Digital Skills for Modern Life

Non-formal education program

Project partners:

Zemgales reģiona kompetenču attīstības centrs (Latvia)
NGO "ALTUM" (Latvia)
UAB MLM1 (Lithuania)

Project leading partner:

NGO VšĮ Pasaulis senjorams (Lithuania)

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Contents

Description of the educational program

Type of education program	Non-formal education program
Requirements for prior training and experience in a field relevant to the program, level of prior knowledge	Module 1 is recommended for learners without prior knowledge of computer skills. Modules 2 - 4 acquisition is possible based on learners' prior computer skills.
Duration of the Education Program	54 academic hours

Form of learning	In-person/distance learning
The Implementation Language of the Program	English, Latvian, Lithuanian
Educational document certifying completion of the education program	Certificate of completion of a non-formal education program or a separate module

The structure of the program

The program is structured as a sequence of 4 (four) content modules and 3 annexes.

Content modules:

- Module 1 – First steps in the digital world.
- Module 2 - The World Wide Web for Communication and Collaboration.
- Module 3 - MS Windows Environment, Digital Content Creation.
- Module 4 - E-services.

Annexes:

- Annex 1 - Pre-/post module skills Assessment tests.
- Annex 2 - Memory Games. Methodological recommendations.
- Annex 3 - Icon Games. Methodological recommendations.

Content modules are designed for skills and knowledge acquisition sequence starting from complete beginner (Module 1) till sufficient amount of self-service skills for everyday use.

Module 1 is designed for learners without prior knowledge of computer skills.

Modules 2-4 acquisition is possible based on learners' prior computer skills.

It is recommended to learn each module in sequence, because each successive module builds on the previous one, improving people's digital literacy by improving: knowledge, attitudes and skills. The program can also be completed in separate modules according to the students' previous level of digital skills, which the lecturer assesses using pre-/post-module questionnaires.

To support learners in developing **visual recognition** and **digital fluency**, the program integrates simple yet engaging **educational games**, such as **icon games** and **memory training games**. These games are introduced early in the course to make learning more accessible and enjoyable, especially for participants with limited prior experience in using digital devices.

These games are aligned with **competence - based learning principles**, helping to build both confidence and competence before moving on to more complex digital tasks.

Knowledge and skills assessment

Before studying each module, it is recommended to do a **pre-module questionnaire.** It is necessary to see the existing digital skills of the learners and their suitability for the module.

After each module it is recommended to do the **post-module questionnaire**. The pre-/post-module questionnaires employ identical questions to ensure a consistent basis for evaluating participants' progress.

This may be provided in **printed form**, especially for the first module, to accommodate participants who may not yet be comfortable using digital tools. The questions are designed to be straightforward and non-intimidating, aiming to understand what learners already know and what areas may need more attention during the training.

The aim of the program

The aim of the program within the education process is to equip seniors aged 65 and above with essential digital skills through an innovative and age-sensitive learning approach. By integrating IT education with memory training techniques and gamification, the program seeks to enhance both the acquisition and retention of knowledge, ensuring a more effective and engaging learning experience for older adults.

This educational initiative is designed not only to **impart technical competencies -** such as using digital devices, accessing online services, and navigating the internet, but also to **strengthen cognitive functions** that support long-term learning. Gamification elements are incorporated to **stimulate motivation, participation, and enjoyment**, creating a dynamic and learner-centered environment.

Learning outcomes to be achieved, in accordance with DigiComp Level 1 - 2

Can:

- recognize and overcome fears caused by digital technologies and apply effective methods to new technologies;
- use ergonomic principles to organize the working space;
- calculate the digital footprint;
- effectively perform basic tasks on a computer and smartphone, including file management, internet browsing and app usage, use digital identification, make secure online purchases, use e-signatures;
- access state and municipality information platforms to acquire information and communication;
- communicate securely via email and messaging tools;
- maintain security and data protection while using digital resources and services for various personal and professional needs.

Knows:

- the basic principles of data security;
- the importance of media literacy for safe communication and information acquisition in the digital environment;
- basic information search methods;
- digital platform basic functionality for information retrieval and communication;

Understands:

- how digital skills contribute to personal and professional growth in modern society;
- the importance of digital resources for information acquisition and service accessibility;
- principles of data security and privacy in the digital environment.

Target group

- Seniors aged 65 and above;
- Any other adult stakeholders.

Scope of the education program

Scope of the education program	Number of hours	
	In person	Online
Theoretical studies	16	16
Practical lessons	38	38
Total	54	54

Lesson Plan of the Education Program

Module 1. First steps in the digital world

Number of hours: 12 hours.

Module 1 is recommended for learners' without prior knowledge of computer skills.

The module aims to develop learners' knowledge, skills, and understanding of IT devices, including computers, tablets, smartphones, ergonomics, and basic computer functions (switch on/off, restart, mouse, keyboard, and language selection).

No	Achievable learning outcome	Topic	Subtopics	Theoretical hours	Practical hours	Methodological tools and forms of teaching organization
1.1.	The diagnostics of the learner's knowledge and skills before the course.	Pre-module questionnaire.	Pre-module questionnaire (10 multiple-choice questions).	-	0.5	Before starting the module, distribute the **Pre-module questionnaire** to assess learners' existing knowledge and digital skills (Annex 1) You may use a digital platform (e.g., *Moodle, Google Form*s, *Kahoot, Socrative*) or a printed version depending on the learners' digital readiness.

No	Achievable learning outcome	Topic	Subtopics	Theoretical hours	Practical hours	Methodological tools and forms of teaching organization
1.2.	Learners: ● can define key IT concepts and explain the role of IT in daily life, ● can perform basic operations with a computer and a smartphone, ● know the types of operating systems, ● understand the folder and file hierarchy on both a computer and a smartphone.	IT concept, IT units, and devices	**The basic concepts of Information Technology (IT),** including data processing, software, and hardware components. How IT is used in various fields and its impact on modern society. **IT Units.** The key components of IT systems include hardware (such as processors, memory, and storage) and software (operating systems, applications, and utilities). It explains how these units interact to perform computing tasks efficiently. **IT Devices**, such as computers, mobile devices, servers, and networking equipment.	1	1	**Whole-class instruction** to introduce terminology and definitions. **Pair and group work** for identifying and classifying various IT devices and components. **Individual practical tasks**, such as identifying parts of a computer system and distinguishing between hardware and software.
1.3.	Learners: ● can give examples of active digital footprints and information users intentionally share online,	Digital footprint and virtual waste	**Insight into active digital footprint** – information that a user intentionally shares, such as on social media, forums, or when registering on different platforms. **Insight into passive digital footprint** – data collected automatically, such as websites	0.5	1.5	**A blended approach** - combining theoretical instruction with interactive and reflective activities. **Whole-group discussions** to explore how personal data is

No	Achievable learning outcome	Topic	Subtopics	Theoretical hours	Practical hours	Methodological tools and forms of teaching organization
	• can explain a passive digital footprint and describe how websites collect user data automatically, • can identify common types of virtual waste.		tracking user activities through cookies and IP addresses. **Definition of virtual waste.** **Examples of virtual waste:** unnecessary files and backups, unused apps, software, unnecessary emails, spam.			shared and tracked online. **Individual reflection tasks**, such as listing examples of their own digital footprint and identifying sources of digital clutter. **Guided practical work** where learners review their devices and identify unused apps, duplicate files, or unnecessary downloads.
1.4.	Learners: • can understand the key principles of an ergonomic workplace, • can identify the correct desk and chair height for a comfortable and healthy posture, • can describe the ideal monitor placement and screen brightness,	Ergonomic working place and ergotherapy at the computer.	**Key Principles of an Ergonomic Workspace.** Proper desk and chair height. Ideal monitor placement and screen brightness. Keyboard and mouse positioning. Importance of posture and sitting habits. **Ergotherapy Techniques for Computer Users.**	0.5	0.5	Analysis and discussion of the workplace - participants analyze their workplace, identify ergonomic problems, and discuss practical solutions for improving comfort and reducing physical strain.

No	Achievable learning outcome	Topic	Subtopics	Theoretical hours	Practical hours	Methodological tools and forms of teaching organization
	• can demonstrate proper keyboard and mouse positioning, • can perform simple stretching exercise**s**, • can demonstrate wrist and hand movements to avoid repetitive strain injuries, can create an effective break schedule and movement strateg**y** to maintain productivity and well-being.		Stretching exercises for reducing strain. Eye relaxation techniques to prevent fatigue. Wrist and hand movements to avoid repetitive strain injuries. Break schedules and movement strategies for long work hours.			Recommended activities: Stretching exercises to relax the neck, shoulders, back, and arms. Eye relaxation exercises, including the "20-20-20" principle (every 20 minutes, look 20 feet away for 20 seconds). Movement breaks every 45-60 minutes. The recommended duration of a break is 5-10 minutes.
1.5.	Learners: ● know how to switch on/off the computer properly, ● know how to restart the computer,	First steps on the computer: switch on/off, restart, a mouse, a keyboard, language selection.	**Basic Computer Functions.** Switching the computer on/off properly. Restarting the system to troubleshoot issues. Sleep mode vs. shutdown. **Using a Mouse and Keyboard.** Types of computer mice (wired, wireless, touchpad). Mouse	0.5	1.5	The instructor demonstrates the basics of turning the computer on, turning it off, restarting it, and using sleep mode, as well as basic system menu navigation.

No	Achievable learning outcome	Topic	Subtopics	Theoretical hours	Practical hours	Methodological tools and forms of teaching organization
	• can differentiate between sleep mode and shutdown, • can identify different types of computer mice, • can use basic keyboard shortcuts (e.g., Ctrl+C for copy, Ctrl+V for paste), • can change the keyboard language settings, • can navigate and modify essential computer settings such as volume control, brightness, and Wi-Fi connections.		functions: left-click, right-click, double-click, scroll. Keyboard shortcuts for efficiency (e.g., Ctrl+C for copy, Ctrl+V for paste). **Language Selection and Accessibility.** Changing keyboard language settings. **Additional Computer Settings,** such as volume control, brightness, and Wi-Fi connections.			The demonstration should be step-by-step, with clear commentary and visual display on the screen. After the demonstration, learners perform tasks under the guidance of the instructor, repeating each action on their own computer. The instructor provides support, comments on mistakes, and gives immediate feedback. After the demonstration, each learner practices.
1.6.	Learners can understand the general differences between Android and iOS.	An insight into operating systems.	**An insight into operating systems.** Computers (Desktops & Laptops) - MS Windows.	0.5	0.5	The instructor demonstrates how to complete the task on a smart device, explaining each step

No	Achievable learning outcome	Topic	Subtopics	Theoretical hours	Practical hours	Methodological tools and forms of teaching organization
			Mobile Devices (Smartphones & Tablets) - Android, iOS, Other Systems.			and visualizing the action on the screen. The demonstration should be slow, clear, and adapted to the skill level of the participants. After the demonstration, participants repeat the actions on their smart devices. The instructor monitors the work process, provides individual support, and helps to resolve any difficulties that arise. Participants work in pairs, helping each other to complete specific tasks.
1.7.	Learners: ● can identify key components of the Windows desktop	Desktop and file management in an MS	**Understanding the Windows desktop interface** (taskbar, start menu, icons)**.**	1	2	**Live Demonstration. Guided Individual Practice.**

No	Achievable learning outcome	Topic	Subtopics	Theoretical hours	Practical hours	Methodological tools and forms of teaching organization
	interface, including the taskbar, Start menu, and desktop icons, ● can minimize, maximize, and close windows using the taskbar buttons, ● can customize the desktop by creating and organizing icons, ● can perform basic file operations such as copying, moving, and pasting files, ● can create, rename, and delete folders and files. ● can manage basic file operations on the smartphone, ● can navigate through folders with the help.	Windows (interface) and smartphone.	Minimizing, maximizing, and closing windows. Customizing the desktop (creating, organizing icons, adjusting the background). Basic file and folder management in MS Windows: Creating, renaming, and deleting folders and files. **File management on smartphones.** Navigate the File Manager (Android) and Files app (iOS). Navigate through folders (Internal Storage (your phone's built-in memory), SD card (if present), and Cloud storage (Google Drive).) Reading and understanding file paths - the location of a file within a system.			Each participant works at their own workstation or with their device. **Peer - Teaching Activity.** In pairs, participants swap devices and guide each other through a set of tasks - such as moving a file to a new folder or locating a photo in cloud storage - facilitating mutual learning and confidence building.
1.8.	Learners evaluate their learning results and track their knowledge and skills	Self-evaluation Post-module questionnaire	Post-module questionnaire (10 multiple-choice questions).	-	0.5	After completing the module, administer the **Post-Module**

No	Achievable learning outcome	Topic	Subtopics	Theoretical hours	Practical hours	Methodological tools and forms of teaching organization
	progress based on the module's content.					**Questionnaire** to help students reflect on their learning progress (Annex 1).
			Total hours of Module 1	4	8	

Recommendations

1. **Icon Game (Annex 3):**

- Icon Games Guidelines

- Icon Board Game Module 1 (printed version)

- outside Module 1, these games can be used to reinforce knowledge in any topic and module of the program according to the individual learning needs of the students;

- Icons for further digital processing in the chosen online tool, e.g., Kahoot, Socrative, etc.

2. **Memory Training Games (Annex 2):**

- methodological guidelines

- Memory Training Games video and instructions.

Module 2. The World Wide Web for Communication and Collaboration

Number of hours: 14 hours.

Module 2 acquisition is possible after the completion of Module 1 or based on learners' prior computer skills.

This module aims to equip learners with the knowledge needed to use the World Wide Web effectively for communication and collaboration.

No	Achievable learning outcome	Topic	Subtopics	Theoretical hours	Practical hours	Methodological tools and forms of teaching organization
2.1.	A diagnostic assessment to evaluate a learner's knowledge and skills before the course.	Pre-module questionnaire.	Pret-module questionnaire (10 multiple-choice questions).	-	0.5	Before starting the module, distribute the **Pre-Module Questionnaire** to assess learners' existing knowledge and digital skills (Annex 1). You may use a digital platform (e.g., *Moodle, Google Form*s, *Kahoot, Socrative*) or a printed version depending on the learners' digital readiness.

| 2.2. | Learners:
 • can understand the principles of Internet operation,
 • can recognize and manage different types of Internet connections,
 • can identify the advantages and disadvantages of using public Wi-Fi,
 • can understand mobile data networks,
 • can create and manage secure passwords,
 • can enhance Internet safety and privacy,
 • can identify and prevent phishing and online scams. | The World Wide Web and the Internet. Internet access and Wi-fi, mobile data, passwords. | **World Wide Web (www) -** principles of the Internet operation. Types of Internet connections for devices (wired, wireless, broadband). Understanding wireless network connections and routers.
 Public Wi-Fi networks – Pros and cons of using public Wi-Fi and safety tips.
 Mobile Data - basics of 3G, 4G, and 5G networks and their speed. Managing Mobile Data Usage.
 Understanding and Managing Passwords. Principles of creating strong passwords. Secure Password Storage. Common Password Security Mistakes.
 Internet Safety and Privacy. Protecting personal data from cyber threats. Basic Internet Security Measures – Using firewalls, antivirus software, and secure websites (HTTPS).
 Phishing and Scams. | 1 | 1 | **Interactive Presentation and Visual Aids.** Demonstration of Real-World Scenarios. **Group Work. Identifying Safe and Unsafe Internet Practices.** Students work in small groups to evaluate different scenarios related to Internet use (e.g., using public Wi-Fi, receiving suspicious emails, weak password examples). Groups present their conclusions and suggested best practices. **Practical Exercises on Devices** under supervision. |

| 2.3. | Learners:
 • can differentiate between various types of reliable sources and recognize unreliable ones,
 • can critically evaluate online information for accuracy, bias, and authenticity;
 • can explain the concept of personal data protection and identify different types of sensitive data,
 • can explain the purpose and functionality of incognito mode in web browsers, including its benefits and limitations. | Basics of media literacy - information flow and critical thinking. Data security, web fraud, trolling, etc. | Source of Information Reliability.
 Understanding and Evaluating Trustworthy Sources.
 Criteria for Reliable Sources, Types of Reliable Sources, Identifying Unreliable Sources, Evaluating Online Information.
 Personal Data Protection – Entering Sensitive Data on Websites. Explanation of Sensitive Data, European Personal Data Protection Regulation.
 Usage of Multi-Factor Authentication - Phone, Email, ID, Bank, etc.
 Browsers Incognito Mode. | 0.5 | 1.5 | The instructor introduces participants to the basic concepts of digital security using real-life examples and visual materials. Participants independently complete tasks on their devices, applying the principles learned in the presentation. The instructor provides brief advisory support. Participants analyze real or simulated online content (social media posts, fake news, fraudulent websites), identifying signs of manipulation, false information, and data security risks. The instructor demonstrates web and device security tools (e.g., password managers, browser security settings, |

					antivirus solutions) and explains their practical application.

| 2.4. | Learners: can identify and explain the components of a URL and their functions, can analyze the structure of web addresses to determine website credibility and security, can use effective search techniques, can add, organize, and manage bookmarks in web browsers for quick access to frequently visited websites. | Www addresses, information search, and adding bookmarks on Google platform. | **Understanding www Addresses and URL Structure.** The components of a URL. **Effective Information Search on Google.** Using keywords and phrases effectively to improve search results, filters for date, location, or language. **Adding and managing bookmarks on browsers.** | 0.5 | 1.5 | **Presentation with Demonstration**. The teacher explains the components of a URL (e.g., protocol, domain name, path) using real-life website examples. This is followed by a live demonstration in a web browser. **Practical Search Activity.** Learners are given a task (e.g., "Find the nearest vaccination point" or "Search for beginner computer courses in your region") and must use Google search with effective keywords, quotation marks, and filters (date, language, location). **Individual Practical Work.** Learners open the browser, search for a topic of interest, and bookmark at least two pages. They create a |

					folder for personal resources. **Discussion and Q&A Session.**

| 2.5. | Learners:
● can choose an appropriate username by understanding available options and platform requirements,
● can create strong and secure passwords using a mix of letters, numbers, and special characters,
● can configure location and language settings to personalize Google services and enhance the user experience,
● can enable verification and security measures, including two-factor authentication, email/phone verification, and | Creating a Google account. | **Username.**
Choosing a username involves understanding the available options and requirements.
Password.
A secure password should include a mix of letters, numbers, and special characters.
Location (Region and Language).
Language settings that will tailor Google services to your preferred language.
Verification and security.
 Enabling two-factor authentication, verifying email/phone, and setting up account recovery options.
Agreeing to Terms and Conditions | - | 1 | The instructor demonstrates the process of creating a Google account, explaining each step and emphasizing the importance of secure usernames and passwords.
The demonstration should be slow, clear, and adapted to the participants' level of digital literacy.
Following the instructor's demonstration, learners create their own Google account (or use the demonstration template).
A brief explanation of secure password principles, two-factor authentication, data protection, and the risks associated with creating an insecure account. |

	account recovery option, ● can understand and agree to Google's Terms of Service and Privacy Policy while being aware of data protection rights.					

| 2.6. | Learners:
● can select a logical and professional email username that reflects their identity or purpose,
● can apply best practices for composing simple emails, including subject lines, tone, and content organization,
● can use correct grammar and spelling to enhance email clarity,
● can manage email attachments effectively,
● can organize emails efficiently using folders, labels, and filters for better email management. | Creating an email account and use. | **Logical Email Username Selection**
Choose a username that reflects your name or purpose (e.g., first name, initials, or a combination).
Creating Email Principles. Clear and Understandable Subject. Polite and Professional Tone. Clear and Structured Content. Correct Grammar and Spelling. Avoid Unnecessary Attachments and Long Emails. Closing Sentence and Signature.
Email organization in folders, reviewing, and deletion. Organizing, reviewing, and deleting emails in folders makes email management more efficient. | 0.5 | 1.5 | **Instructor-led. Demonstration**. Step-by-step walkthrough of the email account creation process using a projector or shared screen.
Guided Individual Work.
Discussion and Reflection. Analysis of good vs. poor examples of email writing.
Optional use of memory and recognition games (e.g., *Kahoot*) to reinforce terminology and etiquette. |

2.7.	Learners: - can explain how social networking sites facilitate global communication and networking, - can use social media for effective information sharing, including news, updates, and educational content, - can assess privacy risks associated with personal data sharing on social media platforms, - can explain the impact of excessive social media use on mental health, including anxiety, depression, and self-esteem issues, - can navigate the key features of social networking platforms, including	Web apps for communication and collaboration: installation and use (web apps, email apps, messaging and video calling apps, online platforms).	The use of social networking sites: Facebook, Instagram, Tik Tok, Snapchat, Linkedin, etc. Advantages: Connectivity: Social networking sites allow people to connect with friends, family, and others globally, fostering communication and networking. Information Sharing. **Dangers.** Privacy Risks. Personal data sharing on platforms. Cyberbullying and Harassment – Social Media can be a platform for harmful behavior, including cyberbullying and harassment. Mental Health Impact - Excessive use of social networking sites can lead to anxiety, depression, and poor self-esteem, negative feedback. Addiction - Constant use of social media can lead to time-wasting and addiction, affecting productivity and social relationships.		1	The instructor introduces various communication tools and social networking platforms, demonstrating how to install them, create accounts, and use their basic functions. Students independently perform tasks on their devices: installing applications, creating accounts, and exploring interfaces. The instructor provides individual support and supervises the process. Participants discuss their experiences with communication and social networking, discussing challenges and practical benefits.

	posts, stories, direct messaging, and groups, ● can understand the differences between desktop and mobile versions of social media apps, ● can manage app permissions to control access to personal data (e.g., location, contacts, camera, and microphone), ● can use and synchronize online tools and mobile apps for communication: Messenger, WhatsApp, Zoom, Google Meet, ● can create messages, groups, invitations, and online videos.		**Social Networking Sites Functionality**. Social networking sites offer mobile versions of their platforms through apps. These mobile versions have additional features, such as push notifications, real-time updates, and camera access for easy photo and video sharing. Permissions for Accessing Personal Data on Mobile Phones. **Online tools and mobile applications for communication**: Messenger, WhatsApp, Viber, **Online tools and mobile applications for learning, training and video call**: Zoom, MS Teams. Using Communication Tools and Synchronization Across Different Devices. Shutdown and Security of the Web Work Environment. **Creating Messages, Creating Groups, Invitations, and Online Video**.			

| 2.8. | Learners:
● can identify the most common AI tools and their applications across different fields;
● can simply explain AI operation principles;
● can understand the importance of data quality in AI systems and how biased, incomplete, or incorrect data can affect AI accuracy;
● can understand the difference between AI tools and Google Search. | Artificial Intelligence: Principles, Risks, and Everyday Applications. | **The use of the most common AI Tools.**
AI tools are used in various fields for automating tasks, analyzing data, creating content, and enhancing productivity. Examples include chatbots, virtual assistants, recommendation systems, image recognition, and natural language processing tools.
AI Operation Principles.
AI operates based on algorithms and models trained on large datasets. Machine learning, a subset of AI, allows systems to learn from data and make decisions or predictions.
Data Accuracy. The accuracy of AI systems depends on the quality and relevance of the data they are trained on. If the data is biased, incomplete, or incorrect, the AI's predictions or outputs may also be flawed.
AI Tools as Everyday Assistants and Their Difference from Google Search. | 0.5 | 1.5 | **Instructor-led presentations** with multimedia support to introduce AI concepts (videos, infographics). **Guided discussion prompts** to evaluate potential risks (privacy, misinformation) and benefits (efficiency, accessibility) of AI. |

2.9.	Learners evaluate their learning results and track their knowledge and skills progress based on the module's content.	Self-evaluation. Post-module questionnaire	Post-module questionnaire (10 multiple-choice questions).	-	0.5	After completing the module, administer the **Post-Module Questionnaire** to help students reflect on their learning progress. (Annex 1).
			Total hours of Module 2	**4**	**10**	

Recommendations

1.   **Icon Game (Annex 3):**

-    [Icon Games Guidelines](#)

-    [Icon Board Game Module 2 (printed version)](#)

-    outside Module 1, these games can be used to reinforce knowledge in any topic and module of the program according to the individual learning needs of the students;

-    [Icons for further digital processing](#) in the chosen online tool, e.g., Kahoot, Socrative, etc.

2.   **Memory Training Games (Annex 2):**

-    [methodological guidelines](#)

-    [Memory Training Games video and instructions](#).

Module 3. MS Windows Environment, Digital Content Creation

Number of hours: 12 hours.

Module 3 acquisition is possible after the completion of Module 2 or based on learners' prior computer skills.

The module aims to gain knowledge on operating systems MS Windows environment: desktop, files, folders, MS Word, document creation, photo and video editing, photo processing and video use.

No	Achievable learning outcome	Topic	Subtopics	Theoretical hours	Practical hours	Methodological tools and forms of teaching organization
3.1.	A diagnostic assessment to evaluate a learner's knowledge and skills before the course.	Pre-module questionnaire.	Pret-module questionnaire (10 multiple-choice questions).	-	0.5	Before starting the module, distribute the **Pre-Module Questionnaire** to assess learners' existing knowledge and digital skills (Annex1). You may use a digital platform (e.g., *Moodle, Google Form*s, *Kahoot, Socrative*) or a printed version depending on the learners' digital readiness. Encourage honesty and remind students that the test is for their own benefit and progress tracking - not for grading.

No	Achievable learning outcome	Topic	Subtopics	Theoretical hours	Practical hours	Methodological tools and forms of teaching organization
3.2.	Learners: ● can create, rename, move, copy, and delete folders and files in the Windows operating system, ● can organize files and folders efficiently using a structured approach based on themes, projects, or time-based categorization, ● can recognize and interpret file paths to understand folder hierarchy and file locations in Windows and mobile devices, ● can compare file structures between Windows computers and mobile phones, identifying differences in file management,	Managing files and folders (create, copy, move, delete).	**MS Windows:** Folder Creation, Renaming, Moving, Copying, Deletion. **Creating Folder and File Structures in Windows.** Practically Created File and Folder Structure Based on Time or Thematic Organization of Folders and Files. **File Structures on Mobile Phones. Reading and Understanding File Paths**. Searching for Lost Documents, Search Keywords, and Search Engine Settings.	1	1	**Demonstration and explanation by the instructor** of file and folder management operations (create, rename, move, copy, delete) in MS Windows and on mobile platforms. **Scenario-based practice**. Students create a personal file structure based on a task (e.g., organizing travel photos or study materials). **Group reflection** on best practices in file organization.

No	Achievable learning outcome	Topic	Subtopics	Theoretical hours	Practical hours	Methodological tools and forms of teaching organization
	● can use Windows search tools and search filters (e.g., file type, date modified, keyword search) to locate lost or misplaced documents.					
3.3.	Learners: ● can understand the differences between installed Microsoft Word and online Google Docs, ● can open the word processing program (MS Word or Google Docs) and create a new document, ● can save documents in different formats, including cloud storage options (Google Drive) and local storage,	First steps in Word processing (e. g. MS Word or Google Word).	**Usage and differences between installed MS Word and online Google Docs**. Availability of online Word processing. **First steps in Word processing:** Opening the program, creating a new document, saving. Text input and formatting. Structure and parts of a formal document. **Opening a text document on a mobile phone.** Data conversion formats for downloaded document reading.	0.5	1.5	**Instructor-led demonstrations** showing how to open word processing tools (MS Word, Google Docs), create a new document, and save it in various formats. **Guided practice sessions** learners follow step-by-step instructions to format text (bold, italics, font size, alignment) and build the structure of a formal document (title, paragraphs, bullet points). **Mobile use demonstration**. Opening

No	Achievable learning outcome	Topic	Subtopics	Theoretical hours	Practical hours	Methodological tools and forms of teaching organization
	● can input, edit, and format text using basic word processing function, ● can open and edit text documents on mobile devices using mobile apps for MS Word and Google Docs.					and viewing documents on smartphones, understanding file types and formats (.doc, .pdf).
3.4.	Learners: ● can save photos from the web to a computer and identify the most commonly used photo formats (e.g., JPG, PNG, GIF), ● can use free online photo editing tools for basic edits, such as cropping, resizing, and enhancing photos, ● can make photo collages using online tools and templates,	Photo editing, uploading/ downloading.	**Using a computer for photos.** Saving photos from the Web to a computer, the most frequently used formats (e.g., JPG, PNG, GIF). Photo viewing websites and programs. Free online photo editing tools, collage making websites. Uploading photos to websites. Make a digital photo album. **Using mobile phones for photos.** Saving and organizing photos on a mobile phone. Opening photos. Using built-in tools for editing photos. Rotating the photo, enhancing quality, and re-saving.	0.5	1.5	**Instructor-led demonstrations** of how to download and save images from the web in common formats (JPG, PNG, GIF). **Step-by-step practice** in using free online tools (e.g., Canva, Pixlr, Fotor) for photo editing and collage creation. **Hands-on training** in uploading photos to websites, email, or shared drives and creating a digital photo album. **Demonstration of built-in photo apps** on mobile

No	Achievable learning outcome	Topic	Subtopics	Theoretical hours	Practical hours	Methodological tools and forms of teaching organization
	● can upload photos to various websites and platforms, ● can make a digital photo album, ● can save and organize photos on a mobile phone, ● can use built-in tools to edit photos, ● can rotate the photo, enhance quality and re-save the photo.					phones for organizing, viewing, editing (cropping, rotating, enhancing), and re-saving images.

No	Achievable learning outcome	Topic	Subtopics	Theoretical hours	Practical hours	Methodological tools and forms of teaching organization
3.5.	Learners: ● can use basic video editing tools to perform simple tasks such as trimming, adding text, and adjusting audio levels, ● can download and reopen a video on a computer or mobile phone, ● can add online video links to messages or save them for personal use.	Video uploading/ downloading.	**Basic video editing tool usage.** **Uploading videos** to social media, data units. understanding data uploading. Video data formats and conversion options to reduce file size. **Downloading videos** on a computer or mobile phone. Reopening videos. **Adding online video links** to messages or saving them for personal use.	0.5	1.5	**Instructor demonstrations** on how to upload videos to social media platforms (e.g., YouTube, Facebook) and how to manage privacy settings. **Guided practice** in downloading videos from the internet using legal and safe methods (e.g., YouTube offline mode, educational archives). **Individual practical work** on video upload/download tasks using a computer or mobile phone.

No	Achievable learning outcome	Topic	Subtopics	Theoretical hours	Practical hours	Methodological tools and forms of teaching organization
3.6.	Learners: ● can understand the purpose and key elements of visual materials in communication, ● can apply design elements (e.g., color scheme, typography, layout) to create nice visuals, ● can create and format simple slides in MS PowerPoint, applying basic design principles, ● can navigate the Canva interface and understand its basic features, ● can select templates for various purposes, such as presentations, posters, and social media content,	Basics of creating visual materials (e.g., MS PowerPoint or Canva).	**Introduction to visual materials.** Purpose of visual materials in communication. Key elements of visuals. **Simple design principles for visuals.** Consistency in design elements. Using color theory and typography effectively. Importance of spacing and alignment. **MS PowerPoint basics.** Creating and formatting slides. Using themes. Inserting text, images, and media. Transitions and animations for visual impact. **Canva basics.** Introduction to the Canva interface and features. Selecting templates for presentations, posters, and social media. Customizing designs (colors, fonts, and images). Canvas exporting. **Saving and sharing visual materials.** Exporting visuals in different formats (PDF, PNG, etc.). Sharing visuals via email or social media platforms.	0.5	2.5	**Instructor-led presentations** introducing the purpose of visual materials, key design principles, and the importance of color, typography, and layout consistency. **Step-by-step demonstrations** on how to use MS PowerPoint to create and format slides, apply themes, and add multimedia elements like images and animations. **Guided tutorials** on navigating Canva, choosing templates, customizing designs, and exporting finished visuals. **Practical assignments** where learners create their own presentations or posters using PowerPoint or Canva. **Group discussions and**

No	Achievable learning outcome	Topic	Subtopics	Theoretical hours	Practical hours	Methodological tools and forms of teaching organization
	● can customize designs by adjusting colors, fonts, images, and layouts to meet specific design needs, ● can export the visual for sharing, ● can share visuals through email, social media platforms.					**peer feedback** to improve design choices and presentation skills.

No	Achievable learning outcome	Topic	Subtopics	Theoretical hours	Practical hours	Methodological tools and forms of teaching organization
3.7.	Learners evaluate their learning results and track their knowledge and skills progress based on the module's content.	Self-evaluation. Post-module questionnaire.	Post-module questionnaire (10 multiple-choice questions).	-	0.5	After completing the module, administer the **Post-Module** (Annex 1). **Questionnaire** to help students reflect on their learning progress.
			Total hours of Module 3	**3**	**9**	

Recommendations

1.   **Icon Game (Annex 3):**

-     [Icon Games Guidelines](#)

-     [Icon Board Game Module 3 (printed version)](#)

-     outside Module 1, these games can be used to reinforce knowledge in any topic and module of the programme according to the individual learning needs of the students;

-     [Icons for further digital processing](#) in the chosen online tool, e.g., Kahoot, Socrative, etc.

2.   **Memory Training Games (Annex 2):**

-     [Methodological guidelines](#)

-     [Memory Training Games video and instructions](#).

Module 4. E-Services

Number of hours: 16 hours.
Module 4 acquisition is possible after the completion of Module 3 or based on learners' prior computer skills.
The module aims to gain knowledge of state, municipal, educational, service, and leisure websites and apps.

No	Achievable learning outcome	Topic	Subtopics	Theoretical hours	Practical hours	Methodological tools and forms of teaching organization
4.1.	A diagnostic assessment to evaluate a learner's knowledge and skills before the course.	Pre-module questionnaire.	Pre-module questionnaire (10 multiple-choice questions).	-	0.5	Before starting the module, distribute the **Pre-Module Questionnaire** to assess learners' existing knowledge and digital skills (Annex 1). You may use a digital platform (e.g., *Moodle, Google Form*s, *Kahoot, Socrative*) or a printed version depending on the learners' digital readiness. Encourage honesty and remind students that the test is for their own benefit and progress tracking - not for grading.
4.2.	Learners: ● can understand online banking platforms, their features and benefits,	Internet Banking.	**Introduction to internet banking.** Understanding online banking platforms, their features, and benefits. **Creating and managing an online bank account:** Step-by-	0.5	0.5	**Instructor-led presentations** introducing the basics of internet banking, platform features, and benefits. **Step-by-step guided**

No	Achievable learning outcome	Topic	Subtopics	Theoretical hours	Practical hours	Methodological tools and forms of teaching organization
	• can create and manage an online bank account; • can create strong, secure passwords, • can implement two-factor authentication, • can perform online transactions: transfer money, pay the bills, set up automatic payments, and monitor transactions safely, • can understand when and how to contact bank support for issues.		step guidance on setting up an account, logging in securely, and navigating the interface (using screenshots with hidden data). **Security and fraud prevention:** best practices for password protection, two-factor authentication, recognizing phishing scams, and avoiding financial fraud. **Performing online transactions.** Demonstrating how to transfer money, pay the bills, set up automatic payments, and monitor transactions safely. **Troubleshooting and customer support:** resolving common issues, reporting suspicious activities, and contacting bank support for assistance.			**walkthroughs** using annotated screenshots or live demonstrations to show account setup, secure login, and navigation of banking interfaces. **Individual computer or tablet use** for practical tasks under instructor supervision.

No	Achievable learning outcome	Topic	Subtopics	Theoretical hours	Practical hours	Methodological tools and forms of teaching organization
4.3.	Learners: ● can overview government-run digital platforms and mobile apps used by citizens to access public services and information, ● can navigate government websites and portals to find information, ● can understand e-government services, how to access health and education services, apply for permits and pay taxes, ● can use platforms to contact local authorities, ● can understand how to safeguard personal data when using state and municipal platforms,	State and municipal platforms/apps. Search for information and communication.	**Introduction to state and municipal platforms/apps.** Overview of government-run digital platforms and mobile apps used by citizens for accessing public services and information. **Navigating government websites and portals:** using official state and municipal websites to find information on public services, legal matters, and civic responsibilities. **E-Government services:** online services available through state and municipal apps, such as accessing health or education services, applying for permits, paying taxes. **Digital communication with authorities:** how to use platforms to contact local authorities, submit requests, and track the status of public service applications or complaints. **Security and privacy on government platforms:** best	0.5	1.5	**Instructor-led demonstrations** of official websites and mobile applications (e.g., national portals, municipal platforms). As each country has its own e-government platforms and applications, the content and examples should be adapted accordingly to reflect national systems. **Step-by-step guided exploration** of public service information (e.g., health, education, tax, permits). **Case-based learning** using real-life scenarios (e.g., how to apply for a municipal permit or book a medical appointment). **Individual work** on devices (computers, tablets, or smartphones) to navigate selected platforms.

No	Achievable learning outcome	Topic	Subtopics	Theoretical hours	Practical hours	Methodological tools and forms of teaching organization
	• can identify common issues when using government apps or platforms, and know how to contact support services.		practices for safeguarding personal data when using state and municipal platforms, including recognizing legitimate websites and avoiding scams. **Troubleshooting and support:** how to handle issues when using government apps or platforms, including how to contact support services or find helpful resources.			

No	Achievable learning outcome	Topic	Subtopics	Theoretical hours	Practical hours	Methodological tools and forms of teaching organization
4.4.	Learners: • can understand the legal recognition of e-signatures and their role in digital transactions, • can follow step-by-step instructions to obtain a digital signature, including identification and registration process, • can identify where and how e-signatures can be used, • can create and use an e-address, • can explore the advantages of using e-signatures and e-addresses.	Using an e-signature and creating an e-address.	**Introduction to E-signatures:** how it is legally recognized, and its role in digital transactions. **Creating and using an E-signature:** Step-by-step instructions on how to obtain a digital signature, including necessary identification and registration processes (e.g., eID card, mobile ID). **E-signature application.** Where and how e-signatures can be used for signing contracts, government documents. **Creating an E-address.** Secure communication with public authorities and accessing state services. **The advantages of using an E-signature and E-address.** Exploring the advantages of these digital tools, such as convenience, security, time-saving, and avoiding paperwork.	0.5	1.5	**Live demonstrations** of how to access and use national platforms for obtaining an e-signature and creating an e-address (e.g., using a national eID portal or mobile ID system). **Step-by-step instruction guides** provided in printed or digital format to support learners through the setup process. **Individual hands-on tasks**, where learners simulate or, where possible, complete their own e-signature registration and test its use in a controlled environment. **Q&A sessions and guided discussions** to address concerns related to digital security, privacy, and trust in digital identification systems.

No	Achievable learning outcome	Topic	Subtopics	Theoretical hours	Practical hours	Methodological tools and forms of teaching organization
4.5.	Learners: ● can outline the typical user registration process on e-commerce and advertising platforms, ● can explain the function and purpose of the shopping cart feature within online retail platforms, ● can add items to a virtual shopping cart, ● can understand the common checkout and payment methods offered by online shopping platforms, ● can describe the processes of order tracking and delivery within the context of online shopping, ● can explain the role and common strategies of	Shopping and advertising platforms/apps.	Shopping and advertising platforms. Overview of their main functions: **Operation Principles** (platforms connect buyers and sellers, platforms act as marketplaces). **Registration** (Users typically need to create an account by providing an email address, phone number, or social media login). **Shopping cart cart** (Users can add items to a virtual shopping cart while browsing). **Checkout and payment** (Payment options typically include credit/debit cards, PayPal, Apple Pay, Google Pay, and sometimes cryptocurrency). **Order Tracking and Delivery.** **Advertising and Promotions.**	1	1	**Multimedia presentations** introducing major shopping and advertising platforms (e.g., Amazon, Etsy, local/regional platforms). **Demonstration videos and live platform walkthroughs** showing account creation, shopping cart usage, and the checkout process. **Simulated shopping tasks**, where learners practice searching for items, comparing prices, and understanding payment/delivery options. **Digital safety guidelines**, including how to recognize trustworthy platforms, avoid scams, and protect personal data. Adapt the learning materials to include **locally relevant platforms and payment services**, ensuring learners

No	Achievable learning outcome	Topic	Subtopics	Theoretical hours	Practical hours	Methodological tools and forms of teaching organization
	advertising and promotions on these platforms.					can directly relate the content to their own digital environment.
4.6.	Learners: ● can explain how Google Maps provides directions for different modes of transport, real-time traffic updates, and access to local business details, ● can outline how Booking.com enables users to search and book accommodations, flights, and car rentals, highlighting the role of reviews and price comparisons, ● can understand how **Airbnb.com** allows	Travel apps including Google Maps, Booking.com.	**Google Maps -** Provides navigation, real-time traffic updates, local business information, and maps for directions, walking, driving, and public transportation. Download: Google Play / App Store **Booking.com -** Allows users to search and book hotels, flights, and car rentals worldwide. Includes user reviews, price comparisons, and instant booking confirmation. Download: Google Play / App Store. **Airbnb.com -** Lets you book unique stays, such as homes, apartments, and even experiences in various locations worldwide. Download: Google Play / App Store	1	1	**Multimedia presentations** introducing key travel apps: Google Maps, Booking.com, Airbnb, TripAdvisor, Skyscanner, Momondo, Google Trips, and trusted local platforms. **Demonstration videos or live app walkthroughs**, showing how to search for accommodations, view reviews, book travel, and use navigation tools. **Practical tasks** using smartphones or computers to download apps from Google Play or the App Store, create accounts, and explore features (e.g., booking a hotel or planning a route). **Case studies and simulated travel planning activities**,

No	Achievable learning outcome	Topic	Subtopics	Theoretical hours	Practical hours	Methodological tools and forms of teaching organization
	users to find diverse types of accommodations and activities in various locations, ● can understand how TripAdvisor.com provides reviews and facilitates the planning and booking of hotels, restaurants, and activities, ● can understand how Skyscanner/Momondo help users find the best deals on flights, hotels, and car rentals from multiple providers, ● can explain how Google Trips assists in organizing travel itineraries.		**TripAdvisor -** Provides reviews of hotels, restaurants, and activities. Also helps with planning trips and booking experiences or tours. Download: Google Play / App Store. **Skyscanner/ Momondo -** Used to search and compare flights, hotels, and car rentals from various travel providers to get the best deals. Download: Google Play / App Store. **Google Trips** Organize your trip details, including flight reservations, hotel bookings, and things to do. Automatically creates itineraries based on your emails. Trusted local platforms.			where learners create fictional trips using real app tools (e.g., choosing destinations, comparing accommodation prices, or finding transit options).
4.7.	Learners: ● can explain how digital health	Health and medical platforms/apps.	**Introduction to Digital Health Platforms,** used worldwide to provide citizens with digital	0.5	1.5	**Demonstrations:** Use instructional videos or live demonstrations showing how to access and navigate

No	Achievable learning outcome	Topic	Subtopics	Theoretical hours	Practical hours	Methodological tools and forms of teaching organization
	platforms provide access to e-prescriptions, medical records, and doctor appointment scheduling, ● can recognize secure authentication methods used on digital health platforms, such as national digital IDs, Smart-ID, mobile ID, internet banking login, and biometric access. ● can demonstrate the ability to navigate a health platform interface (simulation or real example), including viewing medical records and booking an appointment online, ● Can explain the importance of data		access to essential healthcare services. These platforms, usually managed by national health authorities or certified private providers, aim to improve healthcare accessibility, efficiency, and transparency. **Common Features of Health Platforms and Apps:** access to personal health records (e.g., lab results, diagnostic history, treatment plans; e-prescriptions and medication tracking; online appointment scheduling with doctors and specialists; vaccination records and reminders; telemedicine services (e.g., video consultations, chat with healthcare providers and health monitoring tools and digital wellness diaries. **Authentication and Security -** to protect sensitive health information, most countries use secure identification and authentication methods, such as:			health platforms (e.g., accessing medical records, booking appointments). **Step-by-Step Guides:** Provide printable and digital guides with screenshots tailored to international examples (e.g., EU and national platforms). **Individual Learning:** Learners explore local and international platforms independently and report their findings. **Simulated Scenarios:** Create role-playing exercises where learners simulate using health platforms to access information, book an appointment, or consult a doctor online.

No	Achievable learning outcome	Topic	Subtopics	Theoretical hours	Practical hours	Methodological tools and forms of teaching organization
	privacy and personal security when using digital health services, including the role of two-factor authentication and secure login methods, ● can compare digital health access methods used in different countries, acknowledging local systems and international practices.		national digital identity (e.g., eID, ID-card readers), two-factor authentication methods like Smart-ID or mobile ID apps, internet banking credentials for log-in, biometric access (e.g., fingerprint or facial recognition on mobile apps).			
4.8.	Learners: ● can describe how these tools allow for ticket purchases at any time and from any location, along with instant booking and mobile access, ● can compare ticket prices from many events in one place,	Ticket purchase platforms/ apps.	**Ticket purchase platforms and apps. Convenience**. Purchase tickets anytime, anywhere with instant booking and mobile access. **Variety of options**: Find tickets for various events and compare prices. **Discounts and deals**: Access special offers and loyalty rewards. **Secure Payment Methods**: Use secure payment options like	0.5	0.5	**Demonstrations.** Demonstrations showing how to navigate popular ticketing platforms and mobile apps, search for events, select seats, and complete purchases securely. **Case Studies and Comparisons.** Analyse different ticketing platforms used

No	Achievable learning outcome	Topic	Subtopics	Theoretical hours	Practical hours	Methodological tools and forms of teaching organization
	• can recognize special offers and loyalty programs designed to reduce ticket costs, • can describe secure options such as credit/debit cards, PayPal, mobile wallets, and one-time online card payments, • can explain the concept of tailored recommendation based on individual preferences, • can understand how purchasing through these channels helps ensure the legitimacy of tickets.		cards, PayPal, and mobile wallets, one time online card. **Real-Time Updates and Alerts**: Receive notifications for event changes and price drops. **Personalized Experience**: Get tailored recommendations based on preferences. **Reduced Risk of Fraud**: Ensure legitimate tickets from official sources.			internationally, highlighting features, pricing models, and security measures. **Simulated Exercises.** Role-play scenarios where learners practice purchasing tickets for various events, applying discounts, and using secure payment methods.
4.9.	Learners: • can understand how being able to use leisure websites, such as YouTube, on	Leisure Websites and Apps: TV, YouTube, and More	**Convenience and Accessibility.** **Cross-Platform Use. Works on different devices:** **Variety of Content.** Popular platforms like **YouTube** for a range of user-generated	0.5	0.5	**Demonstrations.** Guided walkthroughs of popular leisure platforms such as YouTube, Netflix, and **local streaming service**s, showing how to

No	Achievable learning outcome	Topic	Subtopics	Theoretical hours	Practical hours	Methodological tools and forms of teaching organization
	various devices enhances convenience, ● can identify the different types of media available on streaming services such as Netflix and local providers, ● can understand what data privacy entails and how 2FA helps protect your accounts, ● can describe how secure transactions are conducted online, ● can recognize the risks associated with malware and phishing attempts while using leisure websites and apps, ● can apply security tips for safe use of leisure websites and apps, including creating strong passwords,		content, including tutorials, comedy clips, news, music videos, and much more. Streaming services such as **Netflix**, **and local providers** provide a broad selection of TV shows, movies, documentaries, and original productions tailored to diverse audiences. **Security Considerations for Leisure Websites and Apps.** Data Privacy - two-factor authentication (2FA) . Security of Payment Information. Malware and Phishing Risks. **Security Tips for Safe Use**. Strong Passwords, Check for HTTPS, Update Your Apps, Two-Factor Authentication.			browse, search, and customize content. **Hands-on Practice:**. Allow learners to explore various apps on different devices (computers, smartphones, tablets) to experience cross-platform accessibility. **Security Workshops.** Interactive sessions focused on data privacy, emphasizing the use of strong passwords, two-factor authentication (2FA), and identifying secure websites (checking HTTPS).

No	Achievable learning outcome	Topic	Subtopics	Theoretical hours	Practical hours	Methodological tools and forms of teaching organization
	verifying HTTPS, updating apps, and enabling two-factor authentication.					
4.10.	Learners: ● can identify platforms that partner with reputable institutions and experts (e.g., Coursera, edX, LinkedIn Learning) as indicators of reliability, ● can understand how user ratings can help in assessing the trustworthiness of learning materials on Udemy/ Skillshare, ● can identify platforms (e.g., Coursera, edX) that offer recognized certifications from established universities,	Information and training websites.	**Truthfulness of Information Source Verification**. Platforms like Coursera, edX, and LinkedIn Learning partner with respected universities and experts, ensuring accuracy and reliability. **Independent Reviews and Feedback**. Websites like Udemy and Skillshare provide user ratings that help assess course quality and reliability. **Accreditation**. Ensure certifications are recognized by employers or institutions. Platforms like Coursera and edX provide certificates from top universities. **Updated Content**. Trustworthy platforms regularly update their courses to reflect current knowledge, especially in fast-	-	1.5	**Demonstrations and Guided Exploration.** The instructor guides learners through various information and reputable online learning platforms, demonstrating how to navigate, search for courses, verify sources, and assess instructor credentials. **Hands-On Activities.** Learners independently explore selected platforms (e.g., Coursera, Udemy, Khan Academy) to find courses related to their interests or profession. They practice reading reviews, checking accreditation, and identifying course updates. **Security Awareness Training.**

No	Achievable learning outcome	Topic	Subtopics	Theoretical hours	Practical hours	Methodological tools and forms of teaching organization
	● can understand why regularly updated materials indicate a more trustworthy learning resource, ● can understand the importance of platform security when engaging in online learning.		evolving fields like tech and science. **Expertise of Instructors**. Check the qualifications of instructors listed on platforms like LinkedIn Learning and Khan Academy to ensure they are experts in their fields. **Security of the Platform.** **Risks and Dangers.** Unverified Content, Scams and Fake Certifications, Privacy and Data Risks.			Practical sessions on recognizing secure websites (HTTPS), understanding privacy policies, and identifying potential scams or fake certifications help build safe online learning habits.
4.11.	Learners evaluate their learning results and track their knowledge and skills progress based on the module's content.	Self-evaluation. Post-module questionnaire.	Post-module questionnaire (10 multiple-choice questions).	-	1	After completing the module, administer the **Post-Module Questionnaire** to help students reflect on their learning progress (Annex 1).
			Total hours of Module 4	**5**	**11**	

Recommendations

1.   **Icon Game (Annex 3):**

-       [Icon Games Guidelines](#)

-       [Icon Board Game Module 4 (printed version)](#)

-       outside Module 1, these games can be used to reinforce knowledge in any topic and module of the program according to the individual learning needs of the students;

-       [Icons for further digital processing](#) in the chosen online tool, e.g., Kahoot, Socrative, etc.

2.   **Memory Training Games (Annex 2):**

-       [Methodological guidelines](#)

-       [Memory Training Games video and instructions](#).

Resources for the program

Teaching materials:

- educational Icon games;
- educational games (introductory, memory games etc.);
- methodological guidelines;
- presentations, handouts for students.

Equipment:

- desks and chairs;
- laptops or desktop computers/tablets for each student;
- multimedia;
- whiteboards and markers;
- resources for educational games.

Digital resources:

- internet access;
- software according to the content of the curriculum: Microsoft Windows 10/11 - MS Word, MS PowerPoint.;
- access to the learning platform (e.g. *Moodle, Kahoot, Socrative*);
- for remote learning, access to the ZOOM online platform (or an alternative).

Intellectual resources for the program (teachers involved in the implementation of the prog, their education and/or professional qualifications and work experience):

- higher education or further education in IT;
- professional skills according to the content of the program;
- desired competences and teaching experience in adult education, including for senior audiences in the IT area.

Teaching methods to implement the program

To ensure effective learning for seniors aged 65+, the teaching methods used in the program are grounded in principles of **adult learning**, **neuroscience-based memory training**, and **digital inclusion**. These methods are selected to accommodate the cognitive, physical, and emotional aspects of older adult learners.

Doesn't matter how long your training lasts; each lesson should consist **of 5 basic parts:**
- introduction and agreement on learning outcomes,
- ice breaker games,
- content delivery,
- summary and conclusions,
- feedback (verification of learning outcomes).

Ensuring the quality of the program implementation

To ensure successful and sustainable implementation, the program applies a comprehensive quality assurance framework encompassing four key dimensions: **process, content, environment and governance**. Each dimension is addressed through specific strategies designed to maintain high standards and support continuous improvement.

Process:
- face-to-face or online training, 1 (one) session of 1 - 2 hours duration**;**
- trainers' competence: trainers are selected based on experience in adult education, especially with older learners, and receive preparatory training in age-sensitive pedagogical methods (if needed);
- feedback mechanisms: short feedback forms (which can be verbal or written) are collected from participants after each session to assess satisfaction, clarity and relevance.

Content:
- curriculum alignment. Content is directly aligned with defined learning outcomes and regularly reviewed to ensure relevance and accuracy;
- adaptation to learners' needs. Materials are adapted for readability, accessibility (e.g., larger fonts, visual aids), and cultural relevance;

- inclusion of up-to-date topics. Digital trends (e.g., AI, online safety) are integrated to keep the programme current and practically valuable;
- pilot testing. Selected learning materials and methods are tested in advance with a small group of seniors to validate clarity and effectiveness.

Environment:

- physical accessibility. All learning spaces are accessible to individuals with mobility limitations and provide comfortable seating, good lighting, and adequate rest facilities;
- supportive atmosphere. Trainers foster a non-judgmental, respectful environment that values individual progress and builds learners' confidence;
- technical readiness. All necessary equipment (computers, tablets, internet access, projectors) is regularly tested and maintained;
- health and safety. It is recommended to provide ergonomically comfortable learning spaces as far as possible and to encourage learners to take regular breaks.

Governance and coordination quality is ensured through clearly defined roles and responsibilities among coordinators, trainers, and support staff. Regular internal communication and coordination meetings are held to monitor progress, address challenges, and share best practices. Evaluation data (attendance, feedback, assessments) is collected and analyzed systematically to inform continuous program improvement.

Information about the program publicity

Opportunities for learning published on organizations' websites.

Recommended Sources

Books

- Attia, Peter. Pergyventi save. Ilgaamžystės mokslas ir menas, Kitos knygos, 2024.
- Fernandez, Alvaro, Goldberg, Elkhonon, The SharpBrains Guide to Brain Fitness: How to Optimize Brain Health and Performance at Any Age, 2014.

- Puzzleland, Memory Improvement Games: A Complete Workout with 50+ Memory Exercises & Games to Improve Memory, 2015.
- Nussbaum, Paul, David, Save Your Brain: The 5 Things Your Must Do to Keep Your Mind Young and Sharp, McGraw- Hill education, 2010.
- Attīstības psiholoģija : cilvēka attīstība visas dzīves garumā / Sandra Sebre, Anika Miltuze ; redaktore Elīna Vanaga ; mākslinieks Aigars Truhins. - Rīga : Zvaigzne ABC, [2022]. - 639 lpp. ISBN 9789934311048.
- Bērziņa, I. (2018). Kognitīvo procesu attīstība un to trenēšanas iespējas izglītības vidē. Rīga: Latvijas Universitāte.
- Kalniņa, L. Domāšanas un atmiņas attīstīšana: teorija un prakse. Rīga: Zvaigzne ABC, [2020].
- Ozoliņš, M. Kognitīvās psiholoģijas pamati. Rīga: LU Apgāds, [2019].
- Latvijas Universitāte. *Kognitīvo spēju attīstīšana un trenēšana pieaugušajiem mūžizglītības kontekstā.* Rīga: LU pētniecības rakstu krājums, [2022].

Online Resources

- Google Workspace Learning Center "Cheat sheets & reference guides for Google Workspace apps & add-ons" https://support.google.com/a/users/answer/13967034?visit_id=638851560536515021-3170009775&hl=en&rd=1
- CERT.LV website - Cyber Incident Response Institution of the Republic of Latvia: https://www.cert.lv/en/news
- Kahoot! website - A game-based learning platform that allows educators to create quizzes, surveys, and interactive lessons to engage students in real-time: https://kahoot.com/
- Socrative website **-** An interactive student response system that enables teachers to create quizzes, polls, and assessments to get real-time feedback: https://www.socrative.com/
- Canva website - https://www.canva.com/
- Moodle platform **-** https://moodle.org/
- ZRKAC e-learning platform: https://e-studijas.zrkac.lv/ (integrated with Moodle)

Self-service Websites and Platforms

- Google Maps website - https://maps.google.com
- Booking.com website - https://www.booking.com
- Airbnb website - https://www.airbnb.com
- Tripadvisor website - https://www.tripadvisor.com

- Skyscanner website - https://www.skyscanner.com
- YouTube platform "Creating Your First Email Account," Tech Academy, https://youtu.be/example, accessed June 2025.
- Google Forms website: https://docs.google.com/forms
- E-mail providers
- Social networking sites: Facebook, Instagram, TikTok, Snapchat, LinkedIn, etc.
- AI tools: Chat GPT https://chatgpt.com
- National e-identity platforms
- National health platforms
- Leisure platforms
- National informative and training platforms.