



CUMILA Curriculum

COMMUNICATION AND COLLABORATION

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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 "Communication and Collaboration"

Overview about the learning topics

Communication	recommended class units
Effect of images on the net	4
Communicating via online communication channels (netiquette)	4
Communicating through social media	4
Negative effects of modern communication	recommended class units
Hate Speech	4
Cyberbullying	4
Messenger Services	recommended class units
Using messenger	4
Content creation & collaboration tools	recommended class units
Collaborative work	4
Using content creation tools	10

Communication

He/she understands the basic principles of communication and the differences between online and offline communication as well as verbal and non-verbal communication.

Learning units and learning parts:

Effect of images on the net	recommended class units 4
Images on the net	
My pictures on the net	
communication channels (netiquette)	recommended class units 4
Communicating online - etiquette, netiquette, chatiquette	
Communicating via social media	recommended class units 4
Platforms for communication	

Learning aims

Knowledge	Skills	Competences
He/she knows <ul style="list-style-type: none"> • the basic principles and characteristics of online and offline communication • the difference between verbal and non-verbal communication • different types of online communication • different communication channels in the field of social media 	He/she can <ul style="list-style-type: none"> • choose an appropriate means of communication based on a given context • communicate appropriately with others 	He/she is able to <ul style="list-style-type: none"> • apply strategies to behave correctly when interacting in digital environments and to adapt to a specific audience. • He/she can decide which digital technologies he/she will use to select appropriate digital communication tools for a specific context.

Effect of images on the net

recommended class units: 4

Learning parts

Title:	Pictures on the web - more than 1000 words											
Learning instruction:	<ul style="list-style-type: none"> • Ask the participants if they know how images work on the internet and what messages they send. • In a short introductory talk, discuss how images work, how people perceive images, which images can cause problems in a professional context and how or whether images can be deleted from the web. • Invite the participants to research the halo effect on the internet. • Ask the participants to answer the following questions: What is the Halo Effect and what situations in their own lives can be attributed to the Halo Effect? • The participants should present the information they have gathered in the form of a mind map. • Now guide the participants to decode individual pictures in more detail and show pictures that have been used in the past to manipulate/deceive people. • Have participants search for fake images. • If necessary, give topics within which participants should search for fake images. E.G.: Fake images related to the Corona epidemic, manipulated images in Russian history books, etc. • In this context, discuss the "power" of photomontage, point of view, lighting conditions, etc. • Ask participants to share and deepen their knowledge with all other participants. • Ask the participants to present their findings in the form of a slide presentation • Learning material: <ul style="list-style-type: none"> ○ CUMILA Wiki Lesson c1L01 - Pictures on the web - more than 1000 words. 											
Further information:	CUMILA Module "Communication and Collaboration"											
Competences:	<p>Information and data literacy Evaluate data, information and digital content</p> <table border="1" data-bbox="469 1429 1385 1473"> <thead> <tr> <th data-bbox="469 1429 584 1473">FOUNDATION</th> <th data-bbox="584 1429 699 1473">INTERMEDIATE</th> <th data-bbox="699 1429 813 1473">ADVANCED</th> <th data-bbox="813 1429 928 1473">HIGHLY SPECIALISED</th> </tr> </thead> <tbody> <tr> <td data-bbox="469 1473 584 1494"></td> <td data-bbox="584 1473 699 1494"></td> <td data-bbox="699 1473 813 1494"></td> <td data-bbox="813 1473 928 1494"></td> </tr> </tbody> </table>				FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED				
FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED									

Title:	My pictures on the net			
Learning instruction:	<ul style="list-style-type: none"> • Ask the participants whether they have ever published pictures of themselves on the internet, and if so, whether they would publish some of these pictures again today. • Ask participants to describe their own or other people's images that have been shared on social media according to the following criteria: <ul style="list-style-type: none"> ○ How is the image (of me) perceived? ○ How do other people perceive it? ○ Do I want the image of me to send these messages? ○ How do these findings affect future image publications? • Ask participants what makes a good photo online. 			



	<ul style="list-style-type: none"> • Encourage participants to take photos of themselves that they think are safe to publish. • Invite participants to discuss these photos. • Show participants what photo editing tools are available and how to use them (a list of photo editing tools is available on the wiki). • Invite participants to edit their images with an image editing programme of their choice. • Ask participants to share and discuss their results • Learning material: <ul style="list-style-type: none"> ○ CUMILA wiki lesson c1L02 - My pictures on the web 								
<p>Further information:</p>	<p>CUMILA Module "Communication and Collaboration"</p>								
<p>Competences:</p>	<p>Information and data literacy Managing the digital identity</p> <table border="1" data-bbox="470 734 1390 786"> <thead> <tr> <th data-bbox="470 734 699 763">FOUNDATION</th> <th data-bbox="699 734 927 763">INTERMEDIATE</th> <th data-bbox="927 734 1155 763">ADVANCED</th> <th data-bbox="1155 734 1390 763">HIGHLY SPECIALISED</th> </tr> </thead> <tbody> <tr> <td data-bbox="470 763 584 786"></td> <td data-bbox="699 763 813 786"></td> <td data-bbox="927 763 1042 786"></td> <td data-bbox="1155 763 1270 786"></td> </tr> </tbody> </table>	FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED				
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Communication channels (netiquette)

recommended class units: 4

Learning parts

Title:	Communicate via online communication channels - etiquette, netiquette, chatiquette										
Learning instruction:	<ul style="list-style-type: none"> • Ask participants what they associate with the terms of netiquette and chatiquette. • Ask participants to formulate ad hoc netiquette and chatiquette rules. • Give examples of rules that are common in professional and private contexts. • Discuss with the participants what experiences they have had specifically on communication channels on the Internet, how they feel about it and on which topics communication participants tend to lose their composure. • Have participants research netiquette/chatiquette rules on the internet. • Have participants research which communication options speak for different applications (Twitter, LinkedIn, etc.). • Invite participants to create personal netiquette rules. • Discuss the rules they have created. • Learning material: <ul style="list-style-type: none"> ◦ CUMILA wiki lesson c1L03 - Communicating through online communication channels - etiquette, netiquette, chatiquette. 										
Further information:	CUMILA Module "Communication and Collaboration"										
Competences:	<p>Communication and Collaboration Knowing and observing etiquette (netiquette)</p> <table border="1" data-bbox="470 1249 1385 1294"> <thead> <tr> <th data-bbox="470 1249 699 1294">FOUNDATION</th> <th data-bbox="699 1249 927 1294">INTERMEDIATE</th> <th data-bbox="927 1249 1155 1294">ADVANCED</th> <th data-bbox="1155 1249 1385 1294">HIGHLY SPECIALISED</th> </tr> </thead> <tbody> <tr> <td data-bbox="470 1294 699 1326"></td> <td data-bbox="699 1294 927 1326"></td> <td data-bbox="927 1294 1155 1326"></td> <td data-bbox="1155 1294 1385 1326"></td> </tr> </tbody> </table>			FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED				
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Communicating via social media

recommended class units: 4

Learning parts

Title:	Social Media - Known Social Media Platforms											
Learning instruction:	<ul style="list-style-type: none"> • Ask the participants which social media platforms they already know and use. • Explain which social media platforms exist and which are among the top ten in national and international rankings. • Have participants research social media platforms on the internet with regard to the following criteria: <ul style="list-style-type: none"> ○ User numbers worldwide and nationally, target groups, features, topics and content, advantages and disadvantages for users, data security, data protection, etc. • Ask the participants to create a clear handout in which the information they have gathered is presented in a well-structured way. • Afterwards, the participants should present and discuss their results. • Participants should draw conclusions from their observations as well as from the discussion with the others. • Learning material: <ul style="list-style-type: none"> ○ CUMILA wiki lesson c1L04 - Social media - Known social media platforms. 											
Further information:	CUMILA Module "Communication and Collaboration"											
Competences:	<p>Communication and Collaboration Interaction through digital technologies</p> <table border="1" data-bbox="469 1196 1388 1261"> <thead> <tr> <th data-bbox="469 1196 699 1234">FOUNDATION</th> <th data-bbox="699 1196 928 1234">INTERMEDIATE</th> <th data-bbox="928 1196 1158 1234">ADVANCED</th> <th data-bbox="1158 1196 1388 1234">HIGHLY SPECIALISED</th> </tr> </thead> <tbody> <tr> <td data-bbox="469 1234 699 1261"></td> <td data-bbox="699 1234 928 1261"></td> <td data-bbox="928 1234 1158 1261"></td> <td data-bbox="1158 1234 1388 1261"></td> </tr> </tbody> </table>				FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED				
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Title:	Social Media - I'll be online for a moment!											
Learning instruction:	<ul style="list-style-type: none"> • Define the term "social media" • Give a historical review and present statistics on national and international user numbers • Talk to the participants about the use of social media in terms of their usage behaviour • Ask participants to reflect on their behaviour on social media and answer the following questions for themselves: <ul style="list-style-type: none"> ○ How often am I on social media? ○ Which social media do I use? ○ What do I use social media for? ○ Is social media more of a curse or a blessing for me? Etc. • For this exercise, a reflection sheet is available for download on the wiki. • Discuss the insights gained with the participants. • The participants should draw their own conclusions from their observations and from the discussion with the others. • Learning material: <ul style="list-style-type: none"> ○ CUMILA Wiki Lesson c1L05 - Social Media - I'll be online for a moment! 											
Further information:	CUMILA Module "Communication and Collaboration"											
Competences:	<p>Communication and Collaboration Interaction through digital technologies</p> <table border="1" data-bbox="470 1081 1385 1149"> <thead> <tr> <th data-bbox="470 1081 699 1126">FOUNDATION</th> <th data-bbox="699 1081 927 1126">INTERMEDIATE</th> <th data-bbox="927 1081 1155 1126">ADVANCED</th> <th data-bbox="1155 1081 1385 1126">HIGHLY SPECIALISED</th> </tr> </thead> <tbody> <tr> <td data-bbox="470 1126 699 1149"></td> <td data-bbox="699 1126 927 1149"></td> <td data-bbox="927 1126 1155 1149"></td> <td data-bbox="1155 1126 1385 1149"></td> </tr> </tbody> </table>				FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED				
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Negative effects of modern communication

He/she is able to recognise hate speech and decode the arguments of the haters. He/she is able to recognise cyberbullying and can defend him/herself against it.

Learning units and learning parts:

Hate Speech recommended class units 4

Hate Speech - an introduction

Hate Speech - Who is behind it?

Cyberbullying recommended class units 4

Cyberbullying can affect anyone

Protection and dealing with bullies

Learning aims

Knowledge	Skills	Competences
<p>He/she can</p> <ul style="list-style-type: none"> describe hate speech and its characteristics Name up to three groups that are often affected by Hate Speech. Describe how to respond to hate postings. Describe cyberbullying and reasons why cyberbullying is on the rise. Describe how to respond to cyberbullying. 	<p>He/she can</p> <ul style="list-style-type: none"> Develop a strategy to recognise hate comments. Assign hate comments to a specific group that is targeted. Develop a strategy to report hate comments. Develop a strategy to report cyberbullying. 	<p>He/she is able to</p> <ul style="list-style-type: none"> Apply strategies to decode hate comments according to context. Apply strategies to report hate comments Apply strategies to report cyberbullying

Hate Speech

recommended class units: 4

Learning parts

Title:	Hate Speech - An Introduction			
Learning instruction:	<ul style="list-style-type: none"> • Ask participants if they have ever heard of hate speech and if they know someone who has been affected by hate speech. • Discuss: <ul style="list-style-type: none"> ○ Definition of Hate Speech ○ Disinhibition Effects ○ Factors that make people more likely to say disagreeable things on the internet than in face-to-face conversations. • Invite the participants to answer different questions and do research on this topic on the internet (see learning material). • The participants should share and deepen their knowledge with all other participants in a discussion round • Learning material: <ul style="list-style-type: none"> ○ CUMILA Wiki Lesson c2L01 - Hate Speech - An Introduction 			
Further information:	CUMILA Module "Communication and Collaboration"			
Competences:	Communication and Collaboration Interaction through digital technologies			
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Title:	Hate Speech - Who is behind it?								
Learning instruction:	<ul style="list-style-type: none"> • Give an introduction to the topic by elaborating on the following: <ul style="list-style-type: none"> ○ forms of Hate Speech, ○ who Hate Speech is directed against, ○ how haters argue; • Then have the participants do some research on the internet: <ul style="list-style-type: none"> ○ Who is behind hate speech? ○ Which groups is hate speech directed against? ○ How do haters argue? • Invite the participants to search for statements on the internet - on the social media they use - which can be assigned to the types of discrimination addressed in the lecture. • The participants should then work out which form of hate speech is used in the examples found. • Discuss and debate the results • Learning material: <ul style="list-style-type: none"> ○ CUMILA Wiki Lesson c2L02 - Hate Speech - Who is behind it? 								
Further information:	CUMILA Module "Communication and Collaboration"								
Competences:	<p>Communication and Collaboration Interaction through digital technologies</p> <table border="1" data-bbox="470 1104 1385 1151"> <thead> <tr> <th data-bbox="470 1104 699 1126">FOUNDATION</th> <th data-bbox="699 1104 927 1126">INTERMEDIATE</th> <th data-bbox="927 1104 1155 1126">ADVANCED</th> <th data-bbox="1155 1104 1385 1126">HIGHLY SPECIALISED</th> </tr> </thead> <tbody> <tr> <td data-bbox="470 1126 699 1151"></td> <td data-bbox="699 1126 927 1151"></td> <td data-bbox="927 1126 1155 1151"></td> <td data-bbox="1155 1126 1385 1151"></td> </tr> </tbody> </table>	FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED				
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Cyberbullying

recommended class units: 4

Learning parts

Title:	Cyberbullying can affect anyone			
Learning instruction:	<ul style="list-style-type: none"> • Ask the participants if they have ever heard of cyberbullying and if they know someone who was/is affected by cyberbullying. • Give a short intro talk clarifying the following terms: Definition of cyberbullying, forms of cyberbullying. • Invite the participants to research the topic on the internet and look for published cases of cyberbullying (newspaper reports, testimonials, blogs, videos, etc.). • Ask the participants to match the examples found on the internet with the forms of cyberbullying presented in the intro lecture. • The participants should then work out which forms of cyberbullying are used in the examples found. • Discuss with the participants whether they would introduce other forms of cyberbullying. • Participants should share and deepen their knowledge with all other participants in a discussion round • Learning material: <ul style="list-style-type: none"> ○ CUMILA wiki lesson c2L03 - Cyberbullying can affect anyone 			
Further information:	CUMILA Module "Digital society and digital citizenship"			
Competences:	Communication and Collaboration Interaction through digital technologies			
	FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED
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Title:	Protection from and dealing with bullies											
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, - Introduction to the topic of cyberbullying • Give a short intro talk clarifying the following terms: Definition of cyberbullying, legal provisions regarding it, dealing with bullies; • Give examples from the immediate past showing the extent to which cyberbullies are prosecuted. • Then have participants research on the internet how to best protect themselves from cyberbullying, how to react to cyberbullies and where to go in case of a cyberbullying attack. • Invite participants to design a guidebook that answers these very questions. • Based on the newly acquired knowledge, the participants should create a guidebook to help victims of cyberbullying to escape the cyberbullying trap. • Discuss and debate the results • Participants should share and deepen their knowledge with all other participants in a discussion session. • Learning material: <ul style="list-style-type: none"> ○ CUMILA wiki lesson c2L04 - Protecting against and dealing with bullies. 											
Further information:	CUMILA Module "Communication and Collaboration"											
Competences:	<p>Communication and Collaboration Interaction through digital technologies</p> <table border="1" data-bbox="470 1137 1388 1187"> <thead> <tr> <th data-bbox="470 1137 699 1164">FOUNDATION</th> <th data-bbox="699 1137 927 1164">INTERMEDIATE</th> <th data-bbox="927 1137 1155 1164">ADVANCED</th> <th data-bbox="1155 1137 1388 1164">HIGHLY SPECIALISED</th> </tr> </thead> <tbody> <tr> <td data-bbox="470 1164 699 1187"></td> <td data-bbox="699 1164 927 1187"></td> <td data-bbox="927 1164 1155 1187"></td> <td data-bbox="1155 1164 1388 1187"></td> </tr> </tbody> </table>				FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED				
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Messenger services

He/she is able to use instant messenger services in a self-determined way to send and/or exchange messages.

Learning units and learning parts:

Using messenger services

recommended class units 1

E-messenger services viewed critically

Learning aims

Knowledge	Skills	Competences
<p>He/she can</p> <ul style="list-style-type: none"> describe the basic principle of an instant messenger service describe up to three different messenger services name elements that ensure safe use of messenger services. 	<p>He/she can</p> <ul style="list-style-type: none"> Develop a strategy on how to use an instant messenger service to exchange messages. Use an instant messenger service other than WhatsApp or Facebook Messenger purposefully. Select messenger services that allow safe use. 	<p>Er/Sie</p> <ul style="list-style-type: none"> setzt sich mit E-Learning-Angeboten auseinander. ist in der Lage, Vor- und Nachteile von E-Learning zu bewerten und Formate entsprechend auszuwählen. ist in der Lage, relevante E-Learning-Angebote auf nationaler und europäischer Ebene zu nutzen.

Using messenger services

recommended class units: 1

Learning parts

Title:	Messenger services viewed critically								
Learning instruction:	<ul style="list-style-type: none"> • Ask participants what they know about messenger services and if they can give examples. • Give a short intro talk and clarify the following: <ul style="list-style-type: none"> ○ What are messenger services, ○ What messenger services are there? ○ Why are messenger services criticised? (data protection, export of data outside the EU, etc.). • Ask the participants to do research on the internet and create a handout that specifically addresses the following questions: <ul style="list-style-type: none"> ○ What messenger services are there? ○ What problems can arise from using messenger? ○ Are there messenger service providers that advertise that they are more secure than others? ○ Why do providers of messenger services profit from this, even if they are available free of charge? • Discuss what is important when using messenger services. • Learning material: <ul style="list-style-type: none"> ○ CUMILA Wiki Lesson c3L01 - A critical look at messenger services. 								
Further information:	CUMILA Module "Communication and Collaboration"								
Competences:	<p>Communication and Collaboration Exchange of information and content 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> </td> <td> </td> </tr> </tbody> </table>	FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED				
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Content Creation & Collaboration Tools

He/she is able to use content tools in a self-directed way to generate content and can collaborate with others on common tasks in different contexts.

Learning units and learning parts:

Content Creation & Collaboration Tools

recommended class units 14

Collaborative working

Using content creation tools

Learning aims

Knowledge	Skills	Competences
<p>He/she can</p> <ul style="list-style-type: none"> describe the basic principle of content tools name up to three different content tools describe the basic principle of collaboration tools describe about three different collaboration tools name the risks involved in using collaboration tools name the risks from the point of view of data protection 	<p>He/she can</p> <ul style="list-style-type: none"> develop a strategy for the use of content tools use up to three different content tools in a targeted way select content tools according to context Develop a strategy for how he/she uses collaboration tools to connect with others, send and/or share data and work on common tasks. 	<p>He/she is able to</p> <ul style="list-style-type: none"> Apply strategies to use the right content tools according to the context. Apply strategies to use the right collaboration tools according to the context. Apply strategies to use collaboration tools safely in relation to data protection.

Collaborative working

recommended class units: 4

Learning parts

Title:	First insights into the world of collaborative working											
Learning instruction:	<ul style="list-style-type: none"> • Ask participants what they know about collaboration tools and if they can give examples. • Give a short intro talk, such as a history of the development of collaboration tools, an overview of the areas in which collaboration tools can be used, some tools from the areas of conferencing and collaborative writing. • Ask participants to name tools they already use and how they evaluate them. • Give examples of how and where the tools are already used (e.g. in companies, etc.). • Present tools for the implementation of the following use cases: Mindmapping, message boards, scheduling, task management, file sharing, collaborative document editing, project management, video conferencing, etc. • Let the participants try out different tools. • Ask participants to create a learning sheet for each tool with the following content: What can the tool be used for? How can I use the tool (from registration to actual use). • Discuss what is important when using various collaboration tools. (Registration requirement, data security, costs, etc.;). • Learning material: <ul style="list-style-type: none"> ◦ CUMILA Wiki Lesson c4L01 - First insights into the world of collaborative working. 											
Further information:	CUMILA Module "Communication and Collaboration List of helpful tools in the CUMILA-Wiki											
Competences:	Communication and Collaboration Collaboration through digital technologies <table border="1" data-bbox="469 1330 1390 1379" 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="height: 15px;"> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>				FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED				
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Title:	Which collaboration tools for what?											
Learning instruction:	<ul style="list-style-type: none"> • Ask participants to name areas in the work process where they can benefit from collaboration tools. • Ask participants if they think about data security and privacy when using collaboration tools. • Give examples of why data security and data protection are important (e.g. in companies, etc.) and how data security and data protection affect work processes. • Discuss how individual providers promote the data security and privacy of their products. • Assign roles to the participants (see role cards under the respective exercise in the wiki) and ask them to select needed collaboration tools for their work processes. These should be selected taking into account the following critical points: Benefits for the company, high data security and data protection. • Discuss how they went about selecting collaboration tools. • Learning material: <ul style="list-style-type: none"> ◦ CUMILA wiki lesson c4L02 - Collaboration tools - Which collaboration tools for what? 											
Further information:	CUMILA Module "Communication and Collaboration" List of helpful tools in the CUMILA-Wiki											
Competences:	<p>Communication and Collaboration Collaboration through digital technologies</p> <table border="1" data-bbox="470 1102 1385 1146"> <thead> <tr> <th data-bbox="470 1102 699 1124">FOUNDATION</th> <th data-bbox="699 1102 927 1124">INTERMEDIATE</th> <th data-bbox="927 1102 1155 1124">ADVANCED</th> <th data-bbox="1155 1102 1385 1124">HIGHLY SPECIALISED</th> </tr> </thead> <tbody> <tr> <td data-bbox="470 1124 699 1146"></td> <td data-bbox="699 1124 927 1146"></td> <td data-bbox="927 1124 1155 1146"></td> <td data-bbox="1155 1124 1385 1146"></td> </tr> </tbody> </table>				FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED				
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Using content creation tools

recommended class units: 10

Learning parts

Title:	Content Creation & Creativity								
Learning instruction:	<ul style="list-style-type: none"> • Ask participants what they know about content creation and creativity and if they can give examples. • Explain to the participants what is meant by content creation/creativity and why content creation/creativity tools are currently experiencing such a boom. Point out that these tools are not only used for professional purposes and especially that these tools are used by the so-called "new" self-employed. • Present examples of how and where content creation/creativity tools are already being used (e.g. in companies, private individuals for self-expression, etc.) and how they influence work processes. • Ask participants to name work processes where they can benefit from content creation and creativity tools. • Have participants research on the internet what tools are available. • Ask participants to analyse tools according to the following criteria: Costs, platform-independent use, support, data security, etc. • The participants should share their findings with each other and thus draw conclusions from their observations. • Learning material: <ul style="list-style-type: none"> ○ CUMILA Wiki Lesson c4L03 - Content Creation & Creativity 								
Further information:	<p>CUMILA Module "Communication and Collaboration List of helpful tools in the CUMILA-Wiki</p>								
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Title:	Project: We are so remote!											
Learning instruction:	<ul style="list-style-type: none"> • Ask the participants what they understand by "collaborative work" and whether they can give examples. • Introduce individual tools of the following application areas: <ul style="list-style-type: none"> ○ Text creation, ○ image and graphics, ○ screenshot and screen recording, ○ video, ○ Presentation, ○ Digital Tools for Conferences, ○ Content Management • Conduct small exercises so that participants learn how to use some of the tools. • Conduct the project "We are so remote" <ul style="list-style-type: none"> ○ Explain the project to the participants. ○ Hand out the work assignment of the exercise below. ○ Have participants work together in groups and assign roles (these are available for download on the wiki). ○ The aim is to imitate work processes within an organisation in order to be able to understand what problems result from working in home office mode or for other reasons that create a spatial as well as time barrier. • After completing this project, discuss what was important and what caused difficulties. • Participants should share their findings with each other to draw conclusions from their observations. • Learning material: <ul style="list-style-type: none"> ○ CUMILA Wiki Lesson c4L04 - We are so remote! 											
Further information:	CUMILA Module "Communication and Collaboration" List of helpful tools in the CUMILA-Wiki											
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