



CUMILA Curriculum

DIGITAL SOCIETY & DIGITAL CITIZENSHIP

WWW.CUMILA.EU

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About Cumila

Scope of the Curriculum

The Cumila Media and Information Literacy Curriculum aims to equip adults with the basic skills to cope with and competently use digital technology and media in their professional and personal lives. Structured as a comprehensive guide, Cumila enables teachers to acquire all relevant knowledge and provides them with instructions and numerous materials for preparing and conducting their courses.

The competencies that are trained with the Cumila curriculum are not aimed at a specific profession. Rather, **they are basic competencies relevant to all adults**. Cumila can therefore be used in vocational training and in any other form of adult education (professional qualification, evening classes, integration classes) where the participants are at a basic or intermediate level of knowledge in digital topics. While the content has been developed mainly for adult learners, some of it can also be used for young learners (the relevant lessons are indicated in the lesson outline).

Because the digital world is changing rapidly, some content may soon become obsolete. Nonetheless, the structure of the curriculum serves as a permanent framework for digital media topics, addressed in the 6 Cumila modules:

- Digital citizenship and digital society
- Communication and collaboration
- Information gathering and opinion formation
- Security, privacy and data protection
- Technology
- Families and digital media

In order to keep up with the rapid changes in the digital world, it is becoming a core competence for teachers to be aware of these changes and to regularly adapt their teaching materials. One of the focal points of the curriculum is the teaching of competencies for **self-contained learning** with digital tools. This serves both teachers to keep their teaching up to date and learners to be informed about the latest developments in digital technologies.

Methodology

The Cumila Curriculum Guide provides teachers with a comprehensive set of information and material to design their lessons around the topics of digital media:

- **Module documentation:** An introduction to each topic with basic information as well as further readings and general sources of information that provides teachers the necessary information to conduct their courses.
- **Curriculum:** Gives teachers an overview of the topics addressed in the module, a rough estimation of time needed to teach the content, an overview of learning material and a list of the competences addressed by the module (according to the DigiComp 2.1 framework).
- **Learning materials:** The Cumila Wiki provides lessons and learning materials for each module. (<http://wiki.cumila.eu>)
- **Training for Teachers:** The Cumila Moodle provides information for teachers how to apply the curriculum in their class.

The Cumila modules are very flexible and can be used to build entire courses, but individual topics can also be picked out to integrate into other courses. The topic of data protection, for example, is relevant to many areas. The Cumila lesson can be used as a general introduction and supplemented with further area-specific information (e.g. data protection topics for healthcare employees, regulations for the digital processing of data in IT systems).

Cumila emphasizes a hands-on approach where learners interact directly with digital media. Therefore, a **basic digital learning infrastructure** is required to deliver the lessons. Digital devices with Internet connection should be available for at least all 2-3 participants. Working in groups on digital devices in most cases improves learning and encourages participants to try new things. For most exercises, it does not matter what type of device it is (PC, laptop, tablet, smartphone). Where special equipment is needed, this is indicated in the material list of the lesson.

What might be new for teachers when they start teaching digital topics is that it requires a certain flexibility and openness. While with traditional topics the teacher often has much more knowledge than the learners, with digital topics teachers are often not far ahead of their students. Rather than worrying about this situation, teachers should value the knowledge gains that come from sharing with their learners in the lessons. Many of the exercises therefore rely on collecting results during lessons. Teachers should be careful to record these results and share them with the class. Teachers can also encourage their students to record the results themselves by using their own digital devices (e.g. taking photos of the board).

The Cumila Modules

The 6 modules of the Cumila curriculum cover all the basic topics people need to know about digital technologies and media. While there is no specific order on how to teach modules 1-5, it is recommended to start with module 6 only after participants have a solid knowledge of the basics from the other modules.

Module 1: Digital citizenship and digital society

This module addresses the impact of technology-driven digital transformation on societal issues such as citizenship, economic structures, and smart technology that are becoming part of our daily lives. The module also introduces the opportunities and basic concepts of e-learning.

Module 2: Communication and collaboration

Digital technologies are changing the way we communicate and collaborate. What is special about digital communication, what best practices are and what tools are commonly used are presented, as well as problems that can arise, such as hate speech and cyberbullying. The module also looks at the possibilities of digital collaboration.

Module 3: Information gathering and opinion formation

Since the Internet offers an infinite amount of information and knowledge, Module 3 presents how best to use this source of information: where to find good information, how to validate and organize information. The module also addresses the negative effects of improper use of information, such as spreading misinformation and conspiracy theories or influencing political opinion.

Module 4: Security, privacy and data protection

What do I need to know to protect devices and personal data in the digital world? Module 4 explains what constitutes our digital identity and how to check other people's identities on the Internet. Technical and non-technical risks are presented, such as viruses, phishing emails and identity theft, and how to protect against them. The module also provides information on how to protect your privacy in the digital world.

Module 5: Technology

Module 5 explains all the technical secrets behind digital technologies and enables non-technical people to fundamentally set up devices themselves or fix simple problems themselves. Starting with hardware elements and ending with the operating system on the devices, the module gives an overview of all relevant technical components that one has to deal with on a daily basis. The big question of how the Internet works is also explained here.

Module 6: Families and digital media

Module 6 is aimed at parents or people who work with families and children. It addresses the special needs of children in the online world, how to educate them to become responsible users, and how to protect them from risks. To enable parents to accompany their children in their professional development, the module also presents the competencies that will be required in a digitally transformed working world.

Module "Digital Society & Digital Civil Society"

Overview about the learning topics

Digital society	recommended class units
eGovernment	4
eParticipation	4
E-voting	4
How digitalisation is changing our everyday lives	recommended class units
Collective // Collaborative Knowledge Construction	4
Smart Home	4
E-learning	recommended class units
New ways of learning	4
E-learning to give more learners access to education?	4

Digital Society

He/she understands and knows the most important digital tools to find the desired online forms and to use them for personal, electronic official channels. He/she knows that these possibilities expand the participation abilities of a society, but also knows about the dangers (data security, data protection, etc.) that can arise through electronic official channels.

Learning units and learning parts:

eGovernment	recommended class units 4
Digital identity	
eParticipation	recommended class units 4
More citizen participation through eParticipation	
E-voting	recommended class units 4
E-voting	

Learning aims

Knowledge	Skills	Competences
He/she understands <ul style="list-style-type: none"> • that every citizen has a right to political participation. • that the Internet has an influence on democracy. • the theories and methods of e-participation. • that e-voting creates an additional possibility of participation in political events. • - that e-democracy can have both positive and negative effects on change in some areas. 	He/she can <ul style="list-style-type: none"> • link this to concrete situations in his/her everyday life. • recognise this change by means of concrete examples from the Internet. • recognise the e-participation possibilities on the basis of the theories and methods. • - recognise the variety of e-voting possibilities by means of concrete examples from the Internet. 	He/she is able to <ul style="list-style-type: none"> • use different tools for electronic official channels. • evaluate the advantages and dangers of e-participation possibilities. • derive participation possibilities for him/herself from the theories and methods. • identify democratic participation possibilities on the Internet. • - evaluate relevant sources of information from the administration and use them for their own purposes.

eGovernment

recommended class units: 4

Learning parts

Title:	Digital identity								
Learning instruction:	<ul style="list-style-type: none"> • Ask the participants if they have ever heard of e-government/mobile phone signature/digital citizen card and if they already use it, what experiences they have had with it. • Introduce terms such as digital society, political participation, electronic tools for official channels, G2C, G2G, G2B and electronic citizen card/mobile phone signature; • Invite the participants to answer different questions and to research on this topic on the internet (see learning material) and to share their observations. • Participants should share and deepen their knowledge with all other participants in a discussion round (method: World Café) • Learning material: <ul style="list-style-type: none"> ○ CUMILA Wiki Lesson c1L01 - Digital identity 								
Further information:	CUMILA Module "Digital society and digital citizenship"								
Competences:	<p>Communication and Collaboration Engaging in citizenship through digital technologies</p> <table border="1" data-bbox="469 1081 1386 1128"> <thead> <tr> <th data-bbox="469 1081 699 1106">FOUNDATION</th> <th data-bbox="699 1081 928 1106">INTERMEDIATE</th> <th data-bbox="928 1081 1158 1106">ADVANCED</th> <th data-bbox="1158 1081 1386 1106">HIGHLY SPECIALISED</th> </tr> </thead> <tbody> <tr> <td data-bbox="469 1106 699 1128"></td> <td data-bbox="699 1106 928 1128"></td> <td data-bbox="928 1106 1158 1128"></td> <td data-bbox="1158 1106 1386 1128"></td> </tr> </tbody> </table>	FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED				
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eParticipation

recommended class units: 4

Learning parts

Title:	More citizen participation through eParticipation											
Learning instruction:	<ul style="list-style-type: none"> • Ask the participants what possibilities they know that allow the participation of the population in political processes such as online initiatives/online platforms/online petitions. • Introduce the following terms in advance: participation, digital participation, political co-determination, online initiative/online platforms/online petitions; • Give concrete examples of how to start online initiatives or online petitions. • Have participants prepare a handout on the options presented that clearly defines what these platforms stand for, how citizens can actively get involved and what issues/actions can be initiated. • Discuss the advantages and disadvantages of each option (method: fish bowl). • Learning material: <ul style="list-style-type: none"> ◦ CUMILA Wiki Lesson c1L02 - More citizen participation through eParticipation. 											
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E-voting

recommended class units: 4

Learning parts

Title:	E-voting											
Learning instruction:	<ul style="list-style-type: none"> • Ask the participants whether they have already read up on e-voting and whether they would consider this alternative to traditional voting. • Brainstorm the participants' knowledge by having them write down everything they know about e-voting on a piece of paper and then summarise this information on a common flipchart/board etc. • Provide participants with information on the following: E-voting, e-voting in the EU, dangers of e-voting, advantages of e-voting. • Have the participants do research on this topic on the internet, especially on the effects of e-voting on themselves. Afterwards, the participants should present their results • Learning material: <ul style="list-style-type: none"> ◦ CUMILA Wiki Lesson c1L03 - E-voting 											
Further information:	CUMILA Module "Digital society and digital citizenship"											
Competences:	<p>Communication and Collaboration Engaging in citizenship through digital technologies</p> <table border="1" data-bbox="470 1081 1385 1144"> <thead> <tr> <th data-bbox="470 1081 699 1122">FOUNDATION</th> <th data-bbox="699 1081 927 1122">INTERMEDIATE</th> <th data-bbox="927 1081 1155 1122">ADVANCED</th> <th data-bbox="1155 1081 1385 1122">HIGHLY SPECIALISED</th> </tr> </thead> <tbody> <tr> <td data-bbox="470 1122 699 1144"></td> <td data-bbox="699 1122 927 1144"></td> <td data-bbox="927 1122 1155 1144"></td> <td data-bbox="1155 1122 1385 1144"></td> </tr> </tbody> </table>				FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED				
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How digitalization is changing our everyday lives

He/she is able to recognise and understand how disruptive technologies affect everyday life in both private and professional life and can grasp both the positive and negative effects of these technological advances and decide to what extent he/she trusts them and implements them in his/her everyday life.

Learning units and learning parts:

Collective // Collaborative Knowledge Construction
recommended class units 4

Search for information in wikis

Smart Home
recommended class units 4

Smart Home for smarter living

Learning aims

Knowledge	Skills	Competences
He/She <ul style="list-style-type: none"> • understands the importance and scope of digitalisation for everyday life. • understands the significance of disruptive technologies. • expands knowledge about digitalisation and is thus better able to deal with it in everyday life. 	He/she <ul style="list-style-type: none"> • can describe possible consequences of increasing digitalisation in personal everyday life. • can describe the positive and negative effects of disruptive technologies. • can identify positive and negative aspects of the digitalisation of everyday life. 	He/she is able to, <ul style="list-style-type: none"> • evaluate the use of digital technologies in everyday life for him/herself personally. • evaluate disruptive technologies. • evaluate, select and use digital technologies for him/herself.

Collective // Collaborative Knowledge Construction

recommended class units: 4

Learning parts

Title:	Collective // Collaborative Knowledge Construction											
Learning instruction:	<ul style="list-style-type: none"> • Introduction to collective and collaborative knowledge construction. • Give a short intro talk clarifying the following terms: Information society, collective knowledge construction, collaborative knowledge construction, wiki, structure of a wiki, examples of wikis; • Afterwards, have the participants research on the internet what is meant by wikis, what they are used for and what software is available; • Invite the participants to assume different positions (project manager, scientist, etc.) and consider what information these persons or companies would make available in a wiki. • Based on the newly acquired knowledge, the participants should create a flyer to highlight the advantages of a wiki. • Discuss and debate the results • Learning material: <ul style="list-style-type: none"> ◦ CUMILA Wiki Lesson c2L01 - Fishing for information in wikis. 											
Further information:	CUMILA Module "Digital society and digital citizenship"											
Competences:	<p>Communication and Collaboration Engaging in citizenship through digital technologies</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 25%;">FOUNDATION</th> <th style="width: 25%;">INTERMEDIATE</th> <th style="width: 25%;">ADVANCED</th> <th style="width: 25%;">HIGHLY SPECIALISED</th> </tr> </thead> <tbody> <tr> <td style="background-color: #cccccc;"> </td> <td style="background-color: #cccccc;"> </td> <td style="background-color: #cccccc;"> </td> <td style="background-color: #cccccc;"> </td> </tr> </tbody> </table>				FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED				
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Smart Home

recommended class units: 4

Learning parts

Title:	Smart Home for smarter living								
Learning instruction:	<ul style="list-style-type: none"> • Ask the participants what they know about smart home • Give a short introduction to the topic of Smart Home (only a short explanation of the term). • There are cards in the wiki with statements about smart home. Use them to confront the participants with statements about Smart Home and discuss them. • Work out the advantages and disadvantages of using smart home devices. • Have the participants search the internet for offers in the field of smart home devices. Which providers and offers of smart home devices are there? What are the costs involved? • Learning material: <ul style="list-style-type: none"> ◦ CUMILA Wiki Lesson c2L02 - Smart Home for Smarter Living?! 								
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Competences:	<p>Communication and Collaboration Engaging in citizenship through digital technologies</p> <table border="1"> <thead> <tr> <th>FOUNDATION</th> <th>INTERMEDIATE</th> <th>ADVANCED</th> <th>HIGHLY SPECIALISED</th> </tr> </thead> <tbody> <tr> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> </tbody> </table>	FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED				
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E-learning

He/she understands and knows the main forms of e-learning and the advantages and disadvantages of these new learning options. He/she understands that these learning options do not mean that all citizens have equal access to education and that this does not solve the issue of educational disadvantage. He/she can create simple content for e-learning offers.

Learning units and learning parts:

New ways of learning

recommended class units 4

E-learning offerings and their history

E-learning to give more learners access to education

recommended class units 4

The perspective makes the difference

Learning aims

Knowledge	Skills	Competences
He/she understands, <ul style="list-style-type: none"> • that e-learning is part of the global education and training landscape. • that e-learning offers are an additional possibility of education and training and have advantages as well as disadvantages. • that there are many relevant offers in the field of e-learning at national and European level. 	He/she can <ul style="list-style-type: none"> • recognise different e-learning formats and assign them to learning situations. • name advantages and disadvantages of e-learning. • - identify relevant e-learning offers on the Internet at national and European level. 	He/She <ul style="list-style-type: none"> • deals with e-learning offers. • is able to evaluate advantages and disadvantages of e-learning and select formats accordingly. • is able to make use of relevant e-learning offers on a national and European level.

New ways of learning

recommended class units: 4

Learning parts

Title:	E-learning offerings and their history											
Learning instruction:	<ul style="list-style-type: none"> • Ask participants what they know about e-learning and if they can give examples. • Ask participants to name areas of learning where they can benefit from e-learning opportunities. • Present examples of how and where e-learning is already used (e.g. in companies, etc.) and how it influences vocational education and training. • Show how exercises of e-learning content can be created/composed using digital tools (e.g. quizzes, embedding explainer videos, etc.). • Discuss what is important when creating e-learning units. • Learning material: <ul style="list-style-type: none"> ◦ CUMILA Wiki Lesson c3L01 - E-learning - New forms of learning. 											
Further information:	CUMILA Module "Digital society and digital citizenship"											
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E-learning to give more learners access to education

recommended class units: 4

Learning parts

Title:	The perspective makes the difference											
Learning instruction:	<ul style="list-style-type: none"> • Discuss the advantages and disadvantages of e-learning in general. • Ask the participants if they have already used e-learning offers and how they felt about these new learning options. • Discuss whether positive and negative aspects of e-learning affect all learners in the same way. • Explain and discuss these aspects from different perspectives. (Role play, see exercise in the wiki). • Learning material: <ul style="list-style-type: none"> o CUMILA wiki lesson c3L02 - E-learning - access to education for all?! 											
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