



CUMILA Curriculum

SECURITY, PRIVACY AND SAFETY

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.

Modul "Security, Privacy and Safety"

Overview about the learning topics

Digital identity	Recommended teaching units
Establishing and managing identities	2
Possibility of confirming identity	1
Challenges of the digital world	Recommended teaching units
Risks on the Internet	1
Our data on the net	2
My data, my rights	Recommended teaching units
Who owns my data?	3
Data protection	1

Digital Identity

He/she understands the importance of a digital identity. Especially when dealing with data and creating or sharing content on the internet. He/she knows the risks when dealing with other digital identities..

Learning units and learning modules:

Establishing and managing identities Recommended learning units 2

Information and identities on the Internet

Privacy and security settings of individual services

Fake identities

Possibility of identity confirmation Recommended teaching units 1

Identity confirmation via captcha, email, phone number and credit card

Two-factor authentication

Digital certificates and biometrics

Learning aims

Knowledge	Skills	Competences
He/She <ul style="list-style-type: none"> • knows the risks in dealing with digital identities • recognises the need to protect their own digital identity • knows the existing methods for verifying an identity 	He/She can <ul style="list-style-type: none"> • manage their own digital identity and use it for their own purposes. • name and use individual methods for determining identity 	He/She is able to <ul style="list-style-type: none"> • create and maintain a digital identity. • identify and verify the digital identities of other people

Establish and manage identities

Recommended teaching units: 2

Learning parts

Title:	Information and identities on the internet								
Learning instruction	<ul style="list-style-type: none"> • The participants deal with the topic of identities on the net and how they are formed. • Discuss the advantages and risks of having your own identity on the internet. • Have participants search for people online (themselves, friends and acquaintances and famous people). Discuss and evaluate the information found. • Learning material <ul style="list-style-type: none"> ◦ CUMILA Wiki Lesson c1L01 - Identities on the Net 								
Further informationen:	CUMILA module "Security, Privacy and Data Protection"								
Competences:	<p>Communication and collaboration Managing digital identity</p> <table border="1"> <thead> <tr> <th>FOUNDATION</th> <th>INTERMEDIATE</th> <th>ADVANCED</th> <th>HIGHLY SPECIALISED</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED				
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Title:	Privacy and security settings of important services																
Learning instruction:	<ul style="list-style-type: none"> • Raise awareness on data protection and publishing private information on the internet. • Discuss what information can be shared in what circles. Is there a separation between e.g. professional and private? • Analysis of individual online services for data protection and privacy settings. The exercise can also be discussed in plenary and worked on as homework. • Learning material <ul style="list-style-type: none"> ○ CUMILA-Wiki lesson c1L02 - My data ○ Saferinternet.at - Teaching material "Self-presentation of girls and boys on the Internet", exercise 2 "The chat history" (page 9) and exercise 4 "My digital presence" (page 13) 																
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Title:	Fake identities								
Learning instruction:	<ul style="list-style-type: none"> • Ask the participants if they have already encountered fake identities and in which context. • Collect reasons for the existence of fake identities. • Conduct exercise c1L03 and have participants consciously search for fake identities. • Work out ways in which fake identities can be detected. • Learning material <ul style="list-style-type: none"> ○ CUMILA Wiki lesson c1L03 - Fake identities 								
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Competences:	<p>Communication and collaboration Managing digital identity</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>FOUNDATION</td> <td>INTERMEDIATE</td> <td>ADVANCED</td> <td>HIGHLY SPECIALISED</td> </tr> <tr> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td></td> <td></td> </tr> </table>	FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED				
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Possibility of identity confirmation

Recommended teaching units: 1

Learning parts

Title:	Identity confirmation via captcha, email, phone number and credit card																
Learning instruction:	<ul style="list-style-type: none"> • Introduce the topic of identity confirmation. • Discuss options for identity confirmation. • Demonstrate and discuss the following identity confirmation options: <ul style="list-style-type: none"> ○ Captcha ○ Email account ○ Telephone number ○ Credit card ○ Two-factor authentication • Introduce possible concepts and applications of digital certificates or biometrics for identity confirmation. • Compare these possibilities with common solutions such as simple captchas or two-factor authentication. • Discuss the differences between the various options and their advantages and disadvantages. 																
Further informationen:	CUMILA module "Security, Privacy and Data Protection"																
Competences:	<p>Safety Protecting devices</p> <table border="1" data-bbox="470 1160 1388 1209"> <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> <p>Protecting personal data and privacy</p> <table border="1" data-bbox="470 1294 1388 1344"> <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					FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED				
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Title:	Two-factor authentication																
Learning instruction:	<ul style="list-style-type: none"> • Explain the function and advantages of two-factor authentication. • If applicable, set up two-factor authentication in an online service or demonstrate the process of two-factor authentication.. 																
Further informationen:	CUMILA module "Security, Privacy and Data Protection"																
Competences:	<p>Safety Protecting devices</p> <table border="1" data-bbox="469 696 1386 745"> <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></td> </tr> </tbody> </table> <p>Protecting personal data and privacy</p> <table border="1" data-bbox="469 831 1386 880"> <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></td> </tr> </tbody> </table>	FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED					FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED				
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Challenges of the digital world

He/she knows risks that can affect our privacy and the security of our data and knows strategies to minimise these risks.

Learning units and learning modules:

Risks on the Internet

Recommended teaching units 2

- Risks on the net (An overview)
- Our data on the net (from data collectors)
- SPAM & Phishing
- Permissions of apps and software
- Security (Secure Passwords, Antivirus, Firewall)

Our data on the net

Recommended teaching units 3+

- The value of our data
- Terms of use
- From individualised advertising and monetisation
- Cookies
- Big Data

Learning aims

Knowledge	Skills	Competences
He/she can <ul style="list-style-type: none"> • identify common risks on the internet and know ways to minimise them. • describe the possible effects of knowingly or unknowingly publishing data on the internet. 	He/she is able to <ul style="list-style-type: none"> • understand the common risks and implement appropriate protective measures • recognise dangers and act accordingly. • Assess the value of their own data 	He/she is able to <ul style="list-style-type: none"> • take measures to increase the security of one's own data and privacy on the Internet • develop strategies to protect privacy and one's own data. • to deal with one's own data in a self-determined manner

Risks on the internet

Recommended teaching units: 2

Learning parts

Title:	Risks on the Internet (An Overview)																
Learning instruction:	<ul style="list-style-type: none"> • Together with the participants, draw up a list of risks on the internet. Collect known risks and add to the list if necessary. • Which risks have the participants already encountered? • How do the participants assess the risks? (in terms of frequency of occurrence and dangerousness of the impact). • Work out with the participants how the risks can be countered. • Individual risks can then be discussed in more detail. 																
Further information:	CUMILA module "Security, Privacy and Data Protection"																
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Title:	Our data on the net (from data collectors)								
Learning instruction:	<ul style="list-style-type: none"> • Discuss with the participants how personal data is transferred to the internet. Consider individual risks on the internet (e.g. data theft, phishing, etc.). • Discuss what big providers like Google and Facebook know about us. (If necessary, show the "My activities" sections at Google or the privacy settings at Facebook - see chapter 2.2.7) • Using the example of Strava (chapter 2.2.10), discuss that data can also unintentionally allow conclusions to be drawn about other factors or behaviour. • This learning module serves as an introduction to the topic "Data on the Net" and will be deepened later on. 								
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Title:	Spam & Phishing								
Learning instruction:	<ul style="list-style-type: none"> • Ask the participants about their knowledge of spam and phishing. • Evaluate the SPAM folder of an email box and discuss the SPAM emails in it. • Discuss the difference between SPAM and phishing. • Discuss phishing and show how phishing emails can be detected. • Learning material <ul style="list-style-type: none"> ◦ CUMILA Wiki Lesson c2L03 - Detecting Phishing 								
Further informationen:	CUMILA module "Security, Privacy and Data Protection"								
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Title:	App permissions								
Learning instruction:	<ul style="list-style-type: none"> • Ask the participants about their level of knowledge on the topic of app access rights. • Show how the access rights of apps can be checked and/or let the participants work on the topic via the exercise "Access rights of apps". • Discuss why individual apps need certain permissions and what risks are associated with them. • If necessary, have the participants research on the Internet or the app stores to find out which developer or company is behind individual apps. • Learning material <ul style="list-style-type: none"> ◦ CUMILA Wiki lesson c2L04 - Access rights of apps. 								
Further informationen:	CUMILA module "Security, Privacy and Data Protection"								
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Title:	Secure passwords								
Learning instruction:	<ul style="list-style-type: none"> • Ask participants about their passwords or how they use them. • Have participants research the most popular passwords. Discuss how simple passwords like "123456" are still among the most used passwords today. • Show ways to create secure passwords. • Learning material <ul style="list-style-type: none"> ○ CUMILA Wiki lesson c2L05 - Password security 								
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Our data on the web

Recommended teaching units: 3

Learning parts

Title:	The value of our data								
Learning instruction:	<ul style="list-style-type: none"> • Discuss with the participants what value their own personal data can have for third parties and why? • This learning unit is closely linked to the learning unit "Our data on the net (from data collectors)" in the previous chapter. • Learning material: <ul style="list-style-type: none"> ◦ CUMILA Wiki Lesson c3L01- The value of my data. ◦ CUMILA Wiki lesson c2L06 - Tell-tale receipt 								
Further informationen:	CUMILA module "Security, Privacy and Data Protection"								
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Title:	Data ownership II								
Learning instruction:	<ul style="list-style-type: none"> • Carry out the exercise "c2L01b- Ownership of data II". • Based on a scenario (GPS tracking in a car), possibilities of data use are discussed. Both positive and negative scenarios and the arguments of different actors will be examined. • This exercise leads into an open discussion on the topic of data use. • This learning module is closely linked to the learning module "Our data in the network (from data collectors)" of the previous chapter as well as the topic "Big Data". • Learning material: <ul style="list-style-type: none"> ◦ CUMILA Wiki Lesson c2L01b- Ownership of data II 								
Further informationen:	CUMILA module "Security, Privacy and Data Protection"								
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Title:	Terms of use								
Learning instruction:	<ul style="list-style-type: none"> • Ask the participants about their knowledge of the terms of use of individual online services they use. Have the participants ever read them and if not, why not? • Carry out the exercise and discuss the results in plenary afterwards. • Learning material <ul style="list-style-type: none"> ◦ CUMILA Wiki lesson c2L01 - Data ownership. 								
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Title:	Cookies								
Learning instruction:	<ul style="list-style-type: none"> • Ask the participants' level of knowledge about cookies. • Explain the concept of cookies and what they are used for. • Create a list of cookies and their use cases based on cookie notices on different websites. Show the technical background of cookies according to the worksheet. • Discuss with the participants to what extent you find the use of individual cookies questionable or harmless. • Analyse different cookie notices on different websites for their comprehensibility and user-friendliness. • Learning material <ul style="list-style-type: none"> ◦ CUMILA Wiki lesson c2L02 - Cookies. 								
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Title:	From individualised advertising and monetisation								
Learning instruction:	<ul style="list-style-type: none"> • Ask the participants' level of knowledge on the topic. • Collect ways in which website operators can earn money with their website. Evaluate the individual possibilities from the perspective of the website operator and the Internet user. • Explain the basic principle of advertising networks, affiliate programmes and individualised advertising. • Collect advantages and disadvantages of individualised advertising. • Learning material <ul style="list-style-type: none"> ○ CUMILA Wiki lesson c2L06 - Tell-tale receipt. ○ CUMILA Wiki lesson c2L07 - Personalised advertising. 								
Further informationen:	CUMILA module "Security, Privacy and Data Protection"								
Competences:	<p>Safety Protecting personal data and privacy</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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Title:	Big Data								
Learning instruction:	<ul style="list-style-type: none"> • <i>Note: Big Data is a very comprehensive topic. The basics can be discussed in one lesson. If the topic is to be dealt with in more detail, 2 or more teaching units should be planned.</i> • Ask the participants what they know about big data. • Discuss in which areas "Big Data" is used. • Discuss the advantages and disadvantages using the example of a bonus programme of a health insurance company. • Discuss further risks based on the concept of so-called social credit systems. • Learning material <ul style="list-style-type: none"> ○ CUMILA Wiki lesson c2L08 - Big Data ○ CUMILA Wiki Lesson c2L01b- Ownership of Data II 								
Further informationen:	CUMILA module "Security, Privacy and Data Protection"								
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My data, my rights

He/she knows his/her rights in relation to his/her personal data and can exercise these rights.

Learning units and learning modules:

Who owns my data?

Recommended learning units 2

Who owns data?

Personal rights vs. the Internet

Data protection

Recommended teaching units 1

The European General Data Protection Regulation

Data protection outside the EU

Learning aims

Knowledge	Skills	Competences
He/She <ul style="list-style-type: none"> • knows the basic principles of the European General Data Protection Regulation (GDPR) • knows its own rights arising from the GDPR. • knows the limits of the GDPR and the risks of data processing outside the EU 	He/She is able to <ul style="list-style-type: none"> • to make use of his or her rights granted by the GDPR.. 	He/She is able to <ul style="list-style-type: none"> • determine the data protection risks of using a particular provider.

Who owns my data?

Recommended teaching units: 2

Learning parts

Title:	Who owns my data?								
Learning instruction:	<ul style="list-style-type: none"> • Explore the question of who owns the data or who has the right to use the data. • Discuss to what extent we even know that data is being collected about us. • Learning material <ul style="list-style-type: none"> ○ CUMILA Wiki Lesson c3L01 - The value of my data 								
Further informationen:	CUMILA module "Security, Privacy and Data Protection"								
Competences:	<p>Safety Protecting personal data and privacy</p> <table border="1" style="width: 100%; text-align: center;"> <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></td> <td></td> </tr> </tbody> </table>	FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED				
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Title:	Personal rights on the net								
Learning instruction:	<ul style="list-style-type: none"> • Discuss the following topics based on the video "Tekknoviking" <ul style="list-style-type: none"> ○ Personal rights ○ Right to one's own image ○ Data ownership and data sovereignty ○ Deletion of data from the internet ○ Further processing (remix) of data ○ Dissemination of data on the Internet • Learning material <ul style="list-style-type: none"> ○ CUMILA Wiki lesson c3L01b - My data, my rights? 								
Further informationen:	CUMILA module "Security, Privacy and Data Protection"								
Competences:	<p>Safety Protecting personal data and privacy</p> <table border="1" style="width: 100%; text-align: center;"> <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></td> <td></td> </tr> </tbody> </table>	FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED				
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Data protection

Recommended teaching units: 1

Learning parts

Title:	The European General Data Protection Regulation											
Learning instruction:	<ul style="list-style-type: none"> • Discuss the basic principle of the GDPR. • Discuss and debate the obligations of companies towards the individuals whose data is collected. • Discuss and debate the rights of data subjects. • Learning material <ul style="list-style-type: none"> ○ CUMILA Wiki Lesson c3L02 - General Data Protection Regulation 											
Further information:	CUMILA module "Security, Privacy and Data Protection"											
Competences:	Safety Protecting personal data and privacy <table border="1" style="width: 100%; text-align: center;"> <tr> <td>FOUNDATION</td> <td>INTERMEDIATE</td> <td>ADVANCED</td> <td>HIGHLY SPECIALISED</td> </tr> <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> </table>				FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED				
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Title:	Data protection outside the EU											
Learning instruction:	<ul style="list-style-type: none"> • Discuss and debate the risks of processing data outside the EU. • Present the list of countries with a so-called adequacy decision. • Discuss the issues with companies in third countries (e.g. the USA). (In the case of the USA, specifically with regard to national laws such as the Patriot Act or Cloud Act). • Discuss and debate the rights of data subjects. 											
Further information:	CUMILA module "Security, Privacy and Data Protection"											
Competences:	Safety Protecting personal data and privacy <table border="1" style="width: 100%; text-align: center;"> <tr> <td>FOUNDATION</td> <td>INTERMEDIATE</td> <td>ADVANCED</td> <td>HIGHLY SPECIALISED</td> </tr> <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> </table>				FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED				
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