



CUMILA Curriculum

FAMILIES AND DIGITAL MEDIA

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 “Families and digital media”

Overview about the learning topics

Introducing Children to Digital Skills

recommended class units: 10

- Overview of Digital Skills
- Working in Teams
- Learning
- Creative and Critical Thinking
- Intercultural Competences
- Basics of Digital Technologies

Accompanying Children Using Digital Media

recommended class units: 10

- Age-appropriate Media Usage
- Risks for Children and Young People on the Net
- Data Protection & Privacy
- Protection Against Online Sexual Assault
- Accompanying Chats
- Accompanying Social Media
- Accompanying Gaming



Introducing Children to Digital Skills

He / She knows the basic digital skills and is able to introduce children to the 5 core digital skills in a playful way, individually or in groups.

Learning units and learning parts:

recommended class units 12

- Overview of Digital Skills
- Working in Teams
- Learning
- Creative and Critical Thinking
- Intercultural Competences
- Basics of Digital Technologies

Learning aims

Knowledge	Skills	Competence
He/She knows <ul style="list-style-type: none"> • the effects of digital transformation on the future world of labour and business • the digital core competencies • Areas of application in everyday life and exercises suitable for children to train core competencies • Software and tools for training the core competencies 	He/She can <ul style="list-style-type: none"> • Set up and guide learning software and tools 	He/She is able <ul style="list-style-type: none"> • To introduce children to the 5 digital core competencies in a playful way in everyday life • Select exercises based on children's prior knowledge • To guide children individually or in groups in exercises and to give age-appropriate feedback

Introducing Children to Digital Skills - Learning parts

recommended class units: 12

Learning parts

Title:	Overview of digital skills								
Learning instruction:	<ul style="list-style-type: none"> • Introduce the 5 digital core competencies • Explain the principles of accompanying children using digital media • Understand the transformation of the work and why digital competences will be more relevant in the future 								
Further information:	CUMILA Module "Families and Digital Media" Introduction CUMILA Module "Families and Digital Media" > Chapter "Introducing Children to Digital Skills" > Introduction								
Competences:	<p>Problem solving Identifying digital competence gaps</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></td> <td></td> <td></td> </tr> </tbody> </table>	FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED				
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Title:	Working in Teams																								
Learning instruction:	<ul style="list-style-type: none"> • Explain the origins of teamwork • Explain how Information Technology influenced teamwork in 20th Century • Understand why teamwork is becoming more and more important • Learn methods to train teamwork playfully • Understand how families serve as a space to train team competences 																								
Further information:	CUMILA Module "Families and Digital Media", Chapter "Introducing Children to Digital Skills" > Working in Teams CUMILA Module „Communication and Collaboration"																								
Competences:	<p>Communication and collaboration Interacting 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></td> <td></td> <td></td> </tr> </tbody> </table> <p>Collaborating 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></td> <td></td> <td></td> </tr> </tbody> </table> <p>Netiquette</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></td> <td></td> <td></td> </tr> </tbody> </table>	FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED					FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED					FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED				
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Title:	Learning								
Learning instruction:	<ul style="list-style-type: none"> • Understand how the knowledge explosion changes learning in school and at work • Basic concepts of learning • Understand how learning basically works • Basics of teaching and learning methods • Basics of media-based learning • Introduction to methods of digital teaching 								
Further information:	CUMILA Module "Families and Digital Media", Chapter "Introducing Children to Digital Skills" > Learning"								
Competences:	<p>Problem solving Identifying digital competence gaps</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></td> <td></td> <td></td> </tr> </tbody> </table>	FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED				
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Title:	Creative and Critical Thinking																
Learning instruction:	<ul style="list-style-type: none"> • Understand what creativity is • Understand what critical thinking is • How to motivate creativity in play • Methods for learning critical thinking in everyday life 																
Further information:	CUMILA Module "Families and Digital Media", Chapter "Introducing Children to Digital Skills" > Creative and Critical Thinking																
Competences:	<p>Information and data literacy Evaluating data, information and digital content</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></td> <td></td> <td></td> </tr> </tbody> </table> <p>Problem solving Creatively using 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></td> <td></td> <td></td> </tr> </tbody> </table>	FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED					FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED				
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Title:	Intercultural Competences			
Learning instruction:	<ul style="list-style-type: none"> • Understand why intercultural competences will be more relevant in the future • How to learn foreign languages online • How children and young people can use digital media to exchange internationally 			
Further information:	CUMILA Module "Families and Digital Media", Chapter "Introducing Children to Digital Skills" > Intercultural Competences			
Competences:	Communication and collaboration Interacting through digital technologies			
	FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED

Title:	Basics of Digital Technologies			
Learning instruction:	<ul style="list-style-type: none"> • How to explore devices and hardware functions with children • How to explore software together with children • How children and young people can learn the basics of programming 			
Further information:	CUMILA Module "Families and Digital Media", Chapter "Introducing Children to Digital Skills" > Basics of Digital Technologies			
Competences:	Digital content creation Programming			
	FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED
	Problem solving Solving technical problem			
	FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED
	Creatively using digital technologies			
	FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED

Accompanying Children Using Digital Media

He/she can guide children in the use of digital media.

Learning units and learning parts:

recommended class units 12

- Overview of Digital Skills
- Working in Teams
- Learning
- Creative and Critical Thinking
- Intercultural Competences
- Basics of Digital Technologies

Learning aims

Knowledge	Skills	Competence
<p>He/She knows</p> <ul style="list-style-type: none"> • Basics of age-appropriate media usage • Risks for children and young people online • Basics of data protection and privacy for children • Basic functionality of chat, social media, and video games • Security functions for children on devices and in apps 	<p>He/She can</p> <ul style="list-style-type: none"> • Set up apps that control access to devices and apps in an age-appropriate way. • Configure devices to be age-appropriate for use. • Check privacy settings and adjust them to suit the age of the user. 	<p>He/She is able to</p> <ul style="list-style-type: none"> • Assess the development of children and young people and shape media use accordingly. • Gradually lead children and adolescents to independent usage of digital media. • Gather information about new offerings and evaluate them for his or her child. • Sensitize children to risks and work out options for action • Examine digital offerings from the perspective of data protection for children

Accompanying Children Using Digital Media – learning parts

recommended class units: 12

Learning parts

Title:	Age-appropriate Media Usage																
Learning instruction:	<ul style="list-style-type: none"> • Explain how digital media address basic human needs • Explain how to distinguish whether heavy usage of digital media is a sign of addiction or just a passionate hobby • Show methods how to set up rules for digital media usage in the family • Explain what is an appropriate use of digital media for which age group • Show basic tools how digital media usage can be technically limited 																
Further information:	CUMILA Module "Families and Digital Media" > Chapter "Accompanying Children Using Digital Media" > Age-appropriate Media Usage																
Competences:	<p>Safety Protecting devices</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></td> <td></td> </tr> </tbody> </table> <p>Protecting health and well-being</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></td> <td></td> </tr> </tbody> </table>	FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED					FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED				
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Title:	Risks for Children and Young People on the Net																																								
Learning instruction:	<ul style="list-style-type: none"> • Explain basic psychological problems that may arise from digital media usage, how to detect if children are affected and where to get help • Basics of social risks caused by digital media usage, like bullying, how to detect if children are affected and where to get help • Basics of physical risks of digital media usage for children and how to prevent them and where to get help • Basics of legal violations in the online world that children might be in danger of committing or becoming a victim. 																																								
Further information:	CUMILA Module "Families and Digital Media" > Chapter "Accompanying Children Using Digital Media" > Risks for Children and Young People on the Net																																								
Competences:	<p>Communication and collaboration Interacting through digital technologies</p> <table border="1" data-bbox="469 837 1386 887"> <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></td> <td></td> <td></td> </tr> </tbody> </table> <p>Netiquette</p> <table border="1" data-bbox="469 972 1386 1021"> <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></td> <td></td> <td></td> </tr> </tbody> </table> <p>Managing digital identity</p> <table border="1" data-bbox="469 1106 1386 1155"> <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></td> <td></td> <td></td> </tr> </tbody> </table> <p>Safety Protecting personal data and privacy</p> <table border="1" data-bbox="469 1263 1386 1312"> <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></td> <td></td> <td></td> </tr> </tbody> </table> <p>Protecting health and well-being</p> <table border="1" data-bbox="469 1397 1386 1447"> <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></td> <td></td> <td></td> </tr> </tbody> </table>	FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED					FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED					FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED					FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED					FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED				
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Title:	Data Protection & Privacy																
Learning instruction:	<ul style="list-style-type: none"> • Making data tracking visible in order to create sensitivity • Basics of the EU data protection rights • Methods to protect privacy and personal data • Raising awareness of risks of digital data usage 																
Further information:	CUMILA Module "Families and Digital Media" > Chapter "Accompanying Children Using Digital Media" > Data Protection & Privacy																
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> <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></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED					FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED				
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Title:	Protection Against Online Sexual Assault																								
Learning instruction:	<ul style="list-style-type: none"> • Basics about types of sexual assaults online • Identifying strategies of cybergrooming, learning how to talk to children about the risks and how to give them means to protect themselves • Identifying strategies of romance or sextortion scam 																								
Further information:	CUMILA Module "Families and Digital Media" > Chapter "Accompanying Children Using Digital Media" > Protection Against Online Sexual Assault																								
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> <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></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Protecting health and well-being</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					FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED					FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED				
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Title:	Accompanying Chats																																																																
Learning instruction:	<ul style="list-style-type: none"> • How to select appropriate chat programs • How to introduce children to chat usage • Chat functions in programs • Customizing chat and messenger settings for children • Family rules for using chats 																																																																
Further information:	<p>CUMILA Module "Families and Digital Media", Chapter "Accompanying Children Using Digital Media"</p> <ul style="list-style-type: none"> • > Accompanying Social Media • > Age-appropriate Media Usage • > Risks for Children and Young People on the Net • > Data Protection & Privacy 																																																																
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