

# DIGITAL COMPETENCE SYLLABUS

**Project CUHEKO: Through culinary heritage to key  
competences**

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## 1. Introduction

This document presents a syllabus for a professional development course for Adult Educators in digital competence. The syllabus has been developed within the Erasmus+ Project *Through Culinary Heritage to Key Competences (CUHEKO)*, also known as *The Kitchen of Skills*. Its purpose is to provide a framework for the development of online teaching materials that develop digital competence as one of key competences through a range of topics and activities related to culinary heritage. The objectives of this syllabus derive from a literature review and a needs analysis conducted at the initial stages of the project and published in the CUHEKO (in press) report.

## 2. Literacy

Digital competence is one of nine key competences identified by the European Commission as essential for individual's everyday life. In the Council Recommendation (The Council of the European Union 2018, 9-10), digital competence is defined that:

digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.

At the knowledge level, it is important for individuals to understand how digital technologies can support communication and creativity, while being aware of the opportunities, effects, limitations and risks that technology entails. It is important to understand the principles behind digital technologies and to know how to operate and use devices and software. At the skill level, it is important for individuals to be able to use digital technologies as tools to support participation, active citizenship and creativity, for example in order to achieve personal and social goals. Essential to digital skills is the ability to use, access, select, evaluate, create, manage, share and protect digital content, information, and identities. At the level of attitude, digital technologies and content require individual consideration and criticality, as well as an open, curious and forward-looking attitude. (The Council of the European Union 2018, 9-10.)

The following grid provides a summary of elements enumerated by Commission as necessary for digital competence

<b>Digital</b>	Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society.	information and data literacy, communication and collaboration ● media literacy ● digital content creation (including programming) ● safety (including digital well-being and competences related to cybersecurity) ● intellectual property related questions ● problem solving ● critical thinking ● understand how digital technologies can support communication, creativity and innovation ● being aware of their opportunities, limitations, effects and risks ● understanding the general
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		<p>principles, mechanisms and logic underlying evolving digital technologies ● knowledge of the basic function and use of different devices, software, and networks ● ability to critically evaluate the validity, reliability and impact of information and data made available by digital means ● being aware of the legal and ethical principles involved in engaging with digital technologies</p> <p><b>attitude:</b> reflective and critical, yet curious, open-minded and forward-looking</p>
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### 3. Needs of Adult Educators: CUHEKO Analysis

In order to prepare a syllabus for a course for Adult Educators of literacy, the CUHEKO team conducted a needs analysis in each of the participating countries: Finland, Cyprus, Poland and Slovenia.

The survey and the literature revealed the challenges that adult educators have faced in teaching selected key competences for lifelong learning and how they have solved the challenges they face in teaching.

Digital competence is recognized important in all participating countries. The analysis showed that digital competence had the greatest impact on teaching in Slovenia and least in Cyprus, although there were no significant differences between countries.

The biggest challenge in teaching digital skills was varied skills level of trainees (37%). This was evident in every participating country, most strongly in Poland and Finland. The second biggest challenge for adult educators was fear of using technology, with Poland the highest (33%) and the least Finland (11%). The third challenge was the insufficient technical structure, with Cyprus (25%) and least in Slovenia (8%).

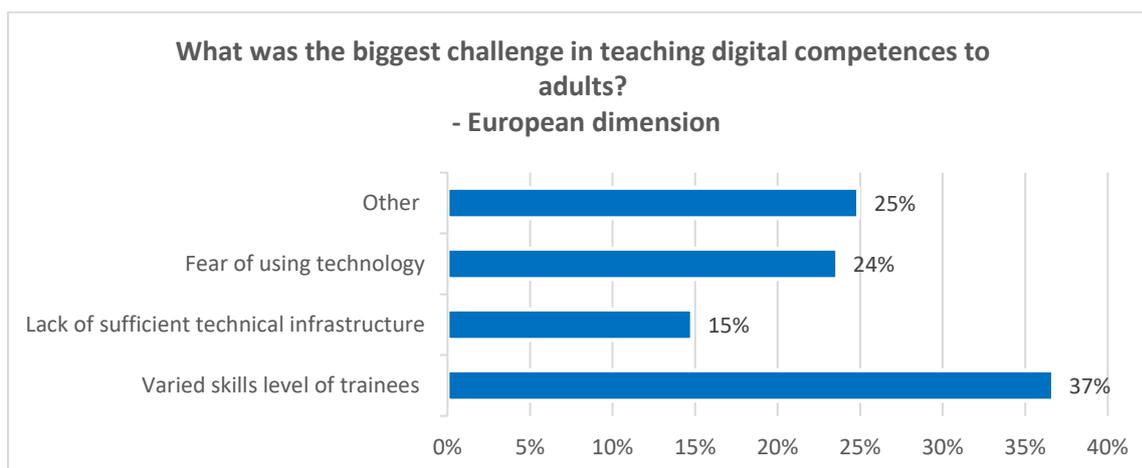


Figure 33: Greatest challenge in teaching digital competence.

## 4. Course Aims and Learning Outcomes

### Approach to teaching:

1. competence as a subject (teaching what “digital” is)
2. methodology of teaching digitality
3. tasks/materials to practise, with a possibility to adapt by users
  - Text
  - Visual
  - Audio/video

### Aim(s) and Objectives:

The main aim of the Digital Competence Course is to provide professional development for Adult Educators in the field of digital competence.

### Learning Outcomes

Having successfully completed the course, the participants/learners (AEs).

1. have the knowledge of
  - how digital technologies support creativity and communication with others
  - opportunities and risks of digital technologies
  - seeking and evaluating of information
  - use of various devices, basic software, networks and social media and what they are for
  - legal and ethical principles (copyright etc.)
2. are able to
  - use general digital technologies to support participation and communication with others
  - seek, use, evaluate, create and share digital content
  - seek and evaluate information
  - manage and protect information, content and digital identities.
  - manage legal and ethical principles
  - recognize and engage with software, devices, networks and social media
  - use basic devices, software, networks and social media
3. have enhanced their
  - critical approach to the reliability and impact of information
  - willingness to use digital technologies in more reflective, critical, open-minded and forward-looking attitude
  - understanding of need to use of digital tools in more ethical, safe and responsible way

**Digital Competence** – involves confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society

<p><b>Duration:</b> 6 modules = 9 hrs (12 x 45 mins)</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• how digital technologies support creativity and communication with others</li> <li>• opportunities and risks of digital technologies</li> <li>• seeking and evaluating of information</li> <li>• use of various devices, basic software, networks and social media and what they are for</li> <li>• legal and ethical principles (copyright etc.)</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• use general digital technologies to support participation and communication with others</li> <li>• seek, use, evaluate, create and share digital content</li> <li>• seek and evaluate information</li> <li>• manage and protect information, content and digital identities.</li> <li>• manage legal and ethical principles</li> <li>• recognize and engage with software, devices, networks and social media</li> <li>• use basic devices, software,</li> </ul>	<p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>• willingness to use digital technologies in more reflective, critical, open-minded and forward-looking attitude</li> <li>• understanding of need to use of digital tools in more ethical, safe and responsible way</li> <li>• critical approach to the reliability and impact of information</li> </ul>
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		networks and social media	
<b>Module 1: Culinary information search</b> (90 mins)			
<b>Aims:</b>			
<ul style="list-style-type: none"> <li>• to increase information about different search engines</li> <li>• to improve learners' ability to use search engines to find texts, photos and videos</li> <li>• to increase learners' criticality by improving their ability to compare / evaluate information from different sources</li> <li>• to improve learners' ability to assess the reliability of information</li> </ul>			
<b>Pedagogy / Methodological Commentary:</b> Provide information on the use of search engines, different kind of search result types and practical tasks related to use of search engines.			
<p><b>Task 1: Search engines (15 mins)</b></p> <p>Step 1. Participants perform the same keyword search on two different search engines, for example Google and Bing.</p> <p>Step 2. Participants will be able to view different types of search engine generated links, such as video link, image link, article link, recipe link etc. Participants will visit the site behind each link.</p> <p>Step 3. For each link, it is up to the student to choose from the drop-down menu options what the link is and why. For example, this is a Youtube link because the search result is a video or this is a recipe link as the link will lead to a website that shows ingredients and instructions of some dish. The right answers will be given.</p>	<ul style="list-style-type: none"> <li>• seeking and evaluating of information</li> </ul>	<ul style="list-style-type: none"> <li>• seek, use, evaluate, create and share digital content</li> <li>• seek and evaluate information</li> <li>• ability to critically evaluate the validity, reliability and impact of information and data made available by digital means</li> <li>• use basic softwares for information search</li> </ul>	<ul style="list-style-type: none"> <li>• reflective and critical</li> <li>• open-minded</li> <li>• critical thinking</li> </ul>
<p><b>Task 2: Searching for reliable recipe (20 mins)</b></p> <p>Step 1. Participants use the search engine of their choice and search recipes for Russian Blini.</p>	<ul style="list-style-type: none"> <li>• seeking and evaluating of information</li> </ul>	<ul style="list-style-type: none"> <li>• seek, use, evaluate, create and share digital content</li> <li>• seek and evaluate information</li> </ul>	<ul style="list-style-type: none"> <li>• reflective and critical</li> <li>• open-minded</li> <li>• critical thinking</li> </ul>

<p>Step 2. They take a look at three different recipes for what kind of ingredients Russian blinis' contain</p> <p>Step 3. They examine the recipes they have given on learning platform and choose the right one (which you can use to make real blinis).</p>			
<p><b>Task 3: Combining and presenting culinary information (45 mins)</b></p> <p>Step 1. Participants choose either lasagna or blini recipe from the previous tasks (task 1 or task 2).</p> <p>Step 2. They search:</p> <ul style="list-style-type: none"> <li>- more information about this dish from the internet (for example origin of the food portion, variations etc.)</li> <li>- stock image or making of video of this dish (use for example from Pixabay or Youtube). They must choose the ones that will show the photographer or video creator.</li> </ul> <p>Step 3. They make a audio-visual presentation which contains recipe, more detailed information and photo or video and download your presentation to Moodle.</p> <p>The participant will receive a performance mark when uploading the answer (presentation) to learning platform.</p>	<ul style="list-style-type: none"> <li>• how digital technologies support creativity</li> <li>• seeking and evaluating of information</li> <li>• use of various devices, basic software, networks and social media and what they are for</li> </ul>	<ul style="list-style-type: none"> <li>• seek, use, evaluate, create and share digital content</li> <li>• seek and evaluate information</li> <li>• use basic devices, software, networks and social media</li> <li>• manage legal and ethical principles</li> </ul>	<ul style="list-style-type: none"> <li>• reflective and critical</li> <li>• open-minded</li> </ul>
<p><b>Task 4: Test (10 mins)</b></p> <p>Participants will run a short test on search engines and search results.</p>	<ul style="list-style-type: none"> <li>• seeking and evaluating of information</li> </ul>	<ul style="list-style-type: none"> <li>• seek, use, evaluate, create and share digital content</li> <li>• seek and evaluate information</li> </ul>	<ul style="list-style-type: none"> <li>• reflective and critical</li> <li>• open-minded</li> </ul>
<p><b>Module 2: Kitchen checklist - Legal and ethical principles (90 mins)</b></p>			
<p><b>Aim(s):</b></p> <ul style="list-style-type: none"> <li>• to increase knowledge of copyright in digital materials</li> </ul>			

<ul style="list-style-type: none"> <li>to increase knowledge of borrowing source materials</li> <li>to introduce to the ethical rules of the digital world</li> </ul>			
<p><b>Pedagogy / Methodological Commentary:</b> Provide information on copyright and related licences, the right types of referrals to digital content and general legal and ethical principles related to the digital world. Practical tasks to the topic.</p>			
<p><b>Task 1: Clarifying copyrights (35 mins)</b> Participants become familiar with the text of the CC-license and complete the text assignment (fill in).</p>	<ul style="list-style-type: none"> <li>awareness of the legal and ethical principles of digital content</li> </ul>	<ul style="list-style-type: none"> <li>manage and protect information, content and digital identities.</li> <li>manage legal and ethical principles</li> </ul>	<ul style="list-style-type: none"> <li>reflective and critical</li> </ul>
<p><b>Task 2: CC-license in a culinary way (30 mins)</b> Participants become familiar with the CC-license text and infographic. They will be given case examples and they must choose the correct answer from the options provided.</p>	<ul style="list-style-type: none"> <li>awareness of the legal and ethical principles of digital content</li> </ul>	<ul style="list-style-type: none"> <li>manage and protect information, content and digital identities.</li> <li>manage legal and ethical principles</li> </ul>	<ul style="list-style-type: none"> <li>reflective and critical</li> </ul>
<p><b>Task 3: Kitchen checklist (15 mins)</b> Participants become familiar with the text of borrowing digital materials. They are given text and picture examples. They answer the true or false questions about the examples, based on what they have learned from the source material.</p>	<ul style="list-style-type: none"> <li>awareness of the legal and ethical principles of digital content</li> </ul>	<ul style="list-style-type: none"> <li>manage and protect information, content and digital identities.</li> <li>manage legal and ethical principles</li> </ul>	<ul style="list-style-type: none"> <li>reflective and critical</li> </ul>
<p><b>Task 4: Test (10 mins)</b> The participants do a short test to check if they have learned basic legal and ethical principles</p>	<ul style="list-style-type: none"> <li>awareness of the legal and ethical principles of digital content</li> </ul>	<ul style="list-style-type: none"> <li>manage and protect information, content and</li> </ul>	<ul style="list-style-type: none"> <li>reflective and critical</li> </ul>

		digital identities. <ul style="list-style-type: none"> <li>manage legal and ethical principles</li> </ul>	
<b>Module 3: 'Kitchen tools' - use of devices, software and programs (metaphorical use to link with the theme)</b> (90 mins)			
<b>Aim(s):</b>			
<ul style="list-style-type: none"> <li>to increase knowledge of different programs and software and their use</li> <li>to enhance common techniques for using programs and tools</li> <li>learn how to produce and distribute materials in different formats</li> </ul>			
<b>Pedagogy / Methodological Commentary:</b> Provide information on various programs and applications for use and process text, numbers and images, and combining them into digital presentations. Practical tasks to the topic.			
<p><b>Task 1: Programs as kitchen tools (10 mins)</b> In the virtual kitchen, students learn about various kitchen utensils (in other words programs and software) and think about how to use them in cooking.</p> <p>From the options, they choose the ones that are suitable for finding recipes, writing recipes, calculating ingredients / quantities, editing recipes and presenting recipes to others</p>	<ul style="list-style-type: none"> <li>how digital technologies support creativity and communication with others</li> <li>use of various devices, basic software, networks and social media and what they are for</li> </ul>	<ul style="list-style-type: none"> <li>use general digital technologies to support participation and communication with others</li> <li>recognize and engage with software, devices, networks and social media</li> <li>use basic devices, software, networks and social media</li> </ul>	<ul style="list-style-type: none"> <li>reflective</li> <li>open-minded</li> <li>forward-looking</li> </ul>
<p><b>Task 2: Planning for menu (15 mins)</b> Participants plan a menu for themselves for a weekend with 3-4 meals each day of the options that are given. They write the menu down and fill it to the learning platform.</p>	<ul style="list-style-type: none"> <li>use of various devices, basic software, networks and social media and what they are for</li> </ul>	<ul style="list-style-type: none"> <li>recognize and engage with software, devices, networks and social media</li> </ul>	<ul style="list-style-type: none"> <li>open-minded and curious</li> </ul>

<p>For planning and writing menu participants may use for example free Open Office -programmes (Google Docs, Apache, Libre office).</p>		<ul style="list-style-type: none"> <li>• use basic devices, software, networks and social media</li> </ul>	
<p><b>Task 3: Cuisine journey (45 mins)</b> Participants choose one of the world's cuisines and write and illustrate a food journey for themselves.</p> <p>For planning, writing and illustrating this journey participants may use for example free Open Office -programmes (Google Docs, Apache, Libre office..) and free photostocks (Pixabay, Pexels, Unsplash..)</p> <p>The participant will receive a performance mark when uploading the answer to learning platform.</p>	<ul style="list-style-type: none"> <li>• how digital technologies support creativity and communication with others</li> <li>• use of various devices, basic software, networks and social media and what they are for</li> </ul>	<ul style="list-style-type: none"> <li>• recognize and engage with software, devices, networks and social media</li> <li>• use basic devices, software, networks and social media</li> </ul>	<ul style="list-style-type: none"> <li>• open-minded and curious</li> <li>• reflective</li> </ul>
<p><b>Task 4: Kitchen costs (10 mins)</b> Step 1: Participants go for shopping in "online store" and choose products for their shopping cart based on the recipe they have been given. They have only limited amount of resources, so it has to be within their budget. They will be given a list of products with their unit prices.</p> <p>Step 2: They calculate the total price of the whole dish.</p> <p>Step 3: A total of 4 people eat the dish. Participants calculate the total cost per serving.</p> <p>For calculating prices and total cost per serving participants may use for example free Open Office -programmes which offer spreadsheet program (Google Sheets, Open office, Libre office..).</p> <p>After that participants choose right answers for step 2 and 3 from multiple choices.</p>	<ul style="list-style-type: none"> <li>• use of various devices, basic software, networks and social media and what they are for</li> </ul>	<ul style="list-style-type: none"> <li>• recognize and engage with software, devices, networks and social media</li> <li>• use basic devices, software, networks and social media</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• critical</li> <li>• open-minded and curious</li> </ul>
<p><b>Task 5: Test (10 mins)</b></p>	<ul style="list-style-type: none"> <li>• how digital technologies support</li> </ul>	<ul style="list-style-type: none"> <li>• use general digital</li> </ul>	<ul style="list-style-type: none"> <li>• critical</li> <li>• open-minded</li> </ul>

	<p>creativity and communication with others</p> <ul style="list-style-type: none"> <li>• use of various devices, basic software, networks and social media and what they are for</li> </ul>	<p>technologies to support participation and communication with others</p> <ul style="list-style-type: none"> <li>• recognize and engage with software, devices, networks and social media</li> <li>• use basic devices, software, networks and social media</li> </ul>	
<p><b>Modules 4 and 5: Social media and digital content creation (180 mins)</b></p>			
<p><b>Aim(s):</b></p> <ul style="list-style-type: none"> <li>• to enhance knowledge of social media</li> <li>• to teach how to use social media properly and safety</li> <li>• to increase using, creating and sharing digital contents</li> </ul>			
<p><b>Pedagogy / Methodological Commentary:</b> Provide information on social media applications, behavior in social media (including safe and ethical use), content creation and social media content types and functional content sharing in digital form. Practical tasks to the topic.</p>			
<p><b>Task 1: Social media channels I (15 mins)</b> Participants will be introduced to essential social media channels. They should be able to combine the right logo, channel and description of the channel.</p>	<ul style="list-style-type: none"> <li>• how digital technologies support creativity and communication with others</li> <li>• use of various devices, basic software, networks and</li> </ul>	<ul style="list-style-type: none"> <li>• seek, use, evaluate, create and share digital content</li> <li>• recognize and engage with</li> </ul>	<ul style="list-style-type: none"> <li>• reflective</li> <li>• open-minded</li> <li>• forward-looking</li> </ul>

	<p>social media and what they are for</p>	<p>software, devices, networks and social media</p> <ul style="list-style-type: none"> <li>• use basic devices, software, networks and social media</li> </ul>	
<p><b>Task 2: Social media channels II (15 mins)</b> Participants select and explore three channels from previous task. They write on the platform which channels they chose and why. Aim is get to know different channels that may be useful to participants themselves.</p> <p>The participant will receive a performance mark when uploading the answer to learning platform.</p>	<ul style="list-style-type: none"> <li>• how digital technologies support creativity and communication with others</li> <li>• use of various devices, basic software, networks and social media and what they are for</li> </ul>	<ul style="list-style-type: none"> <li>• seek, use, evaluate, create and share digital content</li> <li>• recognize and engage with software, devices, networks and social media</li> </ul>	<ul style="list-style-type: none"> <li>• curious</li> <li>• open-minded</li> </ul>
<p><b>Task 3: Social media posts (15 mins)</b> Participants will be provided with examples of social media posts made to different channels. Based on the materials and options provided, they should determine which post belongs to which channel.</p>	<ul style="list-style-type: none"> <li>• how digital technologies support creativity and communication with others</li> <li>• use of various devices, basic software, networks and social media</li> </ul>	<ul style="list-style-type: none"> <li>• use general digital technologies to support participation and communication with others</li> <li>• recognize and engage with software, devices,</li> </ul>	<ul style="list-style-type: none"> <li>• curious</li> <li>• ope-minded</li> <li>• forward-looking</li> </ul>

	and what they are for	networks and social media	
<p><b>Task 4: Culinary podcast (30 mins)</b> Participants will listen a food/culinary related podcast which is embedded to learning platform. They also get to know the information on the structure of good podcast (storytelling). After that, they answer true or false statements based on what they have learned.</p>	<ul style="list-style-type: none"> <li>• how digital technologies support creativity and communication with others</li> <li>• use of various devices, basic software, networks and social media and what they are for</li> </ul>	<ul style="list-style-type: none"> <li>• seek, use, evaluate, create and share digital content</li> <li>• recognize and engage with software, devices, networks and social media</li> <li>• use basic devices, software, networks and social media</li> </ul>	<ul style="list-style-type: none"> <li>• open-minded</li> <li>• curios</li> <li>• forward-looking</li> </ul>
<p><b>Task 5: Food memories (45 mins)</b> Participants will explore the list of food blogs based on their interests. They write a blog post about their food-related memories and download it to the learning platform.  The participant will receive a performance mark when uploading the answer to learning platform.</p>	<ul style="list-style-type: none"> <li>• how digital technologies support creativity and communication with others</li> <li>• use of various devices, basic software, networks and social media and what they are for</li> </ul>	<ul style="list-style-type: none"> <li>• use general digital technologies to support participation and communication with others</li> <li>• seek, use, evaluate, create and share digital content</li> </ul>	<ul style="list-style-type: none"> <li>• open-minded</li> <li>• curios</li> <li>• forward-looking</li> </ul>
<p><b>Task 6: Cooking video (45 mins)</b> Participants check out the principles/tips of digital storytelling provided (infographic). They film a short cooking video (couple of minutes) and upload it to learning platform.</p>	<ul style="list-style-type: none"> <li>• how digital technologies support creativity and communication with others</li> <li>• use of various devices, basic</li> </ul>	<ul style="list-style-type: none"> <li>• use general digital technologies to support participation and</li> </ul>	<ul style="list-style-type: none"> <li>• open-minded</li> <li>• curios</li> <li>• forward-looking</li> </ul>

<p>The participant will receive a performance mark when uploading the video to learning platform.</p>	<p>software, networks and social media and what they are for</p>	<p>communication with others</p> <ul style="list-style-type: none"> <li>• seek, use, evaluate, create and share digital content</li> <li>• recognize and engage with software, devices, networks and social media</li> <li>• use basic devices, software, networks and social media</li> </ul>	
<p><b>Task 7: Test (15 mins)</b> Participants fill in the crossword puzzle with social media related words based on what they have learned in previous tasks.</p>	<ul style="list-style-type: none"> <li>• how digital technologies support creativity and communication with others</li> <li>• use of various devices, basic software, networks and social media and what they are for</li> </ul>	<ul style="list-style-type: none"> <li>• recognize and engage with software, devices, networks and social media</li> <li>• use basic devices, software, networks and social media</li> </ul>	<ul style="list-style-type: none"> <li>• open-minded</li> <li>• curios</li> <li>• forward-looking</li> </ul>
<p><b>Module 6: Risks of digital technologies</b> (90 mins)</p>			
<p><b>Pedagogy / Methodological Commentary:</b> Provide information on safe use of Internet and social media, technologies and typical risks. Practical tasks to the topic.</p>			

<p><b>Task 1: Password recipe (20 mins)</b> How to create a secure password? Participants will learn the ‘recipe’ for a good password and answer multiple choice questions based on what they have learned.</p>	<ul style="list-style-type: none"> <li>opportunities and risks of digital technologies</li> </ul>	<ul style="list-style-type: none"> <li>manage and protect information, content and digital identities</li> </ul>	<ul style="list-style-type: none"> <li>reflective and critical</li> <li>forward-looking</li> </ul>
<p><b>Task 2: Private kitchen (20 mins)</b> Participants become familiar with the text on safe Internet use. Then they complete the incomplete sentences based on what they have learned (fill in).</p>	<ul style="list-style-type: none"> <li>opportunities and risks of digital technologies</li> </ul>	<ul style="list-style-type: none"> <li>manage and protect information, content and digital identities</li> </ul>	<ul style="list-style-type: none"> <li>reflective and critical</li> <li>forward-looking</li> </ul>
<p><b>Task 3: Online shopping (20 mins)</b> Participants become familiar with the text on safe online shopping. After that, they answer true or false statements based on what they have learned.</p>	<ul style="list-style-type: none"> <li>opportunities and risks of digital technologies</li> </ul>	<ul style="list-style-type: none"> <li>manage and protect information, content and digital identities</li> </ul>	<ul style="list-style-type: none"> <li>reflective and critical</li> <li>forward-looking</li> </ul>
<p><b>Task 4: True or false (20 mins)</b> Participants become familiar with the text on image manipulation. They will be given examples of image manipulation. They must choose the right image manipulation trick used in the images (answer options provided).</p>	<ul style="list-style-type: none"> <li>opportunities and risks of digital technologies</li> </ul>	<ul style="list-style-type: none"> <li>manage and protect information, content and digital identities</li> </ul>	<ul style="list-style-type: none"> <li>reflective and critical</li> <li>forward-looking</li> </ul>
<p><b>Task 5: Test for safe internet use (10 mins)</b></p>	<ul style="list-style-type: none"> <li>opportunities and risks of digital technologies</li> </ul>	<ul style="list-style-type: none"> <li>manage and protect information, content and digital identities</li> </ul>	<ul style="list-style-type: none"> <li>reflective and critical</li> <li>forward-looking</li> </ul>

## References

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