQM4QAvD_BwE

3.4. THE ADVANTAGES OF USING WEB-BASED APPLICATIONS

Web applications can be used without installing and installing any program. Thanks to the web application, you can reach people via the internet wherever you are in the world.

If we look at the advantages in substance;

- Instant access from independent locations
- Possibility to use in field applications integrated with mobile tools
- Lower costs
- Being closer to the target audience
- Ease of updating
- More security

In addition to the advantages mentioned above, web applications, which have many ease of use and management advantages, are indexed to the infrastructure in terms of speed and performance, as well as system architecture.

Work from anywhere anytime. Web based software can be accessed from any device that is connected to the internet. Data is available from anywhere after the user logs in. This is a real bonus for productivity. No physical software to download, install, update or manage. The software is always up to date and down times are minimized with redundant systems off site. Web based software is compatible with any device or platform. The software is delivered

through a browser of the users choice. The use of web-based applications in education is becoming increasingly popular, from online tools to complement traditional educational settings to online campuses. Productivity remains high as employees can get the work they need done now.



3.4.1. Why do we use digital product and web-based applications?

To explain why a web-based application is used, as the simplest example, a person who prepares special handcrafted products at home can easily market it with his own website, without needing anything else.

This system, which is possible with a web application, turns into an opportunity to reach large masses easily with the website to be opened.

Integration with Mobile Applications

Access to web-based applications has become more common with mobile applications that are becoming more and more widespread today and browsers that can be installed on phones. With web-based applications that can be accessed at any time and from anywhere, you can manage your website and take the necessary actions with a very small amount of fee. It doesn't matter where you are. At work, in the car, at home, anywhere. You just need an internet connection.

Thanks to web-based applications, suppliers, customers, users and employees can be easily brought together on a single system and transactions can be made in line with a common purpose.

3.5. EXERCISES (HOW TO APPLY A CONTENT / PRACTICAL EXERCISES)

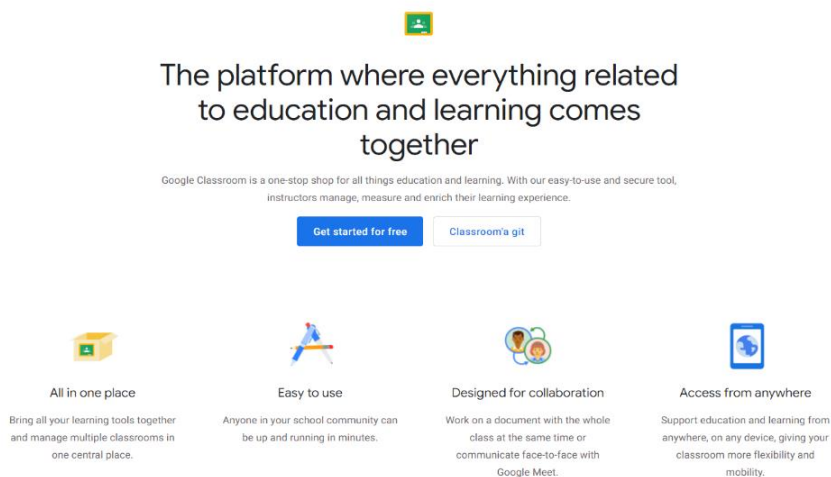
We will do Exercises of the Google classroom, a web-based application that we will use very often in our trainings.

Step 1: Open the internet browser and write to the address: <https://classroom.google.com>.

What is Classroom?

Google Classroom is a virtual classroom application. It is an application that allows teachers to easily assign and organize homework, provide feedback efficiently, and communicate easily with their students. Through the class you create with Google Classroom, homework and content folders and student and teacher documents are stored on users' google drive accounts.

Stage 2: Google Classroom is a one-stop shop for all things education and learning. With our easy-to-use and secure tool, instructors manage, measure and enrich their learning experience.



Let's go to Classroom on the incoming page and enter our gmail account information. When you log in, you will be greeted by the homepage of the application.

We start with creating a class or joining a class with the + icon in the upper right corner of the home page.

When we click on the + icon, a menu consisting of Join Class and Create Class fields welcomes us.

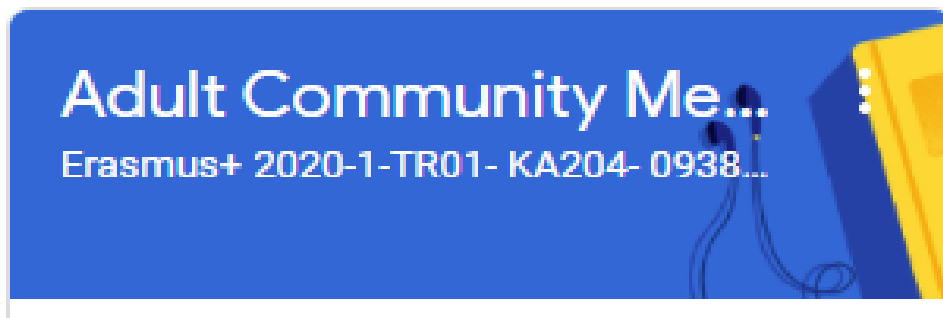
If we want to join a class as a student, you can join the class you want to enter by entering the class code into the field with the help of the Join class field in this step.

If you want to create a new class, you should continue from the Create class field. You need to enter the name of the class you want to create, optionally the section and the subject information.

Now your class has been created. The home page of your class will welcome you.

On the main page of the class, there is the class you are in in the upper left corner, the general flow area where you share your shares, the Students for the control of your students who have joined your class, and the About menus containing information about the class. With the help of the + icon in the lower right part of the stream menu, it is possible to share with students.

Step 3: Let's enter "Adult Community Media Lab" on the next page



Stage 4: Our training page has been opened, now you can join our trainings from this page.

What Can Be Done with Classroom?

With Google Classroom, which enables teachers to create classrooms in a virtual environment, teachers can create different courses and classes according to the subjects of these courses. By enabling students to register for classes, it provides a comment area in order to share announcements, homework, evaluate them by creating questions and answer questions in these posts. It can be used with more than one teacher by providing the process of assigning more than one teacher to the classes.

Conclusion;

With "Adult Community Media Lab" you can monitor Classwork and submit assignments. You can quickly review upcoming assignments, announcements, and late or undelivered work for all your classes. You can also organize studies by topic. You can upload and share materials from the apps to Classroom from your mobile device.

If your teacher allows, you can communicate with your class in the class feed using the following methods:

- Broadcast - Information or question you've added to the class stream.

Example: When do we visit the museum?

- Comment - A response to a post or other comment.

Example: We will go next Friday.

- Reply - A response to a comment that mentions the person making the comment.

Example: +name of commenter Thank you!

If you don't want to post in the class feed, you can also send a private comment to your teacher on an assignment or question.

If your administrator has enabled Gmail and Directory services for students at your school, you can email your teachers and classmates using your school account.

Flow Classwork Persons Notes

Adult Community Media Lab

Erasmus+ 2020-1-TR01- KA204- 093885

Class code: 7f6ozqt

choose theme
Upload photo

Assignments approaching due date

No upcoming assignments/questions no view all

Announce your class

INBIE published a new material: SOCIAL MEDIA USAGE AND MANAGEMENT social media liter... 21 Jun

INBIE has published a new material: SOCIAL MEDIA USAGE AND MANAGEMENT 21 Jun

Omar 9 Jun
Omer Faruk Yildiz - PL

1 class comment

INBIE 9 Jun
Welcome to our ACML group - INBIE

What does Classroom give us?

All in one place

Bring all your learning tools together and manage multiple classrooms in one central place

Easy to use

Anyone in your school community can be up and running in minutes.

Designed for collaboration

Work on a document with the whole class at the same time or communicate face-to-face with Google Meet.

Access from anywhere

Support education and learning from anywhere, on any device, giving your classroom more flexibility and mobility.

3.6. EVALUATION (EVERYTHING USEFUL TO EVALUATE THE USEFULNESS AND EFFICACY OF THE LEARNING UNIT)

Elective testing

1. Which of the following is not one of the four digitization phases related to the development of digital technologies?

a. Quick access to information b. internet c. Social Media d. Internet of Things

2. Web-based applications are created only with the help of programming languages. There are many different programming languages you can use to develop a web application. Which of the following is such a programming language?

a. PHP b. Excel c. HTTP d. Web 2.0

3. What has social media created with the social revolution it has created?

a. Social economy b. Digitization c. socialization d. innovation

4. Which is not an example of a web-based application?

a. Google b. Pinterest c. Facebook d. Word

5. “Web-Based Applications are applications that can only be accessed over a network connection using theprotocol and that can be run with the help of an internet browser instead of the device's memory.Please select the right phrase for the definition above?

- a. FTP b. HTTP c. Web 2.0 d. DNS

6. Which is not one of the Advantages of Web-based application?

- a. Being closer to the target audience
b. Lower costs
c. Security vulnerabilities
d. Possibility to use in field applications integrated with mobile tools

7. Which is a platform that allows you to create digital stories through a website?

- a. GoAnimate b. Cross Word Labs c. Story Jumper d. Blendspace

3.6.1. Questions to the text – Teaching Materials

1. Which digital products do you use on your computer?
2. What are the advantages of web-based applications?
3. Why do we use digital products and web-based applications?
4. How can web-based applications be developed?
5. Which web-based applications do you use in your trainings?

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MODULE 4: DIGITAL SOCIAL SERVICES ASPECTS AND EDUCATIONAL ASPECTS

Nida AKCEVİZ OVA

Yenişehir İlçe Milli Eğitim Müdürlüğü



Learning Objectives

The social media literacy tutor has a special chapter where we analyse the benefits of social networking and the aspects to take into account when promoting your home-adult education classes. We finish with the essential rules for getting the most out of social networks and some exercises to be implemented in pairs or small groups.

By the end of the Learning Unit, trainees will be capable of:

- Establish and manage a social media presence
- Understand the role and characteristics of a social media literacy tutor
- how and why to create content for social media
- Manage a content calendar for your social media presence
- Evaluate the performance of your content on social media
- Manage social media content using real world data



Basic Concepts (Key Words)

- Content management
- Social media
- Social media tutor
- Media literacy
- Collaborative learning
- Management skills
- Media management
- Social media manager
- Social networks
- Media presence

Main objective:

To equip the learner with critical content creation and management skills to become a social media tutor and guide them how to become a social media literacy tutor.

General Description:

This module is intended for adult people willing to acquire the professional skill for the “**social media literacy tutors**”. The social media literacy tutor will collaborate with schools, NGOs, consumer associations, and local government institutions (ACML objectives)

To become a social media literacy tutor, someone must have knowledge and if possible some experience as a social media manager. This is the reason why in this course we present the figure of social media manager, and social media tutor, emphasizing in the characteristics of a social media tutor and social media manager.

Due to the fact that we often use social networks ourselves, it may seem that a lot of time spent there is already a kind of entitlement to work as a “social media literacy tutor”. Of course, among the users there are people who understand every new novelty, like to test, are able to establish contact with fans, their posts are shared and liked much more often than others, which is certainly a predisposition to be a “social media literacy tutor”.

To become a social media literacy tutor, someone must have knowledge and if possible some experience as a social media manager. This is the reason why in this training course we will emphasize the figure and competences of someone searching for a job as a social media manager and/or social media literacy tutor.

It is worth realizing that just creating an account and writing posts is not enough. Social media is changing dynamically, these changes must be followed, noticed and understood. In addition, an ordinary user does not often learn about marketing and advertising. Therefore, efficient navigation through websites is important, but this is only the tip of the iceberg, often insufficient to take up a job. However, this does not change the fact that many people imagine the work of a social media literacy tutor as a dream job.

It is difficult to imagine a business, person, that is not present in social media today. It is not without reason that it is said that if someone is not on Facebook - they probably do not exist. Social media is so popular that many people look for the opinion or offer of a given business or private persons. No wonder that every business, no matter if it is small, medium or large, should have a person who will deal with professional social media marketing.

What does the social media tutor do? How to become one? How to become a social media literacy tutor?

This and other questions will be answered during this training material.

Topic 1: Social media manager

This topic present the figure of social media manager and introduces the main skills a good social media manager should have. The learner can find the description of the main responsibilities and the necessity to combine not only managerial tasks but also project management, specialization in video marketing, copywriting and elements of customer service

Topic 2: Social media tutor

This topic will present the learner with some facts to take into account when planning to became a social media tutor. In addition to the fact that social media tutor must perfectly navigate social media, know their functions and not have a problem with news, he must also have other skills and qualities useful in this position

Topic 3: Social media literacy tutor

This topic is interesting for learners willing to became a social media literacy tutor. Learners are introduced to the benefits of social networking for Social media literacy tutor. Which social network to choose when promoting their home-adult education classes; and, how to choose the social network that will be useful to implement the tutoring.

Topic 4: The essential rules for getting the most out of social network

In this topic the learner will be able to learn the rules for getting the most out of social networks. The learner will learn why social networks are essential today for communication and marketing and help them to think the best social media networks before you they begin to used them.

Exercises: Case studies

This part of the module presents the “Methodology” to be used when preparing the group to work together and discuss different jobs available in the market:

- Digital Marketing & Communication Coordinator
- Social Media & Influencer Marketing Manager
- Social Media Manager
- Social Media Specialist

Module title	DIGITAL SOCIAL SERVICES ASPECTS AND EDUCATIONAL ASPECTS
Education profile	Not identified
Language of instruction	ENGLISH
Target Group	1.adults who are interested to improve their knowledge on digital media. 2. older adults, and low-skilled adults to use digital technology. 3.other target groups involved in this project are older adults, low-skilled adults,Consumer Associations,Social services,NGOs engaged in community development.

Period	One week-	
Hours	1 to 2 hours	
Responsible	None	
Directional learning effects-symbols	Learning Outcomes	
KNOWLEDGE		
Develop	K1	Master the basic concepts of digital social services and education.
Integrate	K2	Use digital social services and education methodologies
Safety	K3	Understand the importance of digital social services and education.
Protection	K4	Apply the acquired knowledge in new situations.
Problem solving	K5	Leverage the acquired knowledge to evaluate applications.
SKILLS		
Interact	S1	Learners will improve their digital skills.
Share	S2	Learners will improve their ability about a task or a problem in different way.
Engage	S3	Learners will be trained to use what they learn.
Collaborate	S4	Learner will use the digital services.
Manage	S5	Learners will help the other low skill adults.
COMPETENCES		
Inclusive	C1	Perform digital skills on social services and education.
Informed	C2	Administer digital social services policies.
Commitment	C3	Explain drivers and objectives of digitalisation.
Balanced	C4	Describe the digital technologies that are currently in use of social services.
Alert	C5	Obtain a well digital social service.

Module contents	<ol style="list-style-type: none"> 1. Describing digital social services and policy initiatives at eu and national levels 2.the eu and digital social services 3.defining the digital technologies that are currently in use in social services 4.the role of digital technologies in the design and delivery of services and impacts of them 5.digital transformation in education in the process of society 5.0 and educational aspects of social services
Prerequisites and additional requirements	<p>The most important prerequisite is the desire to acquire knowledge and skills related to what involves working with elders. Otherwise, there are no prerequisites for this course. However, it would be helpful to have previous knowledge or practice in social care, caregiving, intergenerational learning</p>
Compulsory literature	<p>Adult Trainers are professionals, who have the essential formal qualifications as well as certified educational proficiency in adult General Education and Vocational Training within the context of Lifelong Learning.</p>
Additional literature	<ul style="list-style-type: none"> • Bradley, Loretta & Hendricks, C.. (2009). E-mail and Ethical Issues. <i>The Family Journal</i>. 17. 267-271. 10.1177/1066480709338293. • Brown, T. (2010). Construct validity: A unitary concept for occupational therapy assessment, evaluation, and measurement <i>Hong Kong Journal of Occupational Therapy</i>, 20(1) • Dahl T. S., Boulos M. N. K. (2013). Robots in health and social care: a complementary technology to home care and telehealthcare? <i>Robotics</i> 3 1–21. 10.3390/robotics3010001 • Dahl, Torbjørn S. and Maged N. Kamel Boulos. “Robots in Health and Social Care: A Complementary Technology to Home Care and Telehealthcare?” <i>Robotics</i> 3 (2014): 1-21. • Dantas, Thales & Souza, Eduarda & Destro, Iuri & Hammes, Gabriela & Rodriguez, Carlos & Soares, Sebastião. (2021). How the combination of Circular Economy and Industry 4.0 can contribute towards achieving the Sustainable Development Goals. <i>Sustainable Production and Consumption</i>. 26. 213-227. 10.1016/j.spc.2020.10.005. • Darkenwald, G. G., & Merriam, S. B. (1982). <i>Adult Education. Foundations of practice</i>. New York: Harper and Row • Eiffe, Franz. (2018). Eurofound’s Reference Framework: Sustainable work over the life course in the EU. <i>European Journal of</i>

	Workplace Innovation. 6. 67-83. 10.46364/ejwi.v6i1.805. <ul style="list-style-type: none"> • Eurofound (2017a), Automation of work – Literature review, Dublin
Planned forms / activities / didactic methods	To implement the course face-to-face, we recommend the following teaching facilities and aids: <ul style="list-style-type: none"> • Non-electronic – Chalkboards/ flip board, flipcharts, chalk/markers, copies of the evaluation sheets • Electronic/digital – Computer, video projector, clicker devices, speakers; internet, PowerPoint slideshows created on the base of the modules), videos
Assessment methods of learning outcomes	Pre-test and post-test.

PRE-TEST

- 1) Which of the following could be the definition content of digital social work?
 - a) consists of classical methods
 - b) be independent of society
 - c) be static and unchangeable
 - d) ability to adapt to social changes

- 2) Which of the following is not one of the basic principles of digital social services?
 - a) User friendliness and inclusiveness
 - b) 24/7
 - c) Single entry point
 - d) Queue

- 3) Which of the following is the driving force for digital social work transformation?
 - a) Increasing the cost
 - b) Prejudice on digital
 - c) Increasing the quality of life
 - d) Limiting communication

4) Which of the following digital social services do you use?

Advanced Robotics		Artificial Intelligence	
Google		IOT	
Telecare		Blockchain	
Virtual Reality		Amazon	
Skype Web		Platforms	

4. DIGITAL SOCIAL SERVICES ASPECTS AND EDUCATIONAL ASPECTS

This course will provide you with proficiency in digital social work practices that are becoming increasingly widespread in the public sphere with technology, can adapt to changes, produce effective and timely solutions to changing and diversifying needs, and have an innovative understanding. In order to benefit from digital social services, a person needs to know what these services are and how to use them most effectively with their advantages and disadvantages. For these reasons, this course will be;

An overview of policy initiatives at EU and national levels that promote the take-up of digital technologies in social care services and education. This overview includes digital transformation strategies, changes in legislation and other types of policy reform. And also, describing some of the drivers, rationales and objectives underlying these policy initiatives, the stakeholders and organisations promoting them, and the barriers encountered in their implementation.

This course is organized to increase the knowledge and skills of adults on digital social services. Each trainee who successfully completes the Digital Social Services Aspects and Educational Aspects course will be able to;

- Provide competence in the multidimensional aspects of Digital Social Services.
- Securely access Digital Social Services.
- Understand the main barriers and limitations in accessing Digital Social Services.
- Will learn the methods and techniques used in the combination of Technology and Social Services.
- Describe policy initiatives at EU and national levels that promote the digital transformation of social services and education.

- Define the digital technologies that are currently in use in social services and education.
- Understand some of the evidence regarding the impacts of digital technologies for service providers and service users.

This course has been prepared to provide basic knowledge and competences in the field of digital social services by serving as a bibliography in order to learn and use digitalization, which is the goal of the ACML project, for adult people who want to gain competence.

The emergence of new problems with globalization brings the need for innovative practices of social work to produce solutions and intervene to these problems. It is possible to say that the planning and implementation of social work with an innovative approach and in a way that can meet the needs will also have a significant impact on social change. Digital Social Services needs to go beyond traditional methods in order to share new information that it wants to convey to people who will benefit from the theoretical approaches and practices, therefore this course has been planned.

4.1. DESCRIBING DIGITAL SOCIAL SERVICES AND POLICY INITIATIVES AT EU AND NATIONAL LEVELS

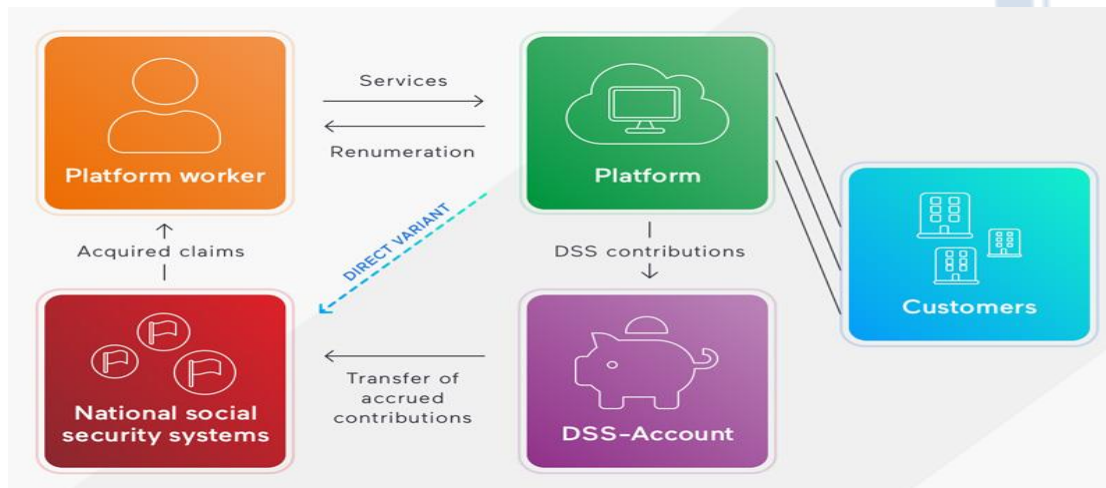
In the first chapter of this module, the basic principles and standards of digital social services and education will be explained, information will be given about digital social services and trainings given in Europe and nationally, and sampling will be made

4.1.1. What is Digital Social Services?

In order to understand what Digital Social Services is, it is necessary to define social work first. Social Work is a profession that focuses on the development of disadvantaged individuals and groups in social life and works to increase the social welfare level of the society. Social service is based on problem solving, empowerment and liberation in human relations in order to increase the well-being of individuals, families, groups and societies by focusing on the interaction within the individual and his environment (IFSW, 2000).

Today, there is a rapid change in economic, social, demographic, cultural, technological and many other areas. Adapting to these changes, producing effective and timely solutions to changing and diversifying needs is possible with social service organizations with an innovative understanding. Information technology applications, which have been used in social services since the last twenty years, promise important innovations to professionals at micro level, institutions and/or organizations at macro level. The dynamic nature of social work practice requires the profession to find new and creative ways to continually evolve and support disadvantaged groups. It is believed that unless innovation is on the agenda of the services provided, future performance will be inefficient and ineffective (Brown, 2010). In this sense, the concept of "Digital Social Services" is, where it is important to determine the target audience and to have a good project, to provide digital solutions to social problems, to seek to solve problems with innovative methods, how to

solve the needs of disadvantaged individuals and groups with digital tools, to reach more people and solve their problems with low costs that appears to be met.



4.1.2. Common Definition of Digitalization in Social Work

In general terms, digitalization can be defined as the massive adoption of digital technologies to generate, process and share information and to implement certain tasks through digital devices. This may include tasks previously performed by the human workforce. Digitalization in social work means the incorporation of digital technologies into the daily delivery of social work. As a profession, social work is faced with social changes and developments. It is clear that digital transformation is affecting the work of social organizations. However, it has been observed that social organizations partially underestimate the rapid dynamic of this digital transformation, which affects all dimensions and services of social organizations. Social work requires a strategic process to deal with the complexity and challenges of digitalization. (Kreidenweis, Helmut (2019): Digital Transformation - Fundamentals, Strategies and Frameworks. In: Archives of Social Work Science and Practice. Social work in digital transformation. 02/2019, p.6ff.

The transformative effect of digitalization, developments in social service delivery are accelerating.

Some of the effects of digitization are;

- Automation of tasks and occupations: replacing (human) workforce input with digital and machine input, including advanced robotics, artificial intelligence and machine learning.
- Digitization of processes: digital processing, storage and transmission of sensors and information as well as personal data, including the Internet of Things, 3d printing, virtual reality, augmented reality and telecare.

- Emergence of platforms and use of blockchain: delivery of services on online platforms.
- Digital documentation systems: eg. electronic patient files accessible by the caregiver via smartphone and tablet.
- Introduction of artificial intelligence and robotics: eg. Patient support assistants, home and care robots.
- Assistance and monitoring systems: eg. emergency buttons, drop sensors, etc.
- Big data use to support personalized services.

4.1.3. Basic principles and standards of Digital Social Services

- **“Digital” by default**: In any interaction between the Social Service Provider and users of a particular service, the user is obliged to use the digital channel, unless there are better alternatives or reasons.
- **User-friendliness and inclusiveness**: This means that digital public services must be accessible to everyone, not just a few technicians or digitally savvy people. Digital utilities should use an intuitive user interface that is easy to navigate. More importantly, while utilities are digital, they always provide ongoing human support in any form (face-to-face or via digital channels).
- **“Only once”**: This means eliminating the unnecessary administrative burden that arises when users have to provide the same information to multiple public administrations. The databases of all public authorities are interconnected and the stored information can be used by the other. While this is designed for the convenience of citizens, it should be done in strict accordance with data privacy rules and ultimately citizens should be in control of their personal data. This principle, underlined by the European Commission, is that in more than half of the cases Users are required by the administration to fill out forms with the information already available. Finally, an astonishing 73% of public service websites do not have a mobile-friendly version.
- **Transformation Focus Center**: This principle requires social service providers to renew their entire government computing systems after a certain period of time in order to keep up with the ever-changing environment and the development of technology. While it may seem like an expensive solution, it ultimately pays off with improved operational efficiency.
- **24/7 Technology**: Digital social services do not stop working after 6 pm and do not close on weekends. This includes the use of a digital interface ("digital front office") and digitizing processes to be available at all times.
- **Single point of entry**: For user convenience, public services should be accessible from a single portal via a single identity.
- **Multi-channel services**: Regardless of which device (desktop or mobile device) is used to access the portal, the user must be provided with a seamless digital public services experience.

• **Open standards:** The service-oriented architecture of living public services is supported by open standards and open source technologies that enable digital collaboration. In particular, common standards and interfaces should ensure smooth data exchange. This principle of open standards and interoperability to enable the cross-border functioning of public services is critical in Europe and represents an important building block in the Digital Single Market strategy.

Table 2: NLASW (2012) Technology Use Standards in Social Work Practices

Standard 1: The use of technology in social work practice is based on the values, ethics and principles of the social work profession.
Standard 2: Social workers practice within their competence and competence in the use of technology in the workplace while continuing to develop their knowledge, skills and abilities.
Standard 3: As part of the informed consent process, social workers inform clients about technologies used in the delivery of social services, including the inherent risks and opportunities.
Standard 4: Social workers; documents all electronic communications in accordance with institution/organization policies, ethical standards and best practice guidelines.
Standard 5: Social workers have a responsibility to be aware of issues in their jurisdiction when providing therapy or social services using electronic technologies.
Standard 6: Social workers who use technological approaches to conduct social work research or gather information needed for practice do so in a way that ensures ethical credibility.
Standard 7: Social workers consider issues related to conflicts of interest, bilateral and multiple relationships, and boundaries regarding the use of technology in practice.
Standard 8: Social workers who use technology to engage in social justice issues and advocacy efforts and/or engage in political action are committed to the values and principles of the social work profession.

4.2. THE EU AND DIGITAL SOCIAL SERVICES

Content

In this chapter of the module, the work of the European Union in the context of digital social services will provide information about its effects on the society, and will serve as a data source about the work to be done for the local services to reach the international form.

4.2.1. What is the European Union's role in addressing digital social services policies?

This section will describe policy initiatives at the national and EU levels that support the digital transformation of social services. These initiatives include legislative change, strategies, policy statements, guidelines and funding programs in different types of public policy. Since the day it was founded, the European Union (EU), which has steered restructuring efforts within the framework of many objectives such as unity, peace, order, integration, livable environment, and sustainable development, has recently been the driving force of the European Union (EU) in this regard, dissemination of digital developments in social work and public administration and permanent development efforts are made.

Some of the studies that will help draw a frame in minds about what digital social services are are as follows;

1. The EU Commission published its first biennial report on social services for the public interest in the EU in 2008 and drew a general framework.

Report:

- Defines the socio-economic role of such services and the major economic and societal changes they have to adapt to,
- examine how they adapt to evolving needs and constraints,
- assess how these changes affect the organisation, financing and provision of social services of general interest in terms of relevant Community rules.

2. The Council of Social Work in Education 2008 emphasizes the importance of technology in the practice of social work and education. Many social work agencies now use computers to manage information systems, increase the efficiency and usefulness of their activities. Without technology, the practice of social work today would be ineffective and inadequate. A number of challenges have been identified in the context of restructuring public social services from the perspective of the European Union, and the use of digitalization and ICT seems essential as an effective tool for these modern services.

3. The European Union e-Government Report 2015 revealed that online public services in Europe "could be smarter". This recent study showed that cross-border connectivity in Europe is still a challenge: only 57% of public services are accessible between countries, highlighting the need to include EU citizens in other member states.

The EU-recommended "live public services" are insightful and predictive services powered by data analytics, delivered as applications on mobile devices. Cloud infrastructure is used to make decisions in real time and to use and rely on generally open data. But getting the most out of these advanced, user-friendly services will require more: a cross-enterprise platform that can unite users and service providers in one safe, secure and easy-to-access location.

The EU's inclusive digitization principles and objectives are set out in the Digital Single Market Strategy. This strategy expresses the need for better to maximize service potential in public services. (European Commission, 2016). This strategy consists of 3 main objectives;

- modernizing social services with ICT using key digital enablers,

- enabling cross-border mobility with digital social services
- designing a more collaborative, participatory, accurate service that facilitates digital interaction between governments and citizens/businesses.

The "Future State Digital Technology" published within the framework of the European Digital Forum Government of the Future How Digital Technology Will Change the Way We Live, Work and Govern, which was created to receive the opinions of the public within the framework of the 2016-2020 Digital Social Work Action Plan of the EU Commission. According to the study titled "How It Will Change Our Lives, Work Life and Management Style", rapid technological changes that occur in economic and social structures naturally affect states, and states are forced to change shape and digitalize in providing social services.

VII of the European Union 2020 strategy entitled 'The benefits of ICT for the EU society'. According to the column, ICT will positively impact the reduction in energy consumption, support for aging citizens, healthcare and better public services delivery.

The EU is working to help public administrations across Europe transition to digital so that all citizens can enjoy smart public services throughout the Digital Decade. It focuses on reducing barriers to public services and making them accessible across borders.

The European Union 2021 Report emphasized the importance of digitalization for the European society in the COVID-19 epidemic. Digital technologies bring new ways to learn, entertain, work, explore and achieve goals. It also provides new freedoms and rights and gives EU citizens the opportunity to go beyond physical communities, geographic locations and social locations.

Table 1 Digital public services indicators in DESI

Source: DESI 2020, European Commission.

	EU DESI 2018	DESI 2020
5a1 e-Government users % internet users needing to submit forms	58% 2017	67% 2019
5a2 Pre-filled forms Score (0 to 100)	53 2017	59 2019
5a3 Online service completion Score (0 to 100)	85 2017	90 2019
5a4 Digital public services for businesses Score (0 to 100) - including domestic and cross-border	83 2017	89 2019
5a5 Open data % of maximum score	NA	66% 2019

4.2.2. Digitalisation at national level Time for action: from European to local level

4.2.2.1. Drivers and objectives

There are four factors for a transformation to digitally enable public services;

- First, we are only halfway through a decade of unprecedented austerity in public spending. The need to find efficiencies that simply cannot allow services to be stopped will necessitate radical reforms hitherto considered too difficult.
- Second, the public is willing to engage digitally. Most of us have created our own personal digital ecosystem by combining mobile technology, apps, and networks with near-constant connectivity. This ecosystem is highly trusted and highly skilled by each of us.
- Third, the technology and connectivity that support these personal ecosystems are relatively inexpensive, easy to use, and available almost everywhere.
- The last factor is the need for innovative approaches to solving social problems that will help improve the population's quality of life, reduce the cost of providing services, and involve large segments of the population in mutual aid processes.

At the local level, digital transformation is promoted in all areas of social work through the Partnership in the Digital Transition project through the Urban Agenda for the EU. Urban Agenda was established in 2016 to promote collaboration, digitalization and the use of ICT. Organized thematic partnerships across the EU in order to improve coordination between social services in local governments, to provide financing and to spread the use of Bits in all areas. The aims of the Digital Transition action plan are: to provide citizens with better public services, to support the exchange of good practices by taking advantage of the opportunities of European cities, to enable digitalization and European businesses to develop innovations and to create opportunities for global markets to create new job descriptions (European Commission, 2018e).

One of the main drivers of the use of digital technologies is the innovation of the design and delivery of public services and the expectation that some services will be cost-effective and more efficient (OECD, 2016).

Another important driver for digital transformation is the policies aimed at digitalization and the use of machinery in the provision of health and care services. It consists of innovative public and social services that eliminate the difficulties in front of the elderly population's self-sufficiency, demographic difficulties and the burden on supply.

Norway's White Paper Tomorrow's Healthcare states that 'the increased use of welfare technology is opening up more possibilities'. It can give people the opportunity to manage their own lives and health, and help more people stay and be self-sufficient in their own homes longer, despite their disability" (Norwegian Government, 2012, pp. 27–28). The aim of the Innovations in Care Service 2020 (Pflegeinnovationen2020) program in Germany is to strengthen people's ability to stay at home and lead autonomous lives as long as possible (Bundesministerium für Bildung und Forschung, 2014)

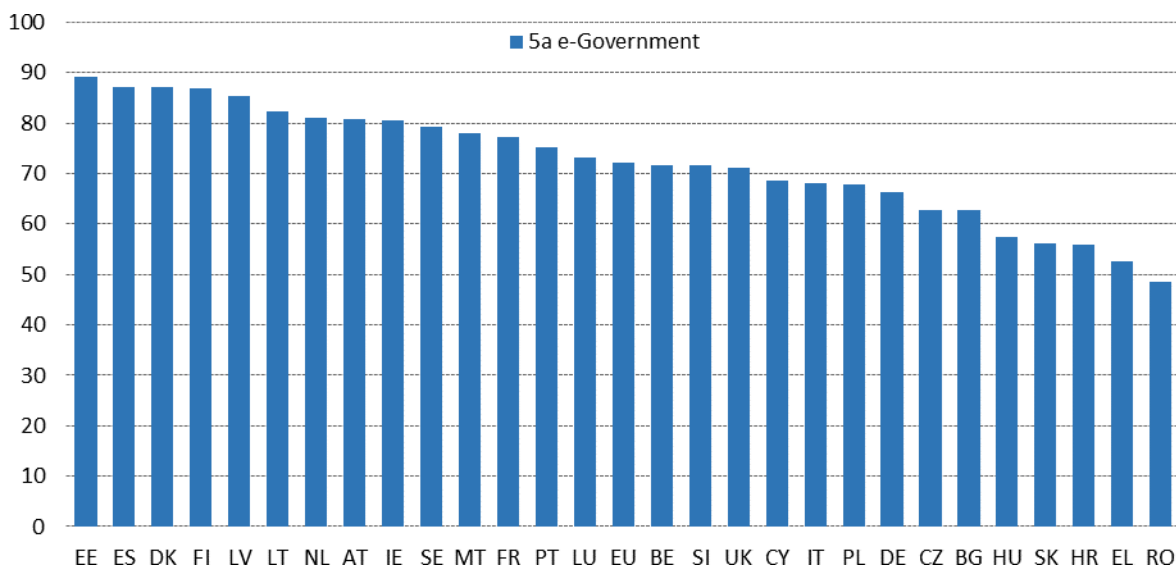
Digitally enhancing existing services (Mocker & Fonstad, 2017), engaging in product innovation (Berghaus & Back, 2017) and

exploring new, potentially disruptive business models to stay competitive and reduce expense (Berghaus & Back, 2017; Mocker & Fonstad, 2017)) have been seen as targets promoting digital transformation. Other common goals are to keep up with changing service buyer behaviors and expectations, to improve and maintain user satisfaction and dialogue, to improve digital channels and processes towards them, and to offer up-to-date digital products. (Berghaus and Back, 2017; Bilgeri et al, 2017; Isaksson and Hylving, 2017; Mocker and Fonstad, 2017)

According to the Austrian association of health and social care professions (OGB/ARGE FGV); digital technologies aim to assign employees more efficiently, to provide faster access to clinical reports, and thus to provide more efficient care delivery.

Figure 1 Digital Economy and Society Index (DESI) 2020, digital public services

Source: DESI 2020, European Commission.



4.3. DEFINING THE DIGITAL TECHNOLOGIES THAT ARE CURRENTLY IN USE IN SOCIAL SERVICES

Digital technologies and technology tools used in the field of social services will be defined, information will be given about the difficulties and conveniences of digital social services, and the advantages and disadvantages of its use will be explained.

4.3.1. Main issues related to digitalisation

It is also emphasized that recommendations and opinions should be made in line with the development of human rights and social justice in digital technological processes, especially for providers of technological infrastructure and conditions, policy makers and practitioners. E.g; Social workers may face new ethical dilemmas regarding the disclosure of information to protect clients with the right to privacy and confidentiality online. In these processes, critical

thinking, compliance with ethical processes and correct decision making skills should be adapted to digital challenges (Social Care Institute for Excellence, 2019)

• Resistance from staff and users

Common to staff and users alike, this problem is the rejection of technologies that replace or reduce human interaction. Even though many social services are provided digitally thanks to digital technologies, service providers and buyers have created a negative bias against it. These concerns have been reflected in some policy initiatives. In Austria, for example, the Digital Roadmap states: 'Technological solutions should be used as support and to improve quality and process optimisation, but should never replace personal communication, and this needs attention.' (Austrian Federal Digital, Ministry of Business, 2016, p. 30). A study conducted in Finland found that the main deterrent in barriers to citizens using social and health services is the belief that e-services are not as good as face-to-face communication. (63%) (Finnish Institute of Health and Welfare, 2014)

• Digital literacy

The reluctance to use digital technologies is partly due to a lack of knowledge and relevant skills. In 2018, EU countries received a CSR on low digital skills of the population. The ICT Strategy 2020 of the countries includes a series of measures for the digital struggle. Emphasis was placed on promoting the inclusion of the illiterate and the disadvantaged, as well as upgrading the internet skills of the general population (Le Monde, 2016).

• Data sharing and protection

The standards for collecting, managing and recording information about social services highlight the ethical standards that social workers must comply with when they use technology to collect, manage and store information.

The General Data Protection Regulation of May 2018 has set the requirements for the processing of personal data;

1. Data collection needs will be declared by social service providers and data will be processed securely, with the explicit consent of individuals. Where appropriate, pseudonyms should be used or data should be anonymized.

2. Social services data therefore face an additional level of complexity. For organizations that work with adults, this means they must seek approval to process; Where guardianship is required, permission must be obtained from legal guardians to process the data (The Guardian, 2018).

• User involvement/co-creation

Recruitment, acceptability and user friendliness of services are encouraged in digital services, and broader digital use should be created where people directly contribute to the process to increase user participation in co-design and decision-making. In the UK, for example, 'civil technology' is increasingly being used in local government to involve citizens. A review of these technologies has shown that user participation and uptake is limited, partly because the design of social services sets the limits of interaction (Crisis, 2018).

• Lack of resources and/or political support

In order to provide and expand Digital Social Services, financial support should be provided in a holistic manner, and adequate political support to the process should be supported by policies and facilitating services prepared by the state. In addition, hardware and technical in-service training should be given to service providers in this field. In Spain, the lack of investment and the inadequacy of the resources provided by the public authorities are the biggest obstacles to the providers of digital technologies. (Martinez Sans, 2017). In a UK Department of Health article, funding issues were noted as follows: Opportunities for assistive technology service providers face a lack of investment in many assistive technology services, lack of maintenance, the way to deploy them, and lack of awareness of assistive technology. (Volunteer Organizations Disabled Group and National Care Forum, 2013, p. 22)

• Technical problems

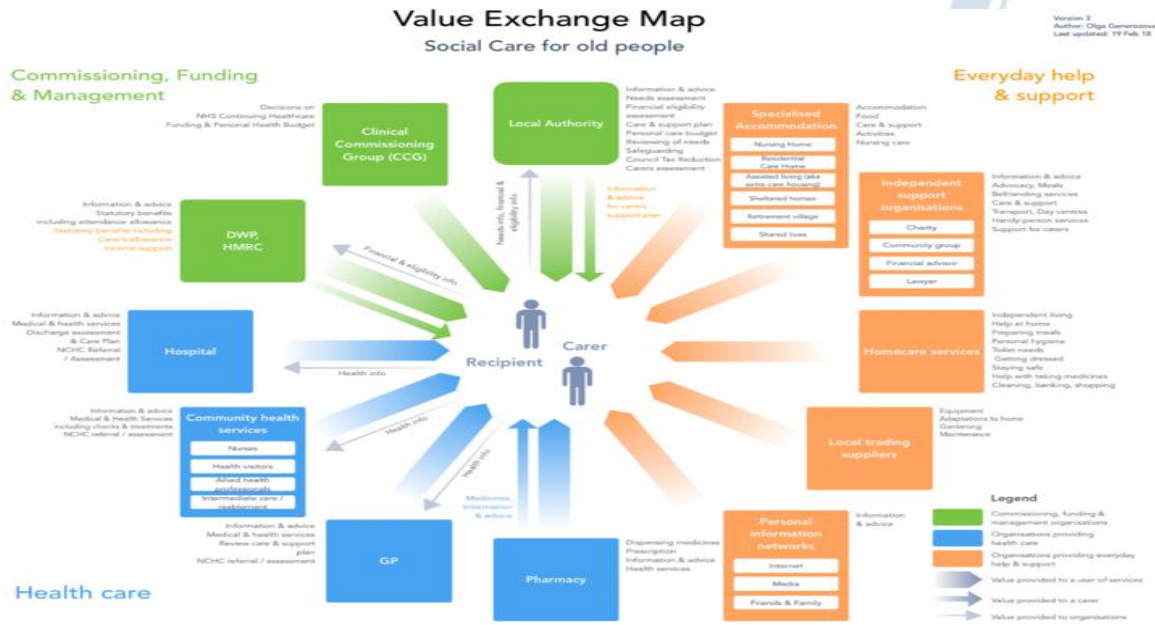
Access to the Internet is a prerequisite for the use of digital technologies. Eurofound drew attention to the need to improve broadband coverage and internet related issues. In many countries, a general barrier appears to be internet connectivity. It requires increasing data volumes. For big data-requiring digital technologies to be accessible to everyone, there must be high-volume broadband.

• Social Inclusion

When we look at the working areas of social work, it is seen that it is mainly shaped by vulnerable, disadvantaged and marginalized groups such as the elderly, women, disabled people, refugees, on issues such as social assistance, poverty, migration, and social exclusion. When the characteristics of these client groups are examined, it is remarkable that they are more fragile and vulnerable in terms of structural, cultural, psychosocial, political and economic aspects. For this reason, individuals in these groups; They need access to human needs and rights, social justice, liberation, support and empowerment more than other individuals (Gencer, 2019). The client groups mentioned here also need to be protected and defended in digital environments.

4.3.2. Benefits of digital social services

Today, there are dramatic changes in socio - economic systems due to digitalization processes. In connection with this, the opportunities that arise in society can be used to improve the management of the social sphere. The implementation of innovative approaches to the provision of social services using digital technologies will help increase public satisfaction, save costs associated with bureaucratic procedures for processing documents and overcome the lack of information. In the EU, social services play a crucial role in improving the quality of life and providing social protection. The quality of life and providing social protection.



The digital transition in social work can bring many opportunities such as:

- Existing improvement and quality enhancement: Digital technologies have the potential to improve old ones and create new services by better responding to the needs of service users. Redesigning social services around the needs of individuals provides the best opportunity to improve people's health, well-being and social inclusion.
- Promoting independence, quality of life and well-being: The use of digital technologies in social services can enable beneficiaries to maintain their independence and well-being and reduce social exclusion. The use of digital channels can also reassure caregivers and families who may not always live close to those they support, thereby reducing potential feelings of social isolation.
- Enable social workers to work from any base at any time: Technology can optimize workflows and business processes by enabling maintenance and support professionals to work seamlessly from multiple locations and in multidisciplinary teams. The use of mobile technology and improved connection speeds will provide quick access to information throughout the maintenance system. This means that maintenance and support professionals can work collaboratively across organizations and industries to deliver services more efficiently and effectively.
- Benefits include facilitating a practitioner's administrative responsibilities (Finn, 2006; Author, 2012), helping clients communicate and engage with the practitioner (Bradley & Hendricks, 2009), providing time to reflect on previous sessions (Wright, 2002), and providing an opportunity to help practitioners (Perron, et al. 2010).

4.3.3. Challenges of delivering new digital technologies in social services

The digital transition also brings many challenges;

The following main barriers to beneficiaries:

4.3.3.1. Trust yourself

Some participants have low trust in technology-oriented social services and do not feel adequately equipped to apply for digital social services.

4.3.3.2. Horror

Some worry that they will break devices, do something “wrong” that they cannot fix, or have privacy issues. It is also known from existing research that older adults are more vulnerable to misinformation.

4.3.3.3. Physical functionality

Some beneficiaries have physical disabilities. For example, for some, the text or buttons may be too small or visually impaired, so it is necessary to provide appropriate service for all disadvantages.

4.3.3.4. Culture and communication

Cultural differences in communication affect the way older adults use social media and their online connections. Some participants are more active social media users, while others are more passive. Some are worried about what they will encounter when using social media or do not like the way others communicate through social media.

The main obstacles in front of service providers are;

4.3.3.5. Data management:

The social services ecosystem is complex and structured with many public and private actors. Health and social data is very sensitive and does not only contain medical but also financial information about one's social protection situation or medical expenses. Yet, e-health apps are not regulated, and the data generally ends up within the remit of the GAFAs². It is a priority to make sure that the introduction of new technologies and use of big data in social services is agreed and regulated through social dialogue and collective bargaining at different levels as well as through legislation that protects and regulates the use of such data by social services, including by its workforce. The use of technologies generates person-related data, including on tracking movement of workers, that need to be dealt with in conformity with the General Data Protection Regulation (GDPR).

4.3.3.6. Digital skills:

Dealing with new technologies can require additional training and qualification, equipping workforce with an adequate set of skills and competences. One priority should be to holistically integrate digital skills into relevant education structures and professional training. Continuing Professional Development (CPD) throughout the worker's career can help to address the digital divide that prevents the workforce in social care (not least in the context of an ageing workforce) to fully take advantage of new technologies. This enables them to be adequately informed and consulted about related restructuring and – where they wish to do

4.3.3.7. Funding gap:

Limited financial resources are one of the biggest impediments for the digital transformation of the social services sector. Significant investments may be required to support the effective digital transformation and cover the full additional costs which can occur, such as the purchase of products, the recruitment and training of staff, and other important matters. This also calls for an assessment of the added value of specific measures

4.3.3.8. Uneven and unequal spread of new technologies:

Social services users, especially from below average economic and social backgrounds as well as the management and workers in the social services sector are currently largely excluded from a full participation in the digital opportunities that remain concentrated in the hands of a few powerful corporations. Therefore, it is of paramount importance that European and national authorities give priority to the needs of the social services users, workers & providers to benefit from full access to technologies and their opportunities, thus supporting the right to the best possible care, education and training, social support and empowerment and therefore contributing to the implementation of the European Pillar of Social Rights.

4.3.3.9. Lack of social capital:

Finally, an individual's social network is highly influential in their initiation into using technology and is important for continued support and maintenance of the use of digital devices and social media. Often, without this available social network or device, individuals are unable to start using the digital device.

4.4. THE ROLE OF DIGITAL TECHNOLOGIES IN THE DESIGN AND DELIVERY OF SERVICES AND IMPACTS OF THEM

This chapter defines the digital technologies that are currently in use in social services. It also provides information about the aims and specific functions of these technologies, as well as some estimates about levels of deployment and how they are likely to change in the near future. Although the services analysed include services in cash and in kind, most of the uses of these technologies are in kind. Robots are used to assist older people and people with disabilities.

4.4.1. The role of digital technologies in the design and delivery of services

This chapter defines the digital technologies that are currently in use in social services. It also provides information about the aims and specific functions of these technologies, as well as some estimates about levels of deployment and how they are likely to change in the near future. Although the services analysed include services in cash and in kind, most of the uses of these technologies are in kind. Robots are used to assist older people and people with disabilities, helping them with physical, cognitive and interaction/emotional tasks. The Internet of Things and telecare have enabled older people to monitor their own health status and to live longer in their own homes. These technologies can also reduce the risk of contagion and ensure the continuity of care in times of confinement, lockdown and/or social distancing.

4.4.1.1. Advanced robotics

The research carried out by Eurofound on game-changing technologies in the service sector focuses on advanced robotics, defined as:

the improvements in machine dexterity and the machine's ability to interact with its environment, as a result of which robots can be engaged in tasks that go beyond repetitive, discrete motions. (Eurofound, 2019a, p. 3)

Dahl and Boulos (2013) provide a more detailed classification based on the functions of robots, settings and users:

- robots providing assisted logistics in hospital and care home environments
- companion robots in home and hospital settings
- robots as motivational coaches for following exercise plans and diets
- humanoid robots for entertaining, educating and improving the communication skills of children with special needs
- home assistance robots for older people

Given the large number of studies that show positive effects of either the robot or its placebo version, such as a non-functional robot or a pet toy, it is believe this type of devices hasmerits in elder care. Further, and of importance, the elderly seem to be open to this kind of technology.

4.4.1.2. Artificial intelligence

AI has been defined by the European Commission as follows: 'Artificial intelligence (AI) refers to systems that display intelligent behaviour by analysing their environment and taking actions – with some degree of autonomy – to achieve specific goals' (European Commission, 2018b, p. 1). AI can be considered as enabling and supporting other technologies described in this chapter, as algorithms are often embedded in platforms and the Internet of Things, or it can be used to analyse data in blockchain or create software for AR/VR (Eurofound, 2020)

4.4.1.3. Internet of Things

The European Parliament defines the Internet of Things as ‘a distributed network connecting physical objects that are capable of sensing or acting on their environment and able to communicate with each other, other machines or computers’ (European Parliament, 2015, p. 2). This includes wearable devices and sensors worn on the body (for example, smartwatches) as well as other devices that can transfer data to one another without human interaction. The European Parliament considers the Internet of Things as a distributed network that connects physical objects, which can act or perceive the environment and communicate with each other, without human interaction and defines it as 'other machines or computers that can transfer data to each other' (European Parliament, 2015, p. 2). Their use is expanding in social work and health.

4.4.1.4. Telecare

The terms ‘telecare’, ‘telehealth’ and ‘telemedicine’ are often used interchangeably. A study documenting the use of telecare in Europe used the following definition: Telecare includes technical devices and assistive technology as well as professional healthcare services to assist, monitor and care for people from a distance. Telecare includes a variety of services such as communication, monitoring, consultation, diagnostics and training. (Pacita, 2014, p. 9)

The general objectives of telecare services are as follows (Government of Spain, 2017):

- promoting the permanence and inclusion of dependent people in the context where they normally live
- enhancing and keeping the degree of autonomy and independence of dependent persons at home favouring the safety and trust of dependent persons
- providing relief for dependent persons and their relatives
- serving as support for carers living with the dependent person

4.4.1.5. Blockchain

Blockchain is a database (ledger) operating in a distributed network of multiple nodes or computers that keeps track of data transactions (Wright and De Filippi, 2015). In the public sector, this technology allows transactions to be managed securely without the need for a third party. Other possible benefits from this technology for the public sector are more tailored services for citizens and greater transparency and trust in governments.

4.4.1.6. Platforms

Platforms are digital networks that coordinate transactions in an algorithmic way. There are three parties involved in a digital platform: the online platform, the client and the user. Digital platforms aim to conduct specific tasks or solve specific problems (Eurofound, 2018).

4.4.1.7. Virtual reality and augmented reality

VR is the simulation of an artificial environment in which users can interact with objects or other users. A headset can be used to simulate a highly immersive environment. AR adds layers of digital information over the physical environment, providing information but not creating the same degree of immersive environment as VR (European Commission, 2017b).

4.4.1.8. Simulation

With Industry 4.0, simulations are expected to be an invariable part of their operations. Simulations present the physical world in production in virtual environments. Thanks to simulations, machine settings, machine setups, production tools and equipment layouts can be tested and optimized virtually (Rüßmann et al. 2015: 3).

Future trends

The Eurofound European Jobs Monitor shows that personal care workers in human health and social work activities accounted for 5.2 million jobs in Europe in 2018, making it the seventh-largest employer in the EU. This type of job experienced modest growth (2.8%) between 2011 and 2018. Furthermore, public expenditure in long-term care is estimated to grow to a greater extent than expenditure on healthcare or pensions (European Commission, 2018h). However, the wages for these types of jobs are in the 21st percentile, which is much lower than most of the other jobs employing large numbers in Europe (Eurofound and European Commission Joint Research Centre, 2019)

E-Social Services

Such differentiation of daily life makes it inevitable for social sciences and social work to face new areas of struggle at both micro, mezzo and macro levels. This situation necessitates "e-social work (Social Service 2.0)", in other words, social work to take an active role in digitalization processes in the face of digitalizing needs and emerging new problems.

The concept of "e" as a forename/nominal adjective specific to digitalization, as it is known, evokes the "electronic" (e-mail, e-school, e-government, e-pulse, etc.). Similarly, with the concept of e-social work, it is aimed to question the dimensions of electronicization/digitalization/virtualization and roboticization in terms of social work profession and discipline. When the literature is examined, it is seen that the concepts of "e-social work" and "online social work" are used in some sources and country examples. It is argued by Peláez and Marcuello-Servós (2018) that the concept of e-social work is included as a new frontier that affects social intervention as a whole, and it is a new field of expertise.

The concept of "e-social work" is undoubtedly just the tip of the iceberg in the digital transformation of social work. In this context, it is essential for a social work practitioner to be able to understand the digital society, social transformation and the new generation starting from his/her student years. Integration of social work into digital is not only a subject limited to the level of professional practice, but digitalization in social work education should also be discussed and new methodologies should be implemented. In particular, the concepts of knowledge, skills and values, which are

expressed as the hairpins of social work, need to be rethought together with the digitalization process and all components of the digital society. At this point, including information technologies in the social work education curriculum and developing the curriculum by taking into account digital transformation is one of the priority steps to be taken in terms of theoretical basis. In the implementation dimension, it is obvious that innovative and creative perspectives are needed. The interruption of students' attendance to application institutions in disaster situations such as the COVID-19 epidemic is just one of the examples that demonstrate the importance of using information technologies more. At this point, through a simulation program to be developed, it can be facilitated for students to experience the application steps with the help of digital tools (tablet, phone, computer, etc.). This process can be centralized and can also turn into a remotely managed phase with the participation of many schools.

4.4.2. The impacts of digital technologies in the design and delivery of services

According to the managing director of the UK development group Places for People, 'digital is about making life better for people who live in independent living and making life easier and simpler and it makes our services more efficient and cost effective' (Appello, 2016, p. 8). This chapter presents some of the evidence regarding the impacts of digital technologies for service providers and service users. According to Reamer (2015), digital, online and other electronic technologies have significantly influenced the nature of social work practice and education. At this point, the need for the use of based processes an online service for clients, telephone counseling, video counseling, cyber therapy/avatar therapy, self-guided web-based interventions, electronic social networks technology such as (electronic social networks), e-mail and text messages has increased. In addition, with the age of digitalization and the COVID-19 epidemic, the online and distance education processes that have become visible will provide social work education. At this point, in the training and application processes some important contributions are also mentioned Access of the effective use of digitalization to applicants and students living in rural areas facilitating participation and schooling for disadvantaged social workers. benefits such as facilitating and supporting digital literacy are emphasized (Trujillo, Bruce et al. Obermann, 2018).

4.4.2.1. Impact for work organisation and processes

4.4.2.1.1. Changes in work organisation and the nature of tasks

Even though blockchain is still in the early stages of adoption in the service sector, it may lead to the replacement of intermediaries, contracts and/or verification systems (Eurofound, 2019a). An important way to use digital technology and data effectively to support the increasingly complex roles of digital transformation and digital social workers is; It is to follow professional reports that improve digital skills, ethical principles that are updated from time to time, the experiences of stakeholder professions and institutions, blogs, webinars, videos, trainings and academic studies on the use of digital technology for the client group of social work (Social Care Institute for Excellence, 2020).

4.4.2.1.2. Changes in the cost of service provision

Technology Enabled Care services can cut care costs and increase the efficiency of care services, as evidenced by several local programmes (Independent Age, 2017).

Another benefit is that digital payments are more traceable than cash payments, thus allowing, where necessary, monitoring of spending in a more effective way (interview with the service provider). Improvements in the detection of welfare fraud are another way in which digital technologies contribute towards greater efficiency and savings.

4.4.2.2. Impact for service users

4.4.2.2.1. Security, independence and inclusion

Many studies identified by the Network of Eurofound Correspondents indicate that digital technologies increase service users' sense of safety. A summary of projects and services in Norway using security and tracking welfare technologies for older people and people with chronic diseases indicated that the use of these technologies contributes to an increased sense of security and sense of accomplishment among users (Knarvik et al, 2017)

4.4.2.2.2. Service quality and efficiency

The experiences of users in relation to the technology provided were positive: they felt less lonely, more secure and more connected. The service providers (such as social workers, nurses, students) who developed the content of the programmes and assisted the older people found the project to be very useful and convenient. It is also showed that the need for increased involvement of service users in consultation with staff, as face-to-face consultations provide much more information and enable the performance of some tasks that are not possible via television screens; for example, if a client needs to measure their blood pressure for the nurse or show their surroundings to the social worker.

4.5. DIGITAL TRANSFORMATION IN EDUCATION IN THE PROCESS OF SOCIETY 5.0 AND EDUCATIONAL ASPECTS OF SOCIAL SERVICES

Education and training are the best investments in Europe's future. They play a vital role in boosting growth, innovation and job creation. Europe's education and training systems need to give people the forward-looking knowledge, skills and competences they need to innovate and prosper. They also have an important role to play in creating a European identity, building on common values and cultures. Education should help empower young people to articulate and engage, participate and shape the future of a Europe characterised by democracy, solidarity and inclusion. Digital technology enriches learning in a variety of ways and offers learning opportunities, which must be accessible to all. It opens up access to a wealth of information and resources.

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4.5.1. What is Adult Education and Digital Education?

Adult education is a highly developed sub-discipline of education. To change the “knowledge, attitudes, values and skills” through which adults go through a systematic and continuous learning activity (Darkenwald & Merriam, 1982).

Adult education and training is an integral part of the right to education and lifelong learning and includes 'all forms of education and learning aimed at enabling all adults to participate in their communities and working world'. It refers to all learning processes in formal, non-formal and informal organizations and communities in which those who are recognized as adults by the society in which they live develop and enrich their ability to live and work both in their own interests and in the interests of their communities. (UNESCO Recommendation on Adult Learning and Education [2015]: Para. 1).

Digital technologies are vital for education, adult education and human resource development in many organizations (Gegenfurtner et al., 2018; Thalhammer, 2014). Digital technology can be seen as a challenge for formal education, classroom autonomy, and curriculum as a means of teaching the knowledge and skills necessary for adulthood. But it can also be an opportunity, as technology can bridge the gap between formal and experiential education. (Sharples, Taylor & Vavoula, 2006). Technology has always had a significant impact on education, enabling both better communication and the application of the latest information systems useful for learning and learning

4.5.2. Priorities for action

The Action Plan focuses on implementation and the need to stimulate, support and scale up purposeful use of digital and innovative education practices. It will draw on a wide range of education and training stakeholders including business, research, NGOs, as well as, non-formal education where relevant. It has three priorities:

- 1: Making better use of digital technology for teaching and learning
- 2: Developing relevant digital competences and skills for the digital transformation
- 3: Improving education through better data analysis and foresight

4.5.3. Enhancing Digital Technologies

- Mobile technologies can play an important role in supporting adult learners; they bring a flexibility which makes learning possible from any location at any time, and can encourage learners to take more responsibility for

directing and managing their own education. The ability to access learning opportunities outside the classroom can also help learners contextualize and apply their learning in the real world. The networking and communication features offered by mobile technologies can help learners develop social skills and relationships by facilitating collaboration.

- Social media are used more and more in an educational context. They allow the user to create, contribute, communicate and collaborate online without the need for specialized programming skills; they support an open-ended learning environment and provide the learner with multiple possibilities for activities. They support interaction between mobile devices and internet, making way for increased mobile learning (or the use of “smart”, mobile devices in learning).
- Social networking sites are particularly well suited to be used in education as they can support interaction, communication, and collaboration. These applications make it possible for learners, even those with modest digital competence, to actively create their own learning process rather than passively consume content. Learning can become a more participatory, life-long social process.
- In terms of pedagogy/ andragogy, the use of mobile phones – particularly smartphones – in adult learning brings a wide range of opportunities: from using mobiles to integrate aspects of informal learning, to set up episodes of situated learning, to generate learning and media contexts, to construct conversational bridges, to support learners as experts of media use in everyday life, and to set up responsive contexts for development and learning. Adult educators need to be aware of these possibilities and know how to use them to maximum effect.

In order for users to fully benefit from the digital transformation of social services, it is necessary to provide training on the steps of digitality. There may be a need for informative and awareness-raising training activities aimed at adults in order to strengthen the knowledge, skills and values base on how adults will benefit from the above-mentioned technological tools and digital social services, which processes they will follow. Users must be taught about ways to use technology must include state-of-the-art knowledge about effective and ethical uses of technology (Goldingay & Boddy, 2017). It is especially important to address whether and when technology is an appropriate way to provide services, evidence of effectiveness, assessment and outcome measures, and ways to accommodate clients' special learning needs and cultural diversity.

4.6. CONCLUSIONS

Today, technological developments, access to these developments and the use of technology are an important requirement for a fair and sustainable life on the basis of human development. The use of digital technologies in social work practices is becoming increasingly common. In social services, the use of information and communication technologies is important both in the collection, classification, storage and sharing of information, and in connection with services according to the needs of the clients, reporting of data and professional decision-making processes. It was emphasized that digital technologies should be used in many stages, from the planning to the execution of social services before the Covid-19 epidemic (Commission of the European Communities, 2006). In recent years, especially in many developed countries such as the UK, the use of digital technologies has become a priority, with the emphasis on "digitalization" in government policies,

including health care and social care (Maguire et al. 2018). The effective use of technology in social services and the competencies of social workers in this regard have become even more important with the Covid-19 epidemic in order to protect the rights of the applicants and to ensure the uninterrupted continuation of the services. Because with this epidemic, “adaptation to the new normal” requires more active use of technology in many areas. In the provision of these services, it is important to develop digital capabilities of social workers on the basis of knowledge, skills and values so that they can use digital technologies in a client-oriented manner. Because it is experienced that in cases such as the Covid-19 epidemic, which is of primary importance such as the protection of health, it is not possible (or not) to carry out professional practices face-to-face. In such cases, it has been realized that the uninterrupted continuation of services for client groups is important in terms of rights-based provision of existing services. In addition, it is known that the social service needs of disadvantaged groups increase in crisis situations and even new client groups emerge. This situation increases the need for alternative service production ways to replace traditional methods. At this point, there is a need to develop new social work practice methods with digital technologies, to support professional practices through these technologies, to determine and establish technology usage standards in these practices.

4.7. EVALUATION

Case Studies

Examples Presented:

1. Case Scenario: One client was depressed and not interested in talking but would come in with her ipod and headphones listening to music.

Technology Solution: “2 way splitter” to allow both therapist and client to listen together to client’s music

Digital Artificial Intelligence Therapist: Ellie asked if she could listen with her client to one of her songs on her next visit.

This simple move opened the channels of communication. The song the client chose to share with her was very significant and this enabled the therapist to ask her client what the song meant to her, what were the experiences she had with it etc.

Listening to songs has remained part of the way they communicate with one another in session. Thanks to this adjustment/accommodation on her part, Yajaira succeeded in helping the client not only open up but make significant progress in her therapy. The client is no longer depressed or homeless but enrolled in a community college.

2. Case Scenario: There was a female client who wanted to be able to reach out to her mother for emotional support but was at a loss of how to do this because there was a lot of emotional

baggage/history that had to be aired out between them.

To help her client move forward, Advanced Robot wanted her client to fulfill a homework assignment in which she would share her grievances in a journal but her client was unable to do so because she was not a “pen and paper” type of person.

Technology Solution: Cellphone as an audio journal recorder [via bluetooth]

Advanced robot proposed to her client to record her response using her cellphone. This idea appealed to her client but time was an issue so they came up with the plan where she would record her response en route to work using Bluetooth to ensure her safety as she was driving to work and fulfilling this assignment.

This method enabled this woman to provide 2 journal entries, These, in turn, gave them good material to work on together in subsequent sessions which ultimately led to a session with the client’s mother. All this progress was possible thanks to the flexibility Advanced Robot demonstrated regarding the journal modality.

3. Case Example

New technologies provide an important way to extend independent living. Very simple digital tools can make everyday tasks much easier: people with limited mobility can use smart technologies like Hive to adjust heating remotely, or use voice-activated systems to control their lights. These tools can also support carers, enabling them to check in on relatives or patients and provide remote support, where other commitments mean they can’t be physically present to help.

Elective Testing

1. Digital Social Services

- a) should serve with classical methods.
- b) should be governed by normative rules.
- c) should be closed to changes.
- d) should be revised with an innovative approach.

2. Which of the following are effects of digital transformation in social services?

- 1) Automation of tasks and professions
- 2) Digital documentation system
- 3) Using artificial intelligence and robotics

4) Entering the appointment queue for the service

- a) 1-2 b) 1-4 c) 1-2-4 d) 1-2-3

3) List the five basic principles of Digital Social Services.

- User friendliness and inclusiveness
- Only once
- Transformation Focus Center
- 24/7
- Single entry point
- Open standards

4) What are the main problems arising from the beneficiaries in Digital Social Services?

- Trust yourself
- Horror
- Physical functionality
- Culture and communication

5) What are the main barriers to service providers in Digital Social Services?

- Data management
- Digital skills
- Funding gap
- Uneven and unequal spread of new Technologies
- Lack of social capital

6) Which of the following is not a digital technology used in learning and social services?

- a) advanced robotic c) internet of things
b) artificial intelligence d) mobile service tool

Questions to the text – Teaching Materials

1. What is your opinion about the EU's regulations and strategies for digital social services?
2. What are the advantages of using technology in social services?
3. Why do we use digital social services?
4. What are the barriers to digital social services?
5. Can you share examples for the digital social services?
6. Can you share your digital social work experiences?

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MODULE 5: SOCIAL MEDIA AND WEB-BASED LEARNING

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Learning Objectives

The use of new technologies is not a matter of age. It has been demonstrated that greater knowledge and control of the digital world favours, to a greater or lesser extent, culture and thought, as well as social inclusion, reducing the intergenerational digital gap. Moreover, for older people, learning new concepts can benefit cognitive capacity by keeping neuronal activity active with the reception of new stimulations and information.

By the end of the Learning Unit, trainees will be capable of:

- Understand the importance of social networks and the Internet in everyday life.
- Know how to use online learning platforms.
- Identify reliable online sources of entertainment and health.
- Know how to manage social networks.
- ICTs, social media and internet use in Adult Education
- Adults Internet Use
- Internet and professional development: the importance of digital skills



Basic Concepts (Key Words)

- | | | |
|--------------------|----------------------------|---------------|
| ▪ ICTs | ▪ Professional development | ▪ Streamed TV |
| ▪ Adult Education | ▪ Digital skills | ▪ Health |
| ▪ Vulnerability | ▪ Online learning | ▪ Facebook |
| ▪ Statistical data | ▪ Edx | ▪ Twitter |
| ▪ Digital divide | ▪ Coursera | ▪ Instagram |
| ▪ Cyberattacks | ▪ Online news | ▪ LinkedIn |
| ▪ Internet | | |

Main objective:

The main objective of this didactic unit is to offer recommendations and basic notions both for the daily use of the Internet and social networks and for its professional use aimed at training adults who may have less knowledge on this subject.

General Description:

For adults, learning new concepts benefits their cognitive capacity by keeping neuronal activity active with the reception of new stimuli and information. Information and Communication Technologies, social networks and the use of the Internet in everyday life and education are increasingly necessary for the daily lives of adults.

Topic 1: Web-based learning

To improve the quality of the personal and professional life of adults, it is necessary to improve your digital and emotional skills through lifelong learning. It places us in the lifelong learning paradigm; a model focused on continuous and autonomous learning that allows us to be better adapted to meet the challenges of a changing world.

The difference in personal and professional success is based on continuous updating, thus avoiding the obsolescence generated by technological and professional changes. It is essential that learning is constant and broad, including the development of personal skills, digital skills and technical training. These three pillars include (1) Personal skills and entrepreneurial attitude (hard and soft skills); (2) Digital skills for employment; and (3) Training in enabling technologies, highlighting those necessary for digital transformation.

Topic 2: Social Media Use

Currently, social networks are essential in the daily communication activities of the entire society since they are forms of online interaction that anyone can use anywhere and at any time. The leading social media platforms are Facebook, Twitter, Instagram and LinkedIn.

The primary purpose of Facebook is to connect people with their friends, family, colleagues, etc., no matter where they are, as they share information through posts, videos, and photos.

Twitter users create a conversation between the hot topics of the moment using hashtags and mentions of other users in their tweets.

Instagram is the most used social network to share photos and videos.

LinkedIn is a professional networking site to help people make business connections, share their experiences and resumes, and find jobs.

Module title	SOCIAL MEDIA AND WEB-BASED LEARNING
Education profile	All educational levels.
Language of instruction	ENGLISH
Target Group	<p>1. Adults who are interested in improving their knowledge of digital media</p> <p>2. Older Adults and low-skilled adults to use digital technology.</p> <p>3. Other target groups involved in this project are older adults, low-skilled adults, Consumer Associations, Social services, NGOs engaged in community development</p>
Period	Ten weeks (3 hours per week)
Hours	30 hours
Responsible	Organizations for the professional and personal development of adults.
Directional learning effects - symbols	Personal and professional development of adults
KNOWLEDGE	

Develop	K1	Developing digital content
Integrate	K2	Integrating and re-elaborating digital content
Safety	K3	Protecting devices and personal data and privacy
Protection	K4	Protecting health and well-being
Problem solving	K5	Identifying needs and technological responses
SKILLS		
Interact	S1	Interacting through digital technologies
Share	S2	Sharing through digital technologies
Engage	S3	Engaging in citi-zenship through digital technologies
Collaborate	S4	Collaborating through digital technol-ogies
Manage	S5	Managing digital identity
COMPETENCES		
Inclusive	C1	I am open to hearing and respectfully acknowledging multiple points of view, and I relate to others online with respect and empathy.
Informed	C2	I assess social and digital media posts' accuracy, perspective, and validity.
Commitment	C3	I use technology and digital channels for civic engagement, solving problems, and being a force for good in physical and virtual communities.
Balanced	C4	I make informed decisions about prioritising my time and activities online and offline.
Alert	C5	I am aware of my actions online and know how to be safe and create safe spaces for others online.

Module contents	<p>Introduction</p> <ul style="list-style-type: none"> • ICTs, social media and internet use in Adult Education • Adults Internet Use • Internet and professional development: the importance of digital skills • Online Learning Platforms • Media and Entertainment • Health <p>Social Media Use</p> <ul style="list-style-type: none"> • Introduction to social media • Personal usage-essentials • Professional Usage
Prerequisites and additional requirements	Basic knowledge of the Internet.
Compulsory literature	Documents prepared in the ACML project.
Additional literature	Students will analyse Updated online information provided by the teacher.
Planned forms / activities / didactic methods	The teacher will present the key concepts, which will be discussed later in class.
Assessment methods of learning outcomes	Questionnaires with multiple answers and participation in class.

5. SOCIAL MEDIA AND WEB-BASED LEARNING

Introduction

A very high percentage of the population is nowadays connected to the internet. This includes people of all ages, whether they are children or the elderly, and all of them need to be aware of the benefits and disadvantages of using the internet. Several articles talk about the high degree of vulnerability that, for example, older people have to new technologies, often becoming targets of scams and frauds when using the internet or social networks. Therefore, lifelong learning, whether through training courses or adult classrooms, can play a key role in raising awareness of new technologies, internet use and social networking for these adult learners. Teachers and institutions should make full use of the potential offered by ICTs in order to highlight and enhance their benefits, but also to reduce their possible negative effects.

A proper use of these media can become an excellent and very fruitful didactic tool for the adult's life, both on a personal and professional level. Of course, it should also be approached with caution, pointing out its disadvantages and possible dangers: addiction, isolation, misuse, loss of privacy and security, etc.

ICTs, social media and internet use in Adult Education

Adult education can raise awareness among learners by providing them with a series of suggestions and advice on how to use and protect users, and by updating their digital knowledge and skills in order to make the most of the resources available to them through Internet connection and access to social networks. Therefore, The use of new technologies is not a matter of age. It has been demonstrated that greater knowledge and control of the digital world favours, to a greater or lesser extent, culture and thought, as well as social inclusion, reducing the intergenerational digital gap. Moreover, for older people, learning new concepts can benefit cognitive capacity by keeping neuronal activity active with the reception of new stimulations and information. The presence of Information and Communication Technologies, social networks and the use of internet in the daily life and in education is a necessity. For this reason, the following didactic unit will offer recommendations and basic notions both for the daily use of the Internet and social networks, as well as for their professional use aimed at the training of adults who may have less knowledge on this subject. This will allow them to familiarise themselves with it from the first basic notions for the use of the Internet and social networks.

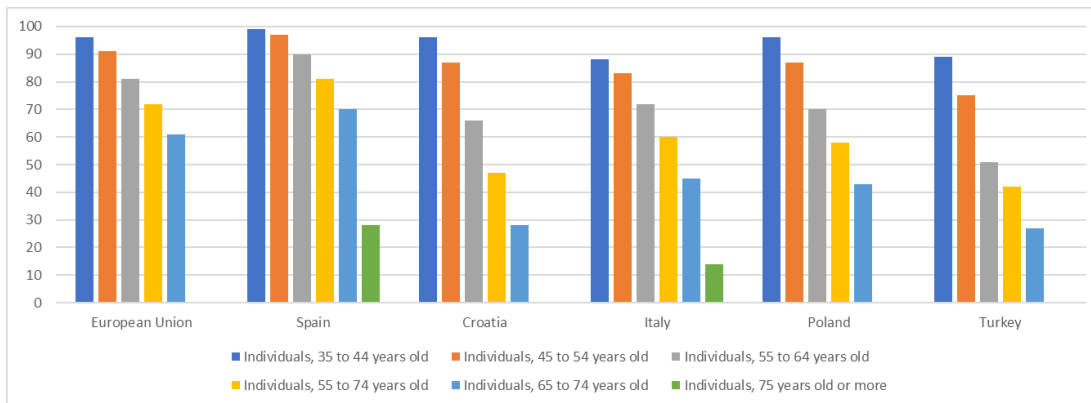
5.1. ADULTS INTERNET USE

Generic Usage

Introduction: Statistical data

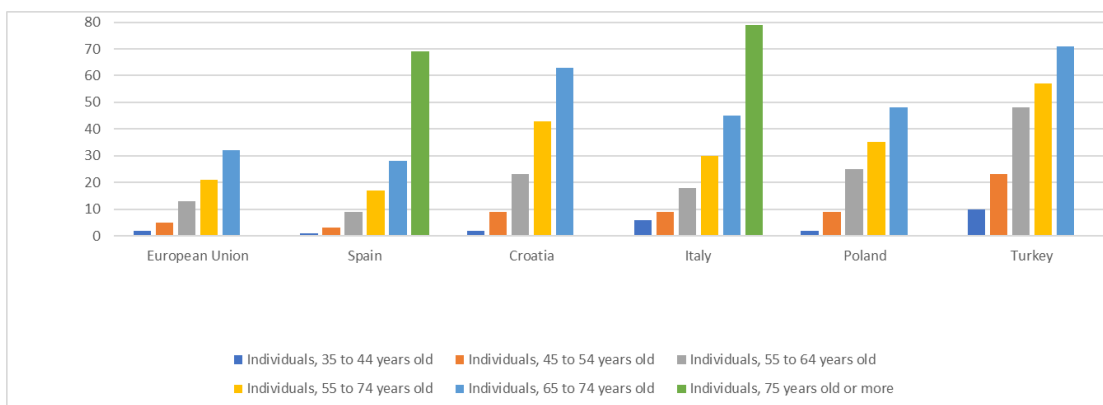
Graphs 1 and 2 show that in the countries involved in the project, internet use decreases as the age of the population increases, as is the case across Europe.

Graph 1. Last internet use in last 3 months (2020)



Source: Eurostat.

Graph 2. Internet use never (2020)



Source: Eurostat.

There is a part of the European population whose difficulties in accessing and using digital technologies mean that they cannot take advantage of the benefits provided by advances in digitalization. According to data obtained from Eurostat, almost half of people between 65 and 74 years old who use the internet have low digital skills. There is a digital divide in Europe that particularly affects the elderly, which has led to the need to catch up very quickly under the current circumstances.

The situation of confinement caused by the coronavirus leaves us snapshots on social networks where we see homes hyperconnected to the internet, parents teleworking, helping their children to finish their homework on 'online' platforms, messages of affection in messaging 'apps', photos and audios of the applause on balconies on Instagram or meetings for the aperitif through group videoconferences.

In Europe, there is a digital divide that is leaving behind, mainly, a large part of those most vulnerable citizens in this COVID-19 pandemic. These are older people, whose skills to take advantage of the opportunities offered by digital transformation are relatively lower than those of younger groups. Although, in these days of confinement, many are those who are beginning to take steps to digitalize, using the digital channels of their banks.

Digital divide: a generational issue

"People my age are more isolated and limited because we don't know how to use modern phones," says Felisa Vargas, 86, who lives alone and communicates thanks to the help of her family. "I learned when I was older to read and write and do accounts. I would not mind learning modernity to be able to communicate without the need for my daughter to help me, that I can be autonomous and do it alone," says Feli (as she wants to be called).

Older people with little digital knowledge are especially vulnerable to fraud carried out over the internet. The frequency of these attacks is increasing significantly during the period of social isolation caused by COVID-19, when hackers are taking advantage of the hyperconnectivity of users and the vulnerability of some groups.

Because having a broadband internet connection or knowing how to send an email, among other things, would seem to be available to everyone, but it is not so. There is a double gap when it comes to digital technologies where older people are the main affected. It is not only necessary to consider the use of these technologies but also the capabilities that people have for this use to be appropriate.

There is also a gap in digital skills among internet users. According to Eurostat data, while 68% of young people (between 16 and 24 years old) have advanced skills, only 6.5% of those over 65 have these skills. Nearly half of people between the ages of 65 and 74 who use the internet have low digital skills.

Who teaches our elders?

It is obvious that the majority of young people are part of a hyperconnected generation; but his grandparents are far from that reality. In these days of coronavirus lockdown, seniors are forced to catch up with technology, at least to be able to maintain closer contact with their loved ones.

Here the role played by children, grandchildren, nephews or relatives as private and improvised teachers is essential. "The coronavirus crisis means that the elderly, to adapt also to this situation, do these days a master's degree in digitalization even if it is at the domestic level. You always learn something new, and more so during confinement," says Mari Luz Blanco, 67.

From the point of view of young people there are important changes. Elena Fernández, 34 years old, tells us about the relationship she has now with her mother, Rosa García (70 years old), who currently lives alone in another city: "I try to get (my mother) to send me a WhatsApp to know how she is, but she tells me that she takes a long time to type and loses her patience. Even so, thanks to my explanations, he is gradually gaining more ease."

The range of tools and applications offered by the smartphone is not made for everyone: "With my family I communicate by phone, because mine is very common, it only has the keys to call and I do not use what young people have," recognizes Felisa, who has found a window to the world in social networks, thanks to his granddaughter. "I have @elmundodelafeli, thanks to my little granddaughter Lucia, a place where I share videos and songs; she records me and people write to me and tell me good things. I have a blast! It's good to laugh right now," he admits in the phone conversation.

"Despite the harsh situation we are experiencing, everything has its positive side. And for people like me, these days of confinement are serving to progress at a technological level, even if it is little by little," says Mari Luz with a hopeful smile.

Protecting the elderly from cyberattacks

In this context of rapid adaptation and greater use, older people become the target of hackers and their cyberattacks, increasing the risks for this most vulnerable group with technology. According to data from Eurostat, only about half of the people between 65 and 74 years old who used the internet in the last year, have some type of 'software' or computer security tool on their devices while 13% do not know them. For the youngest, 75% have some type of cybersecurity and less than 5% express their lack of knowledge.

What does it give them?

- First of all, it allows them to be and, above all, to feel alive, living in this time that belongs to everyone, in a society that is becoming more and more computerised day by day.
- It enables them to communicate with others, whether they know them or not, almost immediately and with a quick response.
- It opens up a wide space where different types of information and/or leisure programmes can be found.
- It makes it possible to participate in courses, seminars and distance learning programmes.
- It makes it easier to share with the grandchildren a space that they already manage with incredible solvency.
- In dependent elderly people, unable to wander, either temporarily or permanently, it can often be the only element of relationship with others.
- In depressions or loneliness, it can contribute to a better quality of life and even as a way to get out of these situations of suffering.

- It also becomes a means of help through telemedicine and especially through rapid home care.
- Faced with fear and reticence in the face of the new, a phenomenon of these times is that the elderly do not want to be marginalised from all the advances that technology imposes and are willing to accept the changes.
- That's why we are seeing more and more of them joining the network quite quickly.

And what are the drawbacks?

- The cost of computers still means that they are not very affordable.
- It is necessary that the retirement centres, clubs for the elderly, universities (some of them are already working), municipal, provincial and national authorities, incorporate computer programmes and have enough computers for their use.
- The still existing prejudice that speaks of the difficulty of acquiring new knowledge. It is possible to learn throughout life, even if the pace is different, and this requires special learning groups.
- There is talk of addiction and isolation to which the use of this medium would lead. This is controllable and generally occurs much more in young people than in older people.

5.1.1. Internet and professional development: the importance of digital skills

The benefits of the Internet are not limited to communication and information. On the contrary, it has proven, especially in the last year, to be a convenient alternative for maintaining educational and employment dynamics.

Both online education and teleworking have gone from being options used by few, to an exponential increase. This trend, which is here to stay, has created a high demand for professionals with digital skills.

What will make you stand out in your professional development?

In order to increase your options in the labour market, it is necessary to improve your digital and personal skills through lifelong learning. This places us in the paradigm of lifelong learning, a model focused on continuous and autonomous learning that allows us to be better adapted to face the challenges of a changing world.

The difference in the success of your employability is based on keeping up to date, thus avoiding the obsolescence generated by technological and professional changes. It is important that learning is constant and broad, including the development of personal skills, digital competences and technology training. These three pillars include:

1. Personal skills and entrepreneurial attitude (hard and soft skills):

- Vision.
- Creativity and innovation.
- Planning.
- Achievement orientation.
- Communication skills.
- Teamwork.
- Conflict resolution.

2. Digital skills for employment:

- Effective use of office automation and productivity applications.
- Information management.
- Networking and social networking.

3. Training in enabling technologies. Here we highlight those necessary for digital transformation, namely:

- Programming.
- Enabling technologies.
- Project management.
- Digital business and brand development.

5.1.2. Online Learning Platforms

Edx (<https://www.edx.org/>)

Enabling transformation

Your edX learning experience is grounded in cutting edge cognitive science. With more than two dozen distinct learning features to help you achieve your goals, our approach follows three key principles:

Experience

Learn new knowledge and skills in a variety of ways, from engaging video lectures and dynamic graphics to data visualizations and interactive elements.

Practice

Demonstrating your knowledge is a critical part of learning. edX courses and programs provide a space to practice with quizzes, open response assessments, virtual environments, and more.

Apply

Learning on edX transforms how you think and what you can do, and translates directly into the real world—immediately apply your new capabilities in the context of your job.

Coursera (<https://www.coursera.org/>)

Coursera partners with more than 200 leading universities and companies to bring flexible, affordable, job-relevant online learning to individuals and organizations worldwide. We offer a range of learning opportunities—from hands-on projects and courses to job-ready certificates and degree programs.

Our story

Coursera was founded by Daphne Koller and Andrew Ng in 2012 with a vision of providing life-transforming learning experiences to learners around the world. Today, Coursera is a global online learning platform that offers anyone, anywhere, access to online courses and degrees from leading universities and companies. Coursera received B Corp certification in February 2021, which means that we have a legal duty not only to our shareholders, but to also make a positive impact on society more broadly, as we continue our efforts to reduce barriers to world-class education for all.

82 million learners, 100+ Fortune 500 companies, and more than 6,000 campuses, businesses, and governments come to Coursera to access world-class learning—anytime, anywhere.

“I was able to apply to an internship because of a new skill I developed with a Coursera course! It may be a small step for some people, but before, I wasn't even able to apply, and now, I have opened many doors for my professional future!” - Isabella Venturim Teixeira

The screenshot shows the Coursera website interface. At the top left is the Coursera logo and an 'Explore' button. A search bar contains the text 'What do you want to learn?'. To the right are links for 'For Enterprise', 'For Students', a notification bell, and a user profile icon labeled 'Maria'. The main content area features a large 'Welcome back!' message. To its right is a 'My learning profile' box with the text 'I am currently a Student' and 'I want to learn' followed by a plus sign. Below this is an 'Edit Profile' link. To the right of the profile box is a 'LEARNING GOAL' section with a line graph icon, the text 'Level up my skills', and an 'Update my learning goal' link. Below the profile box is a navigation bar with three tabs: 'Home' (underlined), 'In Progress', and 'Completed'. Under the 'Home' tab, there is a section titled 'Explore MasterTrack® Certificates' with four small images showing people in various settings: a person reading a book, a group of people in a library, a person working at a computer, and a group of people in a meeting.

5.1.3. Media and Entertainment

The pandemic has shown that occupying leisure time is not trivial. Filling time, a priori, would not seem to be a social urgency, until it becomes clear how its use correlates with variables such as the presence of depression, sadness, anguish and other symptoms of a bad life in the elderly.

Therefore, it is necessary to assume that leisure is a strategic issue, if we are talking about older adults. It is a matter of providing older adults with creative leisure and enriching leisure, favouring active ageing.

Reading online news and articles

Nowadays it is easier to have access to newspapers from all over Europe. As an example you can visit the website <https://www.w3newspapers.com/europe/>

w3newspapers **European Newspapers Online**
 Find news sources Directory of European newspapers and news sites for information on business, sports, entertainments, history, jobs, education, lifestyles, travel, and more.

W3Newspapers > Europe

Reliable supply, single source
 Thermo Fisher Scientific is the trusted partner for clinical testing our customers need.

European newspapers by country or territory

- Albania
- Austria
- Belgium
- Chechnya
- Czech Republic
- Andorra
- Azerbaijan
- Bosnia and Herzegovina
- Croatia
- Denmark
- Armenia
- Belarus
- Bulgaria
- Cyprus
- Estonia

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Map of Europe

Croatian newspapers

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W3Newspapers > Europe > Croatia

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 Saber más

Vuela a Sao Paul 443 EUR
 Sa

Croatian newspapers and news sites

- Jutarnji list (The Morning Paper)**
 Croatian daily newspaper based in Zagreb.
- 24sata (24hours)**
 Daily newspaper published in Zagreb, Croatia.
- Sportske novosti**
 Croatian daily sports newspaper.
- Index**
- Večernji list**



Italian newspapers

Business news

- Il Sole 24 Ore
- ItaliaOggi

Sports news

- La Gazzetta dello Sport
- Corriere dello Sport
- Football Italia
- Yahoo Sport Italia
- DataSport

News in English

- Local
- Corriere della Sera(English)

Related → **Italian magazines**

Italian newspapers and news websites

- la Repubblica**
 la Repubblica is one of the largest Italian newspapers.
- Corriere della Sera**
 Leading Italian daily newspaper based in Milan.
- La Stampa**
 Italian national daily newspaper based in Turin.
- Leggo**
 One of the most widely read newspapers in Italy.
- Metro**
 Italian free newspaper owned by Media Company Metro International.
- Il Messaggero**
 Daily broadsheet format newspaper published in Rome, Italy.



Polish newspapers



Related → [Polish magazines](#) · [Ukrainian newspapers](#)

Polish newspapers and news sites

- ☞ **Gazeta Wyborcza**
Leading daily newspaper based in Warsaw, Poland.
- ☞ **Fakt**
One of the most widely circulated Polish newspapers. The newspaper owned by the **German** publishing company Axel Springer AG.
- ☞ **Super Express**
Polish-language tabloid was founded in 1991. The newspaper owned by MediaExpress Sp. z o.o. Warsaw.
- ☞ **Przegląd Sportowy**
Sports newspaper published in Poland. Founded in 1921 Przegląd Sportowy is the oldest sports newspapers in Poland. The Przegląd Sportowy covering **basketball**, **golf**, **tennis**, **football (soccer)**, **volleyball**, and other sports.
- ☞ **Rzeczpospolita**
Major daily Polish newspaper circulated nationwide. The Rzeczpospolita is a compact format newspaper.

Top newspapers in Spain



Related → [Spanish magazines](#)

Top newspapers in Spain

- ☞ **El País (Madrid)**
- ☞ **El Mundo (Madrid)**
- ☞ **ABC (Madrid)**
- ☞ **La Vanguardia (Barcelona)**
- ☞ **El Periódico de Catalunya**
- ☞ **La Razón (Madrid)**
- ☞ **El Correo (Bilbao)**
- ☞ **La Voz de Galicia (Arteixo)**
- ☞ **El Diario Vasco (San Sebastián)**
- ☞ **La Nueva España (Oviedo)**
- ☞ **Diario de Navarra (Pamplona)**
- ☞ **Heraldo de Aragón (Zaragoza)**

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Albania	Estonia	Liechtenstein	Republic of San Marino
Andorra	Faroe Islands, Denmark	Lithuania	Romania
Austria	Finland	Luxembourg	Serbia
Belarus	France	Macedonia	Slovakia
Belgium	Germany	Malta	Slovenia
Bosnia and Herzegovina	Greece	Moldova	Spain
Bulgaria	Hungary	Montenegro	Sweden
Croatia	Iceland	Netherlands	Switzerland
Cyprus	Ireland	Norway	Turkey
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Denmark	Kosovo	Portugal	United Kingdom
	Latvia		Vatican

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Istanbul, Turkey

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Listening to music (e.g., web radio, music streaming)

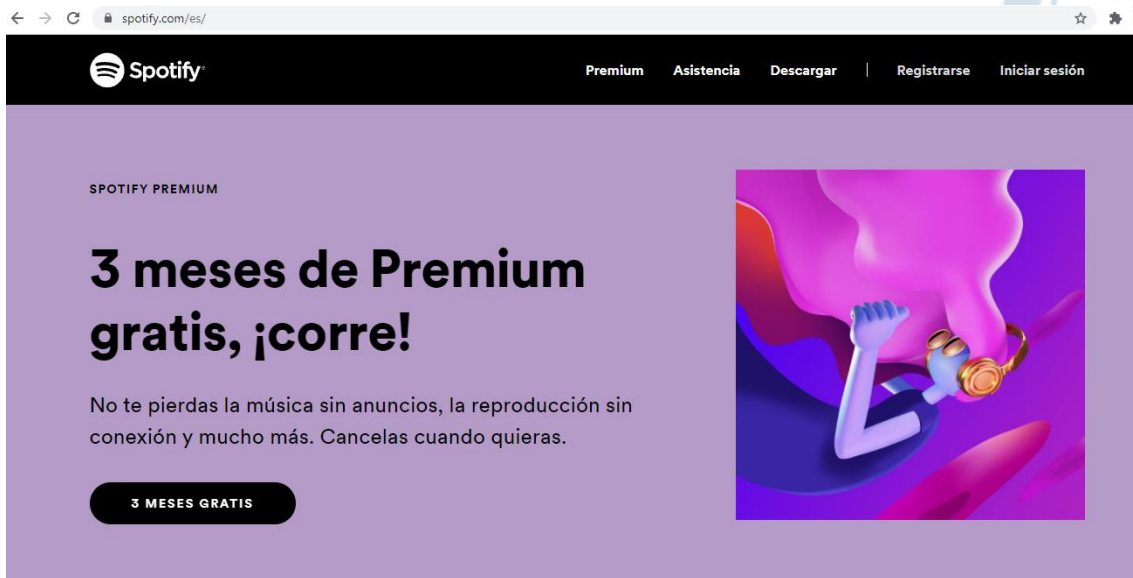
About Us

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5.1.4. Health

Communications and access to information have been transformed in recent times in a spectacular way by the Internet, arousing the interest of millions of users around the world.

Impact of the Internet has not left any sector or professional field indifferent. As in other sectors, in the field of health, increasingly related to new technologies, the Internet is becoming increasingly present. This fact is logical, since health is a field that stands out for the use of information (it requires very up-to-date information), being very fast its integration and use in practice. We cannot forget the informative responsibility of this sector. The Internet is a powerful tool to disseminate and offer updated information to both professionals in the sector and the general public. There are numerous websites that exist on health on the Internet.

Given the advance of the effect of the Internet in the field of health, it is necessary to ask ourselves some questions: what quality of information exists on the network?, Is it easy to locate quality information in the face of this avalanche of information?, Are the data we obtain through the Internet reliable?

The information on the Internet is immense, and it is very messy, as we have mentioned above. It is difficult for a user to have all the resources of interest and quality on a given topic. The search for these resources is a process that takes a lot of time and effort. To facilitate access to the information contained in the Internet on health issues, we will see, below, a sample of resources with health information, which we highlight for their quality in the specific case of Spain.

Buscasalud

<http://www.buscasalud.com/>

Spanish

Buscasalud is a resource for browsing and searching the Internet for links related to health issues. Points to sites that deal with topics of interest to users looking for health topics. It offers us among other things: newsletters, links for patients, links for professionals in the health sector, etc.

Canal Salud

<http://salud.tiscali.es/>

Spanish

Portal dedicated mainly to the general population and to a lesser extent to professionals. Current issues, prevention tips, tests, legislation, etc.

We would also like to highlight the website of the World Health Organization.

<https://www.who.int/>

Who we are

Founded in 1948, WHO is the United Nations agency that connects nations, partners and people to promote health, keep the world safe and serve the vulnerable – so everyone, everywhere can attain the highest level of health.

What we do

WHO leads global efforts to expand universal health coverage. We direct and coordinate the world's response to health emergencies. And we promote healthier lives – from pregnancy care through old age. Our Triple Billion targets outline an ambitious plan for the world to achieve good health for all, using science-based policies and programmes.

5.2. SOCIAL MEDIA USE

5.2.1. Introduction to social media

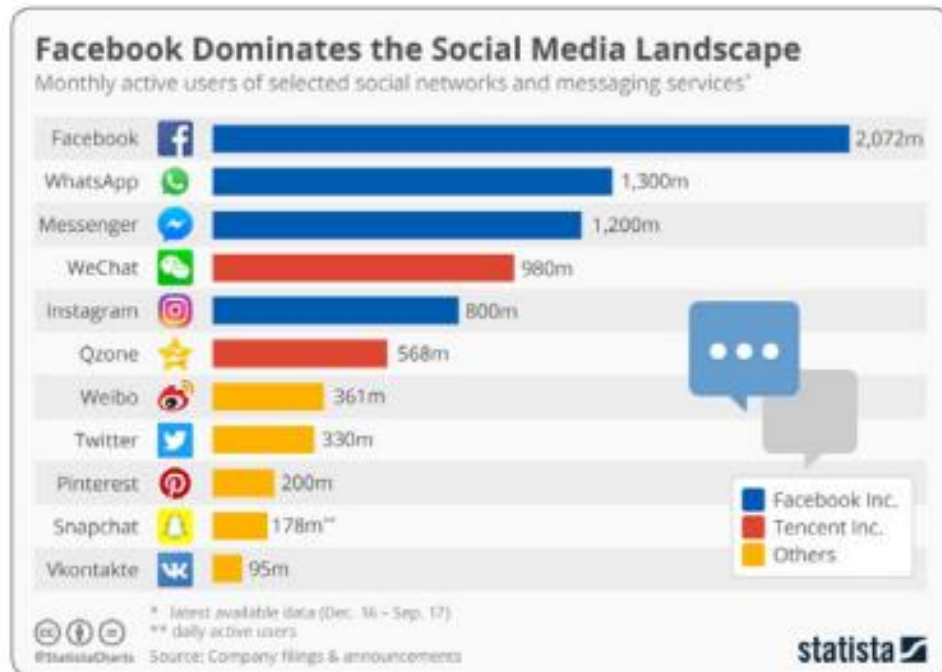
Nowadays, social media play an important role in the daily communication activities of the whole society, since they are the online forms of communicating that anyone can use anywhere and at any time. The leading social media platforms are currently Facebook, Twitter, Instagram, and Snapchat (see the graphic).

Facebook: Some facts about Facebook are that this social media platform is currently used by 270M people only in Europe, with an average check time of the app in their mobile devices of 8 times per day. Facebook main objective is to connect people with their friends, family, colleagues and so on no matter where they are, while sharing information through posts, videos and photos. Facebook is mostly used by young adults between 18–29 years old.

Twitter: It currently has 25M users in Europe, which interact in “real time” posting 280-character tweets to their followers. Like this, the users of Twitter create a conversation among the hot topics of the moment using hashtags and mentions to other users in their tweets.

Instagram: This social media is based on a photo-sharing mobile application that allows users to take pictures, apply filters to them, and share them as a post or as an instant video. Young adults (18–29 years old) are also the largest group using this app.

LinkedIn: LinkedIn is a professional networking site with the aim of helping people make business connections, share their experiences and resumes and find jobs.



Source: Statista.com

5.2.2. Personal usage-essentials

5.2.2.1. Basics of Facebook

It is the most used most used social media with more than 1,4 billion daily active users. Facebook most used time is in the middle of the week (Tuesday to Thursday) and usually during lunch breaks and early afternoon, while weekends tend to have weaker engagements. That means that anything posted or shared on the most used frame times will reach more people than during the other times. Moreover, between 3 or 4 posts per week are the number of posts encouraged to make in this kind of social media.

The post encouraged by this social media channels are short, for example asking a quick question, sharing a quote or some statistics from an article, etc. and usually include visual items such as GIFS, pictures or videos.

Actually, nowadays Facebook is encouraging its users to post more videos and dynamic pictures, therefore this audiovisual content will reach more users when posted. Facebook will give more visibility to the videos, live recordings or live chats uploaded directly to this platform, this means that sharing a link from Youtube will not really be effective to reach your followers.



Source: successfulbusinessonline.org

Facebook is a social media meant to be a forum for debate, discussion and encounter among peers, that’s why this platform encourages generating conversation. Be active, add a question to your posts and encourage comments, debates and discussion.

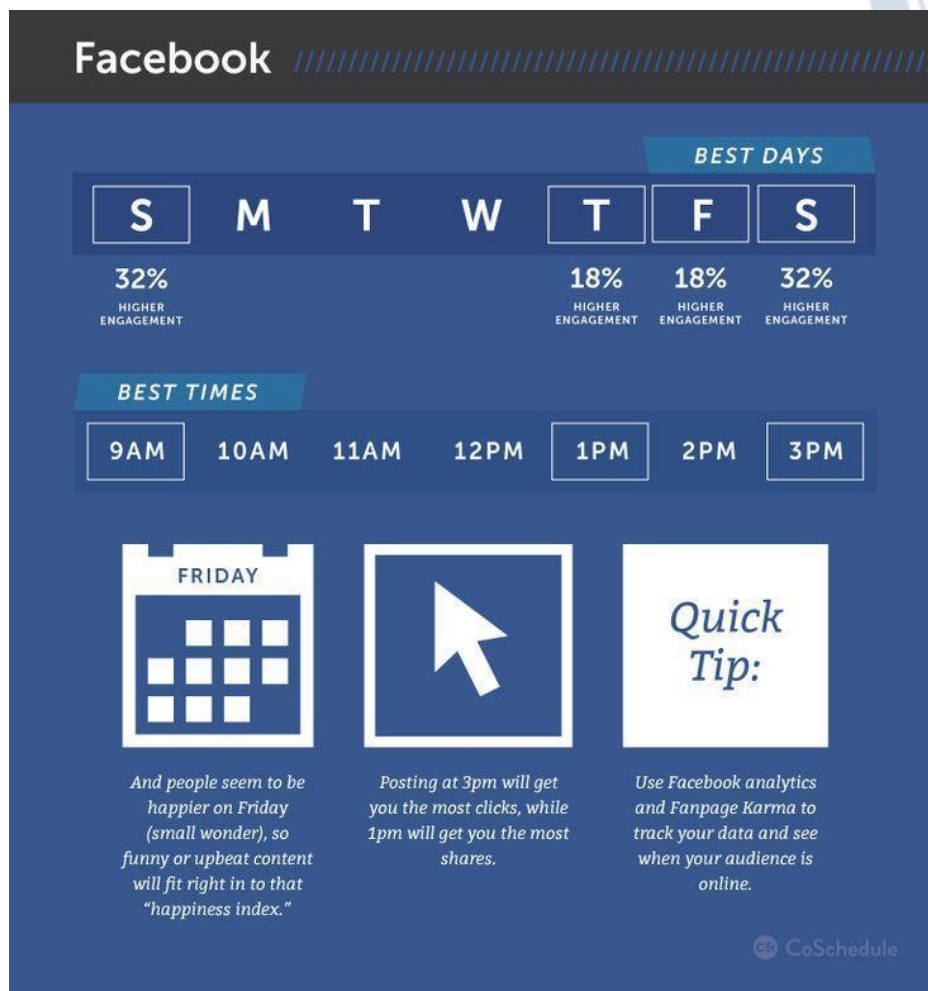
It is also very important to keep in mind the quality and format that should follow the content uploaded to this social media platform. The followings are the correct sizes and formats:

Cover picture: 820px x 312px

Profile picture: 178px x 180px

Post picture: 450px x 235px

For video: Square format preferred (MOV. or MP4) 720 X 720



Source: CoSchedule

5.2.3. Twitter Essentials

The target users of Twitter are not as young as the users found in Facebook or Instagram. Twitter has become more of a platform to network and engage with the industry, decision-makers and colleagues in the same sector. The main action in Twitter is not like as in Facebook, although users can like your post the most rated action apart from a comment is a retweet, which means to share the content posted by the user including or not a comment while sharing the post.

As in Facebook it is also important to include something visual in the post to engage with the other users, such as a picture, a GIF or a video.

On the other hand, on Twitter it is not bad sharing the same content on multiple days, at different times, to get more visibility, on the contrary as in Facebook or other social media. For example, in case of an event it is common to see many different tweets on different days posted in order to attract audience to the event. The goal is to be seen by as many as possible.

Related with the networking functionality that Twitter also encourages, users can create a list with the stakeholders and people they are most interested in classified by areas. For example education, politics, mass media, etc. In this way, the user can check the latest information regarding a specific topic just by checking the list mentioned. Don't forget, you have the possibility of making your list public or private. In a public list everyone can see who is involved and all the users you add will receive a notification when you add them, in a private list, it is only known to you.

When posting in Twitter it is important trying to avoid abbreviation that is not commonly known and understood across the sector. Use language that is easily understandable and grammatically correct. Avoid technicalities and make short clear sentences to stress your point.

Unlike in Facebook, Twitter doesn't allow to edit the posts once they are published, that's why the writing needs to be carefully done and requires a checking time before posting them.

Another tool that is really important and widely used in Twitter are the hashtags. It is essential to use them when posting. A recommendation would be to check trending hashtags on Twitter and include them in a tweet related to the topic. By doing that users will potentially reach new audiences and potential followers while gaining more visibility.

As mentioned before with Facebook, here is the right resolution for visual content in Twitter, which is slightly different:

- Cover picture: 820px x 312px
- Profile picture: 180px x 180px
- Post picture: 1,200px x 630px
- For video: Square format preferred (MOV. or MP4) 720 X 720

5.2.4. Instagram basics

Instagram is a social media mainly used by young people, in which the tone and language used are completely more informal. It is mainly used to share interests through attractive videos and photos and creating a community around these topics. Instagram also includes stories, through which the followers can get more information of a "behind the scenes"- view of what's been posted.

Instagram videos are really popular, because they are short and bite-sized, people are much more likely to watch them. Instagram videos don't auto-play sound. They start out as muted and users can choose to turn the sound on. It requires users to create videos that make sense even if there is no sound. The first couple of seconds of the video are crucial to evoke some type of curiosity to motivate people to want to keep watching. Movement is a great way to capture audience, by using go- pro or a 360 function which help to create the feeling of the user taking part in the movie.

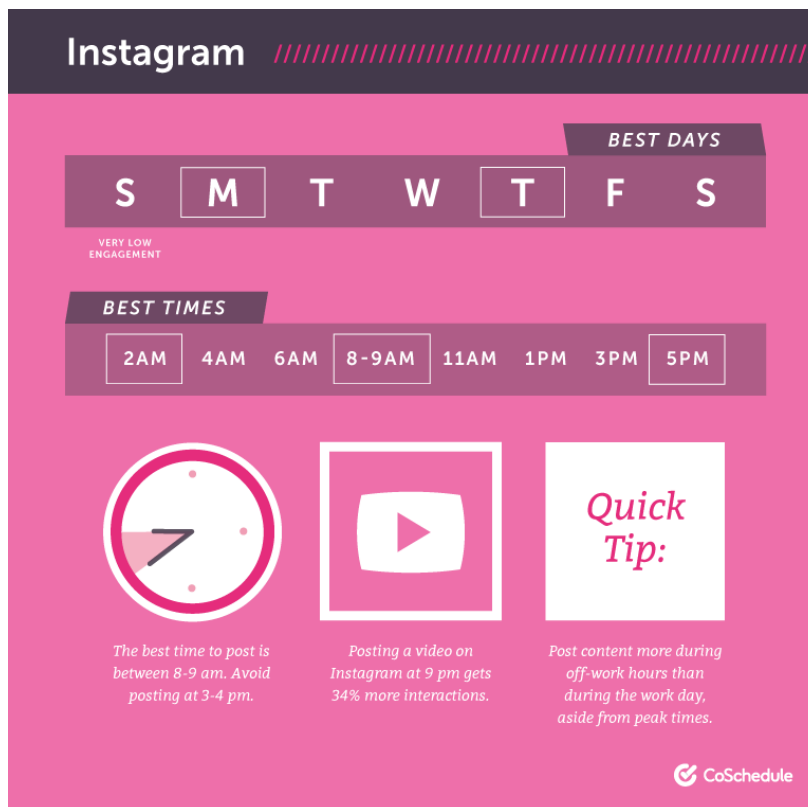
On Instagram is even more important than in other social media to use the right resolution, since everything there is mainly about the visual content. The followings are the right resolutions for the content:

Profile picture: 110px x 110px

Instagram Stories: 1080px x 1920px

Post picture: 1080px x 1080px

For video: Square format preferred (MOV. or MP4) 720 X 720



Source: CoSchedule

5.2.5. Professional Usage

How to make the most of LinkedIn

LinkedIn is also based on connecting people, posting updates, sharing and liking content, and instant messaging other users, but as a difference from other platforms LinkedIn focuses these actions among the professional field of each user.

For example, the user profile becomes a resume, with work experience, accomplishments, recommendations, and referrals from work colleagues or superiors. It also includes a board in which job applications can be searched and made.

LinkedIn includes a Home in which the user can surf over its followers posts and news, including the option of like, share, and comment on them. My Network is where the existing network of connections of the user is shown. It also allows the user to invite other users to join its network.

On Jobs users can search for and apply for jobs, get information about companies and much more. Messaging leads to an instant messaging platform. Finally, Me is where the user's profile can be found. This should be as updated as the user's resume, since professionals and recruiters may see the profile.

Apart from this many services, LinkedIn also offers a Premium subscription version of that includes additional features, such as online professional development classes, insights into who's viewing your profile, and the ability to instant message anyone on LinkedIn, even if they're not in your network.

5.3. EXERCISES

1. Internet Use

- a) Increases with age
- b) Decreases with age
- c) Not affected by age
- d) None of the above is correct

2. What does the internet bring to adults?

- a) It allows them to communicate with others
- b) It takes up a lot of their time and brings them nothing
- c) It makes it difficult to access information
- d) It is only useful for reading the newspaper

3. The disadvantages of the internet for adults include:

- a) There are no disadvantages, as there is a lot of public support.
- b) Problems of addiction.
- c) None of the above is correct
- d) The cost of computers remains unaffordable

4. The pillars for the professional development of adults are:

- a) Personal skills and entrepreneurial attitude and digital skills for employment
- b) Personal skills and entrepreneurial attitude, digital skills for employment and training in enabling technologies.
- c) Training in enabling technologies
- d) Personal skills and entrepreneurial attitude

5. Which one is the specific social media for professionals?

- a) Facebook
- b) Instagram
- c) LinkedIn
- d) Twitter

6. How many characters maximum have the posts in Twitter?

- a) 140
- b) 280
- c) 100
- d) 200

7. What social media will you use if you are interested specially in networking?

- a) LinkedIn
- b) Instagram
- c) Facebook
- d) Twitter

8. What is the name of the instant videos you can share in Instagram to share the sensation of backstage with your followers?

- a) Instant
- b) Videos
- c) Stories
- d) Direct

9. In which social media the part profile becomes a resume?

- a) LinkedIn
- b) Facebook
- c) Twitter
- d) Instagram

5.4. EVALUATION

1. Have you recently come across any interesting facts and figures related to internet use among adults in your country? Please try to explain the reasons for the level of internet use among adults in your country. Share them with the group
2. Do you know of other interesting uses of the internet for adults? Share them with the group.
3. Discuss the main print media with internet access in your country.
4. Research the different sources of health information in your country. Share this information with your working group.
5. Have you found any interesting facts or statistics related to your audience lately? Share them with the group
6. Do you know any other social media that could be useful nowadays for digital adult learners? Share them with the group

Questions to the text-Didactic materials

1. Do you consider Internet use by adults in your environment to be higher than the average in your country?
2. Are there any differences in internet use between young people and adults in your environment?
3. What do you consider to be the main problems among adults accessing the internet?
4. Have you used an online learning platform?
5. What do you value most in reading news and articles online?
6. Could you indicate the steps to listen to the radio through your phone?
7. Indicate the social networks you know.
8. What are the main social networks you use? Indicate the advantages and disadvantages of the social network you use the most

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- <https://clario.co/blog/what-is-online-privacy/>
- <https://industrytoday.com/manufacturing-how-technology-improves-the-industry/>
- <https://us.norton.com/internetsecurity-how-to-how-to-choose-a-secure-password.html>
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MODULE 6: SOCIAL MEDIA AND SOCIAL INCLUSION

Ali KESKİN

Dilek GÖL

Yenişehir Halk Eğitimi Merkezi



Learning Objectives

Social benefits of digital inclusion for individuals and wider society, highlighting lessons learned and challenging some of the underlying assumptions that have informed policy decisions to date. In addition, we also evaluate the raise of social media. Finally, attention is given to the challenge of how research can contribute to the participation of all in the information society.

By the end of the Learning Unit, trainees will be capable of:

- Establish and manage a social media presence
- Understanding Potential social benefits of digital inclusion
- how and why to create content for social media
- Understanding Potential economic benefits of digital inclusion
- Understanding What types of formal/theoretical access to what technologies do people have at home, at work and in community settings?
- Digital transformation



Basic Concepts (Key Words)

- Social media and performing democracy.
- Social media
- Social inclusion
- Social Platform
- Digital learning
- Digital Transformation
- Media management
- Digital democracy and its challenges
- Social networks



Main objective:

social benefits of digital inclusion for individuals and wider society, highlighting lessons learned and challenging some of the underlying assumptions that have informed policy decisions to date.

General Description:

The increasing dependence on information and communication technologies (ICT) in everyday life, both in our professional and private lives, forces us to reflect on how we can manage the digital era. For this reason, policymakers are actively involved in exploring conditions on how to take optimal benefit of the new opportunities that are being offered by ICT. After the rapid growth of the World Wide Web, starting from the mid-90s, the transformation towards an information society and knowledge economy became a hot topic on the policy agenda

Social inclusion is based on notions of belonging, acceptance and recognition and entails the realization of full and equal participation in economic, social, cultural and political institutions. It is about recognizing and valuing diversity; it is about engendering feelings of belonging by increasing social equality and the participation of diverse and disadvantaged populations. Issues of diversity and social inclusion have an impact on how programs and services are delivered to meet a wide range of client needs. As a result, the concepts of diversity and social inclusion have become critical to the evaluation of programs for governmental and community organizations.. According Steyn Social exclusion and inclusion concepts have different meaning to different scholars. He argues that different theoretical backgrounds and ideals lead to different perceptions of the social inclusion and exclusion concepts. This in turn leads to different approaches on how to handle social problems as well as how ICT is employed in enhancing social inclusion. The different views have one thing in common though, addressing the shortcomings of the vulnerable; with an aim of increasing their capabilities and opportunities for them to participate in the society they are in, and the ultimate goal being towards building an inclusive society.

Positive relationships between digital inclusion and social inclusion (e.g., becoming more active within society) were found. Digital inclusion relates to better offline communication skills, more active citizenship (following the news), and increased social capital (both bridging and bonding) through social software (e.g. Facebook or Netlog). It is important to note that Internet use alone, and frequency of use, are not sufficient to explain positive outcomes. The use of social software seems to be critical in meeting social inclusion goals and building trust.

Topic 1: Digital transformation of social services and education.

A digital revolution is transforming the world as we know it at unprecedented speed. Digital technologies have changed the way businesses operate, how people connect and exchange information, and how they interact with the public and private sectors. European businesses and citizens alike need an adequate policy framework and appropriate skills and infrastructures to capture the enormous value created by the digital economy and make a success of digital transformation. The European Union plays an active role in shaping the digital economy, with cross-policy initiatives that range from

boosting investment to reforming EU laws, to non-legislative actions to improve Member States' coordination and exchange of best practices.

Topic 2: Defining the digital technologies that are currently in use in social services and education.

Digital technologies are electronic tools, systems, devices and resources that generate, store or process data. Well known examples include social media, online games, multimedia and mobile phones.

Digital learning is any type of learning that uses technology. It can happen across all curriculum learning areas.

Topic 3: Understanding some of the evidence regarding the impacts of digital technologies for service providers and service users.

Being a digital citizen in today's world has many advantages. But, before explaining the advantages we should know what is digital citizenship. Well, first citizenship, which is formally defined as “the quality of an individual’s response to membership in a community.” This makes citizenship far more complex than a simple legal matter, but rather one that consists of self-knowledge, interaction, and intimate knowledge of a place, its people, and its cultural history. So digital citizenship is nearly the same thing—“the quality of a response to membership in a digital community” would be a good first crack at the definition. Revising that might more clearly articulate the differences between physical and digital communities, so a decent definition of digital citizenship then might be “Self-monitored participation that reflects conscious interdependence with all (visible and less visible) community members”

Module title	SOCIAL MEDIA AND SOCIAL INCLUSION
Education profile	Adult learners
Language of instruction	English
Target Group	Adults who are interested in improving their knowledge of digital media Older Adults and low-skilled adults to use digital technology. Other target groups involved in this project are older adults, low-skilled adults
Period	Ten weeks (3 hours per week)
Hours	20 hours face-to-face learning. 20 hours of distance learning. 20 hours of online collaborative work
Responsible	Organizations for the professional and personal development of adults.

Directional learning effects - symbols	Learning outcomes	
KNOWLEDGE		
Develop	K1	Understanding of Social inclusion and their principles.
Integrate	K2	Integrating new knowledge with their expertise
Safety	K3	How can social media be inclusive
Protection	K4	What should be done to prevent discrimination on social media
Problem solving	K5	Solving difficulties found when using social media
SKILLS		
Interact	S1	Managing privacy settings on their social network profiles.
Share	S2	Share content on social networks
Engage	S3	Engage people in discussions and feedback
Collaborate	S4	Manage collaborative learning activities
Manage	S5	Manage social media channels
COMPETENCES		
Inclusive	C1	Open minded and respectful with other social media users
Informed	C2	Having the ability to understand the dangers on the internet.
Commitment	C3	Use of social media and digital channels for civic engagement
Balanced	C4	Use properly the social media
Alert	C5	Aware of misuse of social media and its consequences.

Module contents	<p>Introduction</p> <p>Digital transformation of social services and education.</p> <ul style="list-style-type: none"> • What is social media? • What is social inclusion? • Social Exclusion • What do EU for Inclusion? <p>Defining the digital technologies that are currently in use in social services and education.</p> <ul style="list-style-type: none"> • Benefits Of Digital Inclusion • What Is Digital Inclusion And What Are The Main Digital Barriers • Digital Inclusion Objectives <p>Understanding some of the evidence regarding the impacts of digital technologies for service providers and service users.</p> <ul style="list-style-type: none"> • The Five Most Demanded Digital Profiles • Other Digital Professions Of The Future • How to avoid being a victim of this cyber attack? <p>The essential rules for getting the most out of social networks</p> <p>Exercises: 7 Pillars of Inclusion</p> <p>Evaluation</p>
Prerequisites and additional requirements	Basic knowledge of the Internet.
Compulsory literature	Documents prepared in the ACML project
Additional literature	<p>Chakraborty, S. (2018). Handbook of Social Media for Digital and Social Inclusion</p> <p>Barzilai-Nahon, K. (2006). Gaps and bits: Conceptualizing measurements for digital divide/s. <i>The Information Society: An International Journal</i> 22(5), 267-278.</p> <p>Boyd, d.m. & Ellison, N.B. (2008). Social network sites: Definition, history, and scholarship. <i>Journal of Computer-Mediated Communication</i> 13(1), 210-230.</p> <p>Bruns, A. (2008). <i>Blogs, Wikipedia, Second Life and beyond: From production to produsage</i>. New York: Peter Lang.</p>

	<p>Cammaerts, B., Van Audenhove, L., Nulens, G., & Pauwels, C. (2003). Beyond the digital divide: Reducing exclusion, fostering inclusion. Brussels: VUB University Press.</p> <p>Castells, M. (1996). The rise of the network society. Oxford: Blackwell.</p> <p>Castells, M. (2007). Communication, power and counter-power in the network society. <i>International Journal of Communication</i> 1(1), 238-266.</p> <p>Forge, S., Blackman, C., Bohlin, E. & Cave, M. (2009). A green knowledge society: An ICT policy agenda to 2015 for Europe's future knowledge society: A study for the Ministry of Enterprise, Energy and Communications, Government Offices of Sweden. Retrieved December 12, 2010 from</p> <p>Freeman, C., & Perez, C. (1988). Techno-economic paradigm. In G. Dosi (Ed.), <i>Technical change and economic theory</i>. London: Pinter Publishers</p> <p>https://inclusivesportdesign.com/tutorials/how-our-habits-influence-inclusion-in-sport/</p> <p>https://inclusivesportdesign.com/planning-for-inclusion/7-pillars-of-inclusion-using-commonalities-as-the-start-point-for-inclusive-sport/</p>
Planned forms / activities / didactic methods	<p>Watching the educational videos about a certain subtopic at the end of each subtopic.</p> <p>The teacher will present the key concepts, which will be discussed later in class.</p>
Assessment methods of learning outcomes	<p>Checking the answers to the given questions and checking the acquired knowledge through the given tasks at the end of each subtopic.</p> <p>Questionnaires with multiple answers and participation in class.</p>

6. SOCIAL MEDIA AND SOCIAL INCLUSION

Social benefits of digital inclusion for individuals and wider society, highlighting lessons learned and challenging some of the underlying assumptions that have informed policy decisions to date. In addition, we also evaluate the raise of social media. Finally, attention is given to the challenge of how research can contribute to the participation of all in the information society.

The increasing dependence on information and communication technologies (ICT) in everyday life, both in our professional and private lives, forces us to reflect on how we can manage the digital era.

Despite the claims of technological determinism in the information society debate, a number of developments in recent years seem to have created the possibility to reserve a more central place of the user – as citizen and/or as consumer – within the digital era. We refer to emerging technologies and applications commonly named as ‘social media’ or ‘Web 2.0’.

The impact of social media may be understood as a first sign of re-engineering by society, as it marks a fundamental shift from technology driven innovation towards user and society driven innovation

PRE-TEST

1) **What is the most-used social platform?**

- a. Snapchat b. Pinterest c. Facebook d. Youtube

2) **Which do you think is not a type of social media?**

- a. Social networks (Facebook, LinkedIn) b. Bookmarking Sites(Pinterest, Flipboard)
c. Media Sharing (YouTube, Vimeo) d. E-mail services (mail, Hotmail)

3) **A social networking site is a social media site that allows you to connect with people who have similar interests and backgrounds. Which of the following is a social network?**

- a. Facebook b. LinkedIn c. Vimeo d. Instagram

4) **What is social media really used for?**

- a. Social media is typically used for social interaction
b. Official proceedings
c. share, create and disseminate knowledge.
d. Access to news and information

5) **Digital Learning is "learning facilitated by technology that gives students some element of control over time, place, path and/or pace." It can happen across all curriculum learning areas. Which of the following options do you think is a digital learning platform?**

- a. Google
b. Udemy
c. Khan Academy
d. COURSERA

6) Digitalisation will create thousands of jobs associated with dozens of new profiles. What do you think will be the profession of the future?

Chief Digital Officer		Web designer	
SEO/SEM specialist		CRM Manager	
Traffic Manager		UX/UI designer	
Copywriter		Social Media Manager	
Digital Account Manager		Growth Hacker	

6.1. DIGITAL TRANSFORMATION OF SOCIAL SERVICES AND EDUCATION.

A digital revolution is transforming the world as we know it at unprecedented speed. Digital technologies have changed the way businesses operate, how people connect and exchange information, and how they interact with the public and private sectors. European businesses and citizens alike need an adequate policy framework and appropriate skills and infrastructures to capture the enormous value created by the digital economy and make a success of digital transformation. The European Union plays an active role in shaping the digital economy, with cross-policy initiatives that range from boosting investment to reforming EU laws, to non-legislative actions to improve Member States' coordination and exchange of best practices.

The 2014-2019 parliamentary term has seen a number of initiatives in the areas of digitalisation of industry and public services, investment in digital infrastructure and services, research programmes, cybersecurity, e-commerce, copyright and data protection legislation. There is a growing awareness among EU citizens that digital technologies play an important role in their everyday lives. In a 2017 survey, two-thirds of Europeans said that these technologies have a positive impact on society, the economy and their own lives. However, they also bring new challenges. A majority of respondents felt that the EU, Member States' authorities and companies need to take action to address the impacts of these technologies.

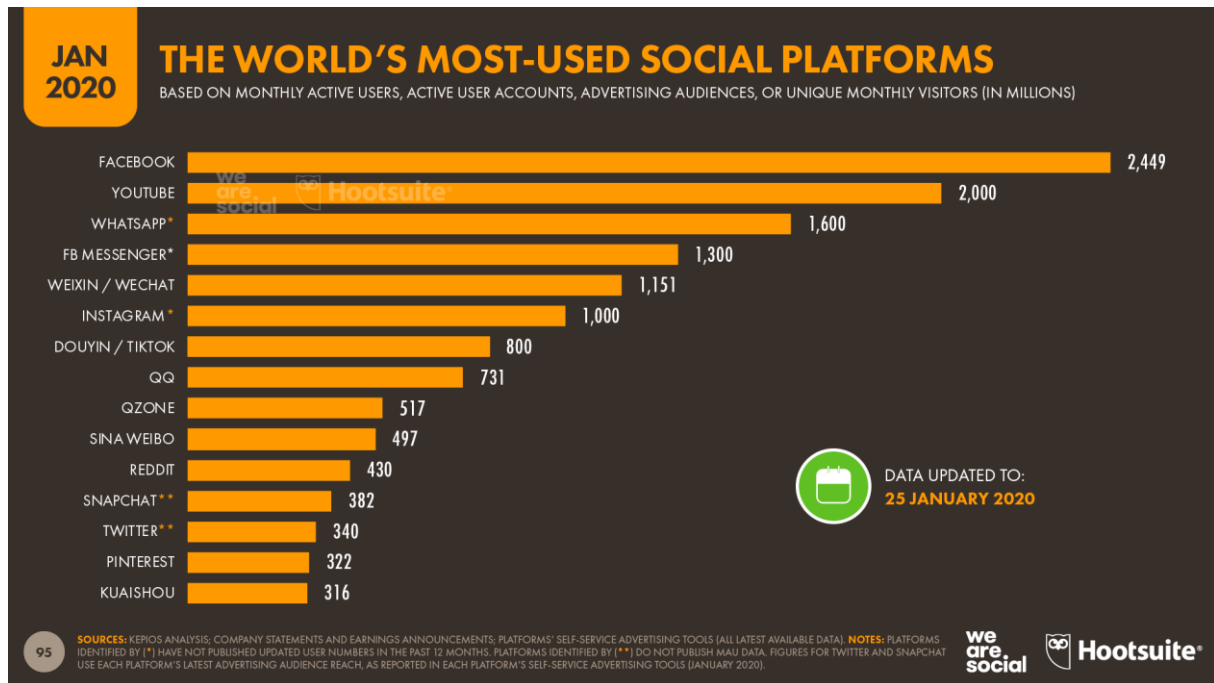
6.1.1. What is social media?

- Social media are interactive Web 2.0 Internet-based applications.
- User-generated content—such as text posts or comments, digital photos or videos, and data generated through all online interactions—is the lifeblood of social media.
- Users create service-specific profiles for the website or app that are designed and maintained by the social-media organization.

- Social media helps the development of online social networks by connecting a user's profile with those of other individuals or groups.

Some of the most popular social media websites, with over 100 million registered users, include Facebook (and its associated Facebook Messenger), TikTok, WeChat, Instagram, QZone, Weibo, Twitter, Tumblr, Baidu Tieba, and LinkedIn.

Depending on interpretation, other popular platforms that are sometimes referred to as social media services include: YouTube, QQ, Quora, Telegram, WhatsApp, LINE, Snapchat, Pinterest, Viber, Reddit, Discord, VK, Microsoft Teams, and more.



6.1.2. What is social inclusion?

Before explaining this, we should learn what is **social exclusion**. Although there is no universally agreed definition or benchmark for social exclusion, lack of participation in society is at the heart of nearly all definitions put forth by scholars, government bodies, non-governmental organizations and others. Overall, social exclusion describes a state in which individuals are unable to participate fully in economic, social, political and cultural life, as well as the process leading to and sustaining such a state.

6.1.3. Social exclusion

“Exclusion consists of dynamic, multi-dimensional processes driven by unequal power relationships interacting across four main dimensions — economic, political, social and cultural—and at different levels including individual, household, group, community, country and global levels. It results in a continuum of inclusion/exclusion characterized by unequal access to resources, capabilities and rights which leads to health inequalities”, (Popay and others, 2008, p. 2).

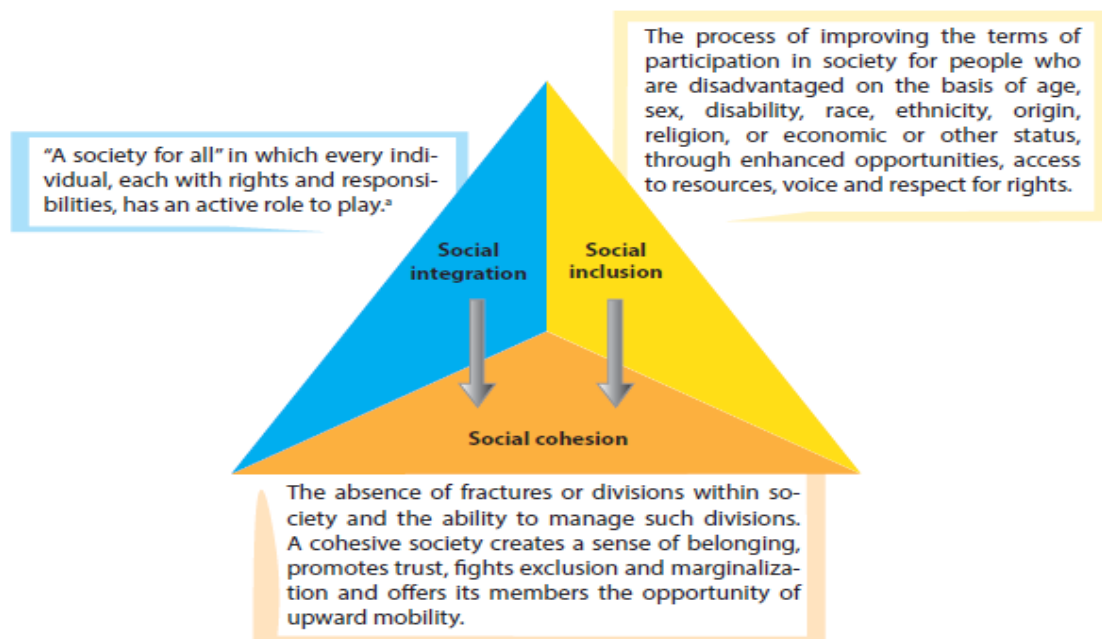
“Social exclusion is a complex and multi-dimensional process. It involves the lack or denial of resources, rights, goods and services, and the inability to participate in the normal relationships and activities, available to the majority of people in a society, whether in economic, social, cultural or political arenas. It affects both the quality of life of individuals and the equity and cohesion of society as a whole” (Levitas and others, 2007, p. 9).

“Social exclusion is what can happen when people or areas suffer from a combination of linked problems such as unemployment, poor skills, low incomes, poor housing, high crime, poor health and family breakdown” (United Kingdom Office of the Deputy Prime Minister, 2004, p. 2).

As against social exclusion, social inclusion is defined as the process of improving the terms of participation in society for people who are disadvantaged on the basis of **age, sex, disability, race, ethnicity, origin, religion, or economic or other status**, through enhanced opportunities, access to resources, voice and respect for rights.

- “The process of improving the terms for individuals and groups to take part in society”
- “The process of improving the ability, opportunity, and dignity of people, disadvantaged on the basis of their identity, to take part in society” (World Bank, 2013, pp. 3-4).
- “Social inclusion is a process which ensures that those at risk of poverty and social exclusion gain the opportunities and resources necessary to participate fully in economic, social, political and cultural life and to enjoy a standard of living that is considered normal in the society in which they live. It ensures that they have greater participation in decision making which affects their lives and access to their fundamental rights”(Commission of the European Communities, 2003, p. 9).

Social Inclusion, Integration and cohesion



Source: Based on Easterly (2006), Hulse and Stone (2007), OECD (2011a), United Nations (2010).

^a Report of the World Summit for Social Development, Copenhagen, 6-12 March 1995, para. 66.

6.1.4. Einclusion

«Europe is intended to accelerate positive change in the Union. It aims at ensuring this change towards the Information Society is cohesive, not divisive. Integrating, not fragmenting, An opportunity, not a threat. In essence, eEurope aims at bringing the benefits of the Information Society to the reach of all citizens» (European Commission, 2000b, p. 2).

6.1.5. What do EU for Inclusion?

Union of Equality Strategy for the Rights of Persons with Disabilities 2021-2030

“Persons with disabilities have the right to have good conditions in the workplace, to live independently, to equal opportunities, to participate fully in the life of their community. All have a right to a life without barriers. And it is our obligation, as a community, to ensure their full participation in society, on an equal basis with others.” Commission President von der Leyen¹

This Strategy aims to improve the lives of persons with disabilities in the coming decade, in the EU and beyond. The objectives of this Strategy can only be reached through coordinated action at both national and EU level, with a strong commitment from Member States and regional and local authorities to deliver on the actions proposed by the Commission.

This Strategy takes account of the diversity of disability, resulting from the interaction between long-term physical, mental, intellectual or sensory impairments, which are often invisible, with barriers in the environment, as well as the increased prevalence of disabilities with age, with almost half of persons aged above 65 reporting some form of disability. It promotes an intersectional perspective, addressing specific barriers faced by persons with disabilities who are at the intersection of identities (gender, racial, ethnic, sexual, religious), or in a difficult socioeconomic or other vulnerable situation. Among persons with disabilities, women, children, older persons, homeless persons, refugees, migrants, Roma and other ethnic minorities need particular attention.

6.1.6. Accessibility – an enabler of rights, autonomy and equality

- Accessibility to the built and virtual environments, to information and communication technologies (ICT), goods and services, including transport and infrastructure, is an enabler of rights and a prerequisite for the full participation of persons with disabilities on an equal basis with others.
- EU rules make accessibility requirements compulsory for the Member States to benefit from shared management funds, and buying accessible goods, services and infrastructure is an obligation in public procurement. Member States are also encouraged to mainstream accessibility funding under the Recovery and Resilience Plans.

Start community recreation involvement as early as possible

For this reason, policymakers are actively involved in exploring conditions on how to take optimal benefit of the new opportunities that are being offered by ICT.



Access

Access explores the importance of a welcoming environment and the habits that create it. This is about what your participants experience when getting to and inside the place your sport happens, but it's more than physical. It's also about the feel, the environment, the culture that's in the place that you're in. Your club could have a ramp up into the foyer of your sports facility that a person could use to get inside, but if the person who greets them makes them feel unwelcome or the coach says they're not willing to coach that person then the ramp is really irrelevant. You're still not going to participate. So it's important to explore what access really means in the physical and non-physical environment.

Attitude

Attitude looks at how willing people are to embrace inclusion and diversity and to take meaningful action.

So ask yourself, how willing are you to actually make it happen? In pulling the Seven Pillars together it was identified that there was a gap between simply wanting to be inclusive and actually doing something about it. So your attitude isn't about just being positive, it's about having a willingness to take real action.

Choice



ACML



Co-funded by the Erasmus+ Programme of the European Union

Choice is all about finding out what options people want and how they want to get involved.

This is about identifying what a participant can do. Choice is the friend of inclusion. If you offer lot of options to take advantage of then you are likely to get more diverse people involved in your activities.

Partnerships

Partnerships looks at how individual and organisational relationships are formed and how effective they are.

A partnership could be as easy as an introduction, conversation and a handshake. It can be really informal. You've just got to connect people. It could be more formal with agreements and MOUs and contracts but partnerships are what bind us together and join our communities.

Communication

Communication examines the way we let people know about the options to get involved and about the culture.

So think about who you are telling and also how are you telling them? Is it suiting their needs of communication.

Policy

Policy considers how an organisation commits to and takes responsibility for inclusion.

Policy is about holding yourself, your club or organisation and your stakeholders to account for inclusion. It's about saying "Inclusion is important" but more than that it's about saying, "This is how we're going to address it and this is what it means for us" and then having mechanisms to actually deliver on those statements.

Opportunities

Opportunity explores what options are available for people from disadvantaged backgrounds.

This is similar to choice but it's not the same. Opportunities is about "what do you want to do". So this explores the habits that dictate the opportunities that are actually available in the place that you deliver your sport. As an example, I have a whole range of things that I might want to do but can I actually take advantage of that choice. I'll use swimming as an example, referring to the ramp scenario. I may have the choice to join a swimming club in my local town because there's a pool there. There's a coach there with a really great program who's really willing and welcoming but I get to the facility and there is no ramp. I use a wheelchair. I want to go into that really great program. They want me to come in there but I have a real access issue so the actual opportunity doesn't exist for me. The choice is there but I don't get the opportunity.

6.2. DEFINING THE DIGITAL TECHNOLOGIES THAT ARE CURRENTLY IN USE IN SOCIAL SERVICES AND EDUCATION.

Digital technologies are electronic tools, systems, devices and resources that generate, store or process data. Well known examples include social media, online games, multimedia and mobile phones.

Digital learning is any type of learning that uses technology. It can happen across all curriculum learning areas.

6.2.1. Benefits of digital inclusion

Access to the Internet and its associated services has a positive influence on the development of societies, from economic growth to empowering disadvantaged individuals and communities. Being a digital citizen in today's world has many advantages:

More job opportunities

In a connected world, digital profiles such as programmers and data analysts are in high demand. Access to networking platforms also makes it easier to get a job or fund a project.

More educational opportunities

Internet access opens up a universe of possibilities for training, from nanogrades, mostly online courses focused on digital skills, to mobile learning, which enables people to learn from a smartphone, or access to educational video games, among others.

The digital divide separates people who have access to the internet from those who do not. In the year 2000, 413 million people had internet access in the world. This number increased to 3.4 billion in 2016 and by the end of 2020 it was 4.66 billion. The evolution is palpable. However, 40 % of humanity still does not have access to the digital world.

This is where the concept of digital inclusion comes in; that is, efforts to enable more and more people on the other side of the divide to access the opportunities that the internet provides. For example online education and remote working, among others, which have become fundamental in guaranteeing health at a critical time such as during the COVID-19 pandemic.

6.2.2. What is digital inclusion and what are the main digital barriers

According to the European Commission, digital inclusion is about enabling all people to contribute to and benefit from the digital economy and society. This means working on different aspects:

Access to ICT, ensuring infrastructure, affordable prices and also ease of use.

Assistive technologies which facilitate access for people with disabilities who would not otherwise be able to use them.

Digital literacy, including ICT training in basic education and lifelong learning for individuals.

Social inclusion, focusing on the most disadvantaged sectors of society with specific programmes that help them to enter the digital world.

The digital divide does more than divide people who have access to the internet from those who do not. There are other obstacles that prevent sections of the population from becoming digital citizens:

Lack of skills in not having the training required to use the internet and online services.

Lack of confidence, partly due to lack of skills, makes some people afraid to go on the internet.

Lack of motivation, as many people do not access the internet because they are unaware of the opportunities it offers.

Poor design, because not all digital services and products are accessible and easy to use.

The most vulnerable sectors of society are those that suffer most from the digital divide.

Although there are variations between countries, women, the elderly, racial and ethnic minorities, people with disabilities rural populations and those of low socio-economic status tend to be most affected.

6.2.3. Digital inclusion objectives

Tim Berners-Lee, known as the father of the World Wide Web, said that it was created for “everyone”. Certain challenges must be overcome in order to make this digital inclusion a reality:

6.2.3.1. Accessibility

One of the barriers to inclusion is access for people with disabilities, for example, visual or hearing disabilities. Accessibility is about adapting devices and content to remove these barriers.

6.2.3.2. Affordability

The cost of internet access is too high for many people on low incomes. In the European Union (EU), for example, there is the provision of universal access, which ensures that at least one provider in each country provides service at an affordable price.

6.2.3.3. Digital skills

Ensuring access to the internet is important, but if people do not have the right training and digital skills to take advantage of it, the gap remains. This is particularly important for older people.

6.2.3.4. Relevant content and services

The International Telecommunication Union (ITU) considers that relevant local content in certain minority languages and services useful to citizens are an essential part of digital inclusion.

The UN roadmap for digital cooperation.

The UN roadmap for digital cooperation.

Download

6.3. UNDERSTANDING SOME OF THE EVIDENCE REGARDING THE IMPACTS OF DIGITAL TECHNOLOGIES FOR SERVICE PROVIDERS AND SERVICE USERS.

6.3.1. Benefits of digital inclusion

Access to the Internet and its associated services has a positive influence on the development of societies, from economic growth to empowering disadvantaged individuals and communities. Being a digital citizen in today's world has many advantages. But, before explaining the advantages we should know what is digital citizenship. Well, first citizenship, which is formally defined as “the quality of an individual's response to membership in a community.” This makes citizenship far more complex than a simple legal matter, but rather one that consists of self-knowledge, interaction, and intimate knowledge of a place, its people, and its cultural history. So digital citizenship is nearly the same thing—“the quality of a response to membership in a digital community” would be a good first crack at the definition. Revising that might more clearly articulate the differences between physical and digital communities, so a decent definition of digital citizenship then might be “Self-monitored participation that reflects conscious interdependence with all (visible and less visible) community members”

In the light of this definition there are some advantages of the digital citizenship:

More job opportunities

In a connected world, digital profiles such as programmers and data analysts are in high demand. Access to networking platforms also makes it easier to get a job or fund a Project, because a digital profile is the sum content about a person on the Internet. A digital profile can be composed of personal or professional information shared on public Web sites posted personally or by others. One of the most effective ways to build a positive professional digital profile is through social media.

In addition to this, we've been talking about the digital transformation of the job market for years, it was not until the last six months, when we were forced to telecommuting because of the pandemic, that workers and companies have had to get with the programme and start

working in new ways. During the health crisis, not to mention the economic crisis, digital jobs have proven to be among the most resilient.

The idea of digitalising work appeared during the first decade of the 21st century. This meant replacing one way of working with another, and the birth of a technological revolution. These days, concepts like artificial intelligence, the Internet of Things (IoT), big data, machine learning, blockchain and 5G, are already with us and if companies and workers want to survive, they need to adapt. This concept is known as digital darwinism. So the fact is that jobs, particularly the process and operational aspects of work and business culture are not what they were just a decade ago.

Technologies like robotisation, automation, virtualisation, connectivity and, above all, the confluence of all these disruptive technologies have created an extremely complicated job market. All this means that companies are increasingly requiring their employees to have the digital skills that they need to stay in the game and give them an edge in this new digital world.

In a world where the present and future are merging, specific training in digital skills — programming, cybersecurity, data analysis, among others — for example by studying for nanodegrees, has become an added value when it comes to applying for a well-paid job. During the last edition of the Davos Forum, experts from all over the world agreed that in a very short time, skills such as web design and graphic design will become prerequisites for almost any position.

The European Centre for the Development of Vocational Training (CEDEFOP), a European Union (EU) agency, says that in the near future, around 90 % of job vacancies in Europe will require some type of digital expertise. There is plenty of evidence to back this up. The Talent Trends 2020 report issued by Randstad says that "profiles with the capacity to adapt and which have digital skills will be the most sought-after" and also stresses that companies new concept of talent will be entirely related to digitalisation and the incorporation of technology into business processes".

6.3.2. The five most demanded digital profiles

In the above scenario, companies have embarked on a search for digital profiles to cover their technological shortcomings. According to a ranking published by prestigious US technology journal CIO, the five profiles currently in demand are:

6.3.2.1. Artificial Intelligence Architect (IA)

The only way is up for artificial intelligence in the next few years, in both businesses and in consumers' everyday lives. That's why companies are on the lookout for qualified workers to cover the demand for AI enabled products and services. Candidates need machine learning experience and knowledge of data analytics or natural language processing for integration in AI.

6.3.2.2. Business Intelligence Analyst (BI)

Companies are progressing from collecting to understanding data and they need people who know how to do it. The job involves analysing data gathered by a company for decision-making, and developing new solutions. BI analysts need experience with databases, analytical tools and report production.

6.3.2.3. Cloud Architect

These workers supervise a company's cloud computing strategy and implement, administer and support cloud-based applications. They are therefore responsible for everything involving servers, storage platforms, connectivity and software. This requires a thorough understanding of several operating systems as well as expertise in networking, programming and security.

6.3.2.4. Data specialist

Data specialists are in great demand, because companies are storing more data than ever. Their job consists of classifying and analysing compiled data, both structured and unstructured. As well as a degree in IT, employers are looking for people with experience in data analytics and programming. These workers also need to be skilled in making use of valuable data without putting the company at risk.

6.3.2.5. Web developer

Web developers design, develop, install, test and maintain software systems. The work entails coding, designing and building websites or mobile applications by working with multiple programming languages, such as C #, C ++, HTML, Java, Microsoft .NET and SQL Server. They also have to understand customer needs and make recommendations to improve websites and provide a satisfactory user experience.

6.3.3. Other digital professions of the future

Digitalisation will create thousands of jobs associated with dozens of new profiles. Most of the companies specialising in human resources and even LinkedIn, the social network oriented towards business and employment, agree that the following are professions with a future:

Chief Digital Officer
 SEO/SEM specialist
 Traffic Manager
 Copywriter
 Digital Account Manager
 Web designer
 CRM Manager

UX/UI designer
Social Media Manager
Growth Hacker

6.3.3.1. More educational opportunities

Internet access opens up a universe of possibilities for training, from nanogrades, which are revolutionising the world of training and access to cutting-edge jobs on a global scale. These collaborative and customisable courses focus on skills rather than knowledge, and, thanks to ICT, are democratising education., mostly online courses focused on digital skills, to mobile learning, which enables people to learn from a smartphone, or access to educational video games, among others.

6.3.3.2. More leisure alternatives

Cinema, series, music and other cultural and entertainment events are much more accessible thanks to the internet, something that has a positive influence from a social and educational point of view.

6.3.3.3. Better use of time

The use of digital services allows for better time management, resulting in increased productivity as many tasks can be performed remotely and with greater speed. Your ability to manage your time, as much as any other practice in your career as an executive, will determine your success or failure. Time is the one indispensable and irreplaceable resource of accomplishment. It is your most precious asset. It cannot be saved, nor can it be recovered once lost. Everything you have to do requires time, and the better you use your time, the more you will accomplish, and the greater will be your rewards. Time management is essential for maximum health and personal effectiveness. The degree to which you feel in control of your time and your life is a major determinant of your level of inner peace, harmony, and mental well-being. A feeling of being “out of control” of your time is the major source of stress, anxiety, and depression. The better you can organize and control the critical events of your life, the better you will feel, moment to moment, the more energy you will have, the better you will sleep, and the more you will get done.

Time is money, and even more so in 2020. The Internet and the new technologies have brought with them immediacy, which at times turns day-to-day management and priority setting into an arduous task. Listed below are a number of techniques for improving your productivity. Quite the opposite; experts in productivity, such as the British economist John Pencavel, a professor at Stanford University (USA) and author of text books like *Diminishing Returns at Work: The Consequences of Long Working Hours*, have shown that this old belief in fact undermines personal and professional productivity; in other words, it makes us perform less well.

Most experts agree with Pencavel, including the Organisation for Economic Cooperation and Development (OECD), which brings together the world's 36 most powerful economies. In 2019, this institution stated that the key to productivity at work — which is usually measured in terms of Gross Domestic Product (GDP) per hour worked — is not working harder, but more efficiently.

This makes it easier to understand why, according to OECD data published in 2018, countries like Greece, Italy or Belgium recorded, in 2018, a far lower GDP per hour worked than Ireland, Poland and Latvia. Even so, although productivity is a basic component part of the economy, it can also be used to measure performance in other daily activities for which, in spite of having limited resources, we want to achieve optimum results.

Greater access to information

Access to digital media and shared content repositories, such as Wikipedia, contributes to better citizen education and enriches a country's social and political life.

6.3.3.4. Increased protection against digital crime

Digital literacy provides greater knowledge of the internet environment and makes people less likely to fall victim to internet scams such as phishing. Have you ever heard of phishing? It is a type of cyberattack that is becoming more common. Cybercriminals use this technique to fraudulently defraud and obtain confidential information.

Phishing consists of sending messages, either via email, SMS (named smishing), instant messaging or even social networks, in which cybercriminals mimic the identity of a known organisation to gain access to our most confidential information (passwords, bank details...) by encouraging you to click on a link that redirects you to a fake page.

Emails often include a link that leads the user to counterfeit websites. Once there, personal information is requested from the user and, believing the website is trustworthy, they provide it, falling into the hands of scammers (or phishers).

Phishing can also take place on web pages through advertising banners that encourage you to download an antivirus or any other program by filling in a form that requests personal data.

Phishing attacks are increasingly sophisticated and convincing and confuses users to compromise their own security. The worst thing about these cyber-attacks is that most of the time they infect your terminal — whether mobile or computer — without you noticing.

These cybercriminals use many excuses to capture our attention and redirect us to fraudulent websites that pretend to be legitimate: urgent updates, packages that you have not requested but

need to collect as soon as possible, notices of a last payment, the bank asking you to change your password and so on...

But we can fight these cyberattacks. Monitoring a website or using a good antivirus are some of the most effective ways to win the battle against phishing. If you notice that a web page is fake — this happens when it doesn't start with https:// or doesn't have a closed padlock in the browser bar — our recommendation is to clear the browser's cache memory. This will allow you to remove any unwanted software.

6.3.4. How to avoid being a victim of this cyber attack?

All users run the risk of being victims of phishing. However, any public address will be more susceptible to attack. The first step is to avoid replying to any mail requesting personal or financial information. However, distinguishing a phishing message from one that is not may not be an easy task. That's why we are giving you a few tips to help you avoid being tricked:

Make sure the email address belongs to the sender.

Pay attention to the tone of the content. Be suspicious if it requires urgent action or sounds too good to be true.

Before clicking on a link from a website and giving your data check that the link is the real one.

The digital transformation of national economies, industry sectors and individual companies is dependent on digital technologies, their deployment and the socio-political context around them. The below sections describe a set of key technology areas or intelligent tools, which can be considered essential for driving digital transformation in Europe.

The term intelligent tools are based on the lead author's co-operation with the University of California's project "Work and intelligent tools and systems – WITS" with the Berkeley Roundtable on the International Economy and the Research Institute for the Finnish Economy (ETLA). The selected key intelligent tools are listed below. In all of these drivers, Europe maintains key advantages varying from key technology assets to skills and to a common policy approach, not necessarily leadership in specific technology development:

- Automation and robotics
- Augmented workforce
- Artificial Intelligence (AI)
- Cybersecurity
- Data flows
- Mobility – 5G

It is important to note, that the above listed global technology drivers derive from major technological innovations or disruptions, but technology alone does not explain their significance and their current pace of change, which according to many observers seems to be getting faster by the year.

First, the falling prices in computing technologies and the abundant availability of affordable services such as cloud services are moving industry investments towards technology areas deemed important for the new data economy such as artificial intelligence (AI) and data-driven business solutions. This is changing the industry needs and demands for workforce skills leading

to industry calls for faster government responses in the fields of education for systemic flexibility and modernization.

Second, the growing adaptation of digital technologies in communication and information networks and services has led to new usage patterns transforming communications culture.

This transformation in communications patterns and networking has not stopped in consumer services (B2C), but is increasingly influencing and shaping the ways of working in business interactions (B2B).

Third, the rise of digital technology-enabled platform economy business models in consumer services is being applied to industries with new versions of horizontal, vertical, closed and/or open platform ecosystems.

The platform approach calls for increasing information technology (IT) investments beyond mere automatization of current industrial processes and identifying new ways how to run business and how to establish new crossindustry/ cross-sectoral business models, where the smart use and sharing of data play crucial roles.

European policy responses to the above described technology drivers in the abundance of computing power, changing communication/interaction patterns and enabling platform economy business models vary in different nations – the answer depends on the specific characteristics of the country in focus.

CONCLUSION

The divide between the ‘digital world’ and the ‘offline world’ is increasingly blurry, with many people simultaneously engaging with a wide range of activities and services online and offline. It is important that any discussion of digital inclusion avoids false dichotomies and supports action that enables people to effectively navigate their digital and physical lives so that each enhances the other and improves well-being. Once again, the COVID-19 crisis has made this consideration an even more pressing, live issue that will need serious consideration and action over the coming weeks and months.

Advancing digital inclusion requires, more than ever, a focus on much more than individual access, skills, confidence and motivation – as critical as these factors are. Much of the growth of the digital sphere during the past 30 years has been driven by private enterprise. Until recently, it has felt like the burden for working out how to engage with digital markets and platforms in a safe and effective way has predominantly fallen on individuals. In recent years however, there has been a growing recognition of some of the challenges and risks associated with the way in which these systems have developed; and an understanding that a much wider range of public policy interventions are likely to be required to ensure that digital can deliver positive well-being outcomes for all citizens. It has also become increasingly apparent that the asymmetric power dynamic between large, global providers and individual citizens makes it difficult to organise a common user interest. In this context, coordinated public policy action at a system level, to ensure that digital inclusion really does deliver well-being benefits, is particularly important.

The significance of public services to supporting well-being is well-understood. Digital technology has presented new opportunities to reimagine the way in which these services are designed and delivered, to become faster, more convenient, more flexible and more responsive. Services which are predominantly transactional in nature have been more advanced in their roll out, but highly effective, responsive, relational digital public services have – unsurprisingly – been slower to emerge. The future of digital inclusion may increasingly look at our ability to design, deliver and engage with such relational services. Again, the COVID-19 crisis has highlighted the value of these type of services – and perhaps may lead to an acceleration of progress towards this type of digital public service development.

Digital technology had already become fundamental to our individual, community and societal well-being, long before the COVID-19 crisis. The crisis, and the immediate and long-term response to it will extend this even further and more rapidly. Action on digital inclusion - so that everyone can enjoy equally the advantages that technology brings and be protected from harm that it can facilitate - has arguably never been more important and urgent.

6.4. Exercises (how to apply a content / practical exercises)

Exercise of 7 Pillars of Inclusion

What are the 7 Pillars of Inclusion?

The 7 Pillars of Inclusion is a broad framework that provides sport clubs or organisations a starting point to address inclusion and diversity. Each pillar represents the common aspects of inclusion—the things that are similar

regardless of who we seek to involve in sport. Importantly the 7 Pillars focuses on habits, the things we do, that either enable inclusion or don't. By identifying these habits, we can begin to make changes that enable and promote inclusion. In this way the 7 Pillars provide a starting point for achieving diversity and can be used to address the 'how to' of achieving inclusion.

Access

Access explores the importance of a welcoming environment and the habits that create it.

This is about what your participants experience when getting to and inside the place your sport happens, but it's more than physical. It's also about the feel, the environment, the culture that's in the place that you're in. Your club could have a ramp up into the foyer of your sports facility that a person could use to get inside, but if the person who greets them makes them feel unwelcome or the coach says they're not willing to coach that person then the ramp is really irrelevant. You're still not going to participate. So it's important to explore what access really means in the physical and non-physical environment.

Attitude

Attitude looks at how willing people are to embrace inclusion and diversity and to take meaningful action.

So ask yourself, how willing are you to actually make it happen? In pulling the Seven Pillars together it was identified that there was a gap between simply wanting to be inclusive and actually doing something about it. So your attitude isn't about just being positive, it's about having a willingness to take real action.

Choice

Choice is all about finding out what options people want and how they want to get involved.

This is about identifying what a participant can do. Choice is the friend of inclusion. If you offer lot of options to take advantage of then you are likely to get more diverse people involved in your activities.

The Inclusion Spectrum is a related idea that can help you take action on choice, learn more here.

Partnerships

Partnerships looks at how individual and organisational relationships are formed and how effective they are.

A partnership could be as easy as an introduction, conversation and a handshake. It can be really informal. You've just got to connect people. It could be more formal with agreements and MOUs and contracts but partnerships are what bind us together and join our communities.

Understanding the influencers in your networks will help you identify key partners, learn more here.

Communication

Communication examines the way we let people know about the options to get involved and about the culture.

So think about who you are telling and also how are you telling them? Is it suiting their needs of communication.

Policy

Policy considers how an organisation commits to and takes responsibility for inclusion.

Policy is about holding yourself, your club or organisation and your stakeholders to account for inclusion. It's about saying "Inclusion is important" but more than that it's about saying, "This is how we're going to address it and this is what it means for us" and then having mechanisms to actually deliver on those statements.

Opportunities

Opportunity explores what options are available for people from disadvantaged backgrounds.

This is similar to choice but it's not the same. Opportunities is about "what do you want to do". So this explores the habits that dictate the opportunities that are actually available in the place that you deliver your sport. As an example, I have a whole range of things that I might want to do but can I actually take advantage of that choice. I'll use swimming as an example, referring to the ramp scenario. I may have the choice to join a swimming club in my local town because there's a pool there. There's a coach there with a really great program who's really willing and welcoming but I get to the facility and there is no ramp. I use a wheelchair. I want to go into that really great program. They want me to come in there but I have a real access issue so the actual opportunity doesn't exist for me. The choice is there but I don't get the opportunity.

6.5. Evaluation (everything useful to evaluate the usefulness and efficacy of the learning unit)

- 1. Which of the following is not in the list of 7 pillar?**
 - a. Choice
 - b. Opportunities
 - c. Access
 - d. Exclusion
- 2. Which of the following is a social media?**
 - a. Internet explorer
 - b. Twitter
 - c. EU's Official Webpage
 - d. Excel
- 3. What is the most-used social platform in 2020?**
 - a. Snapchat
 - b. Pinterest
 - c. Facebook
 - d. Youtube
- 4. “..... the process of improving the terms of participation in society for people who are disadvantaged on the basis of age, sex, disability, race, ethnicity, origin, religion, or economic or other status, through enhanced opportunities, access to resources, voice and respect for rights.” Please select the right phrase for the definition above?**
 - a. Social Exclusion
 - b. Social Media
 - c. Social Inclusion
 - d. Social Resources
- 5. What is the name of the EU's strategy for the right of people with disabilities 2021-2030?**
 - a. Union of Equality
 - b. Union of Youth
 - c. Union of exclusion
 - d. Union of Media

Questions to the text – Teaching Materials

- 1. What is your opinion about the EU's regulations and strategies for the people with disabilities?**
- 2. Have you ever faced with exclusion?**
- 3. Can you share examples for the social inclusion?**
- 4. Can you share examples for the social exclusion?**
- 5. Do you have social media account? If yes**
- 6. How often do you use social media?**

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MODULE 7: SOCIAL MEDIA USE AND MANAGEMENT

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Learning Objectives

The social media literacy tutor has a special chapter where we analyse the benefits of social networking and the aspects to take into account when promoting your home-adult education classes. We finish with the essential rules for getting the most out of social networks and some exercises to be implemented in pairs or small groups.

By the end of the Learning Unit, trainees will be capable of:

- Establish and manage a social media presence
- Understand the role and characteristics of a social media literacy tutor
- how and why to create content for social media
- Manage a content calendar for your social media presence
- Evaluate the performance of your content on social media
- Manage social media content using real world data



Basic Concepts (Key Words)

- | | |
|--------------------------|------------------------|
| ▪ Content management | ▪ Management skills |
| ▪ Social media | ▪ Media management |
| ▪ Social media tutor | ▪ Social media manager |
| ▪ Media literacy | ▪ Social networks |
| ▪ Collaborative learning | ▪ Media presence |

Main objective:

To equip the learner with critical content creation and management skills to become a social media tutor and guide them how to become a social media literacy tutor.

General Description:

This module is intended for adult people willing to acquire the professional skill for the “**social media literacy tutors**”. The social media literacy tutor will collaborate with schools, NGOs, consumer associations, and local government institutions (ACML objectives)

To become a social media literacy tutor, someone must have knowledge and if possible some experience as a social media manager. This is the reason why in this course we present the figure of social media manager, and social media tutor, emphasizing in the characteristics of a social media tutor and social media manager.

Due to the fact that we often use social networks ourselves, it may seem that a lot of time spent there is already a kind of entitlement to work as a “social media literacy tutor”. Of course, among the users there are people who understand every new novelty, like to test, are able to establish contact with fans, their posts are shared and liked much more often than others, which is certainly a predisposition to be a “social media literacy tutor”.

To become a social media literacy tutor, someone must have knowledge and if possible some experience as a social media manager. This is the reason why in this training course we will emphasize the figure and competences of someone searching for a job as a social media manager and/or social media literacy tutor.

It is worth realizing that just creating an account and writing posts is not enough. Social media is changing dynamically, these changes must be followed, noticed and understood. In addition, an ordinary user does not often learn about marketing and advertising. Therefore, efficient navigation through websites is important, but this is only the tip of the iceberg, often insufficient to take up a job. However, this does not change the fact that many people imagine the work of a social media literacy tutor as a dream job.

It is difficult to imagine a business, person, that is not present in social media today. It is not without reason that it is said that if someone is not on Facebook - they probably do not exist. Social media is so popular that many people look for the opinion or offer of a given business or private persons. No wonder that every business, no matter if it is small, medium or large, should have a person who will deal with professional social media marketing.

What does the social media tutor do? How to become one? How to become a social media literacy tutor?

This and other questions will be answered during this training material.

Topic 1: Social media manager

This topic presents the figure of social media manager and introduces the main skills a good social media manager should have. The learner can find the description of the main responsibilities and the necessity to combine not only managerial tasks but also project management, specialization in video marketing, copywriting and elements of customer service.

Topic 2: Social media tutor

This topic will present the learner with some facts to take into account when planning to become a social media tutor. In addition to the fact that social media tutor must perfectly navigate social media, know their functions and not have a problem with news, he must also have other skills and qualities useful in this position.

Topic 3: Social media literacy tutor

This topic is interesting for learners willing to become a social media literacy tutor. Learners are introduced to the benefits of social networking for Social media literacy tutor. Which social network to choose when promoting their home-adult education classes; and, how to choose the social network that will be useful to implement the tutoring.

Topic 4: The essential rules for getting the most out of social network

In this topic the learner will be able to learn the rules for getting the most out of social networks. The learner will learn why social networks are essential today for communication and marketing and help them to think the best social media networks before you they begin to use them.

Exercises: Case studies

This part of the module presents the “Methodology” to be used when preparing the group to work together and discuss different jobs available in the market:

- Digital Marketing & Communication Coordinator
- Social Media & Influencer Marketing Manager
- Social Media Manager
- Social Media Specialist

Module title	SOCIAL MEDIA USE AND MANAGEMENT	
Education profile	Adult learners	
Language of instruction	English	
Target Group	<ol style="list-style-type: none"> 1. Adults who are interested in improving their knowledge of digital media 2. Older Adults and low-skilled adults to use digital technology. 3. Other target groups involved in this project are older adults, low-skilled adults, Consumer Associations, Social services, NGOs engaged in community development 	
Period	Ten weeks (3 hours per week)	
Hours	30 hours	
Responsible	Organizations for the professional and personal development of adults.	
Directional learning effects - symbols	Learning outcomes	
KNOWLEDGE		
Develop	K1	New skills in Social media management
Integrate	K2	Integrating new knowledge with their expertise
Safety	K3	How to be safe on social media
Protection	K4	How to protect themselves from data theft
Problem solving	K5	Solving difficulties found when using social media
SKILLS		
Interact	S1	Interact with other pals
Share	S2	Share content on social networks
Engage	S3	Engage people in discussions and feedback
Collaborate	S4	Manage collaborative learning activities
Manage	S5	Manage social media channels
COMPETENCES		
Inclusive	C1	Open minded and respectful with other social media users
Informed	C2	Assess media literacy and posts found on social media
Commitment	C3	Use of social media and digital channels for civic engagement
Balanced	C4	Use properly the social media
Alert	C5	Aware of misuse of social media and its consequences.

Module contents	<p>Introduction</p> <p>Social media manager Social media tutor</p> <ul style="list-style-type: none"> - Characteristics of a social media tutor - Social media manager / tutor’s requirements Social media literacy tutor - The benefits of social networking for Social media literacy tutor - Which social network to choose when promoting your home-adult education classes? <p>The essential rules for getting the most out of social networks</p> <p>Exercises: Working pairs</p> <p>Methodology: Brainwriting</p> <p>Case 1: Digital Marketing & Communication Coordinator Case 2: Social Media & Influencer Marketing Manager Case 3: Social Media Manager</p> <p>Case 4: Social Media Specialist Evaluation</p>
Prerequisites and additional requirements	Basic knowledge of the Internet.
Compulsory literature	Documents prepared in the ACML project
Additional literature	<p>Students will analyse Updated online information provided by the teacher. Marzano, Gilberto & Ochoa Siguencia, Luis. (2017). Sharing emotions and experience: How Social Media can affect travellers’ behaviour.</p> <p>https://www.researchgate.net/publication/321709262</p>
Planned forms / activities / didactic methods	The teacher will present the key concepts, which will be discussed later in class.
Assessment methods of learning outcomes	Questionnaires with multiple answers and participation in class.

7. SOCIAL MEDIA USE AND MANAGEMENT

7.1. SOCIAL MEDIA MANAGER

With some experience in social media management, you can become a social media literacy tutor. Every business, regardless of its size, has several accounts, and millions and millions of people around the world use platforms like Twitter, Facebook and LinkedIn every day. While there are inevitable downsides to social media, the positives outweigh them hugely. For any online business, being part of social media platforms is imperative, and this is no exception to online tutoring – even if it's just to be able to chat to your colleagues about the latest filter on Instagram!

Just a few years ago, Formal and Non formal Adult education Institutions, most often just needed a social media specialist. Today, this profession has many specializations, it can be said that more and more of them are growing every year.

Social media manager is responsible for communication between the company and the client using all available social media. Often, this profession combines not only managerial tasks, but also project management, specialization in video marketing, copywriting and elements of customer service.

Is the job of a social media manager just to publish posts on different social networks?. His tasks include preparing the entire strategy that will make the company's presence in social media consistent and meaningful. For this purpose, it is necessary to know about potential brand customers, the behaviour of Internet users and the way they operate. Therefore, knowledge will be useful not only in the field of Public Relations or marketing, but also in the field of psychology or sociology.



7.2. SOCIAL MEDIA TUTOR

In addition to the fact that social media tutor must perfectly navigate social media, know their functions and not have a problem with news, he must also have other skills and qualities useful in this position.

First of all, a social media tutor should be:

- interested in what is happening in the Adult Education Educational System
- focused on continuous learning and expanding his skills.
- creative, ease in using words and a light pen

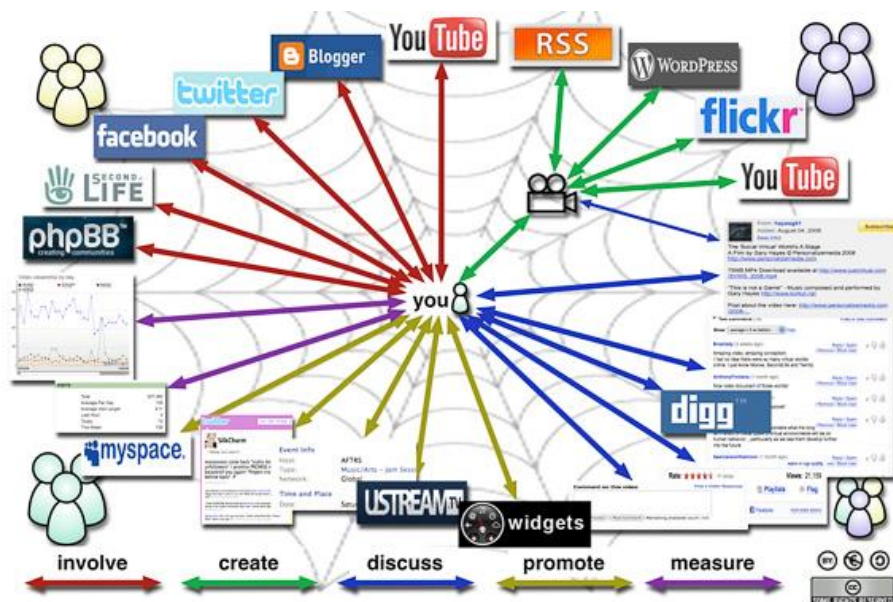
As already mentioned, social media does not stand still. Something is constantly changing, and the social media manager / tutor must be prepared for such changes.

Social media tutor must be communicative and open - after all, through the media he communicates with the trainees or potential trainees, for whom everything should be clear and understandable. In addition, the media is dynamic - the social media manager / tutor must react quickly to comments, respond comprehensively, be prepared for stress, and not succumb to emotions. If a comment is rude, he must be classy whether he is upset or not.

It is difficult to imagine a social media manager / tutor who does not have a profile on popular websites, does not write or run a blog, and has never had any interaction with the user. Additionally, all the media he has must be his real showpiece.

Certainly, the partner Institution will check how the candidate to Social media literacy tutor is doing on social media and will see their profiles. Thanks to this, it is worth to see that a potential tutor even privately performs a very good job in terms of his image on the web.

Knowledge of the English language is also essential and often required. Many articles and news on social media are written in this language, so knowing it makes it easier to expand his knowledge. Additionally, it is often required to create posts in this language.



7.2.1. Characteristics of a social media tutor

Certainly, studies in this field will be helpful, but in fact any humanities studies - journalism, marketing, sociology - but not only - can also be helpful, for example, computer science.

Studies can prepare a candidate well, but Non-formal education and practice may be sufficient, because social media management experience is also very important in this position. If we are just starting out in the business, recruiters will certainly pay attention to what our private activity looks like on the Internet, which is why it will be useful to run a blog, fanpage or good profiles on such websites as e.g. Twitter, Instagram, GoldenLine or LinkedIn.

7.2.2. Social media manager / tutor's requirements

What do employers require from a candidate for the position of social media manager / tutor?.

- experience in social media
- excellent navigation in them are important,
- creativity,
- communication,
- openness,
- good use of the English language,
- knowledge in the field of internet marketing,
- ability to use social media monitoring tools,
- light pen,
- excellent use of the word,
- higher specialized education,
- good organization of work
- ability to work in a team.

The work of a social media manager/tutor can be a dream job for people who feel like fish in water on social media. However, it is worth remembering that this activity requires much more effort than just creating an account and adding interesting posts to the profile. It is essential and should be constantly updated knowledge in the field of:

- Public Relations
- internet marketing,
- customer contact
- social media opportunities.

The social media literacy tutor should be specialist in social media management, with experience in:

- scheduling of posts on social networking sites
- light pen in writing posts, but also longer texts
- basic graphic creation skills and knowledge of graphic programs (Adobe, Canvas)
- reporting on the activities carried out
- participation in creating a brand strategy in social media
- conducting paid campaigns on social networking sites
- contact and cooperation with influencers
- moderating fan activity (in comments and private messages)

You've probably noticed that no specific education is required for positions related to social media literacy tutor. After all, you deal with marketing and advertising and it would be good to have at least basic knowledge in this field.



7.3. SOCIAL MEDIA LITERACY TUTOR

Social networks are now essential in the world and amongst all populations. They are, for a particular tutor, an excellent means of promotion. But they must be managed carefully and you must know the basic rules in order to optimize their use. Here you can discover our top tips to help you become a “social media literacy tutor” who is a total hit on social networks!

7.3.1 The benefits of social networking for Social media literacy tutor

Being a “Social media literacy tutor” requires you to talk to learners, adults without or little knowledge of social media management. In short, you are addressing an audience who has a non-significant presence on social networks. It is very likely that your target audience is looking to recruit, learn or communicate with you via social networks. Register on (at least) one of them as a way to attract learners, to make yourself known.

Social networks are also useful for communicating with your current and potential learners. They offer you the bonus of instantaneity but also the possibility of sharing all types of content with your learners (classes, useful information, etc.). This diversity is a considerable asset that allows a “Social media literacy tutor” to target and to respond precisely to the expectations of its audience.

The benefit is also that they are free and therefore offer the possibility of inexpensive advertising and scope without limits.

7.3.2 Which social network to choose when promoting your home-adult education classes?

It is important to understand that each social network has its own application as well as specific rules. It is therefore essential to define your objectives before registering.

- Do you want to interact with your learners
- Attract new learners?
- Improve your SEO?

Whatever your goal, you need to define a social media strategy.

Facebook is the perfect tool to improve the SEO of your tutoring website. The reason is simple: it is the most widely used social network globally. Very popular among 35-50 year olds, it is a good instrument to address adult groups, as well as learners themselves.

Twitter, instantaneous network par excellence, is particularly useful for the publication of short messages; your news for example. It is also an ideal communication medium. It is widely used by entrepreneurs, SMEs (and also private tutors) as a messaging tool.

Instagram, a network publishing images and short videos, can be used to broadcast visual messages. For example, a social media trainer can use it to publish quotes or use it to publish a daily book of the day.

LinkedIn, a professional network, is effective in building your expertise by connecting with the big names in your field. It is useful in order to address the learners who will be able to familiarise themselves with your environment, your network, etc.

Finally, YouTube can be interesting for a “Social media literacy tutor”, for example to share lessons or initiations to podcast, things that you cannot do without video support.

In short, the social network that will be useful to you depends on your goals, but also on the profile of your learners, their expectations / needs and your speciality. Published content (form and tone) must always be adapted to the network used.

7.4. THE ESSENTIAL RULES FOR GETTING THE MOST OUT OF SOCIAL NETWORKS

To use social networks wisely does not only mean knowing which ones to register with. They must also be used correctly, otherwise they are useless. Above all, you will need to register on the selected social networks and then create a profile. Choose a good quality profile picture, write your bio carefully, etc. Concise and relevant being the keywords.

The first rule when using social media is regularity. For your publications to be effective and have a good range, they need to be published regularly.

On Facebook we advise you to publish at least 3 times a week. While on Twitter, it will be much more prolific and keep an average of 3 to 5 tweets a day. 2 publications a week will be enough for the performance of your LinkedIn account. Of course, these are not hard and fast rules but rather indications!

But beware, the obligation of regularity must in no way diminish the quality of your content. Posts must always remain original, precise and high-flying. The information must be of quality, the adopted tone of circumstance, and the spelling faultless (that is a given for a private tutor).

We were talking earlier about social media strategy and how it must be deployed consistently on all the social networks you use. They must be complementary. Registering on 10 networks to publish on each of them the same thing will be of no help, on the contrary.

Social networks are essential today for communication and marketing. It's just a matter of thinking before you begin.

Being present on social networks is a job that requires time and effort.

7.5. EXERCISES

Methodology: Brainwriting

In this nonverbal brainstorming method, everyone writes down three ideas that relate to the topic of the brainstorm. Allow about six to ten minutes for this process. Then everyone passes their ideas to the person on their right (or left, whichever you prefer), who will then build off of the ideas, adding bullet points or creative strategies.

After another few minutes, everyone will pass the piece of paper again until it makes it all the way around the table. Once the ideas have made it around the circle, the group discusses them and decides which ideas are best to write in the poster.

This technique can alleviate two of the biggest brainstorm pitfalls—unbalanced conversation and the anchoring effect—by ensuring that everyone has the opportunity to contribute and eliminating the bias toward the first idea.

Process:

- Make group of four people
- Give to each participant of the table the case to analyse (table one case 1; table two case 2...)
- Ask them to think in three ideas why he/she can be the perfect person in this position (or why not)
- Use the **Brainwriting method**
- Ask the group to prepare a poster with their ideas (positive in the right negative in the left)
- Present to the group your comments
- Discuss what should be improved during the course to be a social media literacy tutor”

Important.

1. If your answer is yes, I could work in this position, means you can be a good “social media literacy tutor”.
2. If you find that you could not work in that position, do not worry, the course you are following will help you to get the most important skills to became a good “social media literacy tutor”

Remember: No body is an specialist in all fields. Some non-formal education practices will give you the solution to became a good “**social media literacy tutor**”

Case 1: Digital Marketing & Communication Coordinator¹

Hotel Raffles Europejski Warsaw

Your responsibilities

- Reporting to the Marketing Manager, responsibilities and essential job functions include but are not limited to the following:
- Works with the Marketing Manager and respective HODs on the spa, rooms, and food & beverage tactical advertising campaign creative and media plans
- Maximizes advertising budget by ensuring that the hotel's creative message and media activities are consistent
- Reviews the hotel's market segmentation and other appropriate marketing reports to ensure that the media scheduling matches those segments
- Monitors and maintains media schedules as well as prompt settlement of invoices
- Execution and evaluation of hotel digital marketing tactics in all applicable channels in line with Marketing Strategies
- Executes and evaluates Social Media tactics to help drive visibility and traffic
- Deploys digital marketing and content management tactics on tools such as (but not limited to) Ice Portal, Brand.com, AccorHotels.com, Social Media Channels, and all applicable 3rd Party Apps and websites.
- Maintains "brand.com" to attract wider audiences by constantly updating content always according to "Raffles Guidelines"; leaving a strong digital footprint (with SEO and other link generation efforts)
- Timely and accurate website updates on information and promotions
- Creates timely visibility on third-party channels such as Foursquare, Zomato
- Creates content and builds hotel e-newsletter
- Develops and implements the hotel's social media (e.g. Facebook, Instagram) strategies by increasing traffics/fan base with interactive activities
- Conducts social media photography and videography suitable to brand guidelines with relevant photo/video artists and agencies
- Prepares monthly report and media clippings summary
- Organizes and supervises photography for advertising, collaterals, and public relations purposes
- Ensures the department has a comprehensive master photo library for all advertising, collateral, and public relations activities
- Upkeeps strategic partnerships with external parties, such as banks and media companies
- Monitors competitors' activities and market intelligence and be-proactive
- Fosters strong media relations & generate media coverage

¹ <https://www.pracuj.pl/praca/digital-marketing-communication-coordinator-warszawa,oferta,1000943436>

Our requirements

- Convey a high level of understanding of the importance of attention to detail
- Excellent communication and interpersonal skills
- Previous Point of Sale system experience required
- Degree in Marketing/Mass Communications/Arts & Social Sciences. Experience in a hospitality or hotel marketing and communications setting is preferred
- A team player with excellent interpersonal and communication skills with written and oral proficiency in English and Polish
- Strong understanding of hospitality or hotel business and market dynamics
- Understanding and interest of the luxury market
- Ease in creative writing in both Polish and English
- Promote teamwork and quality service through daily communication and coordination with internal and external
- Knowledge of Microsoft Office applications, such as Word, Excel, and PowerPoint and design software
- Display flexibility and willingness to adapt to new situations and/or take up new challenges

Case 2: Social Media & Influencer Marketing Manager²

PLATINIUM CAST

Job description:

- Manage Facebook and Instagram profiles
- Developing a communication calendar: developing a strategy, creating content, initiating new solutions
- Monitoring trends and activities of competitors
- Managing advertising campaigns
- Reporting the results, preparing summaries and summary presentations
- Knowledge of the Influencer Marketing market in Poland, in terms of specificity, organization, functioning and cooperation possibilities
- The ability to search for influencers and their appropriate recommendations along with argumentation in relation to the indicated project brief and brand (both as part of paid and barter cooperation)
- Coordination of cooperation with influencers: setting the conditions and coordination of formalities, determining the scope of cooperation, publication schedule, execution and follow-up to ensure timely activation
- Preparation, coordination of production and distribution of creative packages
- Constant contact with the client, acceptance of materials, reporting, participation in statuses, etc.
- Preparation of offer presentations for regular and new customers
- Active participation in internal and external meetings

What do we expect from candidates?:

- Minimum 2 years of experience in working in a similar position
- Experience in servicing brands from the health & beauty sector will be an additional advantage
- Very good knowledge of social networks (Facebook, Instagram, YouTube)
- Knowledge of Social Media monitoring tools (NapoleonCat Brand24)
- Experience in implementing advertising campaigns
- Experience in working in an agency and with a client
- Knowledge of MS Office, fluency in using Power Point
- Advanced level of English / fluency in speech and writing.
- Creativity, commitment, multitasking
- Very good organization of work, independence and responsibility
- Negotiation skills
- Excellent presentation and client service skills

² <https://www.pracuj.pl/praca/influencer-marketing-manager-warszawa,oferta,6968395>

Case 3: Social Media Manager³

PAUL RICH sp. z o.o

Workplace: Warszawa

Job description:

- Content management on social media - Instagram, Facebook, YouTube, Pinterest, Twitter
- Creating effective content marketing strategies for over 300,000 brand fans
- Preparation of creative concepts and social media schedules
- Planning, developing and creating content
- Publication and moderation of content
- Building an engaged community, increasing the number of followers, likes, comments, reposts
- Organization of promotional campaigns and competitions
- Analysis and reporting of the effectiveness of undertaken activities

Requirements:

- Very good command of the English language - minimum C2 or a native speaker
- Minimum two years of work experience in a social media / digital agency
- Fluency in the functions of Facebook, Instagram, YouTube, Pinterest, Snapchat, TikTok, Twitter
- Knowledge of the principles of operation of online stores
- Ability to create and implement communication strategies on social profiles
- An additional advantage will be:
- Knowledge of: CSS, HTML, Shopify
- Experience in the fashion and luxury industry Social Media Manager

³ <https://www.pracuj.pl/praca/social-media-manager-warszawa,oferta,500110383>

Case 4: Social Media Specialist⁴

WEST POMERANIAN VOIVODESHIP

Your scope of duties

- Management of social media channels in Western Pomerania, incl. Facebook, Instagram, YouTube
- Preparation and publication of engaging content on social media
- Engaging the community and building relationships with users
- Designing and conducting advertising campaigns
- Collaboration in the development of creative concepts and communication strategies
- Analyse the results and create reports
- Creating graphics for the needs of social media in accordance with the Terms of Reference

Our expectations

- Higher education, preferred fields of study: marketing, economy or social sciences
- Minimum one year of experience in a similar position
- Knowledge of Facebook, Instagram, YouTube social platforms
- Experience in running advertising campaigns in social media
- Experience in content preparation and moderation
- A light pen, the ability to create engaging content
- Knowledge of tools such as Facebook Business Manager, Google Ads
- Knowledge about the region
- Knowledge of Adobe and CANVA graphics programs
- Knowledge of trends in the field of graphics in social media
- Creativity, independence
- Basic knowledge of the functioning of local government units, in particular of the voivodship government
- No criminal record for offenses committed intentionally prosecuted by public indictment and intentional fiscal offenses
- Health condition allowing employment in a specific position,
- Taking full advantage of public rights,
- Unblemished opinion
- Basics of video editing

⁴ <https://www.wirtualnemedi.pl/praca/oferta/pomorze-zachodnie/specjalista-ds-mediow-spolecznościowych/161086>

7.6. Evaluation

1. Social media

- a. is changing dynamically
- b. is static
- c. change slowly

2. What are the responsibilities of a social media manager?

Social media manager is responsible for communication between the company and the client using all available social media. Often, this profession combines not only managerial tasks, but also project management, specialization in video marketing, copywriting and elements of customer service.

3. Write five characteristics of social media tutor

- experience in social media
- excellent navigation in them are important,
- creativity,
- communication,
- openness,
- good use of the English language,
- knowledge in the field of internet marketing,
- ability to use social media monitoring tools,
- light pen,
- excellent use of the word,
- higher specialized education,
- good organization of work
- ability to work in a team.

4. How to become a Social media tutor?

With some experience in social media management, you can become a social media literacy tutor.

5. To become a social media literacy tutor should:

- a. have knowledge and if possible some experience as a social media manager
- b. work as a social media manager
- c. Have a firm
- d. Has a smartphone

6. Write at least 4 experience areas for a good social media literacy tutor:

- scheduling of posts on social networking sites
- light pen in writing posts, but also longer texts
- basic graphic creation skills and knowledge of graphic programs (Adobe, Canvas)
- reporting on the activities carried out
- participation in creating a brand strategy in social media
- conducting paid campaigns on social networking sites
- contact and cooperation with influencers
- moderating fan activity (in comments and private messages)

7. What are the benefits of social networking?

Social networks are useful for communicating with your current and potential learners. They offer you the bonus of instantaneity but also the possibility of sharing all types of content with your learners (classes, useful information, etc.). This diversity is a considerable asset that allows a “Social media literacy tutor” to target and to respond precisely to the expectations of its audience.

8. Give at least one rule for getting the most out of social networks

The first rule when using social media is regularity. For your publications to be effective and have a good range, they need to be published regularly

9. Give three examples of social media networks

- Facebook
- YouTube
- WhatsApp
- Facebook Messenger

- Instagram
- Weixin/WeChat

10. If you would like to become a social media tutor, what should you do?

Be open minded and wiliness to help others... [open answers]

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