# MICROCREDENTIALS FOR COMMUNICATION AND COLLABORATION
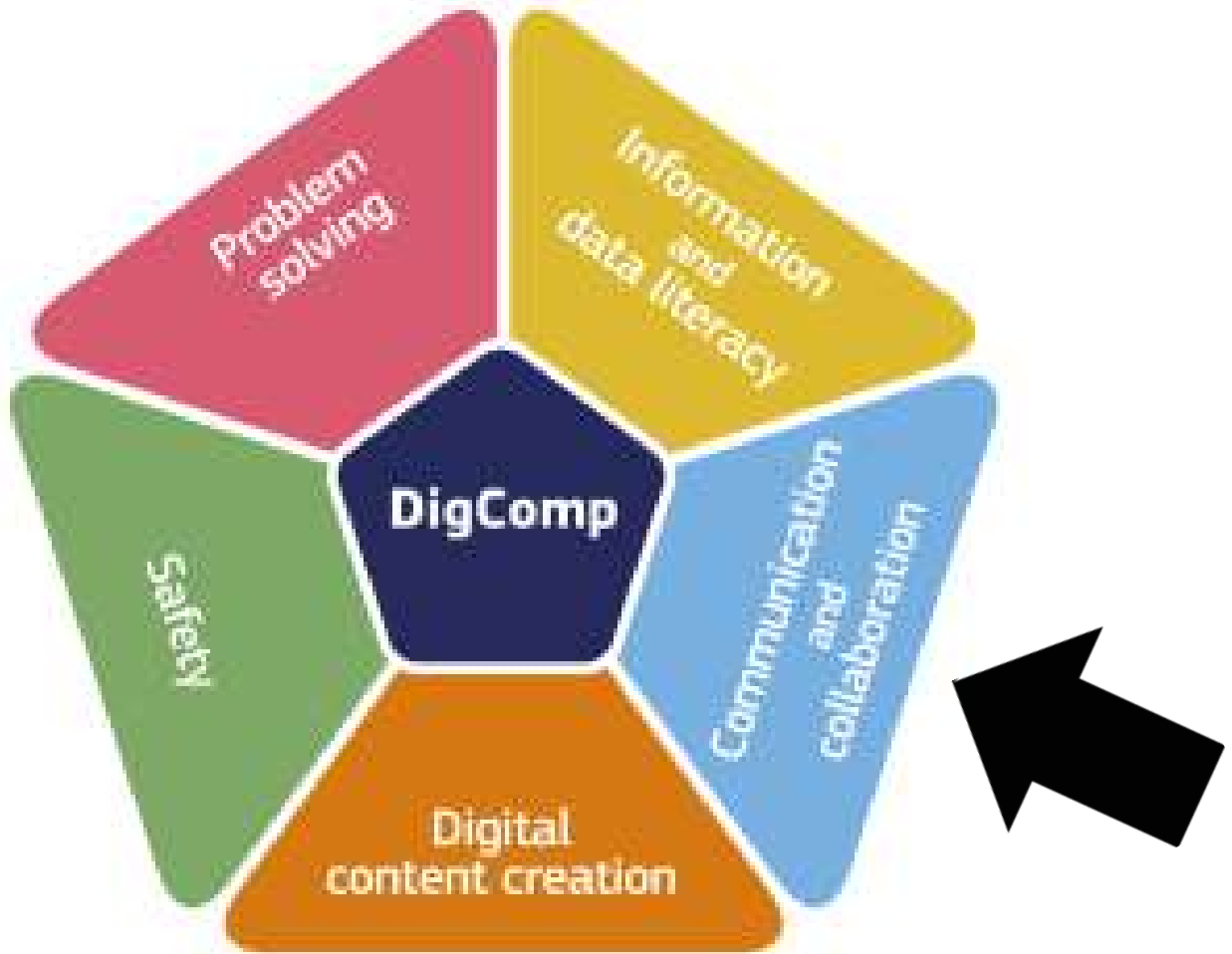## Competence 2.3: ENGAGING CITIZENSHIP THROUGH DIGITAL TECHNOLOGIES

DSW
DIGITAL SKILLS WALLET

Co-funded by
the European Union

## Contents

# FOUNDATION LEVEL
# (Level 1 and Level 2)

# Public and Private Digital Services (MC 2.3.A.1)

## Basic Information

| | |
|---|---|
| Identification of the learner | Any Citizen |
| Title and code of the micro-credential | Public and Private Digital Services<br>**Code: MC 2.3.A.1** |
| Country(ies)/Region(s) of the issuer | IRELAND, ITALY, CYPRUS, GREECE, ROMANIA<br>http://dsw.projectsgallery.eu |
| Awarding body(ies) | DSW Consortium<br>Project Number: **101087628** |
| Date of issuing | Dec 2023 |
| Notional workload needed to achieve the learning outcomes | 2-4 Hours |
| Level of the learning experience leading to the micro-credential | FOUNDATION |
| Type of assessment | Automatically marked Questions<br>Number of Questions: 16 – 20<br>Passing Score: 75% |
| Form of participation in the learning activity | Online Asynchronous |
| Type of quality assurance used to underpin the micro-credential | Peer Review |

## Learning Outcomes

Learning Outcomes (ref. Level 1 LOs 1.1, 1.2, 1.3 and 1.4)

- Define public digital services and private digital services.
- Describe the characteristics of public digital services and private digital services.
- Provide examples of different public digital services.
- Provide examples of different private digital services.

## Description

The achievement of the micro credential **"Public and Private Digital Services"** proves that the learner is able to recognise public digital services as online platforms, applications or resources that are provided and managed by government or public institutions and private digital services as online platforms, applications, or tools that are developed, owned, and operated by private companies or non-governmental organizations. Additionally, the achievement of this micro-credential provides evidence that the learner is able to describe the characteristics of public digital services such as government oversight (for example public digital services are typically under the governance and management of government agencies or public institutions), inclusivity and accessibility, transparency and public infrastructure (for example government websites, e-government portals, public health information platforms and emergency alert systems), as well as the characteristics of private digital services such as ownership (for example private digital services are owned and operated by private companies or organizations), customization and personalization (private digital services tailor the users experience based on their preferences), targeted advertising (private services use targeted advertising based on the user's preference) and innovation and competition (private digital services operate in a competitive market).

Finally, this micro-credential provides evidence on knowledge of different public digital services such as E-government services (for example services to consult tax information, services to make an appointment in the health care centre, to make a request for unemployment benefits, to make a request for housing support, to vote online, to make online payments for water and electricity, to apply for permits and licenses and more), government websites and Smart City Initiatives such as traffic management, public transportation, environmental monitoring etc, as well as evidence on knowledge of different private digital services such as Online banking, E-commerce, Streaming services, Online learning services, Social Media platforms.

## Questions

1. What is the definition of public digital services?
2. What is the definition of private digital services?
3. What are the key characteristics of public digital services?
4. What are the key characteristics of private digital services?
5. Can you give examples of public digital services provided by local governments?

# Citizen engagement through digital technologies (MC 2.3.A.2)

## Basic Information

| | |
|---|---|
| Identification of the learner | Any Citizen |
| Title and code of the micro-credential | Citizen engagement through digital technologies.<br>**Code: MC 2.3.A.2** |
| Country(ies)/Region(s) of the issuer | IRELAND, ITALY, CYPRUS, GREECE, ROMANIA<br>http://dsw.projectsgallery.eu |
| Awarding body(ies) | DSW Consortium<br>Project Number: **101087628** |
| Date of issuing | Dec 2023 |
| Notional workload needed to achieve the learning outcomes | 1-3 Hours |
| Level of the learning experience leading to the micro-credential | FOUNDATION |
| Type of assessment | Automatically marked Questions<br>Number of Questions: 16 – 20<br>Passing Score: 75% |
| Form of participation in the learning activity | Online Asynchronous |
| Type of quality assurance used to underpin the micro-credential | Peer Review |

## Learning Outcomes

Learning Outcomes (ref. Level 2 LOs 2.5)

- Emphasize on the importance of citizen engagement through digital technologies.

## Description

 **"Citizen engagement through digital technologies"** micro-credential demonstrates knowledge of learners on the importance of citizen engagement through digital technologies by mentioning reasons such as enhanced accessibility, sharing of information in real time thus increased transparency, democratic participation through online voting and engagement through social media platforms that allow individuals to voice their opinions and concerns. This micro-credential also demonstrates the ability of the learner to recognise that citizens can contribute ideas and solutions to societal challenges (innovation and problem-solving) and provide feedback on government policies and services, in order to help governments make necessary adjustments and improvements based on public input (feedback mechanism). Finally, the micro-credential proves the ability of the learner to present public and private digital services as a way of building a strong network and connections arounds us as well as providing a space for individuals to participate in democratic decision making and civic activities.

## Questions

1. Why is citizen engagement through digital technologies crucial in today's society?
2. How can citizens contribute to democratic participation through digital technologies?
3. How can citizens voice their opinions and concerns through digital technologies?
4. Discuss the significance of digital technologies in fostering innovation and problem-solving as part of citizen engagement.
5. Present public and private digital services as a way of building a strong network.

# Public and Private Digital Services: Participating on local, regional, national, European and International level (MC 2.3.A.3)

## Basic Information

| | |
|---|---|
| Identification of the learner | Any Citizen |
| Title and code of the micro-credential | Public and Private Digital Services: Participating on local, regional, national, European and International level. **Code: MC 2.3.A.3** |
| Country(ies)/Region(s) of the issuer | IRELAND, ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu |
| Awarding body(ies) | DSW Consortium Project Number: **101087628** |
| Date of issuing | Dec 2023 |
| Notional workload needed to achieve the learning outcomes | 2-4 Hours |
| Level of the learning experience leading to the micro-credential | FOUNDATION |
| Type of assessment | Automatically marked Questions Number of Questions: 16 – 20 Passing Score: 75% |
| Form of participation in the learning activity | Online Asynchronous |
| Type of quality assurance used to underpin the micro-credential | Peer Review |

## Learning Outcomes

Learning Outcomes (ref. Level 2 LOs 2.6 and 2.7)

- Identify specific public digital services (platforms) that offer opportunities for citizens to participate on local, regional, national, European and international level.
- Identify specific private digital services (platforms) that offer opportunities for citizens to participate on local, regional, national, European and international level.

## Description

"Public and Private Digital Services: Participating on local, regional, national, European and International level" micro-credential demonstrates the ability of the learners to recognise public digital services that offer opportunities for citizens to participate on local, regional, national, European and international level such as  E-government portals ( local portals, European portals ( Your Europe), national portals ( United Nations Public Administration Network (UNPAN)), citizen feedback and surveys (Eurobarometer, United Nations My World Survey,  OECD Better Life Index, World Economic Forum Global Shapers Annual Survey), online petitions and activism platforms (European Citizens' Initiative (ECI), Avaaz, Change.org, Care2petitions, Global Citizen Petitions), collaboration platforms (European Research Area (ERA), Horizon Europe, Erasmus+, United Nations Development Programme (UNDP)), educational platforms for civic engagement (European Parliament - EU Learning Portal, Global Citizenship Education (UNESCO)).

Additionally, this micro-credential demonstrates the ability of the learners to recognise private digital services that offer opportunities for citizens to participate on local, regional, national, European and international level such as social media platforms (Facebook, X (former twitter), Instagram), crowdfunding platforms (Kickstarter, Indiegogo, GoFundMe), online community platforms ( Reddit, Discord), online petitions and activism platforms ( change.org, Avaaz) virtual events and webinars ( Zoom, Microsoft Teams, Webex), journalism platforms (Medium, local journalism websites), e-commerce platforms ( Etsy, Ebay), consumer feedback platforms ( Yelp, TripAdvisor), charity and volunteering platforms (VolunteerMatch, JustGiving).

## Questions

1. Can you name a public digital service at the European level that allows citizens to engage in civic activities?
2. Can you name a public digital service at the National level that allows citizens to engage in civic activities?
3. Can you name some public digital services at the local, regional, national, European and International level that allow citizens to participate in collaboration platforms?
4. Can you name some private digital services at the local, regional, national, European and International level that allow citizens to participate in consumer feedback platforms?

# Online Petitions and Activism Platforms (MC 2.3.A.4)

## Basic Information

| | |
|---|---|
| Identification of the learner | Any Citizen |
| Title and code of the micro-credential | Online Petitions and Activism Platforms **Code: MC 2.3.A.4** |
| Country(ies)/Region(s) of the issuer | IRELAND, ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu |
| Awarding body(ies) | DSW Consortium Project Number: **101087628** |
| Date of issuing | Dec 2023 |
| Notional workload needed to achieve the learning outcomes | 2-4 Hours |
| Level of the learning experience leading to the micro-credential | FOUNDATION |
| Type of assessment | Automatically marked Questions Number of Questions: 16 – 20 Passing Score: 75% |
| Form of participation in the learning activity | Online Asynchronous |
| Type of quality assurance used to underpin the micro-credential | Peer Review |

## Learning Outcomes

Learning Outcomes (ref. Level 2 LOs 2.8)

- Identify online petitions and activism platforms through simple search on internet.

## Description

**"Online Petitions and Activism Platforms"** micro-credential demonstrates knowledge on the existence of different online petitions and activism platforms such as Avaaz, Change.org, Care2petitions, Global Citizen Petitions, MoveOn, SumOfUs, Color of Change, Stand Up Republic and more.

## Questions

1. What is an online petition and activism platform?
2. Can you name some online petitions and activism platforms?
3. Can you identify any differences between the online petitions and activism platforms you mentioned above?
4. What are the advantages provided by online petitions and activism platforms?

# Digital tools and platforms to participate in society and empower an individual (MC 2.3.A.5)

## Basic Information

| | |
|---|---|
| Identification of the learner | Any Citizen |
| Title and code of the micro-credential | Digital tools and platforms to participate in society and empower an individual<br>**Code: MC 2.3.A.5** |
| Country(ies)/Region(s) of the issuer | IRELAND, ITALY, CYPRUS, GREECE, ROMANIA<br>http://dsw.projectsgallery.eu |
| Awarding body(ies) | DSW Consortium<br>Project Number: **101087628** |
| Date of issuing | Dec 2023 |
| Notional workload needed to achieve the learning outcomes | 3-5 Hours |
| Level of the learning experience leading to the micro-credential | FOUNDATION |
| Type of assessment | Automatically marked Questions<br>Number of Questions: 16 – 20<br>Passing Score: 75% |
| Form of participation in the learning activity | Online Asynchronous |
| Type of quality assurance used to underpin the micro-credential | Peer Review |

## Learning Outcomes

Learning Outcomes (ref. Level 2 LOs 2.9 and 2.10)

- Identify areas of private and professional life where one can use digital tools to participate in the society.
- Identify simple online platforms where one can use to empower herself/himself.

## Description

"Digital tools and platforms to participate in society and empower an individual" micro-credential demonstrates the ability of the learners to identify areas of private life where a citizen can use digital tools to participate in society such as networking through social media, online communities and forums, online activism, digital volunteering, digital learning and skill development, virtual events and webinars, fitness and wellness apps, digital donations and crowdfunding, as well as the ability to identify areas of professional life where a citizen can use digital tools to participate in society such as social media engagement, remote work and collaboration, professional networking, freelancing and Gig platforms, virtual conferences and webinars, digital mentoring and coaching and more. Additionally, the micro-credential demonstrates the ability of the learners to identify simple online platforms where one can use to empower herself/himself such as online learning platforms (Coursera, Udemy, Khan Academy, Duolingo), social media platforms (Facebook, X (former twitter), Instagram, LinkedIn), task management platforms (Trello, Todoist, Monday.com) and online communities and forums (Reddit, Quora).

## Questions

1. What are some areas in your private life where you can use digital tools to participate in the society?
2. What are some areas in your professional life where you can use digital tools to participate in the society?
3. What are some online learning platforms?
4. What are some task management platforms?
5. How can digital tools contribute to remote work and telecommuting in your professional life?

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# Traditional and new form of media (MC 2.3.A.6)

## Basic Information

| | |
|---|---|
| Identification of the learner | Any Citizen |
| Title and code of the micro-credential | Traditional and new form of media<br>**Code: MC 2.3.A.6** |
| Country(ies)/Region(s) of the issuer | IRELAND, ITALY, CYPRUS, GREECE, ROMANIA<br>http://dsw.projectsgallery.eu |
| Awarding body(ies) | DSW Consortium<br>Project Number: **101087628** |
| Date of issuing | Dec 2023 |
| Notional workload needed to achieve the learning outcomes | 1-3 Hours |
| Level of the learning experience leading to the micro-credential | FOUNDATION |
| Type of assessment | Automatically marked Questions<br>Number of Questions: 16 – 20<br>Passing Score: 75% |
| Form of participation in the learning activity | Online Asynchronous |
| Type of quality assurance used to underpin the micro-credential | Peer Review |

## Learning Outcomes

Learning Outcomes (ref. Level 2 LOs 2.11 and 2.12)

- Differentiate media according to their nature (traditional or new form media).
- Emphasize on the importance of traditional and new forms of media in democratic societies.

## Description

**"Traditional and new form of media"** micro-credential demonstrates the ability of the learners to identify traditional forms of media such as newspapers, magazines, television and radio and new forms of media such as social media platforms, blogs, podcasts and the internet in general. Additionally, this micro-credential demonstrates the ability of the learner to recognise that traditional forms of media serve as tool on disseminating information to the public, are easily accessible and have a long-standing reputation for credibility and reliability, as well as the ability of the learner to recognise that new forms of media provide real time information, are reachable globally and encourage interactivity and participation. Finally, this micro-credential proves the ability of the learner to sensitize on the importance of traditional and new forms of media in democratic societies.

## Questions

1. Describe traditional forms of media. What are some examples of traditional form of media?
2. Describe new forms of media. What are some examples of new form of media?
3. What are some important differences between traditional and new form of media?
4. Why are traditional and new form of media important in today's society?

# INTERMEDIATE LEVEL
## (Level 3 and Level 4)
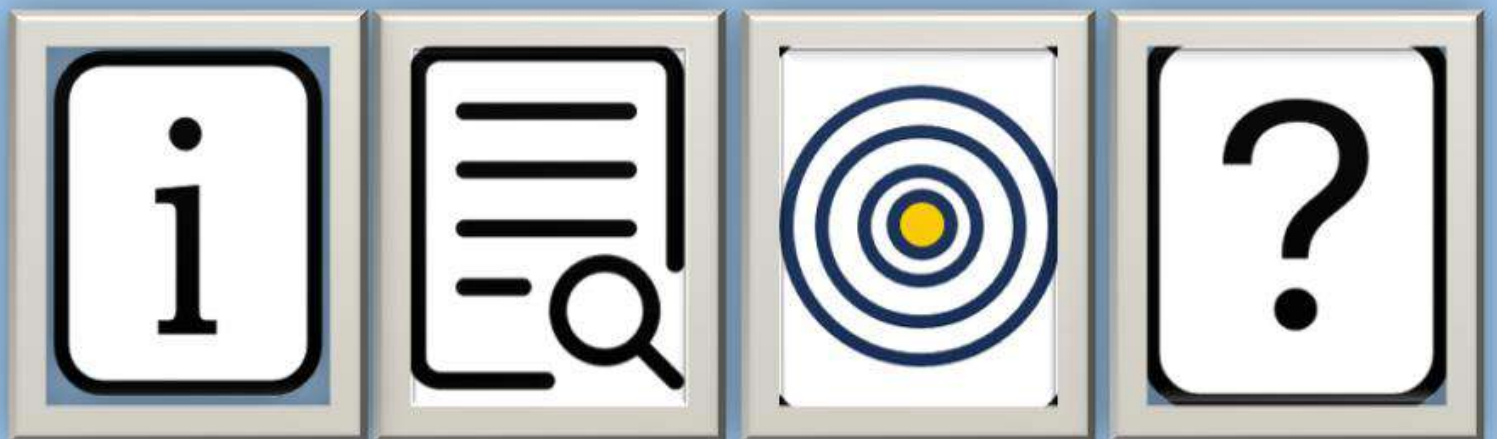
# Secure Electronic Identification (MC 2.3.B.1)

## Basic Information

| | |
|---|---|
| Identification of the learner | Any Citizen |
| Title and code of the micro-credential | Secure Electronic Identification<br>**Code: MC 2.3.B.1** |
| Country(ies)/Region(s) of the issuer | IRELAND, ITALY, CYPRUS, GREECE, ROMANIA<br>http://dsw.projectsgallery.eu |
| Awarding body(ies) | DSW Consortium<br>Project Number: **101087628** |
| Date of issuing | Dec 2023 |
| Notional workload needed to achieve the learning outcomes | 3-5 Hours |
| Level of the learning experience leading to the micro-credential | INTERMEDIATE |
| Type of assessment | Automatically marked Questions<br>Number of Questions: 16 – 20<br>Passing Score: 75% |
| Form of participation in the learning activity | Online Asynchronous |
| Type of quality assurance used to underpin the micro-credential | Peer Review |

## Learning Outcomes

Learning Outcomes (ref. Level 3 LOs 3.13, 3.14, 3.15, 3.16 and 3.17):

- Explain Secure electronic identification (eID).
- List key aspects of Secure electronic identification (eID).
- Emphasize on the importance of Secure electronic identification when using public or private digital services.
- Name public or private digital services where an individual is asked to provide an electronic identification.
- Explain how to acquire certificates from a certification authority for the purpose of secure electronic identification.

## Description

The achievement of the micro credential **"Secure Electronic Identification"** demonstrates the ability of the learner to recognise that Secure Electronic Identification (eID) as the digital authentication and verification of an individual's identity through electronic means. It is a secure and reliable way to confirm and manage a person's identity in the digital realm.  Through this microcredential the learners recognise the primary objective of eID that is  to establish trust in online transactions and interactions, ensuring that the parties involved can confidently identify each other in a secure manner, as well as the ability of the learner to recognise key aspects of Secure electronic identification (eID) such as Digital Authentication, Government-Issued Identification, Biometric Authentication, Two-Factor Authentication (2FA) or Multi-Factor Authentication (MFA), Public Key Infrastructure (PKI), Online Platforms and Services, Legal Frameworks and User Consent and Privacy Protection.

Additionally, this micro-credential demonstrates the sensitisation of the learner on the importance of Secure Electronic Identification (eID) when using public or private digital services, as well as the ability of the learner to explain, why Secure Electronic Identification (eID) plays a critical role in ensuring the security, trustworthiness, and efficiency of both public and private digital services. The learner should be also able to list different public or private digital services where an individual is going to be asked to provide an electronic identification such as, Online Banking Platforms, Government Service Portals, Healthcare Systems, Secure Email Platforms, Mobile Devices and Smartphones, Government Mobile Apps, Corporate Intranets and Portals, E-commerce Platforms, Educational Portals, Travel and Immigration Systems, Legal and Notary Services and Online Voting Platforms, as well as the ability of the learner to explain situations when multi factor authentication is required.

Finally, this micro-credential demonstrates the ability of the learner to identify certification authorities from where one can acquire certificate and follow the necessary steps.

## Questions

1. What is Secure Electronic Identification?
2. What are some key aspects of Secure Electronic Identification?
3. What are some public digital services where an individual is asked to provide electronic identification?
4. What are some private digital services where an individual is asked to provide electronic identification?
5. What are the steps to acquire a certificate from a certification authority?

# Select Public and Private Digital Services to participate on local, regional, national, European and International level (MC 2.3.B.2)

## Basic Information

| | |
|---|---|
| Identification of the learner | Any Citizen |
| Title and code of the micro-credential | Select Public and Private Digital Services to participate on local, regional, national, European and International level<br>**Code: MC 2.3.B.2** |
| Country(ies)/Region(s) of the issuer | IRELAND, ITALY, CYPRUS, GREECE, ROMANIA<br>http://dsw.projectsgallery.eu |
| Awarding body(ies) | DSW Consortium<br>Project Number: **101087628** |
| Date of issuing | Dec 2023 |
| Notional workload needed to achieve the learning outcomes | 1-3 Hours |
| Level of the learning experience leading to the micro-credential | INTERMEDIATE |
| Type of assessment | Automatically marked Questions<br>Number of Questions: 16 – 20<br>Passing Score: 75% |
| Form of participation in the learning activity | Online Asynchronous |
| Type of quality assurance used to underpin the micro-credential | Peer Review |

## Learning Outcomes

Learning Outcomes (ref. Level 4 LOs 4.18 and 4.19):

- Select specific public digital services (platforms) that offer opportunities for citizens to participate on local, regional, national, European and international level through the use of specific criteria.
- Select specific private digital services (platforms) that offer opportunities for citizens to participate on local, regional, national, European and international level through the use of specific criteria.

## Description

**"Select Public and Private Digital Services to participate on local, regional, national, European and International level"** micro- credential demonstrates the ability of the learners to select a specific public digital service (platform) taking into consideration specific criteria such as, accessibly, inclusivity, transparency, security and privacy, variety of engagement tools (surveys, polls, discussion forums), scalability, integration with existing systems, the inclusion of feedback mechanisms and compliance with regulations (data protection).

This micro-credential demonstrates also the ability of the learner to select a specific private digital service (platform) taking into consideration specific criteria such as, functionality and comprehensive features, accessibility, compatibility, compliance with data protection and privacy regulations (GDPR), scalability, flexibility, integration with existing systems, cost and value, support and maintenance, access to feedback and opportunities for training.

## Questions

1. Name a set of criteria that you take into consideration when selecting a public digital service.
2. Name a set of criteria that you take into consideration when selecting a private digital service.
3. Why is accessibility an important criterion to take into consideration when selecting a public digital service?
4. Why is the variety of engagements tools an important criterion to take into consideration when selecting a public digital service?
5. Why is functionality a criterion to take into consideration when selecting a private digital service?
6. Why is the cost and value a criterion to take into consideration when selecting a private digital service?

# Select Online Petitions and Activism Platforms (MC 2.3.B.3)

## Basic Information

| | |
|---|---|
| Identification of the learner | Any Citizen |
| Title and code of the micro-credential | Select Online Petitions and Activism Platforms<br>**Code: MC 2.3.B.3** |
| Country(ies)/Region(s) of the issuer | IRELAND, ITALY, CYPRUS, GREECE, ROMANIA<br>http://dsw.projectsgallery.eu |
| Awarding body(ies) | DSW Consortium<br>Project Number: **101087628** |
| Date of issuing | Dec 2023 |
| Notional workload needed to achieve the learning outcomes | 1-3 Hours |
| Level of the learning experience leading to the micro-credential | INTERMEDIATE |
| Type of assessment | Automatically marked Questions<br>Number of Questions: 16 – 20<br>Passing Score: 75% |
| Form of participation in the learning activity | Online Asynchronous |
| Type of quality assurance used to underpin the micro-credential | Peer Review |

## Learning Outcomes

Learning Outcomes (ref. Level 4 LOs 4.20 and 4.21):

- Select private and public petitions and activism platforms to use through the use of specific criteria.
- Select a social media platform or platforms where you can share the petition campaign you got involved in.

## Description

**"Select Online Petitions and Activism Platforms"** demonstrates the ability of the learner to explore the online petitions and activism platforms (change.org and Avaaz) and select campaigns that interest the learners to sign the petition. This micro credential proves also the ability of the learner to select private and public online petitions and activism platforms through the application of criteria such as visibility and reach, legitimacy and credibility, audience and causes, user-friendly interface, global or local impact, privacy and security, engagement and interaction, moderation and rules. Finally, this micro-credential demonstrates the ability of the learner to select a social media platform such as Facebook, Instagram and X (former twitter), and share the campaign they got involved in.

## Questions

1. Name the criteria that you take into consideration when selecting an online petition and activism platform.
2. How do you identify a petition to sign?
3. Why is legitimacy and credibility a criterion to take into consideration when selecting an online petition and activism platform?
4. Why is engagement and interaction a criterion to take into consideration when selecting an online petition and activism platform?
5. Which social media is the most appropriate to share the campaign you got involved in and why?

# Technologies to empower oneself and to participate in the society (MC 2.3.B.4)

## Basic Information

| | |
|---|---|
| Identification of the learner | Any Citizen |
| Title and code of the micro-credential | Technologies to empower oneself and to participate in society<br>**Code: MC 2.3.B.4** |
| Country(ies)/Region(s) of the issuer | IRELAND, ITALY, CYPRUS, GREECE, ROMANIA<br>http://dsw.projectsgallery.eu |
| Awarding body(ies) | DSW Consortium<br>Project Number: **101087628** |
| Date of issuing | Dec 2023 |
| Notional workload needed to achieve the learning outcomes | 3-5 Hours |
| Level of the learning experience leading to the micro-credential | INTERMEDIATE |
| Type of assessment | Automatically marked Questions<br>Number of Questions: 16 – 20<br>Passing Score: 75% |
| Form of participation in the learning activity | Online Asynchronous |
| Type of quality assurance used to underpin the micro-credential | Peer Review |

## Learning Outcomes

Learning Outcomes (ref. Level 4 LOs 4.22):

- Discuss appropriate technologies to empower myself and to participate in the society as citizen through the use of specific methodology.

## Description

**"Technologies to empower oneself and to participate in the society"** micro-credential demonstrates the broad knowledge of the learners to discuss appropriate technologies to empower oneself and to participate in the society as citizen through the use of specific methodology. The learners should be able to identify the type of empowerment as the starting point that could be for example **digital literacy and education, (**based on this the learner should be able to identify the appropriate tool for example online courses and MOOcs), **communication and collaboration** (for communication and collaboration through online meetings and exchange of messages), **social media** (for building a network and strong connections), **civic engagement platforms:** (for receiving information about civic matters), **social activism platforms** (for participation in online petitions and social movements) and **online banking** (for managing finances and enabling secure digital transaction for e-commerce and for paying bills such as electricity and water online).

Additionally, this micro-credential demonstrates the ability of the leaner to select the most appropriate tools through the application of criterial such as user-friendliness, accessibility, security, relevance, community feedback and cost.

## Questions

1. Explain the meaning of empowering ones' self through digital technologies.
2. What are some examples of types of empowerments?
3. Is online banking considered a type of empowerment for an individual?
4. Name a set of criteria that you take into consideration when selecting a digital tool.

# Democracy and digital democracy (MC 2.3.B.5)

## Basic Information

| | |
|---|---|
| Identification of the learner | Any Citizen |
| Title and code of the micro-credential | Democracy and digital democracy<br>**Code: MC 2.3. B.5** |
| Country(ies)/Region(s) of the issuer | IRELAND, ITALY, CYPRUS, GREECE, ROMANIA<br>http://dsw.projectsgallery.eu |
| Awarding body(ies) | DSW Consortium<br>Project Number: **101087628** |
| Date of issuing | Dec 2023 |
| Notional workload needed to achieve the learning outcomes | 1-3 Hours |
| Level of the learning experience leading to the micro-credential | INTERMEDIATE |
| Type of assessment | Automatically marked Questions<br>Number of Questions: 16 – 20<br>Passing Score: 75% |
| Form of participation in the learning activity | Online Asynchronous |
| Type of quality assurance used to underpin the micro-credential | Peer Review |

## Learning Outcomes

Learning Outcomes (ref. Level 3 LOs 3.23 and 3.24)

- Define democracy and digital democracy.
- Define the components of digital democracy.

## Description

**"Democracy and digital democracy"** micro-credential demonstrates the ability of the learner to define democracy as a system of government in which laws, policies, leadership, and major undertakings of a state or other polity are directly or indirectly decided by the "people". Citizens have the right to participate in decision making processes, as well as the ability of the learner to define digital democracy as the integration of digital technologies into democratic process to enhance citizen participation, engagement and decision making in political affairs. Finally, this micro-credential demonstrates the ability of the learner to identify the key components of digital democracy, such as the provision of government services and information online, the use of electronic voting systems, participation on digital platforms and forums, the provision of government information and data assessable online, participation in policy making through e-government platforms, etc.

## Questions

1. What is democracy?
2. What is digital democracy?
3. How can citizens participate in a state of democracy?
4. How can citizens participate in digital democracy?
5. What are the key components of digital democracy?

# ADVANCED LEVEL
# (Level 5 and Level 6)

# Understanding the needs of others for different digital services (MC 2.3.C.1)

## Basic Information

| | |
|---|---|
| Identification of the learner | Any Citizen |
| Title and code of the micro-credential | Understanding the needs of others for different digital services<br>**Code: MC 2.3.C.1** |
| Country(ies)/Region(s) of the issuer | IRELAND, ITALY, CYPRUS, GREECE, ROMANIA<br>http://dsw.projectsgallery.eu |
| Awarding body(ies) | DSW Consortium<br>Project Number: **101087628** |
| Date of issuing | Dec 2023 |
| Notional workload needed to achieve the learning outcomes | 3-5 Hours |
| Level of the learning experience leading to the micro-credential | ADVANCED |
| Type of assessment | Automatically marked Questions<br>Number of Questions: 16 – 20<br>Passing Score: 75% |
| Form of participation in the learning activity | Online Asynchronous |
| Type of quality assurance used to underpin the micro-credential | Peer Review |

## Learning Outcomes

Learning Outcomes (ref. Level 5 LOs 5.25, 5.26. and 5.27):

- Explain why it is important to understand the needs of others before proposing different digital services.
- Use questioning techniques to identify the needs of others in order to propose appropriate digital services.
- Propose to others digital services (public or private) that respond to their needs.

## Description

**"Understanding the needs of others for different digital services"** proves the broad knowledge of different types of questioning techniques to identify the needs of others in order to propose appropriate digital services. The learner should be able to describe and use open ended questions, probing questions, needs assessment questions (eg what your primary goals is when engaging through digital technologies), preference exploration questions and future oriented questions. Additionally, this micro-credential demonstrates the ability of the learner to explain that by understanding the needs of your target audience, you can propose digital services that directly address their main needs and preferences. This customer-centric approach increases the likelihood of suggesting solutions that are valuable and relevant to users. Finally, this micro-credential proves the ability of the leaner to propose to others digital services (public or private) that do respond to their needs as they arise after the investigation.

## Questions

1. Why is it important to understand the needs of others as far as digital services are concerned?
2. How can you identify the needs of others as far as digital services are concerned?
3. What are some questioning techniques?
4. What are the differences between open ended questions and probing questions?
5. What will you take into consideration when proposing different digital services to others?

# Developing a survey and analysing its results (MC 2.3.C.2)

## Basic Information

| | |
|---|---|
| Identification of the learner | Any Citizen |
| Title and code of the micro-credential | Developing a survey and analysing its results<br>**Code: MC 2.3.C.2** |
| Country(ies)/Region(s) of the issuer | IRELAND, ITALY, CYPRUS, GREECE, ROMANIA<br>http://dsw.projectsgallery.eu |
| Awarding body(ies) | DSW Consortium<br>Project Number: **101087628** |
| Date of issuing | Dec 2023 |
| Notional workload needed to achieve the learning outcomes | 3-5 Hours |
| Level of the learning experience leading to the micro-credential | ADVANCED |
| Type of assessment | Automatically marked Questions<br>Number of Questions: 16 – 20<br>Passing Score: 75% |
| Form of participation in the learning activity | Online Asynchronous |
| Type of quality assurance used to underpin the micro-credential | Peer Review |

## Learning Outcomes

Learning Outcomes (ref. Level 5 LOs 5.28, 5.29 and 5.30):

- Develop a survey for a specific topic and share it with your local community in order to gain their input for a specific societal issue.
- Analyse the results of your survey.
- Announce through digital tools the findings of your survey.

## Description

**"Developing a survey and analysing its results"** micro-credential demonstrates the ability of the learners to recognise different survey tools such as Survey Monkey, Google Forms, Microsoft Forms, Type Form etc, as well as the ability of the learners to create a survey for a specific topic of their choice and share it on social media. Learners through this micro-credential demonstrate that they can use an appropriate media strategy such as QR codes and Hashtags, in order to share the results of their survey with their local community. Finally, this micro-credential demonstrates the ability of the learner to use automated features provided by survey tools such as Survey Monkey, Google Forms, Microsoft Forms, Type Form etc to analyse the results, as well as the ability of the learner to create content posts to announce the results in social media.

## Questions

1. Which survey tools could you use to develop a survey?
2. Explain the importance of analysing a survey's results.
3. How can you analyse a survey's results?
4. What is the best way to announce a survey's results?
5. What are some appropriate media strategies being used across social media platforms when sharing the results of your survey?
6. Can you describe how you will announce the results of a survey in social media?

# Using Public and Private Digital Services to participate on local, regional, national, European and International level (MC 2.3.C.3)

## Basic Information

| | |
|---|---|
| Identification of the learner | Any Citizen |
| Title and code of the micro-credential | Using Public and Private Digital Services to participate on local, regional, national, European and International level<br>**Code: MC 2.3.C.3** |
| Country(ies)/Region(s) of the issuer | IRELAND, ITALY, CYPRUS, GREECE, ROMANIA<br>http://dsw.projectsgallery.eu |
| Awarding body(ies) | DSW Consortium<br>Project Number: **101087628** |
| Date of issuing | Dec 2023 |
| Notional workload needed to achieve the learning outcomes | 3-5 Hours |
| Level of the learning experience leading to the micro-credential | ADVANCED |
| Type of assessment | Automatically marked Questions<br>Number of Questions: 16 – 20<br>Passing Score: 75% |
| Form of participation in the learning activity | Online Asynchronous |
| Type of quality assurance used to underpin the micro-credential | Peer Review |

## Learning Outcomes

Learning Outcomes (ref. Level 5 LOs 5.31 and 5.32):

- Use appropriate public digital services (platforms) that offer opportunities for citizens to participate on local, regional, national, European and international level through the use of specific criteria.
- Use appropriate private digital services (platforms) that offer opportunities for citizens to participate on local, regional, national, European and international level through the use of specific criteria.

## Description

**"Using Public and Private Digital Services to participate on local, regional, national, European and International level"** micro-credential demonstrates the ability of the learners to use effectively a broad range of trusty public digital services (platforms) for surveys, polls, discussion forums  and others such as E-government portals (local portals, European portals, national portals, citizen feedback and surveys, online petitions and activism platforms, collaboration platforms, Horizon Europe, Erasmus+, United Nations Development Programme, educational platforms for civic engagement, as well as the ability of the learner to evaluate them based on specific criteria such as, accessibly, inclusivity, transparency, security and privacy, variety of engagement tools, scalability, integration with existing systems, the inclusion of feedback mechanisms and compliance with regulations (data protection).

Additionally, this micro-credential demonstrates the ability of the learners to use effectively a broad range of private digital service (platforms) such as social media platforms, online community platforms, online petitions and activism platforms, virtual events and webinars, journalism platforms, e-commerce platforms ( Etsy, Ebay), consumer feedback platforms ( Yelp, TripAdvisor), charity and volunteering platforms (VolunteerMatch, JustGiving), as well as the ability to evaluate the above-mentioned platforms taking into consideration specific criteria such as, functionality and comprehensive features, accessibility, compatibility, compliance with data protection and privacy regulations (GDPR), scalability, flexibility, integration with existing systems, cost and value, support and maintenance, access to feedback and opportunities for training.

## Questions

1. What specific criteria you need to consider when selecting a public digital service for local level participation?
2. What specific criteria you need to consider when selecting a private digital service for local level participation?
3. Describe the use of different public digital services.
4. Describe the use of different private digital services.

# Creating an online petition (MC 2.3.C.4)

## Basic Information

| | |
|---|---|
| Identification of the learner | Any Citizen |
| Title and code of the micro-credential | Creating an online petition<br>**Code: MC 2.3.C.4** |
| Country(ies)/Region(s) of the issuer | IRELAND, ITALY, CYPRUS, GREECE, ROMANIA<br>http://dsw.projectsgallery.eu |
| Awarding body(ies) | DSW Consortium<br>Project Number: **101087628** |
| Date of issuing | Dec 2023 |
| Notional workload needed to achieve the learning outcomes | 3-5 Hours |
| Level of the learning experience leading to the micro-credential | ADVANCED |
| Type of assessment | Automatically marked Questions<br>Number of Questions: 16 – 20<br>Passing Score: 75% |
| Form of participation in the learning activity | Online Asynchronous |
| Type of quality assurance used to underpin the micro-credential | Peer Review |

## Learning Outcomes

Learning Outcomes (ref. Level 5 LOs 5.33 and 5.434):

- Create an online petition and share it.
- Evaluate the results of your petition.

## Description

**"Creating an online petition"** micro-credential demonstrates the ability of the learners to identify the theme and subject of their petition, as well as the ability of the learners to use a broad range of possibilities to create a petition. Additionally, this micro-credential demonstrates the ability of the learners to share the results of their petition. Finally, this micro credential proves the ability of the learners to evaluate both the visibility and engagement of their petition as well as its results.

## Questions

1. Which platform can you use for creating an online petition?
2. Name evaluation dimensions to use for the evaluation of the results of your petition.
3. How will you evaluate visibility?
4. How will you evaluate engagement?
5. Explain the importance of an online petition.

# Using Public and Private Digital Services (MC 2.3.C.5)

## Basic Information

| | |
|---|---|
| Identification of the learner | Any Citizen |
| Title and code of the micro-credential | Using Public and Private Digital Services<br>**Code: MC 2.3.C.5** |
| Country(ies)/Region(s) of the issuer | IRELAND, ITALY, CYPRUS, GREECE, ROMANIA<br>http://dsw.projectsgallery.eu |
| Awarding body(ies) | DSW Consortium<br>Project Number: **101087628** |
| Date of issuing | Dec 2023 |
| Notional workload needed to achieve the learning outcomes | 1-3 Hours |
| Level of the learning experience leading to the micro-credential | ADVANCED |
| Type of assessment | Automatically marked Questions<br>Number of Questions: 16 – 20<br>Passing Score: 75% |
| Form of participation in the learning activity | Online Asynchronous |
| Type of quality assurance used to underpin the micro-credential | Peer Review |

## Learning Outcomes

Learning Outcomes (ref. Level 6 LOs 6.35):

- Use a broad range of public and private digital services and vary them according to the need and the situation.

## Description

**" Using Public and Private Digital Services"** proves the ability of the leaner to select and use the most appropriate digital service according to his/her need. Additionally, the learner demonstrates the ability to combine the use of different digital services to meet a specific need.

## Questions

1. If your need is professional development which digital services, would you use? How would you customise its use to enhance your skills?
2. If your need is local level participation, which digital service would you use? How would this service enable you to engage with broader societal issues or policies?
3. If your need is educational development which digital services, would you use? How would you customise its use to enhance your skills?
4. Select a public digital platform for accessing information. How do you tailor your engagement with this platform to stay informed on specific topics?
5. Give an example of combining together two services to satisfy your needs.

# Using Public and Private Digital Services for Empowerment and Participation in Society (MC 2.3.C.6)

## Basic Information

| | |
|---|---|
| Identification of the learner | Any Citizen |
| Title and code of the micro-credential | Using Public and Private Digital Services for Empowerment and Participation in Society<br>**Code: MC 2.3.C.6** |
| Country(ies)/Region(s) of the issuer | IRELAND, ITALY, CYPRUS, GREECE, ROMANIA<br>http://dsw.projectsgallery.eu |
| Awarding body(ies) | DSW Consortium<br>Project Number: **101087628** |
| Date of issuing | Dec 2023 |
| Notional workload needed to achieve the learning outcomes | 1-3 Hours |
| Level of the learning experience leading to the micro-credential | ADVANCED |
| Type of assessment | Automatically marked Questions<br>Number of Questions: 16 – 20<br>Passing Score: 75% |
| Form of participation in the learning activity | Online Asynchronous |
| Type of quality assurance used to underpin the micro-credential | Peer Review |

## Learning Outcomes

Learning Outcomes (ref.  Level 6 LOs 6.36):

- Use a broad range of public and private digital services and vary them to achieve the best level of empowerment and participation in society as citizen.

## Description

**" Using Public and Private Digital Services for Empowerment and Participation in Society"** proves the ability of the learner to use a methodology that includes identification of goals, identification of possibilities to reach those goals, selection of tools to support meeting the goals and use of the tools simultaneously and in a complementary way to achieve your goals, in order to achieve empowerment. Additionally, this micro-credential demonstrates the ability of the learner to use different tools for digital literacy and education, for communication and collaboration, for social media, for civil engagement and social activism, for e-government and for banking.

## Questions

1. Describe the methodology you would adopt to reach empowerment in different levels.
2. If the area of empowerment is digital literacy and education, which digital tools would you use?
3. If the area of empowerment is communication and collaboration, which digital tools would you use?
4. If your area of empowerment is civil engagement and social activism, which digital tools would you use?
5. Describe an empowerment plan that requires combination of digital tools and justify it.

# EXPERT LEVEL
# (Level 7 and Level 8)
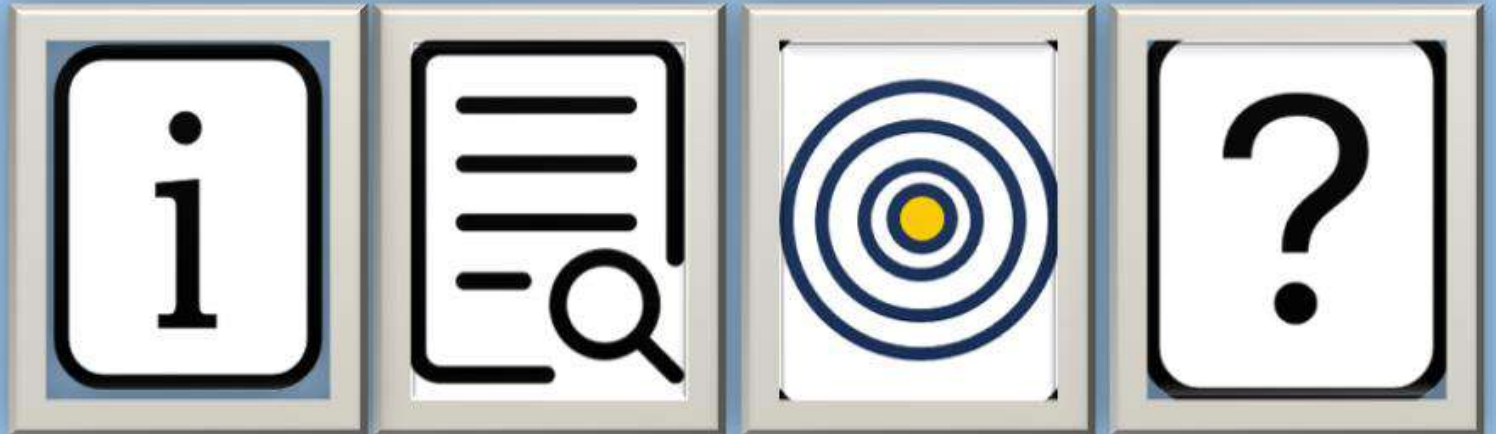
# Addressing Complex Problems Related to Engaging in Citizenship (MC 2.3.D.1)

## Basic Information

| | |
|---|---|
| Identification of the learner | Any Citizen |
| Title and code of the micro-credential | Addressing Complex Problems Related to Engaging in Citizenship<br>**Code: MC 2.3.D.1** |
| Country(ies)/Region(s) of the issuer | IRELAND, ITALY, CYPRUS, GREECE, ROMANIA<br>http://dsw.projectsgallery.eu |
| Awarding body(ies) | DSW Consortium<br>Project Number: **101087628** |
| Date of issuing | Dec 2023 |
| Notional workload needed to achieve the learning outcomes | 3-5 Hours |
| Level of the learning experience leading to the micro-credential | EXPERT |
| Type of assessment | Automatically marked Questions<br>Number of Questions: 16 − 20<br>Passing Score: 75% |
| Form of participation in the learning activity | Online Asynchronous |
| Type of quality assurance used to underpin the micro-credential | Peer Review |

## Learning Outcomes

Learning Outcomes (ref. Level 7 LOs 7.37):

- Explain why addressing complex problems related to engaging in citizenship through digital technologies requires a strategic approach.

## Description

**"Addressing Complex Problems Related to Engaging in Citizenship "** micro-credential demonstrates the ability of the learner to explain why addressing complex problems related to engaging in citizenship through digital technologies requires a strategic approach emphasizing on reasons such as the multifaced nature of the issues due to involvement of various stakeholders, technologies, and societal factors, the rapid changes in technology, the diverse stakeholders (including government bodies, businesses, educational institutions, and citizens themselves- a strategic approach enables the identification of key stakeholders, their interests, and the development of collaborative solutions), the need for long term sustainability, the need for educational and awareness activities etc.

## Questions

1. For which reasons addressing Complex Problems Related to Engaging in Citizenship requires a strategic approach?
2. What is the role of awareness and educational activities in addressing Complex Problems Related to Engaging in Citizenship?
3. Name some key stakeholders whom we need to take into consideration when addressing complex problems related to engaging in citizenship.
4. The fast change in technology affects engaging in citizenship through digital technologies. How? Please explain.
5. When addressing complex problems related to engaging in citizenship through digital technologies, do we need to take into consideration the need for long term sustainability?

# Strategy to contribute in engagement in citizenship through digital technologies (MC 2.3.D.2)

## Basic Information

| | |
|---|---|
| Identification of the learner | Any Citizen |
| Title and code of the micro-credential | Strategy to contribute in engagement in citizenship through digital technologies **Code: MC 2.3.D.2** |
| Country(ies)/Region(s) of the issuer | IRELAND, ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu |
| Awarding body(ies) | DSW Consortium Project Number: **101087628** |
| Date of issuing | Dec 2023 |
| Notional workload needed to achieve the learning outcomes | 3-5 Hours |
| Level of the learning experience leading to the micro-credential | EXPERT |
| Type of assessment | Automatically marked Questions Number of Questions: 16 – 20 Passing Score: 75% |
| Form of participation in the learning activity | Online Asynchronous |
| Type of quality assurance used to underpin the micro-credential | Peer Review |

## Learning Outcomes

Learning Outcomes (ref. Level 7 LOs 7.38):

- Describe different pillars of the strategy to contribute in engagement in citizenship through digital technologies.

## Description

**"Strategy to contribute in engagement in citizenship through digital technologies"** micro-credential demonstrates the ability of the learner to describe different pillars of the strategy such as development and implementation of digital literacy programmes, collaboration with education providers and other stakeholders for the delivery of digital literacy programmes, ensure that these programmes target a diverse target group, design accessible user-friendly government services, develop and advertise platforms that promote community engagement, ensure digital identity protection, ensure e-government transparency.

This micro-credential also demonstrates the ability of the learner to establish online platforms for civic education that cover topics such as government structures, the electoral process and civic responsibilities, develop and promote youth engagement platforms etc.

## Questions

1. What are the strategic pillars for the development of a strategy in engagement in citizenship through digital technologies?
2. Discuss the importance of collaborating with education providers and other stakeholders for the delivery of those digital literacy programmes.
3. How can you ensure that these programmes target a diverse target group?
4. How can you ensure that these programmes are user-friendly?
5. How can you ensure digital identity protection when engaging with these digital literacy programmes?

# Accessible Government Services (MC 2.3.D.3)

## Basic Information

| | |
|---|---|
| Identification of the learner | Any Citizen |
| Title and code of the micro-credential | Accessible Government Services<br>**Code: MC 2.3.D.3** |
| Country(ies)/Region(s) of the issuer | IRELAND, ITALY, CYPRUS, GREECE, ROMANIA<br>http://dsw.projectsgallery.eu |
| Awarding body(ies) | DSW Consortium<br>Project Number: **101087628** |
| Date of issuing | Dec 2023 |
| Notional workload needed to achieve the learning outcomes | 1-3 Hours |
| Level of the learning experience leading to the micro-credential | EXPERT |
| Type of assessment | Automatically marked Questions<br>Number of Questions: 16 – 20<br>Passing Score: 75% |
| Form of participation in the learning activity | Online Asynchronous |
| Type of quality assurance used to underpin the micro-credential | Peer Review |

## Learning Outcomes

Learning Outcomes (ref. Level 7 LOs 7.39):

- Explain the term accessible government services.

## Description

**"Accessible Government Services"** micro-credential demonstrates the ability of the learner to define the term accessible government services as user friendly and accessible online platforms that citizens can use to work with the government services. The learners through this micro credential demonstrates understanding of important characteristics of these platforms such as they should be self-explanatory, easy to use, straightforward, be multilingual and provide support for individuals with disabilities to ensure inclusivity in accessing public information and participation in civic activities.

## Questions

1. Describe the term Accessible Government Services.
2. What are the key characteristics of Accessible Government Services?
3. Can you elaborate on the importance of ensuring accessibility in Government digital services for citizens?
4. Can you elaborate on the importance of ensuring inclusivity in accessing public information and in participation in civic activities?
5. Can you elaborate on the importance of multilingualism in government digital services?

# E-Government Transparency (MC 2.3.D.4)

## Basic Information

| | |
|---|---|
| Identification of the learner | Any Citizen |
| Title and code of the micro-credential | E-Government Transparency<br>**Code: MC 2.3.D.4** |
| Country(ies)/Region(s) of the issuer | IRELAND, ITALY, CYPRUS, GREECE, ROMANIA<br>http://dsw.projectsgallery.eu |
| Awarding body(ies) | DSW Consortium<br>Project Number: **101087628** |
| Date of issuing | Dec 2023 |
| Notional workload needed to achieve the learning outcomes | 1-3 Hours |
| Level of the learning experience leading to the micro-credential | EXPERT |
| Type of assessment | Automatically marked Questions<br>Number of Questions: 16 – 20<br>Passing Score: 75% |
| Form of participation in the learning activity | Online Asynchronous |
| Type of quality assurance used to underpin the micro-credential | Peer Review |

## Learning Outcomes

Learning Outcomes (ref.  Level 7 LOs 7.40):

- Explain the term e-government transparency.

## Description

**"E-Government Transparency"** micro-credential demonstrates the ability of the learner to define e-government transparency as transparent government processes that are achieved through open data initiatives and providing citizen with easy access to information on policies, budgets and decision-making. This micro credential demonstrates also the ability of the learner to utilize blockchain or other secure technologies to ensure the integrity of information shared through digital channels.

## Questions

1. Explain the term e-government transparency.
2. How does e-government transparency contribute to decision-making among citizens?
3. How does e-government transparency contribute to providing information on policies to citizens?
4. What is blockchain?
5. Why is it important for governments to leverage secure technologies, such as blockchain, to ensure the integrity of information in e-government transparency efforts?

# Guiding others in engaging in citizenship (MC 2.3.D.5)

## Basic Information

| | |
|---|---|
| Identification of the learner | Any Citizen |
| Title and code of the micro-credential | Guiding other in engaging in citizenship **Code: MC 2.3.D.5** |
| Country(ies)/Region(s) of the issuer | IRELAND, ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu |
| Awarding body(ies) | DSW Consortium Project Number: **101087628** |
| Date of issuing | Dec 2023 |
| Notional workload needed to achieve the learning outcomes | 3-5 Hours |
| Level of the learning experience leading to the micro-credential | EXPERT |
| Type of assessment | Automatically marked Questions Number of Questions: 16 – 20 Passing Score: 75% |
| Form of participation in the learning activity | Online Asynchronous |
| Type of quality assurance used to underpin the micro-credential | Peer Review |

## Learning Outcomes

Learning Outcomes (ref.  Level 7 LOs 7.41):

- Guide others in engaging in citizenship through digital technologies

## Description

**"Guiding others in engaging in citizenship"** micro-credential demonstrates the ability of the learner to conduct workshops on fundamental digital literacy skills, including online safety, effective internet searching, and understanding digital footprints.

## Questions

1. Can you elaborate on the importance of guiding others in engaging to citizenship?
2. How will you guide them? Please discuss.
3. Describe the main learning outcomes of a workshop you would organise on fundamental digital literacy skills.
4. Describe the main learning outcomes of a workshop you would organise on online safety.
5. Describe the main learning outcomes of a workshop you would organise on effective internet searching and understanding digital footprints.
6. What would the impact of the above-mentioned workshops be? Why would you organise such workshops?

# Security through strong passwords and 2 factor authentication (MC 2.3.D.6)

## Basic Information

| | |
|---|---|
| Identification of the learner | Any Citizen |
| Title and code of the micro-credential | ᶦSecurity through strong passwords and 2 factor authentication<br>**Code: MC 2.3.D.6** |
| Country(ies)/Region(s) of the issuer | IRELAND, ITALY, CYPRUS, GREECE, ROMANIA<br>http://dsw.projectsgallery.eu |
| Awarding body(ies) | DSW Consortium<br>Project Number: **101087628** |
| Date of issuing | Dec 2023 |
| Notional workload needed to achieve the learning outcomes | 1-3 Hours |
| Level of the learning experience leading to the micro-credential | EXPERT |
| Type of assessment | Automatically marked Questions<br>Number of Questions: 16 – 20<br>Passing Score: 75% |
| Form of participation in the learning activity | Online Asynchronous |
| Type of quality assurance used to underpin the micro-credential | Peer Review |

## Learning Outcomes

Learning Outcomes (ref.  Level 7 LOs 7.42 and 7.43):

- Explain how one develops strong unique passwords
- Teach the importance of strong, unique passwords and the use of and of two-factor authentication to others.

## Description

**"Security through strong passwords and 2 factor authentication"** micro-credential demonstrates the ability of the learner to describe the characteristics of a strong and unique password and the use of and of two-factor authentication. Additionally, this micro-credential demonstrates the ability of the learner to implement short briefing sessions to explain to others how they can develop a strong and unique password and why and how they should use two-factor authentication.

## Questions

1. Where do we need to use passwords?
2. What are the characteristics of a strong and unique password?
3. Can you give examples of strong and unique passwords?
4. What is the two-factor authentication?
5. Why should we use two-factor authentication?

# Encourage the use of online digital services (MC 2.3.D.7)

## Basic Information

| | |
|---|---|
| Identification of the learner | Any Citizen |
| Title and code of the micro-credential | Encourage the use of online digital services<br>**Code: MC 2.3.D.7** |
| Country(ies)/Region(s) of the issuer | IRELAND, ITALY, CYPRUS, GREECE, ROMANIA<br>http://dsw.projectsgallery.eu |
| Awarding body(ies) | DSW Consortium<br>Project Number: **101087628** |
| Date of issuing | Dec 2023 |
| Notional workload needed to achieve the learning outcomes | 1-3 Hours |
| Level of the learning experience leading to the micro-credential | EXPERT |
| Type of assessment | Automatically marked Questions<br>Number of Questions: 16 – 20<br>Passing Score: 75% |
| Form of participation in the learning activity | Online Asynchronous |
| Type of quality assurance used to underpin the micro-credential | Peer Review |

## Learning Outcomes

Learning Outcomes (ref.  Level 7 LOs 7.44):

- Demonstrate to others how to participate in online civic activities, sign petitions, and use e-government through digital platforms.

## Description

**"Encourage the use of online digital services"** micro credential demonstrates the ability of the learner to implement short briefing sessions to demonstrate to others how to participate in online civic activities, sign petitions, and use e-government through digital platforms.

## Questions

1. Can you elaborate on the importance of introducing the concept of online participation in civic activities, sign petitions and use e-government to others?
2. Develop the outline of a short session in which you demonstrate to others how to participate in online civic activities.
3. Develop the outline of a short session in which you demonstrate to others how to use different e-government services.
4. How would you guide others in navigating e-government platforms to access essential services?
5. Which digital platforms would you recommend to enhance participation in online civic activities?

# Proposing new ideas related to citizenship through digital technologies (MC 2.3.D.8)

## Basic Information

| | |
|---|---|
| Identification of the learner | Any Citizen |
| Title and code of the micro-credential | Proposing new ideas related to citizenship through digital technologies<br>**Code: MC 2.3.D.8** |
| Country(ies)/Region(s) of the issuer | IRELAND, ITALY, CYPRUS, GREECE, ROMANIA<br>http://dsw.projectsgallery.eu |
| Awarding body(ies) | DSW Consortium<br>Project Number: **101087628** |
| Date of issuing | Dec 2023 |
| Notional workload needed to achieve the learning outcomes | 1-3 Hours |
| Level of the learning experience leading to the micro-credential | EXPERT |
| Type of assessment | Automatically marked Questions<br>Number of Questions: 16 – 20<br>Passing Score: 75% |
| Form of participation in the learning activity | Online Asynchronous |
| Type of quality assurance used to underpin the micro-credential | Peer Review |

## Learning Outcomes

Learning Outcomes (ref.  Level 8 LOs 7.45):

- Propose new ideas in the field of citizenship through digital technologies.

## Description

**"Proposing new ideas related to citizenship through digital technologies"** micro-credential demonstrates the ability of the learner to propose different ideas related to citizenship through digital technologies such as digital civic engagement platforms, smart cities initiatives, digital citizenship education programmes, AI-Powered Civic Chatbots, VR civic experiences etc.

## Questions

1. What could be an idea to promote citizenship through digital technologies?
2. How would you use AI-Powered Civic Chatbots in the field of citizenship through digital technologies.
3. Discuss how a VR civic experience could foster citizen participation?
4. How could smart cities initiatives foster citizenship?
5. Could you suggest a smart city initiative?

# APPENDIX 1: LEARNING OUTCOMES FOR COMPETENCE AREA: ENGAGING CITIZENSHIP THROUGH DIGITAL TECHNOLOGIES

| COMPETENCE: COMMUNICATION AND COLLABORATION (2) | | |
|---|---|---|
| COMPETENCE AREA 2.3: ENGAGING CITIZENSHIP THROUGH DIGITAL TECHNOLOGIES | | |
| To participate in society through the use of public and private digital services. To seek opportunities for self-employment and for participatory citizenship through appropriate digital technologies. | | |
| 1 | At basic level and with guidance, I can: | • Identify simple digital services in order to participate in society<br>• Recognise simple appropriate digital technologies to empower myself and to participate in society as a citizen |
| 2 | At basic level and with autonomy and appropriate guidance where needed, I can: | • Identify simple digital services in order to participate in society<br>• Recognise simple appropriate digital technologies to empower myself and to participate in society as a citizen |
| 3 | On my own and solving straightforward problems, I can: | • select well-defined and routine digital services in order to participate in society<br>• indicate well defined and routine appropriate digital technologies to empower myself and to participate in society as citizen |
| 4 | Independently, according to my own needs, and solving well-defined and non-routine problems, I can: | • select digital services in order to participate in society<br>• discuss appropriate digital technologies to empower myself and to participate in society as a citizen |
| 5 | As well as guiding others, I can: | • propose different digital services to participate in society<br>• use appropriate digital technologies to empower myself and to participate in society as a citizen |
| 6 | At advanced level, according to my own needs and those of others, and in complex contexts, I can: | • vary the use of the most appropriate digital services in order to participate in society<br>• vary the use of the most appropriate digital technologies to empower myself and to participate in society as a citizen |
| 7 | At highly specialised level, I can: | • create solutions to complex problems with limited definition that are related to engaging in citizenship through digital technologies<br>• integrate my knowledge to contribute to professional practices and knowledge and guide others in engaging in citizenship through digital technologies |
| 8 | At the most advanced and specialised level, I can: | • create solutions to solve complex problems with many interacting factors that are related to engaging in citizenship through digital technologies<br>• propose new ideas and processes to the field. |

## INTRODUCTION:

Communication and collaboration refer to the skills and competences required to effectively communicate and collaborate in the digital environment.

It involves the ability to use communication and collaboration in order to engage citizenship through digital technologies.

Communication and collaboration is achieved through the use of online platforms, including social media, forums, messaging apps, e-government platforms and civic engagement platforms, where one must be able to express opinions in public and private sphere, to communicate with government entities, to provide feedback, access information about public services and policies, engage in real-time conversation at a local and a global level. Communication and collaboration involve also the ability of the individual to create solutions to solve complex problems that are related to engaging in citizenship and to propose new ideas and processes to the field, with the use of AI and other advanced digital technologies.

Last but not least, communication and collaboration through digital technologies serve as a powerful tool for citizens to be engaged, to seek opportunities and to empower themselves.

To develop communication and collaboration skills, several knowledge areas and skills serve as prerequisites. These include:

1. **Basic Computer Literacy:** Individuals should have a fundamental understanding of computer operations, file management, and software usage to navigate digital platforms effectively.

2. **Internet Literacy:** Proficiency in using internet browsers, search engines, and an understanding of online security principles is essential for safe and effective digital communication.

3. **Adaptability to New Technologies:** Readiness and willingness to learn and adapt to new digital tools and technologies as they emerge in the rapidly evolving digital landscape.

# FOUNDATION (LEVEL 1 and LEVEL 2)

| COMPETENCE AREA 2.3: ENGAGING CITIZENSHIP THROUGH DIGITAL TECHNOLOGIES |
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**COMPETENCE: TO PARTICIPATE IN SOCIETY THROUGH THE USE OF PUBLIC AND PRIVATE DIGITAL SERVICES. TO SEEK OPPORTUNITIES FOR SELF-EMPLOYMENT AND FOR PARTICIPATORY CITIZENSHIP THROUGH APPROPRIATE DIGITAL TECHNOLOGIES.**

**LEVEL: 1 - FOUNDATION**

At a basic level and with guidance I can:

- Identify simple digital services in order to participate in society
- recognise simple appropriate digital technologies to empower myself and to participate in society as a citizen

**LEVEL: 2 - FOUNDATION**

At basic level and with autonomy and appropriate guidance where needed, I can:

- Identify simple digital services in order to participate in society
- recognise simple appropriate digital technologies to empower myself and to participate in society as a citizen

| Learning Outcome | Level | K – S - A | Description |
|---|---|---|---|
| 1. Define public digital services and private digital services | L1 | K | Recognise that public digital services are online platforms, applications, or resources that are provided and managed by government or public institutions. These services are designed to serve the general public, offering access to information, government services, and resources.<br><br>Recognise that private digital services are online platforms, applications, or tools that are developed, owned, and operated by private companies or non-governmental organizations. These services are often designed to meet specific commercial or organizational goals. |

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| 2. Describe the characteristics of public digital services and private digital services | L1 | K | List some characteristics of public digital services such as **government oversight** (for example public digital services are typically under the governance and management of government agencies or public institutions), **inclusivity and accessibility, transparency and public infrastructure** (for example government websites, e-government portals, public health information platforms and emergency alert systems).<br><br>List some characteristics of private digital services such as **ownership** (for example private digital services are owned and operated by private companies or organizations), **customization and personalization** (private digital services tailor the users experience based on their preferences), **targeted advertising** (private services use targeted advertising based on the user's preference) and **innovation and competition** (private digital services operate in a competitive market). Primary aim of private digital services is generating revenue or the achievement of specific objectives. |
| 3. Provide examples of different public digital services | L1 | K | Recognise important public digital services (E-government services such as services to consult tax information, services to make an appointment in the health care centre, to make a request for unemployment benefits, to make a request for housing support, to vote online, to make online payments for water and electricity, to apply for permits and licenses and more).<br><br>(Government websites and Smart City Initiatives such as traffic management, public transportation, environmental monitoring etc.) |
| 4. Provide examples of different private digital services | L1 | K | Recognise important private digital services (Online banking, E-commerce, Streaming services, Online learning services, Social Media platforms) |
| 5. Emphasize on the importance of citizen engagement through digital technologies | L2 | A | Sensitize on the importance of citizen engagement through digital technologies by mentioning reasons such as enhanced accessibility, sharing of information in real time thus increased transparency, democratic participation through |

| | | | online voting and engagement through social media platforms that allow individuals to voice their opinions and concerns.<br><br>Recognise that citizen can contribute ideas and solutions to societal challenges (innovation and problem-solving) and provide feedback on government policies and services, in order to help governments make necessary adjustments and improvements based on public input (feedback mechanism).<br><br>Present public and private digital services as a way of building a strong network and connections arounds us as well as providing a space for individuals to participate in democratic decision making and civic activities. |
|---|---|---|---|
| 6. Identify specific public digital services (platforms) that offer opportunities for citizens to participate on local, regional, national, European and international level. | L2 | K | List the public digital services that offer opportunities for citizens to participate on local, regional, national, European and international level such as E-government portals ( local portals, European portals ( Your Europe), national portals ( United Nations Public Administration Network (UNPAN)), citizen feedback and surveys (Eurobarometer, United Nations My World Survey, OECD Better Life Index, World Economic Forum Global Shapers Annual Survey), online petitions and activism platforms (European Citizens' Initiative (ECI), Avaaz, Change.org, Care2petitions, Global Citizen Petitions), collaboration platforms (European Research Area (ERA), Horizon Europe, Erasmus+, United Nations Development Programme (UNDP)), educational platforms for civic engagement (European Parliament - EU Learning Portal, Global Citizenship Education (UNESCO)). |
| 7. Identify specific private digital services (platforms) that offer opportunities for citizens to participate on local, regional, | L2 | K | List the private digital services that offer opportunities for citizens to participate on local, regional, national, European and international level such as social media platforms ( Facebook, X (former twitter), Instagram), crowdfunding platforms (Kickstarter, Indiegogo, GoFundMe), online community platforms ( Reddit, Discord), online petitions and activism platforms ( change.org, Avaaz) virtual events and webinars ( Zoom, Microsoft |

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| national, European and international level. | | | Teams, Webex), journalism platforms (Medium, local journalism websites), e-commerce platforms ( Etsy, Ebay), consumer feedback platforms ( Yelp, TripAdvisor), charity and volunteering platforms (VolunteerMatch, JustGiving). |
| 8. Identify online petitions and activism platforms through simple search on internet | L2 | S | List online petitions and activism platforms through a simple search on the internet such as Avaaz, Change.org, Care2petitions, Global Citizen Petitions, MoveOn, SumOfUs, Color of Change, Stand Up Republic and more. |
| 9. Identify areas of private and professional life where one can use digital tools to participate in the society | L2 | K | Identify areas of private life where a citizen can use digital tools to participate in society such as networking through social media, online communities and forums, online activism, digital volunteering, digital learning and skill development, virtual events and webinars, fitness and wellness apps, digital donations and crowdfunding.<br><br>Identify areas of professional life where a citizen can use digital tools to participate in society such as social media engagement, remote work and collaboration, professional networking, freelancing and Gig platforms, virtual conferences and webinars, digital mentoring and coaching and more. |
| 10. Identify simple online **platforms** where one can use to empower herself/himself. | L2 | S | Identify simple online platforms where one can use to empower herself/himself such as online learning platforms (Coursera, Udemy, Khan Academy, Duolingo), social media platforms (Facebook, X (former twitter), Instagram, LinkedIn), task management platforms (Trello, Todoist, Monday.com) and online communities and forums (Reddit, Quora). |
| 11. Differentiate media according to their nature (traditional or new form media) | L2 | K | Identify traditional forms of media such as newspapers, magazines, television and radio and new forms of media such as social media platforms, blogs, podcasts and the internet in general. |

| 12. Emphasize on the importance of traditional and new forms of media in democratic societies. | L2 | A | Sensitize on the importance of traditional and new forms of media in democratic societies. |
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| | | | Recognise that traditional forms of media serve as tool on disseminating information to the public, are easily accessible and have a long-standing reputation for credibility and reliability. |
| | | | Recognise that new forms of media provide real time information, are reachable globally and encourage interactivity and participation. |

# INTERMEDIATE (LEVEL 3 and LEVEL 4)

| COMPETENCE AREA 2.3: ENGAGING CITIZENSHIP THROUGH DIGITAL TECHNOLOGIES |
|---|
| COMPETENCE: TO PARTICIPATE IN SOCIETY THROUGH THE USE OF PUBLIC AND PRIVATE DIGITAL SERVICES. TO SEEK OPPORTUNITIES FOR SELF-EMPLOYMENT AND FOR PARTICIPATORY CITIZENSHIP THROUGH APPROPRIATE DIGITAL TECHNOLOGIES. |

**LEVEL: 3 – INTERMEDIATE**

On my own and solving straightforward problems, I can:

- select well-defined and routine digital services in order to participate in society
- indicate well defined and routine appropriate digital technologies to empower myself and to participate in society as citizen

**LEVEL: 4 – INTERMEDIATE**

Independently, according to my own needs, and solving well-defined and non-routine problems, I can:

- select digital services in order to participate in society
- discuss appropriate digital technologies to empower myself and to participate in society as a citizen

| Learning Outcome | Level | K – S - A | Description |
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| 13. Explain Secure electronic identification (eID) | L3 | K | Recognise that Secure Electronic Identification (eID) refers to the digital authentication and verification of an individual's identity through electronic means. It is a secure and reliable way to confirm and manage a person's identity in the digital realm. The primary objective of eID is to establish trust in online transactions and interactions, ensuring that the parties involved can confidently identify each other in a secure manner. |
| 14. List key aspects of Secure electronic identification (eID) | L3 | K | List key aspects of Secure electronic identification (eID) such as Digital Authentication, Government-Issued Identification, Biometric Authentication, Two-Factor Authentication (2FA) or Multi-Factor Authentication (MFA), Public |

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| | | | | Key Infrastructure (PKI), Online Platforms and Services, Legal Frameworks and User Consent and Privacy Protection. |
| 15. Emphasize on the importance of Secure electronic identification when using public or private digital services. | L3 | A | | Sensitize on the importance of Secure Electronic Identification (eID) when using public or private digital services.<br><br>Explain why Secure Electronic Identification (eID) plays a critical role in ensuring the security, trustworthiness, and efficiency of both public and private digital services. Secure electronic identification is foundational for building trust, protecting user data, and ensuring the integrity of digital services, both in the public and private sectors. It is a crucial element in creating a secure and reliable digital environment for individuals, businesses, and governments alike. |
| 16. Name public or private digital services where an individual is asked to provide an electronic identification. | L3 | K | | List different public or private digital services where an individual is going to be asked to provide an electronic identification such as, Online Banking Platforms, Government Service Portals, Healthcare Systems, Secure Email Platforms, Mobile Devices and Smartphones, Government Mobile Apps, Corporate Intranets and Portals, E-commerce Platforms, Educational Portals, Travel and Immigration Systems, Legal and Notary Services and Online Voting Platforms.<br><br>Explain situations when multi factor authentication is required. |
| 17. Explain how to acquire certificates from a certification authority for the purpose of secure electronic identification | L3 | K | | Identify certification authorities from where one can acquire certificate and follow the necessary steps. The learner should be able to generate a key pair consisting of private and a public key, then the learner should generate a Certificate Signing Request (CSR), which is a file containing your public key and other relevant information such as your name, location, organization etc. At a later stage, the learner should send the CRS to the certification authority through an online portal in order for the certification authority to verify and identify the information provided in the CSR, you might be asked |

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| | | | to provide supporting documents such as identification card or other relevant documents to support your identity. Once your identity is confirmed, the certification authority approves the certificate issuance, which you can download and install on your device.<br><br>Lastly, once the certificate issuance is installed, it can be used for secure electronic identification in various websites. |
| 18. Select specific public digital services (platforms) that offer opportunities for citizens to participate on local, regional, national, European and international level through the use of specific criteria | L4 | S | Select a specific public digital service (platform) taking into consideration specific criteria such as, accessibly, inclusivity, transparency, security and privacy, variety of engagement tools (surveys, polls, discussion forums), scalability, integration with existing systems, the inclusion of feedback mechanisms and compliance with regulations (data protection). |
| 19. Select specific private digital services (platforms) that offer opportunities for citizens to participate on local, regional, national, European and international level through the use of specific criteria. | L4 | S | Select a specific private digital service (platform) taking into consideration specific criteria such as, functionality and comprehensive features, accessibility, compatibility, compliance with data protection and privacy regulations (GDPR), scalability, flexibility, integration with existing systems, cost and value, support and maintenance, access to feedback and opportunities for training. |
| 20. Select private and public petitions and activism platforms to use through the use of specific criteria. | L3 | S | Explore the online petitions and activism platforms such as (change.org and Avaaz) and select one campaign that you wish to get involve with and sign the petition.<br><br>Be able to select private and public online petitions and activism platforms through the application of criteria such as visibility and reach, legitimacy and credibility, audience and causes, user-friendly interface, global or local impact, privacy and security, engagement and interaction, moderation and rules. |
| 21. Select a social media platform | L4 | S | Select a social media platform such as Facebook, Instagram and X (former |

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| or platforms where you can share the petition campaign you got involved in. | | | twitter), and share the campaign you got involved in. |
| 22. Discuss **appropriate** technologies to empower myself and to participate in the society as citizen through the use of specific methodology. | L4 | K | Discuss **appropriate** technologies to empower myself and to participate in the society as citizen through the use of specific methodology. The learners should be able to identify the type of empowerment as the starting point that could be for example: <ul><li>**digital literacy and education.** Based on this the learner should be able to identify the appropriate tool for example online courses and MOOcs (for development of skills and competences).</li><li>**Communication and collaboration**: Based on this the learner should be able to identify different tools such as Zoom, Microsoft Teams, WhatsApp and Viber (for communication and collaboration through online meetings and exchange of messages).</li><li>**Social media**: Based on this the learner should be able to identify different platforms such as Facebook, LinkedIn, X (former twitter) etc (for building a network and strong connections).</li><li>**Civic engagement platforms:** Based on this, the learner should be able to identify government websites (for receiving information about civic matters) and **social activism platforms** such as Change.org and Avaaz (for participation in online petitions and social movements).</li><li>**Online banking**: The learner should be able to identify platforms such as PayPal, Google Pay and Apple Pay (for managing finances and enabling secure digital transaction for e-commerce and for paying bills such as electricity and water online).</li></ul> The learner should be able to select the most appropriate tools through the application of criterial such as user-friendliness, accessibility, security, relevance, community feedback and cost. |
| 23. Define democracy and digital | L3 | K | Define democracy (as a system of government in which laws, policies, |

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| democracy | | | leadership, and major undertakings of a state or other polity are directly or indirectly decided by the "people". Citizens have the right to participate in decision making processes).<br><br>Define digital democracy (as the integration of digital technologies into democratic process to enhance citizen participation, engagement and decision making in political affairs). |
| 24. Define the components of digital democracy | L3 | K | List the components of digital democracy, such as the provision of government services and information online, the use of electronic voting systems, participation on digital platforms and forums, the provision of government information and data assessable online, participation in policy making through e-government platforms, etc. |

# ADVANCED (LEVEL 5 and LEVEL 6)

| COMPETENCE AREA 2.3: ENGAGING CITIZENSHIP THROUGH DIGITAL TECHNOLOGIES |
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| COMPETENCE: TO PARTICIPATE IN SOCIETY THROUGH THE USE OF PUBLIC AND PRIVATE DIGITAL SERVICES. TO SEEK OPPORTUNITIES FOR SELF-EMPLOYMENT AND FOR PARTICIPATORY CITIZENSHIP THROUGH APPROPRIATE DIGITAL TECHNOLOGIES. |

**LEVEL: 5 – ADVANCED**

As well as guiding others, I can:

- propose different digital services to participate in society
- use appropriate digital technologies to empower myself and to participate in society as a citizen

**LEVEL: 6 – ADVANCED**

At advanced level, according to my own needs and those of others, and in complex contexts, I can:

- vary the use of the most appropriate digital services in order to participate in society
- vary the use of the most appropriate digital technologies to empower myself and to participate in society as a citizen

| Learning Outcome | Level | K – S - A | Description |
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| 25. Explain why it is important to understand the needs of others before proposing different digital services | L5 | K | Explain that by understanding the needs of your target audience, you can propose digital services that directly address their main points and preferences. This customer-centric approach increases the likelihood of suggesting solutions that are valuable and relevant to users. |
| 26. Use questioning techniques to identify the needs of others in order to propose appropriate digital services | L5 | S | Use different types of questioning techniques to identify the needs of others in order to propose appropriate digital services. The learner should be able to describe and use open ended questions, probing questions, needs assessment questions (eg what is your primary goals when engaging through digital technologies), preference exploration questions and future oriented questions. |

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| 27. Propose to others digital services (public or private) that respond to their needs | L5 | S | Propose to others digital services (public or private) that do respond to their needs as they arise after the investigation. |
| 28. Develop a survey for a specific topic and share it with your local community in order to gain their input for a specific societal issue. | L5 | S | Name different survey tools such as Survey Monkey, Google Forms, Microsoft Forms, Type Form etc.<br><br>Create a survey for a specific topic of your choice and share it on social media, using an appropriate media strategy such as QR codes and Hashtags, in order to share it with your local community. |
| 29. Analyse the results of your survey | L5 | S | Use automated features provided by survey tools such as Survey Monkey, Google Forms, Microsoft Forms, Type Form etc to analyse the results |
| 30. Announce through digital tools the findings of your survey | L5 | S | Create content posts to announce the results in social media. |
| 31. Use appropriate public digital services (platforms) that offer opportunities for citizens to participate on local, regional, national, European and international level through the use of specific criteria | L5 | S | Use a broad range of trusty public digital services (platforms) for surveys, polls, discussion forums  and others such as as  E-government portals ( local portals, European portals ( Your Europe), national portals ( United Nations Public Administration Network (UNPAN)), citizen feedback and surveys (Eurobarometer, United Nations My World Survey,  OECD Better Life Index, World Economic Forum Global Shapers Annual Survey), online petitions and activism platforms (European Citizens' Initiative (ECI), Avaaz, Change.org, Care2petitions, Global Citizen Petitions), collaboration platforms (European Research Area (ERA), Horizon Europe, Erasmus+, United Nations Development Programme (UNDP)), educational platforms for civic engagement (European Parliament - EU Learning Portal, Global Citizenship Education (UNESCO)).<br><br>Before using the platforms evaluate them based on specific criteria such as, accessibly, inclusivity, transparency, security and privacy, variety of engagement tools, scalability, integration with existing systems, the inclusion of feedback mechanisms and compliance with regulations (data protection). |
| 32. Use appropriate private digital services (platforms) that offer | L5 | S | Use a broad range of  private digital service (platforms) such as social media platforms ( Facebook, X (former twitter), Instagram), crowdfunding platforms |

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| opportunities for citizens to participate on local, regional, national, European and international level through the use of specific criteria | | | (Kickstarter, Indiegogo, GoFundMe), online community platforms ( Reddit, Discord), online petitions and activism platforms ( change.org, Avaaz) virtual events and webinars ( Zoom, Microsoft Teams, Webex), journalism platforms (Medium, local journalism websites), e-commerce platforms ( Etsy, Ebay), consumer feedback platforms ( Yelp, TripAdvisor), charity and volunteering platforms (VolunteerMatch, JustGiving).<br><br>Evaluate the above-mentioned platforms taking into consideration specific criteria such as, functionality and comprehensive features, accessibility, compatibility, compliance with data protection and privacy regulations (GDPR), scalability, flexibility, integration with existing systems, cost and value, support and maintenance, access to feedback and opportunities for training. |
| 33. Create petition and share it | L5 | S | Identify the theme and subject of your petition and use a broad range of possibilities to create a petition |
| 34. Evaluate the results of your petition | L5 | S | Evaluate both the visibility and engagement of your petition as well as its results |
| 35. Use a broad range of public and private digital services and vary them according to the need and the situation | L6 | S | The learner should be able to categorise private and public digital services and select the most appropriate or combine together the most appropriates to satisfy his/her needs. For example, within the e-government there are different portals for different tasks. |
| 36. Use a broad range of public and private digital services and vary them to achieve the best level of empowerment and participation in society as citizen | L6 | S | On the area of empowerment, the learner should use a methodology that includes identification of goals, identification of possibilities to reach those goals, selection of tools to support meeting the goals and use of the tools simultaneously and in a complementary way to achieve your goals. Therefore, one should be able to use different tools for digital literacy and education, for communication and collaboration, for social media, for civil engagement and social activism, for e-government and for banking. |

# EXPERT (LEVEL 7 and LEVEL 8)

| COMPETENCE AREA 2.3: ENGAGING CITIZENSHIP THROUGH DIGITAL TECHNOLOGIES |
|---|
| COMPETENCE: TO PARTICIPATE IN SOCIETY THROUGH THE USE OF PUBLIC AND PRIVATE DIGITAL SERVICES. TO SEEK OPPORTUNITIES FOR SELF-EMPLOYMENT AND FOR PARTICIPATORY CITIZENSHIP THROUGH APPROPRIATE DIGITAL TECHNOLOGIES. |

**LEVEL: 7 – HIGLHY SPECIALISED**

At highly specialised level, I can:

- create solutions to complex problems with limited definition that are related to engaging in citizenship through digital technologies
- integrate my knowledge to contribute to professional practices and knowledge and guide others in engaging in citizenship through digital technologies

**LEVEL: 8 – HIGLHY SPECIALISED**

At the most advanced and specialised level, I can:

- create solutions to solve complex problems with many interacting factors that are related to engaging in citizenship through digital technologies
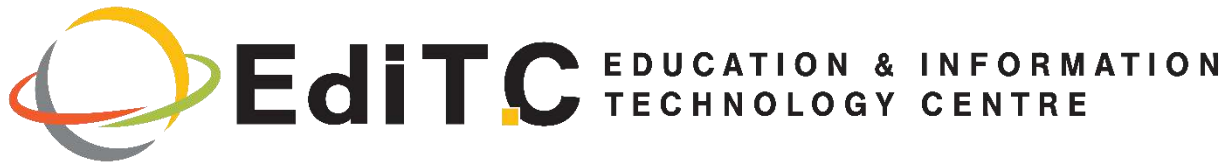- propose new ideas and processes to the field.

| Learning Outcome | Level | K – S - A | Description |
|---|---|---|---|
| 37. Explain why addressing complex problems related to engaging in citizenship through digital technologies requires a strategic approach | L7 | K | Explain why addressing complex problems related to engaging in citizenship through digital technologies requires a strategic approach emphasizing on reasons such as the multifaced nature of the issues due to involvement of various stakeholders, technologies, and societal factors, the rapid changes in technology, the diverse stakeholders (including government bodies, businesses, educational institutions, and citizens themselves- a strategic approach enables the identification of key stakeholders, their interests, and the development of collaborative solutions), the need for long term sustainability, |

| | | | the need for educational and awareness activities etc. |
|---|---|---|---|
| 38. Describe different pillars of the strategy that one needs to follow in order to engage in citizenship through digital technologies | L7 | K | Describe different pillars of the strategy such as development and implementation of digital literacy programmes, collaboration with education providers and other stakeholders for the delivery of digital literacy programmes, ensure that these programmes target a diverse target group, design accessible user-friendly government services, develop and advertise platforms that promote community engagement, ensure digital identity protection, ensure egovernment transparency. Establish online platforms for civic education that cover topics such as government structures, the electoral process and civic responsibilities, develop and promote youth engagement platforms etc. |
| 39. Explain the term accessible government services | L7 | K | Define the term accessible government services as user friendly and accessible online platforms that citizens can use to work with the government services. These platforms should be self-explanatory, easy to use, straightforward, be multilingual and provide support for individuals with disabilities to ensure inclusivity in accessing public information and participation in civic activities. |
| 40. Explain the term egovernment transparency | L7 | K | Define government transparency as transparent government processes that are achieved through open data initiatives and providing citizen with easy access to information on policies, budgets and decision-making. Utilize blockchain or other secure technologies to ensure the integrity of information shared through digital channels. |
| 41. Guide others in engaging in citizenship through digital technologies | L7 | S | Conduct workshops on fundamental digital literacy skills, including online safety, effective internet searching, and understanding digital footprints. |
| 42. Explain how one develops strong unique passwords | L7 | K | Describe the characteristics of a strong and unique password and the use of and of two-factor authentication. |

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| 43. Teach the importance of strong, unique passwords and the use of and of two-factor authentication to others | L7 | S | Implement short briefing sessions to explain to others how they can develop a strong and unique password and why and how they should use 2 factor authentication. |
| 44. Demonstrate to others how to participate in online civic activities, sign petitions, and use e-government through digital platforms. | L7 | S | Implement short briefing sessions to demonstrate to others how to participate in online civic activities, sign petitions, and use e-government through digital platforms. |
| 45. Propose new ideas in the field of citizen ship through digital technologies | L8 | S | Propose different ideas related to citizenship through digital technologies such as digital civic engagement platforms, smart cities initiatives, digital citizenship education programmes, AI-Powered Civic Chatbots, VR civic experiences etc |

# Project Coordinator:

**EdiTC** EDUCATION & INFORMATION TECHNOLOGY CENTRE

# Partners:

**DIMITRA** educational organization

UNIVERSITAS GALATIENSIS

UNIVERSITÀ TELEMATICA INTERNAZIONALE UNINETTUNO

**CCS** CYPRUS COMPUTER SOCIETY

**MMC** Mediterranean Management Centre

**MTU** Ollscoil Teicneolaíochta na Mumhan Munster Technological University

**DSW** DIGITAL SKILLS WALLET

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