

DIGITAL ERA

Digital Skills and Cybersecurity Training Course for Adults and Elderly People

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BASIC DIGITAL SKILLS AND INDEPENDENT USE OF TECHNOLOGY

COMPLEMENTARY EDUCATIONAL MATERIAL

PRACTICAL DIGITAL SKILLS, ARTIFICIAL INTELLIGENCE AND E-SERVICES FOR ADULT LEARNERS

DEVELOPED BY: ASSOCIATION FOR SUPPORT OF ELDERLY PEOPLE OF RETIREMENT AGE "POWER"

DIGITAL ERA: DIGITAL SKILLS AND CYBERSECURITY TRAINING COURSE FOR ADULTS AND ELDERLY PEOPLE

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Educational resource for adult learners, including older adults and people with limited digital experience.

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Module 1: Basic Digital Skills and Independent Use of Technology

BASIC DIGITAL SKILLS AND INDEPENDENT USE OF TECHNOLOGY

Module Overview

Digital technologies have become an essential part of everyday life. They influence how people communicate, access information, manage personal responsibilities, use public services, and participate in social activities.

However, many adults experience difficulties using digital devices and applications independently. These difficulties may result from limited previous experience, unfamiliar terminology, rapidly changing technologies, or concerns about making mistakes.

Module 1 provides a practical introduction to fundamental digital competencies. It is designed to help adult learners understand common digital technologies and develop the confidence necessary to use them in everyday situations.

The module combines accessible explanations, guided demonstrations, practical examples, and progressive learning activities.

Particular attention is given to older adults and participants with limited digital experience.

The module is organised into six learning units:

1.1. Digital Technologies in Everyday Life
1.2. Using Smartphones and Tablets
1.3. Basic Computer Skills
1.4. Internet and Information Searches
1.5. Email and Digital Communication
1.6. Practical Exercises and Skills Assessment

Overall Learning Objective

To develop the fundamental knowledge, practical skills, and confidence required to use common digital devices, access information, communicate electronically, and perform essential digital tasks independently and safely.

Expected Learning Outcomes

By the end of the module, learners should be able to:

- Identify common digital devices and explain their basic functions.

- Recognise how digital technologies can support everyday activities.
- Operate basic smartphone, tablet, and computer functions.
- Navigate common applications and device settings.
- Connect to the internet and search for information.
- Recognise basic indicators of trustworthy online information.
- Manage simple digital files and documents.
- Use email and digital communication tools.
- Apply basic cybersecurity and privacy precautions.
- Complete familiar digital tasks with an appropriate level of independence.

1.1. Digital Technologies in Everyday Life

1.1.1. Understanding Digital Technologies

Digital technologies are electronic devices, systems, and applications that process, store, transmit, or display information.

They allow people to communicate, work, learn, organise information, access services, and perform a wide range of everyday activities.

Common examples include smartphones, tablets, computers, internet-connected televisions, digital payment systems, and online communication platforms.

Digital technology is not limited to complex computer systems. Many familiar activities already involve digital tools.

For example, checking the weather on a smartphone, sending a photograph to a relative, using a navigation application, or searching for a telephone number online are all examples of digital technology in everyday life.

Understanding these familiar examples can help learners recognise that digital competence develops through practical experience rather than advanced technical knowledge.

1.1.2. Common Types of Digital Devices

Smartphones

A smartphone is a mobile telephone that can also perform many functions traditionally associated with computers.

In addition to making telephone calls, smartphones can be used to send messages, take photographs, access the internet, use navigation services, manage appointments, and communicate through video calls.

Most smartphones are operated through a touchscreen.

Tablets

A tablet is a portable digital device with a touchscreen that is generally larger than a smartphone screen.

Tablets can be useful for reading, watching educational videos, browsing websites, participating in video calls, and using applications.

Their larger displays may be particularly convenient for learners who prefer more visible text and controls.

Desktop computers

A desktop computer is usually installed in a fixed location and connected to a monitor, keyboard, and mouse.

Desktop computers are commonly used for writing documents, managing files, accessing websites, and performing administrative or professional tasks.

Laptop computers

A laptop is a portable computer that combines a screen, keyboard, and pointing device in a single unit.

It can perform many of the same tasks as a desktop computer while offering greater portability.

Other digital devices

Digital technologies are also incorporated into smart televisions, electronic ticketing systems, payment terminals, and various household devices.

The ability to recognise familiar digital functions can help learners understand how technological skills can be transferred between different devices.



Figure 1. Common Digital Devices

1.1.3. Digital Technologies and Everyday Independence

Digital technologies can support personal independence in several important areas.

Communication

People can maintain contact with family members, friends, and organisations through telephone calls, messages, emails, and video communication.

For adults living far from relatives or experiencing social isolation, these tools can provide valuable opportunities for maintaining relationships.

Access to information

The internet allows users to find information about public services, transportation, educational opportunities, cultural events, and many other subjects.

However, not all information available online is accurate or reliable. Users should learn to evaluate sources before relying on important information.

Personal organisation

Digital calendars, reminders, notes, and document applications can help individuals organise appointments, activities, and everyday responsibilities.

Access to services

Many public and private organisations provide information and services through websites and mobile applications.

Digital competence can make it easier to locate relevant services and understand available procedures.



Learning and personal development

Digital technologies provide access to educational videos, online courses, electronic books, and other learning resources.

These opportunities can support lifelong learning and the development of new interests.

Figure 2. Digital Technologies in Everyday Life

1.1.4. Understanding the Difference Between Devices, Applications and the Internet

Three concepts are particularly important for beginner learners.

A device is the physical equipment used to perform digital activities, such as a smartphone, tablet, or computer.

An application is software that performs a particular function on a device. Examples include a calculator, camera, messaging application, or web browser.



The internet is a global network that enables connected devices to exchange information and access online services.

A smartphone can perform some functions without an internet connection, such as taking photographs or using a calculator.

Other activities, such as browsing websites or participating in most online video calls, require internet connectivity.

Understanding this distinction helps learners identify why a particular function may not be available and what is required to use it.

Figure 26. Devices, Applications and Internet Connectivity

1.1.5. Digital Literacy as a Practical Competence

Digital literacy involves more than knowing how to operate a device.

It includes the ability to find information, communicate appropriately, understand digital content, protect personal data, and solve simple problems.

A digitally literate person does not need to know every application or technical function.

Instead, digital literacy involves developing transferable competencies that can be applied when using unfamiliar technologies.



For example, a person who understands how to navigate a menu, enter information, and recognise common interface symbols may find it easier to learn a new application.

Similarly, someone who understands the importance of checking website addresses can apply that knowledge across different online services.

Digital literacy should therefore be understood as a continuously developing set of practical abilities.

Figure 3. Devices, Applications and the Internet

1.1.6. Common Barriers to Digital Participation

Adults may experience different barriers when learning to use digital technologies.

These may include:

- Limited previous experience.
- Unfamiliar technical terminology.
- Fear of making mistakes.
- Concerns about online fraud.
- Difficulty remembering complex procedures.
- Limited access to suitable devices.
- Accessibility-related difficulties.
- Insufficient opportunities for practical guidance.

These barriers can often be reduced through accessible explanations, repeated demonstrations, supportive instruction, and practical learning activities.

Learners should be encouraged to recognise that digital competence develops gradually.

Making mistakes during practice is a normal part of acquiring new skills.

However, activities involving financial transactions, passwords, or sensitive information should always be approached with appropriate caution.

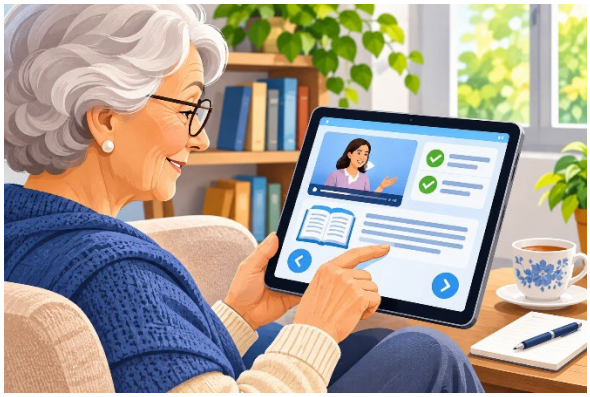


Figure 27. Learning Digital Skills at Any Age

1.1.7. Basic Principles of Responsible Digital Behaviour

From the beginning of digital education, learners should become familiar with several basic safety principles.

Protect personal information. Passwords, authentication codes, financial credentials, and other sensitive information should not be shared unnecessarily.

Check unfamiliar messages. Unexpected requests for money, personal information, or urgent action may indicate fraudulent communication.

Use reliable sources. Important information should be verified through official or otherwise trustworthy sources.

Be cautious with unfamiliar links. Links and attachments from unknown or suspicious sources should not be opened without appropriate verification.

Ask for assistance when necessary. Seeking help from a reliable source is preferable to completing an unfamiliar procedure involving significant risks.

These principles are explored in greater detail through the cybersecurity educational materials associated with the Digital Era project.

1.1.8. Practical Learning Activity: Identifying Digital Technologies

Objective: To recognise common digital devices and understand their practical applications.

Activity description:

The trainer presents examples or images of smartphones, tablets, computers, and other familiar digital devices.

Participants identify the devices and discuss situations in which they have used or encountered them.

The trainer then introduces several everyday activities, such as:

- Calling a family member.
- Searching for public transport information.
- Sending a photograph.
- Writing a document.
- Watching an educational video.
- Accessing information from a public institution.

Participants identify which devices could be used for each activity.

Reflection questions:

1. Which digital devices do you currently use?
2. Which digital activities do you perform independently?
3. Which activities would you like to learn?
4. What difficulties have you experienced when using technology?
5. Which digital skills could make your everyday life easier?

Expected result: Participants recognise the practical relevance of digital technologies and identify personal learning objectives.

1.2. Using Smartphones and Tablets

1.2.1. Introduction to Mobile Digital Devices

Smartphones and tablets are among the most accessible and widely used digital technologies.

They combine several functions in a single portable device and can support communication, information searches, personal organisation, and access to electronic services.

For many adults, smartphones represent the primary means of accessing the internet.

Learning to operate a smartphone confidently can therefore provide a foundation for broader digital participation.

This learning unit introduces essential smartphone and tablet functions through step-by-step explanations and practical exercises.

The instructions describe common functions found on many devices. The exact names, symbols, and locations of controls may differ depending on the manufacturer, operating system, and software version.

1.2.2. Main Parts of a Smartphone

A smartphone typically includes several physical and digital components.

Touchscreen

The touchscreen displays information and allows users to interact with applications by touching the screen.

Power button

The power button is commonly used to switch the device on or off and may also control screen locking.

Volume buttons

These buttons adjust the sound level for calls, notifications, and media.

Charging port

The charging port connects the device to a compatible charger or cable.

Camera

Most smartphones include cameras for taking photographs, recording videos, and participating in video communication.

Speaker and microphone

These components allow users to hear audio and speak during calls or recordings.

Home screen

The home screen is the main digital interface from which users can access applications and common device functions.

The trainer should demonstrate these components using a suitable device and allow participants to identify them on their own equipment.



Figure 4. Main Parts of a Smartphone

1.2.3. Switching On, Unlocking and Locking a Device

Before using a smartphone, learners should understand the difference between switching the device on, unlocking the screen, and locking it.

Switching on the device

On many smartphones, the device can be switched on by pressing and holding the power button until the manufacturer's logo appears.

Unlocking the screen

A smartphone may require a PIN, password, fingerprint, facial recognition, or another authentication method.

The unlocking procedure protects access to the device and its information.

Locking the screen

Locking the screen prevents accidental interaction and helps protect information when the device is not in use.

Participants should practise locking and unlocking their devices using their existing authentication methods.

Trainers must not request that participants disclose their PINs or passwords.

1.2.4. Understanding Touchscreen Gestures

Touchscreen devices are operated through several common gestures.

Tap

Touch the screen briefly with one finger.

This action is commonly used to open applications or select options.

Double tap

Touch the same location twice in quick succession.

Depending on the application, this may activate a particular function or enlarge content.

Swipe

Move a finger across the screen.

Swiping is commonly used to move between screens or scroll through information.

Scroll

Move content vertically or horizontally to view information that is not currently visible.

Press and hold

Keep a finger on a screen element for a short period.

This may open additional options or allow an item to be moved.

Pinch to zoom

Move two fingers closer together or farther apart to change the displayed size of supported content.

Not all gestures work in every application.

Participants should practise each gesture using a safe demonstration screen.

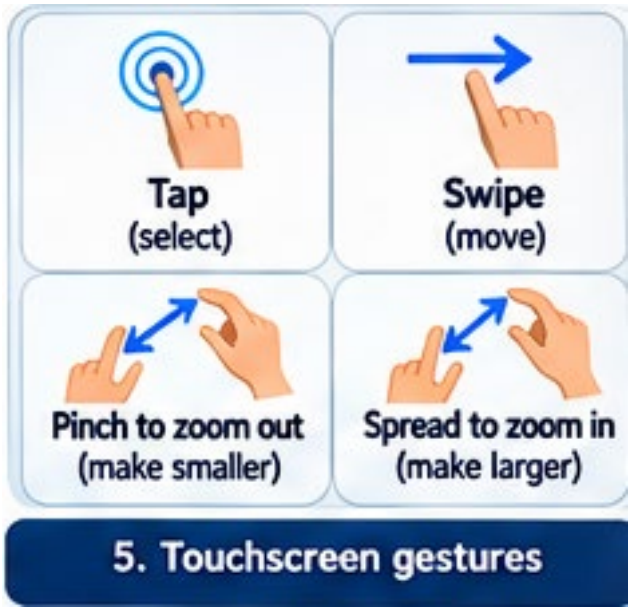


Figure 5. Touchscreen Gestures

1.2.5. Navigating the Home Screen

The home screen provides access to commonly used applications and device functions.

It may contain application icons, folders, widgets, and navigation controls.

An **application icon** is a small visual symbol representing a particular application.

A **folder** may contain several application icons grouped together.

A **widget** displays information or provides quick access to a function without necessarily opening the full application.

Participants should learn to:

1. Identify the home screen.
2. Recognise familiar application icons.
3. Open an application.
4. Return to the home screen.
5. Switch between recently used applications.

6. Close or leave an application appropriately.

The trainer should explain that interface layouts vary between devices.

The objective is to understand general navigation principles rather than memorise the exact location of individual icons.



Figure 6. Home Screen and Applications

1.2.6. Basic Device Settings

Device settings allow users to adjust how their smartphones and tablets operate.

Common settings include:

Display brightness

Brightness controls how light or dark the screen appears.

Text size

Text size settings can improve readability.

Volume

Volume controls the sound level for calls, notifications, and media.

Wi-Fi

Wi-Fi settings allow the device to connect to compatible wireless networks.

Mobile data

Mobile data allows supported devices to access internet services through a mobile network, subject to the user's service plan.

Language

Language settings determine the language used in menus and system messages.

Accessibility

Accessibility settings may include screen magnification, text enlargement, voice assistance, and other functions.

Participants should practise locating these settings and making simple adjustments.

Changes should be made carefully, and the trainer should explain how to restore previous settings when necessary.



Figure 7. Basic Device Settings

1.2.7. Connecting to Wi-Fi

Wi-Fi enables compatible devices to connect to a wireless network.

A typical connection procedure involves:

1. Opening the device settings.
2. Locating the Wi-Fi section.
3. Checking whether Wi-Fi is enabled.
4. Reviewing available networks.
5. Selecting the appropriate network.
6. Entering the network password if required.
7. Confirming that the device is connected.

The exact procedure may vary between devices.

Learners should understand that not every available network is trustworthy.

Public or unfamiliar networks may present additional security risks.

Sensitive activities, particularly those involving financial information, should be performed only through appropriately secured connections and trusted services.



Figure 8. Connecting to Wi-Fi

1.2.8. Understanding Mobile Applications

A mobile application, often called an app, is software designed to perform a particular function.

Examples include:

- Camera applications.
- Messaging applications.
- Email applications.
- Maps and navigation tools.
- Calendar applications.
- Weather applications.
- Educational applications.
- Banking applications.

Some applications are already installed when a device is purchased.

Others may be obtained through the device's official application store.

Learners should understand that applications may request access to certain device functions or information.

For example, a video communication application may require permission to use the camera and microphone.

Permissions should be reviewed carefully and granted only when appropriate.

1.2.9. Installing and Updating Applications

Applications may be installed through official application stores supported by the device.

Before installing an application, users should check:

- The name of the application.
- The identity of its developer or provider.
- Whether the application is appropriate for the intended purpose.
- Whether payment or a subscription is required.

- What permissions the application requests.
- Whether the source is trustworthy.

The trainer should explain that unfamiliar links offering application downloads may be unsafe.

Participants should avoid installing applications from suspicious websites or messages.

Application updates are also important because they may provide improvements, correct errors, and address security vulnerabilities.

Where appropriate, learners may be shown how to check for updates through the device's official application management functions.



Figure 9. Installing Applications

1.2.10. Taking and Managing Photographs

The camera is one of the most familiar smartphone functions.

Learning to take, locate, and share photographs can provide a useful introduction to digital file management.

A basic exercise may involve:

1. Opening the camera application.
2. Identifying the photograph button.
3. Taking a photograph of a non-sensitive object.
4. Opening the photo gallery.
5. Locating the photograph.
6. Viewing it.
7. Returning to the home screen.

The trainer may then demonstrate how photographs can be organised or shared through appropriate applications.

Participants should be reminded to respect other people's privacy and obtain permission before photographing or sharing images of individuals.



Figure 10. Taking and Managing Photographs

1.2.11. Managing Files and Downloads

Smartphones and tablets can store different types of digital files, including photographs, documents, audio recordings, and downloaded materials.

Learners should understand that files may be stored in different locations depending on the device and application.

Common locations include:

- Photos or Gallery.

- Downloads.
- Documents.
- Files or File Manager.
- Application-specific folders.

A practical exercise may involve downloading a harmless sample document from a trusted educational source and locating it on the device.

Participants should be reminded not to open unfamiliar downloaded files without checking their source.

1.2.12. Accessibility Features for Adult Learners

Many smartphones and tablets provide functions that can make digital interaction easier.

These may include:

Larger text

Increasing text size can improve readability.

Display magnification

Magnification allows users to enlarge selected screen content.

Voice input

Voice input can allow users to dictate text instead of typing.

Screen readers

Screen readers provide spoken information about supported screen elements.

High-contrast display options

Some devices provide display settings intended to improve visibility.

Hearing-related settings

Supported devices may offer captions, sound adjustments, or compatibility with selected hearing technologies.

Trainers should demonstrate relevant functions where appropriate and encourage participants to explore settings that support their individual needs.

1.2.13. Common Smartphone Problems and Basic Troubleshooting

Beginner learners may encounter common difficulties when using smartphones.

The screen does not respond

The user should check whether the device is powered on and whether the screen is functioning normally.

If the problem continues, appropriate technical assistance may be required.

An application does not open

The If the problem persists, an update or technical support may be necessary.

user may try closing and reopening the application.

The internet is not working

The user should check whether Wi-Fi or mobile data is enabled and whether an appropriate connection is available.

The battery is low

The device should be connected to a compatible charger.

The text is too small

The user may adjust the text size or accessibility settings.

An unfamiliar message appears

The user should avoid approving unknown requests without understanding their purpose.

The trainer should emphasise that troubleshooting does not require guessing or taking unnecessary risks.

When an unfamiliar situation involves passwords, payments, or personal information, seeking reliable assistance is appropriate.

1.2.14. Practical Exercise: Exploring Smartphone Functions

Learning objective: To develop confidence in navigating basic smartphone functions.

Required resources: Smartphone or tablet, accessible instructions, and trainer guidance.

Exercise instructions:

Participants complete the following tasks:

1. Identify the main physical controls of the device.
2. Lock and unlock the screen.
3. Locate the home screen.
4. Open a familiar application.
5. Return to the home screen.
6. Adjust the display brightness.
7. Locate the text size settings.
8. Check the Wi-Fi connection.
9. Open the camera and take a photograph of an object.
10. Locate the photograph in the gallery.

Participants should be encouraged to perform the tasks independently after an initial demonstration.

Safety considerations:

No passwords, authentication codes, or sensitive personal information should be disclosed during the exercise.

Expected learning result:

The participant demonstrates improved familiarity with basic device navigation and common smartphone functions.

1.2.15. Practical Exercise: Identifying Safe Applications

Learning objective: To develop basic awareness of application safety and responsible installation.

Activity description:

The trainer presents examples of application information pages or fictional installation offers.

Participants are asked to identify:

- The name of the application.
- Its stated purpose.
- The developer or provider.
- Whether payment is required.
- The permissions requested.
- Any warning signs suggesting that further verification is necessary.

The trainer then discusses the importance of using official application stores and reviewing permissions carefully.

Reflection questions:

1. Why is it important to check who provides an application?
2. What should you do if an unfamiliar application requests access to sensitive information?
3. Why can application updates be important?
4. What should you do if you are unsure whether an application is trustworthy?

Expected learning result:

Participants develop a basic understanding of responsible application use and recognise the importance of verifying unfamiliar software.

1.2.16. Learning Unit Summary

This learning unit introduces smartphones and tablets as practical tools for communication, information access, and everyday organisation.

Participants become familiar with the main components of mobile devices, touchscreen navigation, device settings, internet connectivity, applications, and basic file management.

The unit also introduces accessibility features, common troubleshooting situations, and essential safety precautions.

The expected educational result is increased confidence in using mobile devices and improved ability to perform basic digital tasks with reduced assistance.

These competencies provide a foundation for the subsequent learning units on computer use, internet navigation, digital communication, and electronic services.

1.3. Basic Computer Skills

1.3.1. Introduction to Computer Use

Computers are widely used for communication, information searches, document preparation, education, administration, and personal organisation.

Although smartphones can perform many everyday digital tasks, computers remain particularly useful for activities requiring larger screens, keyboards, document management, and more complex interactions with digital services.

For adults with limited digital experience, learning to use a computer can improve independence and provide access to additional educational and practical opportunities.

This learning unit introduces fundamental computer functions through accessible explanations and guided exercises.

The objective is to develop practical familiarity with computers rather than advanced technical knowledge.

1.3.2. Main Components of a Computer

A typical desktop computer includes several components.

Monitor

The monitor displays information, applications, documents, and other digital content.

Keyboard

The keyboard allows users to enter letters, numbers, and commands.

Mouse

The mouse controls a pointer displayed on the screen and allows users to select and interact with digital elements.

Computer unit

The computer unit contains the main electronic components responsible for processing information.

Speakers and microphone

These devices support audio playback, recording, and communication.

Camera

A camera may be used for video communication and other appropriate applications.

Laptop computers generally combine the screen, keyboard, and main computer components into a single portable device.

Participants should be encouraged to identify these components and understand their basic functions.



Figure 11. Main Components of a Computer

1.3.3. Switching a Computer On and Off

The first practical skill involves starting and shutting down a computer correctly.

A typical procedure includes:

1. Checking that the computer is connected to an appropriate power source.
2. Pressing the power button.
3. Waiting for the operating system to load.
4. Signing in if required.
5. Locating the main desktop or home interface.

When finishing work, users should save open documents and use the operating system's shutdown function.

Switching off a computer by disconnecting the power supply should generally be avoided because it may interrupt processes or result in unsaved information being lost.

The trainer should demonstrate the correct procedure for the equipment used during the training.

1.3.4. Understanding the Operating System

An operating system is the software that manages the computer's basic functions and allows users to interact with applications and files.

Common operating systems include Microsoft Windows, macOS, and Linux.

Although their interfaces differ, they share several fundamental concepts.

These include:

- A desktop or main workspace.
- Application icons.
- Menus and navigation controls.
- Windows displaying applications or documents.
- File management functions.
- System settings.
- User accounts and access controls.

Learners do not need to understand the technical architecture of an operating system.

They should become familiar with the interface available on the computer they are using and recognise common functions that may also exist on other systems.

1.3.5. Using a Mouse and Keyboard

For participants with limited computer experience, mouse and keyboard operation may require repeated practice.

Basic mouse actions

- Moving the pointer.
- Clicking to select an item.
- Double-clicking where required to open an item.
- Right-clicking to display additional options.
- Scrolling through a document or webpage.
- Dragging an item when appropriate.

Basic keyboard actions

- Entering letters and numbers.
- Using the Space key.
- Using Enter to confirm an action or start a new line.
- Using Backspace to delete text.
- Using Shift to enter capital letters.

- Using arrow keys to move through text or interface elements.

The trainer should explain that keyboard shortcuts may differ between operating systems and applications.

Initial exercises should focus on the functions necessary for everyday computer use.



Figure 12. Mouse and Keyboard

1.3.6. Understanding Files and Folders

A digital file is a collection of information stored on a computer or another digital device.

Files may contain text, photographs, videos, audio recordings, or other information.

A folder is used to organise files and make them easier to locate.

The relationship between files and folders can be explained through a familiar comparison with paper documents and filing cabinets.

A digital folder serves a similar organisational purpose to a physical folder containing documents.

Examples of common file types include:

- Text documents.
- PDF documents.
- Photographs.
- Spreadsheets.
- Presentations.
- Audio files.
- Video files.

Different file types may require different applications to open them.

Understanding basic file organisation is essential for managing personal documents and using electronic services.



Figure 13. Files and Folders

1.3.7. Creating and Organising Folders

Learners should practise creating and naming folders using the computer's file management application.

A typical exercise may involve:

1. Opening the file management application.
2. Navigating to an appropriate practice location.
3. Creating a new folder.
4. Naming the folder “Digital Training”.
5. Opening the folder.
6. Creating a second folder named “Documents”.
7. Returning to the previous location.

The trainer should explain the importance of using clear and recognisable folder names.

Participants should avoid modifying unfamiliar system folders or deleting files they do not recognise.

Practical exercises should use a designated training area containing sample files.

1.3.8. Creating and Saving a Simple Document

Text documents are commonly used for letters, notes, applications, and administrative communication.

Participants should be introduced to a suitable text editing application.

The trainer may demonstrate how to:

1. Open the application.
2. Create a new document.
3. Enter a short text.
4. Correct a typing mistake.
5. Save the document.
6. Choose a suitable file name.
7. Close the document.
8. Locate and reopen the saved file.

A sample text may include a fictional request for information about a community activity.

Participants should understand the difference between creating a document and saving it.

The importance of saving changes should be explained clearly.

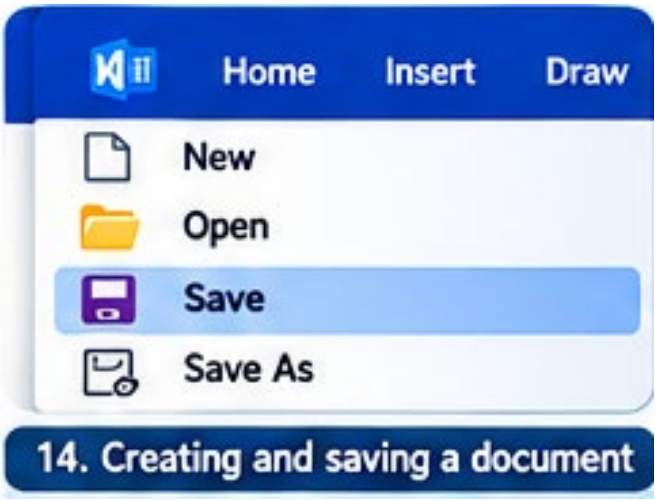


Figure 14. Creating and Saving a Document

1.3.9. Copying, Moving and Renaming Files

Once learners understand basic file management, they may practise additional operations.

Copying a file

Copying creates an additional version of a file in another location while retaining the original.

Moving a file

Moving changes the location of a file.

Renaming a file

Renaming changes the file's name without necessarily changing its contents.

Deleting a file

Deleting removes a file from its current location. Depending on the system and settings, it may be possible to restore the file from a temporary recovery location, but this is not guaranteed.

Practical exercises should use sample documents so that mistakes do not affect important personal information.

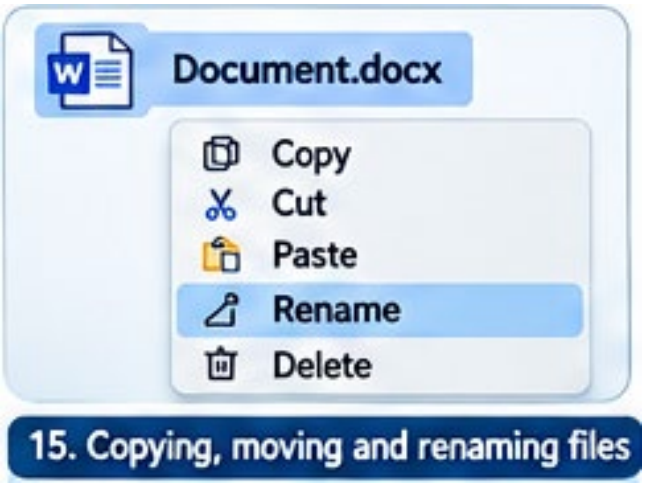


Figure 15. Managing Digital Files

1.3.10. Understanding Downloads and External Storage

Files may be obtained from websites, emails, or other digital sources.

Downloading means transferring a file from an online source to a device.

Downloaded files are often stored in a designated Downloads folder, although the location may vary.

External storage devices, such as USB flash drives, can also be used to store and transfer files.

However, unfamiliar external devices may present security risks.

Participants should be encouraged to use trusted storage devices and avoid opening suspicious files.

The trainer should demonstrate how to locate downloaded materials and identify their file types.

1.3.11. Basic Computer Settings and Accessibility

Computers provide settings that allow users to adapt the interface to their needs.

Relevant functions may include:

- Screen brightness.
- Display resolution and scaling.

- Text size.
- Sound volume.
- Keyboard settings.
- Mouse pointer size and speed.
- Language preferences.
- Accessibility features.

Participants should be shown how to locate selected settings and understand their purpose.

For older learners, larger text and a more visible mouse pointer may improve usability.

Adjustments should be demonstrated carefully, with an explanation of how to restore previous settings when necessary.

1.3.12. Basic Computer Maintenance and Safety

Responsible computer use includes simple maintenance and security practices.

Participants should understand the importance of:

- Installing appropriate operating system and application updates.
- Using secure account authentication.
- Avoiding suspicious downloads.
- Recognising unexpected requests for personal information.
- Saving important documents appropriately.
- Maintaining backup copies of important files when feasible.
- Locking or signing out of shared computers.
- Seeking reliable technical assistance when necessary.

Learners should also understand that unexpected messages claiming that a computer is infected or urgently requires payment may be fraudulent.

Such messages should not be followed without appropriate verification.

1.3.13. Common Computer Problems and Basic Troubleshooting

Several common problems can be introduced through practical examples.

The computer does not start

The user should check the power connection and whether the device appears to be receiving power.

An application stops responding

The user may need to wait briefly, close the application through an appropriate system function, or seek assistance.

A file cannot be located

The user should check the expected folder, recent files, or the file management search function.

The internet connection is unavailable

The user should check the network connection and whether other online services are functioning.

The screen content is difficult to read

Display scaling, text size, or accessibility settings may need adjustment.

A document was not saved

The user may check whether the application offers a recent-document or recovery function, while recognising that recovery is not always possible.

The objective is to develop a calm and systematic approach to simple technical difficulties.

1.3.14. Practical Exercise: Creating and Organising a Digital Document

Learning objective: To develop basic file management and document preparation skills.

Required resources: Computer, text editing application, and designated practice folder.

Instructions:

1. Start the computer and sign in if required.
2. Open the file management application.
3. Create a folder named “Digital Training”.
4. Open a text editing application.
5. Create a new document.
6. Type a short fictional message requesting information about an educational course.
7. Save the document as “Training Request”.
8. Locate the saved document.
9. Reopen it and add one additional sentence.
10. Save the changes and close the application.

Assessment criteria:

The learner should demonstrate the ability to create a folder, prepare a simple document, save it, and locate it again.

The level of assistance required should be recorded as part of the learning assessment.

1.3.15. Practical Exercise: Identifying Safe and Unsafe Computer Actions

Learning objective: To strengthen awareness of basic computer safety.

Activity description:

The trainer presents several fictional situations:

- An unfamiliar email contains a document attachment.
- A website requests the installation of unknown software.
- A computer displays a reminder about an available system update.
- A stranger offers remote technical assistance and requests access to the computer.
- A participant wishes to save an important document.

Learners discuss which actions may be appropriate and what additional verification may be necessary.

The trainer reinforces the importance of reliable sources, cautious decision-making, and protection of personal information.

1.3.16. Learning Unit Summary

This learning unit introduces the essential functions of computers and provides practical opportunities to develop basic operational skills.

Participants learn to recognise computer components, navigate the operating system, use a keyboard and mouse, manage files and folders, create documents, and apply basic security precautions.

The unit supports greater independence in everyday computer use and establishes a foundation for internet navigation, electronic communication, and access to digital services.

1.4. Internet and Information Searches

1.4.1. Understanding the Internet

The internet is a global network that allows connected devices to exchange information and access digital services.

It supports communication, information searches, education, entertainment, electronic commerce, and many other everyday activities.

For adult learners, understanding the basic functions of the internet is an important step towards digital independence.

However, internet use also requires awareness of information reliability, privacy, and potential online threats.

This learning unit combines practical internet navigation with the development of basic critical thinking and cybersecurity awareness.

1.4.2. Internet Access and Connectivity

Devices may connect to the internet through different technologies.

Wi-Fi connections

Wi-Fi allows compatible devices to connect wirelessly to a local network.

Mobile data

Mobile data enables supported devices to access the internet through a mobile network.

Wired connections

Some computers connect to a network using a physical cable.

The availability, speed, and cost of internet access may depend on the service provider and connection type.

Participants should understand that some online activities consume more data than others.

For example, streaming videos and downloading large files may use more data than reading simple webpages.

1.4.3. Understanding Websites and Webpages

A website is a collection of related online pages accessible through an internet address.

A webpage is an individual page within a website.

Websites may provide information, communication functions, educational resources, or electronic services.

Examples include:

- Public institution websites.
- Educational websites.
- News websites.
- Online libraries.
- Transport information platforms.
- Electronic service portals.

Each website has an address, commonly called a URL.

Learners should become familiar with the general appearance of website addresses and understand that small differences in spelling may sometimes indicate an unrelated or fraudulent website.

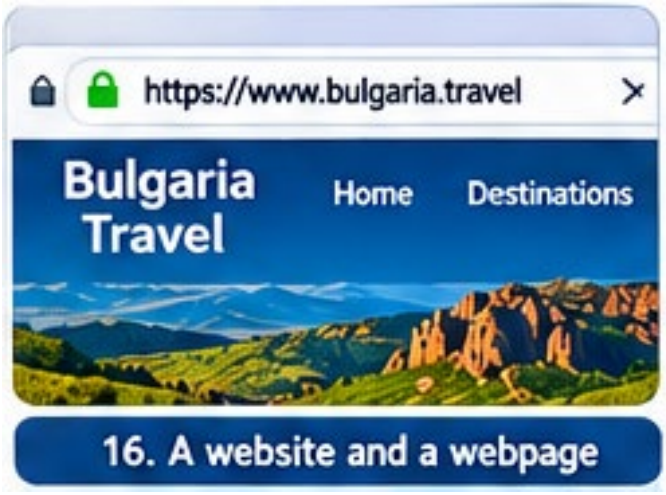


Figure 16. Websites and Webpages

1.4.4. What Is a Web Browser?

A web browser is an application used to access and navigate websites.

Common examples include Google Chrome, Mozilla Firefox, Microsoft Edge, and Safari.

Although their appearance may differ, browsers generally provide similar basic functions.

These include:

- An address bar.
- Navigation buttons.
- Tabs.
- Bookmarks or favourites.
- Download functions.
- Browser settings.

The trainer should demonstrate the browser available on the training device.

Participants should practise opening the browser, entering a website address, navigating between pages, and closing tabs.



Figure 17. Main Parts of a Web Browser

1.4.5. Using the Address Bar

The address bar is the area of a browser where users can enter a website address or, in many browsers, a search request.

A typical procedure involves:

1. Opening the browser.
2. Selecting the address bar.
3. Entering the intended website address.
4. Confirming the entry.
5. Waiting for the page to load.

Participants should understand that entering a known official address can sometimes be more reliable than selecting an unfamiliar search result.

The trainer should explain that website addresses must be checked carefully, especially when accessing services involving personal information.

1.4.6. Understanding Search Engines

A search engine is an online service that helps users find information available on the internet.

Search engines organise and present results related to words or questions entered by users.

Examples include Google, Bing, and other search services.

A search request may consist of a few keywords or a complete question.

For example:

- Public transport information.
- Adult education opportunities.
- Weather forecast.
- Official municipal services.
- Digital skills training materials.

Search engines may display different types of results, including websites, images, videos, maps, and advertisements.

Participants should understand that the first result is not necessarily the most reliable or relevant.



Figure 18. Using an Internet Search Engine

1.4.7. Formulating Effective Search Requests

Clear search requests can help users locate relevant information more efficiently.

A broad search may produce many unrelated results.

Adding specific details can make the search more useful.

For example:

Broad search: “Computer training”

More specific search: “Free basic computer training for adults”

Broad search: “Public services”

More specific search: “Official online municipal services”

The trainer should encourage participants to identify the main subject of their question and include relevant details.

Learners may also practise reformulating a search when the initial results are not useful.

1.4.8. Understanding Search Results

Search results may include several elements.

Page title

The title provides a short description of the content.

Website address

The address identifies the website associated with the result.

Description

A short description may summarise the information available on the page.

Sponsored results

Some results are advertisements or paid placements.

Participants should understand that advertising placement does not establish the accuracy or reliability of a website.

Before opening a result, users should consider whether the source appears relevant and trustworthy.

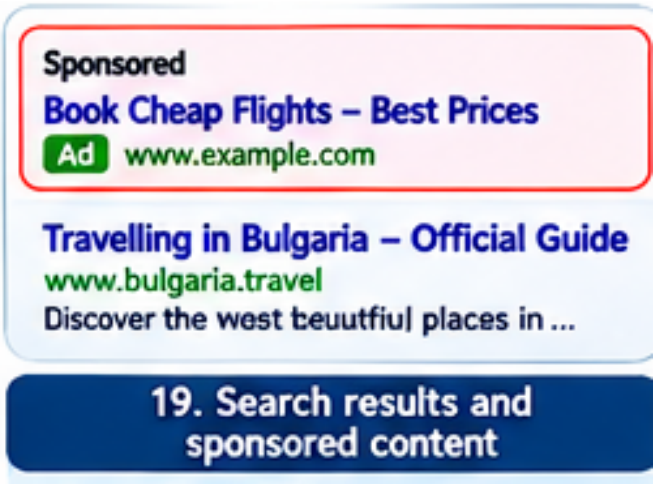


Figure 19. Search Results and Sponsored Content

1.4.9. Identifying Reliable Online Information

The internet contains valuable information, but it also includes inaccurate, outdated, misleading, and deliberately deceptive content.

The ability to evaluate sources is therefore an essential digital competence.

Learners should be encouraged to consider the following questions:

Who provides the information?

Is the website operated by an official institution, recognised organisation, educational provider, or another identifiable source?

What is the purpose of the information?

Is the content intended to inform, advertise, persuade, entertain, or request personal information?

Is the information current?

Some information may become outdated, particularly when it concerns public services, legislation, prices, or administrative procedures.

Can the information be verified?

Important claims should be checked against other reliable sources.

Does the website appear suspicious?

Unusual spelling, misleading addresses, unexpected requests for sensitive information, and unrealistic promises may indicate potential risks.

No single indicator guarantees that information is reliable.

Participants should learn to consider several factors together.



Figure 25. Finding Reliable Information Online

1.4.10. Recognising Official Websites

Official websites are particularly important when accessing public services or administrative information.

Learners should be encouraged to identify the institution responsible for a service and verify its official website.

The trainer may demonstrate how to:

1. Identify the name of the relevant institution.
2. Search for its official website.
3. Check the website address.
4. Review the institution's contact information.
5. Locate the relevant service or information section.
6. Confirm important requirements through official sources.

Participants should understand that search results may contain third-party websites that resemble official services.

The use of secure connections is important, but the presence of HTTPS or a padlock symbol does not, by itself, prove that a website is legitimate.

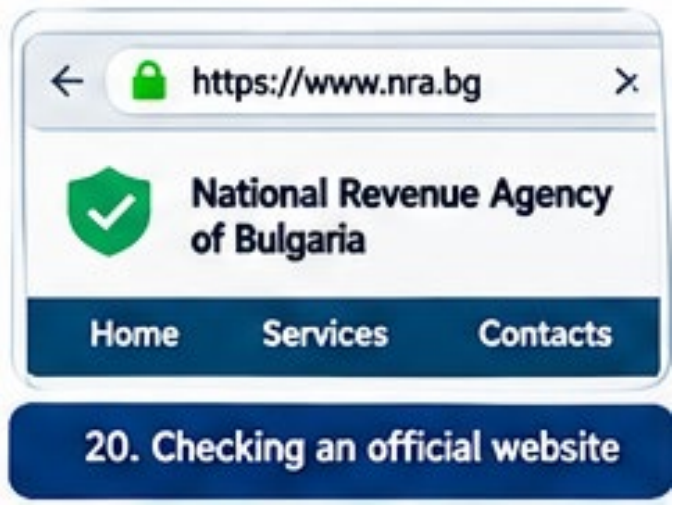


Figure 20. Checking an Official Website

1.4.11. Understanding Online Advertisements and Sponsored Content

Online advertisements may appear within search results, websites, videos, and social media platforms.

Advertising can provide useful information about products or services, but it should be distinguished from independent informational content.

Participants should learn to recognise labels indicating sponsored or promotional material.

They should also understand that advertisements may use persuasive language, limited-time offers, or other techniques intended to encourage immediate action.

Before making a purchase or providing personal information, users should verify the identity and reliability of the service provider.

1.4.12. Recognising Misinformation and Manipulative Content

Misleading online information may take different forms.

It can include:

- Incorrect factual claims.
- Outdated information presented as current.
- Misleading headlines.
- Images presented outside their original context.
- Fabricated stories.
- Manipulated photographs or videos.
- AI-generated content presented as authentic.

Participants should be encouraged to avoid sharing information immediately when its reliability is uncertain.

A practical verification approach may include:

1. Identifying the original source.
2. Checking the publication date.
3. Comparing the information with reliable sources.
4. Looking for evidence supporting the claim.
5. Considering whether the content uses unusually emotional or manipulative language.

The programme promotes critical thinking without encouraging unnecessary distrust of all online information.



Figure 21. Reliable and Misleading Information

1.4.13. Understanding Downloads

Downloading means transferring information or files from an online source to a device.

Common downloadable materials include:

- PDF documents.
- Educational resources.
- Photographs.
- Application files.
- Forms.
- Presentations.

Participants should understand that downloaded files may contain harmful content if obtained from unreliable sources.

Before downloading, users should consider whether the website is trustworthy and whether the file is necessary.

The trainer should demonstrate how to locate downloaded files and open them using an appropriate application.

1.4.14. Using Bookmarks and Browser Tabs

Bookmarks allow users to save website addresses for future access.

This can be particularly useful for frequently visited official or educational websites.

A browser tab allows several webpages to remain open within the same browser window.

Participants should practise:

- Opening a new tab.
- Switching between tabs.
- Closing a tab.
- Saving a useful website as a bookmark.
- Opening a saved bookmark.

These functions can improve efficiency and reduce the need to repeat searches.

1.4.15. Browser Privacy and Safe Navigation

Browsers store certain information to support website functionality and user convenience.

This may include browsing history, cookies, and saved preferences.

Participants should understand that browser privacy settings can influence how information is stored and shared.

Basic safe navigation practices include:

- Avoiding suspicious links.
- Checking website addresses.
- Being cautious with unexpected pop-up messages.
- Reviewing requests for personal information.
- Avoiding unnecessary downloads.
- Signing out of sensitive accounts on shared computers.
- Keeping browsers updated.
- Using trusted sources for important information.

Private browsing modes may reduce the amount of browsing information stored locally, but they do not make users completely anonymous online.

1.4.16. Practical Exercise: Finding Reliable Information Online

Learning objective: To develop the ability to perform an internet search and evaluate the reliability of results.

Required resources: Computer, smartphone, or tablet with internet access.

Instructions:

1. Open a web browser.
2. Search for information about an official public service.
3. Review the available results.
4. Identify the website that appears to belong to the responsible institution.
5. Check the website address.
6. Locate the relevant information.
7. Identify the date or other indicators of whether the information is current.
8. Explain why the selected source appears appropriate.

Assessment criteria:

The learner should demonstrate the ability to perform a search, navigate results, identify an appropriate source, and explain basic reliability considerations.

1.4.17. Practical Exercise: Comparing Online Information Sources

Learning objective: To develop critical thinking when evaluating digital information.

Activity description:

The trainer presents two fictional webpages addressing the same topic.

One webpage includes clear source identification, relevant contact information, and verifiable content.

The other contains exaggerated claims, unclear authorship, and requests for unnecessary personal information.

Participants compare the two examples and identify indicators that may influence their assessment of reliability.

Discussion questions:

1. Who appears to be responsible for each website?
2. Is the information supported by identifiable sources?
3. Are there suspicious requests or unrealistic claims?
4. What additional verification would be appropriate?
5. Which source would you consider more reliable, and why?

Expected learning result:

Participants demonstrate improved ability to recognise basic indicators of trustworthy and potentially misleading online information.

1.4.18. Practical Exercise: Using Browser Functions

Learning objective: To develop confidence in basic browser navigation.

Instructions:

1. Open a browser.
2. Enter a search request.
3. Open a relevant result.
4. Return to the previous page.
5. Open a second webpage in a new tab.
6. Switch between the two tabs.
7. Save a useful website as a bookmark.
8. Close the unnecessary tab.
9. Locate and reopen the saved bookmark.

Expected learning result:

The participant demonstrates improved ability to navigate webpages and use basic browser functions independently.

1.4.19. Learning Unit Summary

This learning unit introduces the internet as an important resource for information, communication, and access to services.

Participants learn how to use web browsers, formulate search requests, navigate results, identify reliable sources, and apply basic online safety precautions.

The unit also develops awareness of misleading information, sponsored content, suspicious websites, and unsafe downloads.

By combining practical internet navigation with critical thinking, the learning activities support greater confidence and more responsible participation in digital environments.

These competencies provide an essential foundation for the subsequent learning units on email communication and electronic services.

1.5. Email and Digital Communication

1.5.1. Introduction to Digital Communication

Digital communication has become an essential part of everyday life. It allows individuals to exchange information, maintain personal relationships, communicate with organisations, and access educational and administrative opportunities.

For adult learners, particularly older people and individuals with limited digital experience, the ability to communicate electronically can contribute significantly to personal independence and social participation.

Digital communication includes several forms of interaction, such as email, instant messaging, video calls, online discussion platforms, and communication through electronic services.

Each communication method has specific functions, advantages, and potential risks.

This learning unit introduces the most common digital communication tools and provides practical guidance for using them effectively, responsibly, and safely.

The educational emphasis is placed on everyday situations that participants are likely to encounter, including contacting public institutions, communicating with relatives, exchanging documents, and participating in online meetings.

1.5.2. Understanding Electronic Mail

Electronic mail, commonly called email, is a digital communication service that allows users to send and receive messages through the internet.

An email may contain written text, documents, photographs, or other digital attachments.

Email is widely used for personal communication, professional correspondence, educational activities, and communication with public and private organisations.

Unlike traditional postal communication, email messages are usually delivered electronically within a short period.

However, sending an email does not guarantee that the recipient has read it or that the message has reached the intended person.

Learners should understand that email communication requires an internet connection and access to an appropriate email service.

1.5.3. Understanding Email Addresses

An email address identifies a particular electronic mailbox.

A typical email address consists of a username, the @ symbol, and a domain name.

For example:

training.example@example.org

In this fictional example, the first part identifies the mailbox, while the domain identifies the email service or organisation associated with it.

Participants should understand that email addresses must be entered accurately.

Even a small typing error may result in a message being delivered to the wrong recipient or not being delivered at all.

The trainer should demonstrate how to recognise an email address and distinguish it from a website address.

1.5.4. Creating and Accessing an Email Account

To use email, a person generally needs an account with an email service provider.

The registration process may require selecting an email address, creating a password, and completing verification steps.

Some providers may also require additional account recovery information.

During training, the trainer should explain the general registration process without requiring participants to create personal accounts unless this is necessary, appropriate, and voluntary.

Where possible, demonstration accounts should be used for initial exercises.

Participants should understand the importance of:

- Choosing a suitable email address.
- Creating a strong and unique password.
- Protecting account authentication information.
- Using appropriate account recovery options.
- Recognising legitimate verification procedures.
- Signing out when using a shared computer.

Passwords and authentication codes must never be disclosed to the trainer or other participants.

1.5.5. Main Components of an Email Interface

Most email services provide similar basic functions.

Inbox

The inbox contains received messages.

Compose or New Message

This function allows users to create a new email.

Sent Items

The sent folder contains messages that have been sent.

Drafts

Drafts contain messages that have been prepared but not yet sent.

Trash or Deleted Items

This folder contains messages that have been deleted, although recovery may be limited or time-dependent.

Spam or Junk

This folder contains messages identified as potentially unwanted or suspicious.

Search

The search function allows users to locate messages using keywords or other information.

The trainer should demonstrate these functions using an appropriate email interface.

Participants should practise identifying the different sections before attempting more complex activities.

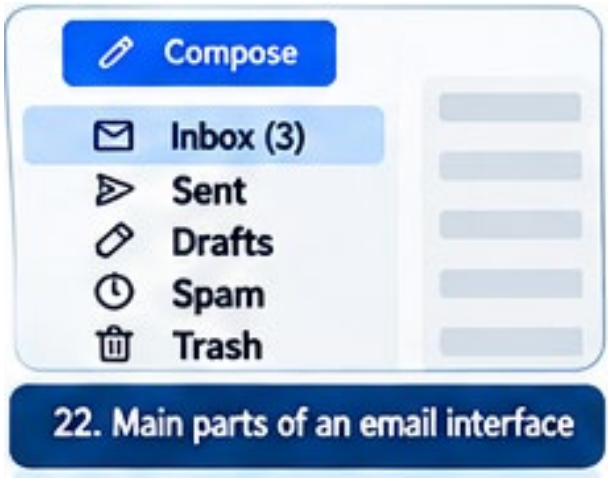


Figure 22. Main Parts of an Email Interface

1.5.6. Writing and Sending an Email

A basic email generally contains three main elements.

Recipient

The recipient field identifies the email address to which the message will be sent.

Subject

The subject briefly describes the purpose of the message.

Message body

The message body contains the information the sender wishes to communicate.

A typical procedure for sending an email involves:

1. Opening the email application or website.
2. Selecting the option to create a new message.
3. Entering the recipient's email address.
4. Writing a clear subject.
5. Entering the message text.
6. Reviewing the information.
7. Selecting the Send function.

Participants should be encouraged to check the recipient's address carefully before sending a message.

For initial exercises, fictional messages should be exchanged through appropriate demonstration accounts.

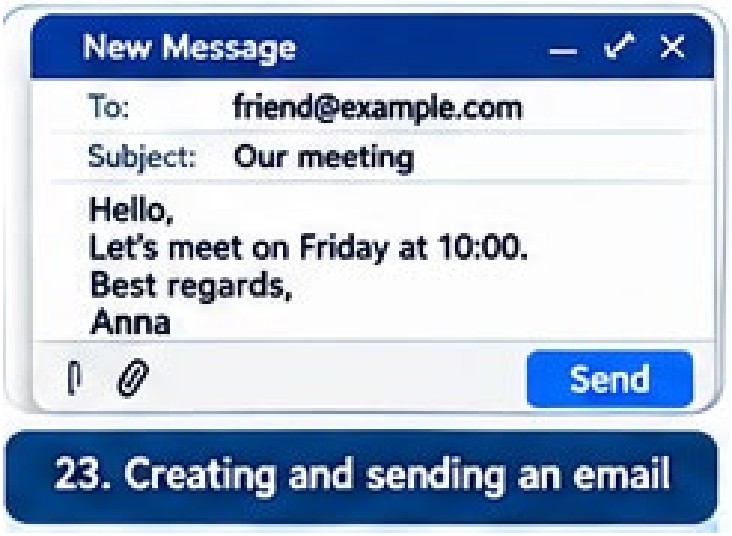


Figure 23. Creating and Sending an Email

1.5.7. Writing Clear and Appropriate Digital Messages

Effective digital communication requires more than the ability to operate an application.

Messages should be understandable, relevant, and appropriate to the recipient.

When contacting an institution or organisation, a message should generally include:

- A suitable greeting.
- A clear explanation of the reason for writing.
- Relevant information necessary to understand the request.
- A polite closing.
- An appropriate name or signature.

For example:

Subject: Request for Information About Adult Training

Dear Sir or Madam,

I would like to receive information about the digital skills training opportunities available for adults.

Could you please provide details about the training programme and participation requirements?

Thank you for your assistance.

Kind regards,
Example Participant

This example can be used to demonstrate the structure of a simple formal email.

Participants may then prepare similar messages based on fictional situations.

1.5.8. Sending and Receiving Attachments

An email attachment is a file included with an electronic message.

Attachments may contain documents, photographs, presentations, or other digital information.

To attach a file, users generally select an attachment function, locate the relevant document, and confirm the selection.

The exact procedure depends on the email application.

Participants should practise attaching a harmless sample document to a fictional email.

They should also learn to identify attachments in received messages.

Important safety consideration: Attachments from unfamiliar or suspicious sources may contain harmful content.

Participants should avoid opening unexpected attachments until the sender and purpose of the message have been appropriately verified.

1.5.9. Replying to and Forwarding Messages

Email applications provide functions for responding to and sharing messages.

Reply

This function prepares a response to the sender of a received message.

Reply All

This function prepares a response to the sender and other recipients included in the relevant conversation.

Forward

This function allows a received message to be sent to another recipient.

Learners should understand that forwarding messages may disclose information originally intended for a limited audience.

Before forwarding a message, users should consider whether the information is appropriate to share and whether the original sender's privacy should be respected.

1.5.10. Recognising Suspicious Emails

Email is frequently used in online fraud and phishing attempts.

Fraudulent messages may attempt to persuade recipients to disclose passwords, provide financial information, open harmful attachments, or visit deceptive websites.

Common warning signs include:

- Unexpected requests for sensitive information.
- Messages creating artificial urgency.
- Threats that an account will be closed immediately.
- Unusual or misleading sender addresses.
- Links leading to unfamiliar websites.
- Unexpected attachments.
- Requests for payments or authentication codes.
- Offers that appear unrealistic.

Participants should understand that a message may appear professional while still being fraudulent.

If a message claims to come from a bank, public institution, or other important service provider, the user should verify the request through an independently obtained official contact channel.

Learners should not rely solely on contact details or links provided in a suspicious message.



Figure 24. Recognising a Phishing Email

1.5.11. Instant Messaging Applications

Instant messaging applications allow users to exchange messages through the internet.

Depending on the application, users may send:

- Written messages.
- Photographs.
- Voice messages.
- Documents.
- Video recordings.
- Location information.

These applications are commonly used for personal and group communication.

The trainer should demonstrate basic messaging functions through a suitable application or controlled example.

Participants should learn how to identify the intended recipient, prepare a message, and review information before sharing it.

Special attention should be given to privacy settings and the risks of communicating with unfamiliar contacts.

1.5.12. Video Communication

Video communication allows participants to see and hear one another through internet-connected devices.

Video calls may be used for maintaining family relationships, participating in educational activities, attending online meetings, or communicating with organisations.

A typical video communication application provides several basic functions:

Microphone control

Allows the user to activate or mute their microphone.

Camera control

Allows the user to activate or deactivate video.

Speaker or audio settings

Controls how sound is received.

Meeting invitation

Provides information needed to join a scheduled conversation.

Leave or End Call

Allows the participant to exit the communication session.

The trainer should demonstrate these functions using an appropriate platform.

Participants should understand that the exact interface may differ between applications.

1.5.13. Joining an Online Meeting

A typical procedure for joining an online meeting may involve:

1. Receiving an invitation from a trusted organiser.
2. Checking the meeting information.
3. Opening the appropriate application or meeting link.
4. Entering a name if required.
5. Reviewing microphone and camera settings.
6. Joining the meeting.
7. Participating appropriately.
8. Leaving the meeting when finished.

Learners should be encouraged to verify unexpected meeting invitations.

They should also understand that some meetings may be recorded and that recording or sharing another person's image or voice may involve privacy considerations.

1.5.14. Digital Communication Etiquette

Digital communication etiquette refers to respectful and appropriate behaviour when communicating through electronic platforms.

Basic principles include:

- Using polite and understandable language.
- Respecting other people's time and privacy.
- Avoiding unnecessary sharing of personal information.
- Checking messages before sending them.
- Avoiding offensive or discriminatory content.
- Respecting different opinions.
- Asking permission before sharing another person's photographs or private messages.
- Being cautious when forwarding unverified information.

These principles are particularly important in group communication and online communities.

The programme encourages participants to recognise that respectful behaviour is equally important in digital and face-to-face communication.

1.5.15. Privacy and Personal Information in Digital Communication

Digital communication may involve sharing information that should remain private.

Examples include home addresses, personal identification numbers, financial details, passwords, medical information, and private photographs.

Participants should learn to distinguish between information that is appropriate for general communication and information that requires additional protection.

They should understand that messages and shared files may sometimes be copied, forwarded, stored, or accessed by unintended recipients.

Before sharing sensitive information, users should consider:

1. Is it necessary to share this information?
2. Is the recipient correctly identified?
3. Is the communication channel appropriate?
4. Could the information be misused?
5. Is there a safer way to complete the task?

These questions reinforce responsible digital behaviour.

1.5.16. Practical Exercise: Preparing and Sending an Email

Learning objective: To develop the ability to prepare and send a clear electronic message.

Required resources: Computer, smartphone, or tablet; demonstration email account; sample recipient address.

Instructions:

1. Open the email application.
2. Select the option to create a new message.
3. Enter the provided demonstration email address.
4. Write the subject “Digital Skills Training”.
5. Prepare a short message requesting information about a fictional training course.
6. Review the recipient, subject, and message.
7. Send the email.
8. Locate the message in the Sent folder.

Assessment criteria:

The learner should demonstrate the ability to prepare and send a structured message using an appropriate email interface.

1.5.17. Practical Exercise: Sending an Attachment

Learning objective: To develop basic skills in attaching digital documents to emails.

Instructions:

1. Open a demonstration email account.
2. Create a new message.
3. Enter the designated recipient.
4. Write a suitable subject.
5. Select the attachment function.
6. Locate a prepared sample document.
7. Attach the document.
8. Verify that the attachment is included.
9. Send the message.

Safety requirement: Only fictional or non-sensitive sample documents should be used.

Expected learning result: The participant demonstrates the ability to attach and send a document with appropriate guidance or independently.

1.5.18. Practical Exercise: Participating in a Video Call

Learning objective: To develop confidence in basic video communication.

Instructions:

1. Open the selected video communication application.
2. Join a demonstration meeting.
3. Identify the microphone control.
4. Mute and unmute the microphone.

5. Identify the camera control.
6. Activate or deactivate the camera.
7. Practise speaking during the meeting.
8. Leave the meeting appropriately.

Expected learning result: The learner becomes familiar with the basic functions required for participation in online meetings.

1.5.19. Practical Exercise: Identifying Fraudulent Communication

Learning objective: To recognise common warning signs of phishing and fraudulent messages.

Activity description:

The trainer presents several fictional messages, including legitimate-looking informational messages and examples containing suspicious characteristics.

Participants identify:

- The apparent sender.
- The purpose of the message.
- Requests for personal information.
- Unusual links or attachments.
- Signs of artificial urgency.
- Appropriate verification steps.

Participants discuss whether they would respond, ignore the message, or verify it through an official channel.

Expected learning result: Improved awareness of suspicious digital communication and safer decision-making.

1.5.20. Learning Unit Summary

This learning unit introduces the main forms of digital communication and provides practical guidance for using email, messaging applications, and video communication tools.

Participants develop skills in preparing electronic messages, managing attachments, joining online meetings, and applying appropriate communication etiquette.

The unit also reinforces cybersecurity awareness through practical examples involving phishing, privacy, and responsible information sharing.

The expected educational outcome is greater confidence and independence in everyday digital communication.

1.6. Practical Exercises and Skills Assessment

1.6.1. Purpose of Practical Assessment

Practical assessment is an essential component of Module 1 because digital competence must be demonstrated through the ability to perform meaningful tasks.

The purpose of assessment is not simply to determine whether participants remember technical terminology.

Instead, it is to evaluate whether they can apply acquired knowledge, navigate familiar digital environments, recognise common risks, and complete practical activities with an appropriate level of independence.

The assessment framework is designed to be supportive, accessible, and adaptable to learners with different initial competencies.

Particular attention should be given to individual progress rather than comparisons between participants.

1.6.2. Assessment Principles

The assessment process should follow several principles.

Practical relevance

Tasks should reflect digital activities that participants may encounter in everyday life.

Accessibility

Instructions should be clear and adapted to participants' learning needs.

Individual progress

Assessment should consider the participant's initial level of digital competence.

Safe learning environment

Exercises should avoid unnecessary exposure to financial, privacy, or cybersecurity risks.

Constructive feedback

Participants should receive explanations that support further improvement.

Transparency

Learners should understand what they are expected to demonstrate and how their performance will be evaluated.

1.6.3. Initial Skills Assessment

Before beginning Module 1, trainers may conduct a short initial assessment.

The purpose is to identify participants' previous digital experience and determine which areas require additional support.

The assessment may include questions such as:

1. Do you regularly use a smartphone?
2. Can you connect a device to Wi-Fi?
3. Have you used a computer to prepare a document?
4. Can you search for information on the internet?
5. Do you have experience sending emails?
6. Have you participated in a video call?
7. Can you recognise a suspicious online message?
8. Which digital activity would you most like to learn?

Participants may answer through discussion, a simple questionnaire, or practical demonstration.

The initial assessment should not be used to exclude learners from training.

1.6.4. Practical Task 1: Operating a Digital Device

Objective: To assess basic device navigation.

Task:

The participant should:

1. Unlock a smartphone or tablet using their own authentication method.
2. Locate the home screen.
3. Open a selected application.
4. Return to the home screen.
5. Adjust a basic display setting.
6. Lock the device.

Assessment focus:

- Understanding of basic controls.
- Ability to follow instructions.
- Level of independence.
- Appropriate handling of the device.

1.6.5. Practical Task 2: Managing a Digital Document

Objective: To assess fundamental computer and file management skills.

Task:

The participant should:

1. Open a text editing application.
2. Create a short document.
3. Enter a provided sample text.
4. Save the document using an appropriate name.
5. Locate the saved file.
6. Reopen the document.

Assessment focus:

- Ability to navigate the application.
- Understanding of file saving.
- Ability to locate digital documents.
- Level of assistance required.

1.6.6. Practical Task 3: Searching for Information Online

Objective: To assess basic internet navigation and information retrieval.

Task:

The participant should:

1. Open a web browser.
2. Enter a search request related to a public service.
3. Review the results.
4. Identify an appropriate official source.
5. Locate relevant information.
6. Explain why the source appears reliable.

Assessment focus:

- Browser navigation.
- Search formulation.
- Identification of relevant results.
- Basic source evaluation.

1.6.7. Practical Task 4: Sending an Email

Objective: To assess basic electronic communication skills.

Task:

The participant should:

1. Open a demonstration email account.
2. Create a new message.
3. Enter the provided recipient address.
4. Write an appropriate subject.
5. Prepare a short message.
6. Attach a sample document if appropriate.
7. Send the message.

Assessment focus:

- Correct use of email functions.
- Clarity of communication.
- Ability to manage attachments.
- Attention to recipient accuracy and privacy.

1.6.8. Practical Task 5: Participating in a Video Meeting

Objective: To assess basic video communication skills.

Task:

The participant should:

1. Open a video communication application.
2. Join a demonstration meeting.
3. Identify microphone and camera controls.
4. Mute and unmute the microphone.
5. Participate briefly in the meeting.
6. Leave the meeting.

Assessment focus:

- Ability to navigate the application.
- Understanding of basic meeting controls.
- Appropriate communication behaviour.
- Level of independence.

1.6.9. Practical Task 6: Recognising Online Risks

Objective: To assess basic cybersecurity awareness.

Task:

The trainer presents three fictional digital situations:

Situation A: An unexpected email requests immediate confirmation of a banking password.

Situation B: A website offers an expensive product at an unusually low price and requests payment through an unfamiliar method.

Situation C: A message from an unknown sender contains a link and asks the recipient to provide personal information.

Participants should identify potential warning signs and explain what they would do.

Expected responses:

Participants should recognise the need for caution, avoid disclosing sensitive information, and identify appropriate verification methods.

The assessment should focus on the reasoning demonstrated rather than memorisation of a single response.

1.6.10. Integrated Practical Scenario

Scenario title: Organising Participation in a Community Training Activity

Learning objective: To combine several fundamental digital skills in one realistic task.

Scenario description:

A participant wishes to obtain information about a fictional community training activity and prepare an electronic request for participation.

Required activities:

1. Open a web browser.
2. Search for the fictional training provider.
3. Identify relevant information.
4. Locate the provided demonstration contact address.
5. Open an email application.
6. Prepare a short request for information.
7. Attach a sample document if required.
8. Send the message to the demonstration recipient.
9. Save the relevant information for future reference.

Cybersecurity component:

Participants should identify why it is important to verify the organisation's contact information and avoid disclosing unnecessary personal data.

Expected result:

The participant demonstrates the ability to combine internet navigation, information evaluation, file management, and digital communication.

1.6.11. Assessment Levels

The programme recommends a three-level assessment model.

Level	Description	Observable performance
Level 1: Supported Performance	The participant requires direct guidance to complete the task	Completes the activity with step-by-step assistance
Level 2: Partially Independent Performance	The participant performs most actions independently	Completes the task with occasional clarification
Level 3: Independent Performance	The participant performs the task without direct assistance	Completes the activity independently and recognises relevant safety considerations

These levels should be applied separately to individual tasks.

A participant may demonstrate different levels of competence across different digital activities.

1.6.12. Practical Assessment Checklist

The following checklist may be used by trainers to document learning progress.

Competence	Supported	Partially independent	Independent
Operates a smartphone or tablet	☐	☐	☐
Navigates basic device settings	☐	☐	☐
Uses a keyboard and mouse	☐	☐	☐

Creates and saves a document	☐	☐	☐
Locates a saved file	☐	☐	☐
Opens and navigates a web browser	☐	☐	☐
Performs an internet search	☐	☐	☐
Identifies an appropriate information source	☐	☐	☐
Prepares and sends an email	☐	☐	☐
Attaches a sample document	☐	☐	☐
Participates in a video call	☐	☐	☐
Recognises common online warning signs	☐	☐	☐

The checklist may be adapted according to the training context and participants' initial competencies.

1.6.13. Learner Self-Assessment

Self-assessment encourages participants to reflect on their progress and identify areas requiring further practice.

Learners may be invited to respond to the following statements:

Statement	Not yet confident	Somewhat confident	Confident
I can use basic smartphone functions	☐	☐	☐
I can adjust common device settings	☐	☐	☐
I can create and save a simple document	☐	☐	☐
I can search for information online	☐	☐	☐
I can identify an official website	☐	☐	☐
I can send an email	☐	☐	☐
I can participate in a video call	☐	☐	☐

I can recognise suspicious digital messages	☐	☐	☐
I feel more independent when using technology	☐	☐	☐

Participants should also be encouraged to identify:

- The most useful skill they have learned.
- The activity they found most difficult.
- A digital task they can now perform with less assistance.
- A skill they would like to practise further.

1.6.14. Trainer Feedback and Recommendations

Following practical assessment, the trainer should provide constructive feedback.

Feedback should identify:

Demonstrated strengths

The digital tasks the participant can complete successfully.

Areas requiring additional practice

Functions or procedures that remain unfamiliar.

Safety considerations

Any relevant cybersecurity or privacy practices that should be reinforced.

Recommended next steps

Suitable activities for continued independent learning.

Feedback should be specific and encouraging.

For example:

“The participant can independently open a browser and locate relevant information but would benefit from additional practice in evaluating website reliability.”

Such feedback provides more useful guidance than a simple numerical score.

1.6.15. Completion of Module 1

Module 1 is intended to provide adult learners with a practical foundation for continued digital education.

Its learning activities support the development of essential competencies in device operation, computer use, internet navigation, digital communication, and basic cybersecurity awareness.

Completion of the module should be understood in relation to the learning activities undertaken and the competencies demonstrated by each participant.

The programme does not assume that all learners will achieve the same level of independence within the same period.

Instead, it promotes individual progress, confidence-building, and the ability to apply acquired skills in everyday situations.

The knowledge and skills developed through Module 1 provide the foundation for the subsequent modules on artificial intelligence and electronic services.

1.6.16. Overall Module Conclusion

Basic digital literacy is an essential component of personal independence and meaningful participation in contemporary society.

The ability to operate digital devices, manage information, communicate electronically, and recognise common online risks can support adults in accessing services, maintaining relationships, and participating in lifelong learning.

Module 1 combines accessible explanations with practical exercises and progressive assessment.

Its educational approach recognises the diversity of adult learners and encourages the development of competencies through direct experience, individual support, and repeated practice.

By establishing a foundation of practical digital skills and responsible online behaviour, the module contributes to the broader educational objectives of the Digital Era project and prepares learners for more advanced activities involving artificial intelligence and electronic services.