

# Contents of the self-assessment tool

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#### Document review history

Version	Name	Date	Summary of changes
V1	S. Kluzer	27/07/2018	Delivery of the full document
V2	S. Kluzer	03/10/2018	<p>Text justification and other visual aspects added to facilitate reading.</p> <p>Suggestions about transversal skills to be addressed by DCDS have been added in chapter 1.3.</p> <p>The correct answers to the KA-Qs have been highlighted (in red).</p> <p>“Don’t know about this/no idea” answering option added to all KA-Qs.</p> <p>Some KA-Qs or answers have been modified following reviewers’ feedback or LOUTs revision. Former KA-Q n°: 5 changed; 8 moved (now 5); 27, 30, 32, 38 changed; 40 removed.</p> <p>About 30 SA_Q have been added to have full correspondence with Units and related LOUTs.</p> <p>LOUTs numbering and content revised both in text and Annex 1, due to a revision of whole LOUTs list (total LOUTs down from 107 to 95).</p> <p><b>Added a few footnotes: please read them because they are important!</b></p>
V2	S. Kluzer	24/10/2018	Finalisation of V2 following the results of the second



			<p>internal deliverable review:</p> <ul style="list-style-type: none"> <li>– corrected the colouring (green) of LOUTs cells related to DESI in Annex 1.</li> <li>– minor editing of a few LOUTs.</li> <li>– in the 4-rating scales, replaced “autonomous / autonomously” with “on my own”.</li> <li>– revised KA-Q 13, by including reference to filetype and security of the email service</li> <li>– revised KA-Q 27, with better explanation in the questions and formulation of text to be included in the flowchart</li> <li>– revised footnotes 2 and 3. <b>Check them!</b></li> <li>– changed Titles 2 font</li> <li>– left margin has been reduced for the whole document. The tables in the horizontal pages do not overlap with the logo anymore.</li> </ul>
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## Introduction

In this report, we present the full set of self-assessment questions (SA-Qs) and a first set of knowledge and ability questions (KA-Qs) to be used in the online initial assessment of candidate customers of the DCD environment (DCDE), i.e. the online platform being developed by the DCDS project for blended learning activity. These questions, along with some additional KA-Qs which are being defined as part of the learning material, will be embedded in the platform's online tool being created in T4.2 Development of the self-assessment tool and will be translated into the five piloting partners' languages (Greek, Italian, Latvian, Romanian and Spanish), in order to be tested during T5.4 Running the pilots (planned for March-May 2019).

The potential users of the DCDE are adults (25+) with no or low digital skills. In fact, **people without any digital experience and skills will skip the online self-assessment test**, as they would not be able to take it and also because their need for training is self-evident. Absolute beginners will therefore be offered to enter directly into the DCDS blended learning process, after taking an initial face-to-face training designed to enable them to start using a computer, performing simple operations with keyboard and mouse and using the desktop interface. Absolute beginners will be asked anyway (in person) a set of profiling questions to assess other aspects (see below and chapter 1.3) that may be relevant to facilitate and enhance their training.

For the **other potential DCDE users**, the questions illustrated in this report aim to identify their **digital competence weaknesses**, so as to decide whether they indeed need to be trained by DCDS (which is currently limited to DigComp's foundation level 1-2), and which training offer they should start from. The results of the online self-assessment will feed into the candidate/user profile, where they will be integrated with the answers to another set of profiling questions. These additional questions concern the candidate's personal data, his/her main interests and motivations and other aspects that could help in the learning process. Chapter 1.3 provides preliminary ideas about these profiling questions, which will be better specified in deliverable D6 about the overall DCD methodology v.1 (due October 2018). They will be partly included in the online tool and partly asked in the interviews that candidate customers are expected to have with the actors delivering the DCDS blended learning, or other e-inclusion intermediaries collaborating with them.

As explained in chapter 1, the assessment questions presented in this report are of two types: proper self-assessment questions (SA-Qs), where respondents are asked to assess their own proficiency in a given area; and knowledge&ability questions (KA-Qs), where they have to give the correct answer to a question.

All questions are based on a set of 95 learning outcomes (LOUTs) referring to all DigComp 21 competences, resulting from the analysis of DigComp 2.1 and other DigComp implementations, that was performed in T3.1 Specifications of DCDM.

Chapter 2 presents, broken down into DigComp 21 competences, the SA-Qs addressing all 95 LOUTs and a first set of 41 KA-Qs (addressing 39 LOUTs) to check the presence of (basic) competence weaknesses across all 21 DigComp competences. Additional KA-Qs will be defined to guarantee a better coverage of LOUTs clusters associated with the DCDE basic training Units, currently under development.

# 1. Background to the self-assessment tool

## 1.1 Aims and approach to self-assessment in DCDM

According to the project's DCDM, and the priority goal to support the e-inclusion of adults with no or low digital competence, the aim of the initial self-assessment test is to identify the training candidates' digital competence weaknesses, to be addressed by the blended training offer, rather than to profile the candidates' overall digital competence. The latter will be the aim of the final test that will be delivered after going through the training experience.

As already mentioned, potential candidates with no digital skills at all, will only be asked to answer in person to a number of personal profiling questions and will skip the online self-assessment test on digital competence.

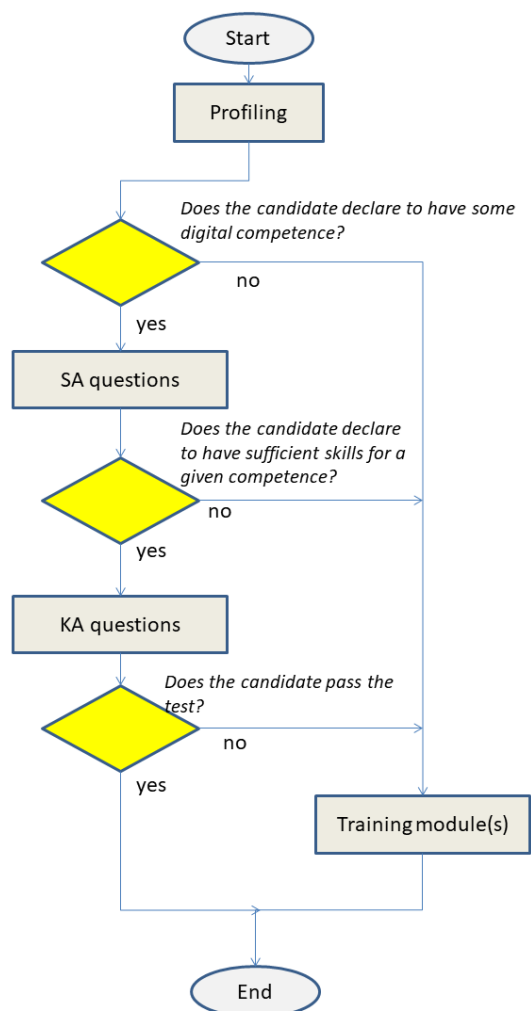
All other candidates who can access the DCDE platform and use it on their own, or with the help and guidance of a relative, friend or e-facilitator, will be asked to take the test, which is structured according to the DigComp 5 areas and 21 competences. The sequence of assessment steps is graphically illustrated in the next page.

Starting from area 1 and competence 1.1, candidates must first answer to the **self-assessment question (SA-Q)** which addresses all the competence "specifications" (called learning outcomes, LOUTs by the DCDM) that were identified for that competence in T3.1 DCDM specification. The test includes one set of SA-Qs for each DigComp competence (21 in total), addressing a variable number of LOUTs depending on the competence.

SA-Qs have a standard format. The introduction is always formulated as, "We ask you to evaluate how do you ... navigate, collaborate ... (*reference to the general competence theme*). We now list some activities below and you have to grade them using the following scale:

1 = I have no skills at all; 2 = my skills are very poor; 3 = I have some skills, but not sufficient to operate on my own; 4 = I have sufficient skills to operate on my own"

An answer is then provided for each of the competence's LOUTs as follows: "My ability to ... *text drawn from the LOUT* ... is:..." where the respondent must select the number from the above scale. Depending on the answer, the test continues along two paths.



If the answer with respect to all the LOUTs of the given competence is 1-2-3 (i.e. I have no, low or not enough skills to operate autonomously), then the respondent clearly needs to enter into the training process for that competence, whose ultimate goal (at DigComp foundation level 2) is precisely to give the learner a higher level of autonomy. This result is recorded in the candidate's profile and he/she is requested to go to the questions of the next competence.

If the answer with respect to any of the LOUTs of the given competence is 4 ("I have sufficient skills to operate autonomously"), the test submits to the candidate some **knowledge&ability questions (KA-Qs)**, referring to a sub-set of key LOUTs of the given competence, including, but not necessarily, the LOUT/s that got the 4 score. These key LOUTs were selected to check the presence/absence of crucial components of each competence: if respondents fail on the related questions, this highlights a serious weakness in their competence. Below in this section, we explain the motivations for this choice; in the next section of this chapter, we illustrate how the key LOUTs for KA-Qs were selected and related questions were created.

If the answer to any of the KA-Qs of the given competence is wrong, then the respondent will be recommended to take a training offer that addresses that competence (exclusively, or as part of a multi-competence learning path).

If the answers to all KA-Qs of the given competence are correct, the candidate will not be recommended to do training on that competence. He/she will be nevertheless encouraged to undergo the training in order to consolidate his/her competence.

The decision to limit KA-Qs to a sub-set of all the 95 LOUTs associated with digital competence at DigComp foundation level 1-2, reflect the following considerations:

- although the DCDS project is developing a full model of basic digital competence assessment-development-recognition, given budgetary and time constraints and the project's ultimate policy influence goal, the model's implementation and test will be partial, but sufficient to prove its practical viability;

- test length and related stress aspects are particularly critical for our target audience (adults with a distant and very often weak educational experience) and should therefore be minimized as much as possible;
- if certain key (elementary/basic) knowledge and ability components are missing, it is not necessary to check others in order to decide that training on that competence is needed.

All these considerations and the ensuing decisions will be taken into account in the design of the project pilots and will be verified through them, leading possibly to their revision in the final version of the DCDM.

## 1.2 Developing knowledge and ability questions

The creation of KA-Qs went through the following steps:

1. WP3 leader partner AECA identified and selected a number of crucial/key LOUTs from the full list of 95 items
2. AECA and CSF produced draft questions following a few shared criteria
3. all project partners validated the KA-Qs and gave suggestions for their improvement
4. AECA finalized all the questions and included them in this report

### 1.2.1 IDENTIFICATION OF THE KEY LOUITS FOR KA QUESTIONS

The aim of this step was to identify the “significant/key” LOUITS to be used for preparing the KA-Qs. A “significant/key” LOUIT in this context means that if a candidate fails in this LOUIT, he/she must be really weak on the related competence. It is thus a strong evidence of poor or missing competence.

The first step was to cluster all the LOUITS within each competence into competence “sub-themes” (when possible), in order to be sure that all the main competence components would be taken into account (these LOUITS clusters will also be used to define basic Units on which to build the training offer). Then, we chose for each sub-theme the LOUIT/s which looked more basic, essential, based on a general view of knowledge and ability progression in that competence.

The results are illustrated in Annex 1, which shows the full list of 95 LOUITS with the 39 key LOUITS highlighted in green. The following table summarizes these results.



*Table 1 - Number of key LOUTs for KA-Q by DigComp competence (in parenthesis n° of total LOUTs)*

<b>DigComp competence</b>	<b>LOUTs n°</b>
1.1 Browsing, searching and filtering	4 (8)
1.2 Evaluating info and content	2 (3)
1.3 Managing info and content	1 (6)
<b>Area 1</b>	<b>7 (17)</b>
2.1 Interacting	4 (9)
2.2 Sharing	2 (4)
2.3 Engaging in citizenship	2 (8)
2.4 Collaborating	1 (3)
2.5 Netiquette	2 (5)
2.6 Managing digital identity	2 (4)
<b>Area 2</b>	<b>13 (33)</b>
3.1 Developing content	2 (6)
3.2 Integrating and re-elaborating	2 (4)
3.3 Copyright and licenses	1 (3)
3.4 Programming	1 (2)
<b>Area 3</b>	<b>6 (15)</b>
4.1 Protecting devices	4 (7)
4.2 Protecting personal data and privacy	2 (6)
4.3 Protecting health and well-being	1 (4)
4.4 Protecting the environment	1 (2)
<b>Area 4</b>	<b>8 (19)</b>
5.1 Solving technical problems	2 (4)
5.2 Identifying needs and responses	1 (3)
5.3 Creatively using	1 (2)
5.4 Identifying digital competence gaps	1 (2)
<b>Area 5</b>	<b>5 (11)</b>
<b>Total key LOUTs</b>	<b>39 (95)</b>

## 1.2.2 PREPARING KA QUESTIONS AND ANSWERS

The criteria that were agreed and used for the preparation of KA questions and answers are the following:

- 3 answering options to each question (instead of 4, as often found in similar tests); to maximise test simplicity, in view of our priority target population;
- 3 types of answers:
  - one correct statement that the respondent should indicate
  - one wrong statement
  - one distractor, i.e. an incorrect but plausible (not absurd) statement, which, if selected, highlights the respondent's inaccurate knowledge
- answers should avoid negative (e.g. "is not something"), ambiguous or vague statements, as well as any grammatical or logical "hook" that may easily lead to the correct answer;
- include some exercise-based questions, which require the respondent to perform one or more steps using a device and/or the internet, in order to find the right answer. Such questions and answers should meet the following requirements:
  1. not be dependent on special hardware or software (e.g. using an iPad or Microsoft office to perform the tasks);
  2. if web sites/pages are used, they should remain unchanged over a reasonable period of time (e.g. 2-3 years), to minimize future maintenance needs;
  3. they should also be replicable across all piloting countries, i.e. they should have equivalent alternatives to avoid localization/translation costs;
  4. they should be as simple as possible and ease to understand;
  5. ad hoc "objects" can be created (e.g. a file to be downloaded and used in the exercise), subject to condition 1).

Using these criteria, AECA produced all the SA-Qs and most of the draft KA-Qs; a few were created also by CSF. The result are 41 KA-Qs: one for each of 39 LOUTs plus one additional question for LOUT 1.1.2 "I can navigate web pages..." and LOUT 5.1.2 "I can find, install, update and remove software and applications, downloaded from safe sources".

### 1.2.3 PRELIMINARY VALIDATION OF KA QUESTIONS BY PARTNERS

During the second Project Meeting held in Athens, 17-18th July 2018, AECA organised a validation session to gather feedback from all attending partners about the 41 KA-Qs resulting from the previous step.

Participants were divided into 3 groups, which had 2 hours to look carefully at questions and answers (Q&A) belonging respectively to competence areas 1+3, 4+5 and 2, so as to have a relatively balanced effort distribution across the groups.

Each group was asked to give feedback about Q&A as follows:

<i>aspect</i>	<i>expected feedback</i>
coherence with the LOU	-> how to improve
completeness with respect to the LOU	-> additions
difficulty of Q&A (in view of target group)	-> how to improve
clarity of Q&A	-> how to improve
multiple shortcomings	-> alternative Q&A, incl. exercise-based

The feedback gathered from participants on the 41 draft KA Q&A was overall positive:

- 14 were considered good and left untouched
- 16 were considered to need some editing and/or other minor adjustments
- 11 were deemed too difficult, not coherent with the LOU or having multiple shortcomings, hence needing a major revision or a replacement

Participants provided plenty of useful suggestions for improving and in some cases replacing the questions.

AECA took into account these feedback, suggestions and requests and produced the final list of Q&A found in chapter 2 of this report.

A discussion developed during the validation session concerning the language used in the formulation of Q&A and the need to avoid turning the initial competence assessment into a (technical) vocabulary knowledge test, which may discourage candidates from taking up training: "I don't understand a word: I am no good for all this!"

On the other hand, it was agreed that the appropriation of a number of keywords belonging to the vocabulary of the digital world (especially in countries where ICT-related words are in English also when speaking in the national language, like in Italy) is an essential part of digital competence

development at foundation level, and beyond. Mastering a basic technical vocabulary -about the parts of devices and interface components, the most frequent operations on computers and in internet navigation, the “objects” used, created and found in the process etc.- is essential in the first place to understand a trainer’s explanations and many of the messages we get on our digital devices, to be able to ask for help and so on.

For this reason, the participants agreed that explanatory information mostly about technical words - as long as these are not the very object of the question- will be incorporated into the DCDE platform. This information will be provided on demand to the respondents during the self-assessment test, through pop-up windows or other solutions.

Another specific point raised by AECA in the discussion was about the choice not to provide systematically a fourth “don’t know about this/no idea” option among the answers to KA-Qs. This option has a different nature from the other three answers in each KA-Q, as it is a kind of “meta-answer”, not referred specifically to the question’s content. Given the purpose of the self-assessment test, which is not to gain a high score of some sort, but rather to highlight competence shortcomings, respondents should be encouraged to simply skip a question they cannot answer, instead of choosing randomly one of the three options. However, since it is likely that people would end up doing precisely that (as leaving a question unanswered “looks bad”), partners decided to add the fourth option in the self-assessment test.

### 1.3 Preliminary ideas about profiling candidate trainees

During the second Project Meeting in Athens, a fourth group of partners with experience on this topic from their digital literacy courses, worked in parallel to those validating the KA-Qs to identify the main aspects to be included in the DCDM profiling of candidate training customers. Partner HOU led this group, as it had also been reflecting on this topic as part of T4.1 Design and development of the data structures and administration tools.

The following priority aspects have been identified for the candidate’s profile (besides current digital competence as resulting from the self-assessment):

- personal **identity**: name, surname, phone number, email, age, country, occupation, education
- (general) **skills**: foreign languages, any past digital training and experiences, transversal skills (see below) and other non-digital personal assets gained from life/work experiences
- **Interests & life plans** especially in the following areas:
  - entertainment, leisure, increase quality of life
  - communication, social relations, parenting, civic participation

Concerning transversal skills, Annex IV “Glossary” of DCDS D20 refers that these skills “are those typically considered as not specifically related to a particular job, task, academic discipline or area of knowledge, but as skills that can be used in a wide variety of situations and work settings. These

skills are increasingly in high demand for learners to successfully adapt to changes and to lead meaningful and productive lives. Examples include:

- Critical and innovative thinking
- Inter-personal skills (e.g. presentation and communication skills, organizational skills, teamwork, etc.)
- Intra-personal skills (e.g. self-discipline, enthusiasm, perseverance, self-motivation, etc.)
- Global citizenship (e.g. tolerance, openness, respect for diversity, intercultural understanding, etc.)
- Media and information literacy such as the ability to locate and access information, as well as to analyse and evaluate media content (UNESCO 2014c)<sup>1</sup>

In the context of DCDS, the following transversal skills may be addressed:

Transversal skill	How addressed
<b>Critical thinking</b> Ability to evaluate a set of data, facts, observable phenomenon etc. (e.g. discriminate between useful and less useful details) in order to make reasoned judgments, solve a problem or make a decision.	Competence 1.2 concerns the ability to evaluate data, information and digital content. In particular, LOUT 1.2.1 addresses the ability to evaluate whether information or content that I find online is or is not reliable (including hoaxes and fake news).
<b>Communication and presentation skills (inter-personal)</b> Ability to transmit and share ideas and information in a clear and concise way with one's interlocutors, to listen to them and to confront them effectively	Area 2 Communication and collaboration competences concern the ability to communicate through digital technologies and some basic "rules" (netiquette) for such communication. LOUTs 4.2.1 and 4.2.3 address the protection of personal data and privacy in this context. LOUT 3.1.4 concerns the ability to use presentation software.
<b>Team work (inter-personal)</b> Willingness to work and collaborate with others, having the desire to build positive relationships aimed at achieving the task assigned.	The teaching approach of DCDS and the use of the DCDE learning environment will promote collaboration activities among the learners. Competence 2.4 concerns the ability to collaborate using digital technology.
<b>Autonomy (intra-personal)</b> Ability to carry out assigned tasks without the need for continuous supervision using one's own resources	The very aim of DCDS is to bring learners to DigComp level 2, which is essentially a matter of gaining greater autonomy in the simple use of digital tools and services.

<sup>1</sup> <https://unevoc.unesco.org/go.php?q=TVETipedia+Glossary+A-Z&id=577>

<b>Accuracy (intra-personal)</b> It is the attitude to be accurate, diligent and attentive to what you do, taking care of the details towards the final result	Accuracy is encouraged by the use of digital tools and services, as lack of it can prevent the successful achievement of a desired result (when strict procedures are embedded into digital systems) or may cause great damages in highly interconnected environments.
<b>Continuous learning (intra-personal)</b> It is the ability to recognize one's own gaps and areas of improvement, acting to acquire and constantly improve one's own knowledge and skills.	Competence 5.4 addresses specifically the ability of identifying digital competence gaps and finding opportunities for self-improvement. Digital literacy training supported by the DCDE is itself an experience of continuous learning.
<b>Problem Solving (intra-personal)</b> It is an approach to work that, by identifying priorities and critical issues, makes it possible to identify the best possible solutions to problems.	Area 5 Problem solving competences concern the ability to solve simple technical problems with digital technology and to use it to meet personal needs.
<b>Global citizenship</b> Tolerance, openness, respect for diversity, intercultural understanding, etc.	LOUT 2.5.4 concerns the ability to recognise socially/ethically inappropriate online behaviour and communication such as hate speech, flaming, trolling, cyber-bullying, online stalking etc.
<b>Manage information (media and information literacy)</b> Ability to effectively acquire, organise and reformulate data and knowledge from different sources towards a defined goal	Area 1 Information and data literacy competences concern the ability to acquire, evaluate and organise digital data and information found on the Internet and produced in everyday life and work context.

## 2. List of self-assessment and knowledge&ability questions

### 1.1 Browsing, Searching and Filtering

#### SELF-ASSESSMENT QUESTION

**SA-Q. 1.1 - We ask you to evaluate how do you navigate in the internet. We will list some activities below and you have to grade each one of them using the following scale:**

*1 = I have no skills at all; 2 = my skills are very poor; 3 = I have some skills, but not sufficient to operate on my own; 4 = I have sufficient skills to operate on my own*

My ability to use the toolbar buttons and the address bar of a web browser (Firefox, Chrome, Explorer, Edge, Safari) is:

1 ---- 2----- 3 ---- 4.

My ability to use a search engine (Google, Bing, Yahoo) to find the information I need is:

1 ---- 2----- 3 ---- 4.

My ability to navigate inside a website using its internal menu is:

1 ---- 2----- 3 ---- 4.

My ability to save web addresses in my browser favourites/bookmarks is:

1 ---- 2----- 3 ---- 4.

My ability to retrieve a previously visited web page from my browser's history or from the bookmarks is:

1 ---- 2----- 3 ---- 4.

My ability to find images, videos, games and other multimedia content on the Internet is:

1 ---- 2----- 3 ---- 4.

My ability to download and save files from the internet is:

1 ---- 2----- 3 ---- 4.

My ability to use online maps and localization services is:

1 ---- 2----- 3 ---- 4.

### KNOWLEDGE AND ABILITY QUESTIONS

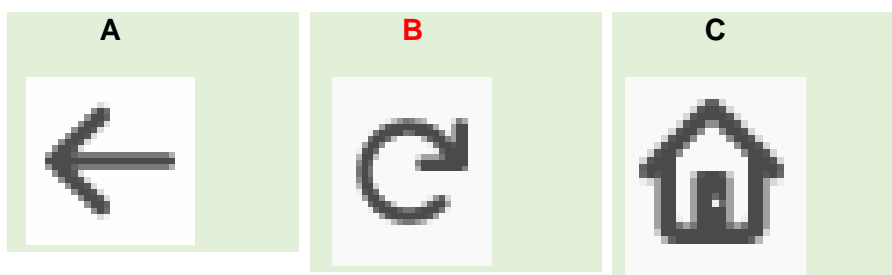
LOUT 1.1.5 - I can find information on the web using well-known search engines (Google, Bing, Yahoo!...)

**KA-Q. 1: You are looking for information about the quality of the railway service in your country. In order to find it you use:**

- a) Google Chrome
- b) Google Drive
- c) Yahoo Groups
- d) Don't know about this/no idea

LOUT 1.1.1 - I can open a web browser and use the toolbar buttons (e.g. back, forward, refresh, home, close)

**KA-Q. 2: You want to refresh the web page you are visiting. You click:**



LOUT 1.1.2 - I can navigate web pages (inside a website or across websites) using hyperlinks and menus

**KA-Q. 3: Click on this link [https://europa.eu/european-union/index\\_en](https://europa.eu/european-union/index_en),<sup>2</sup> navigate into the website and answer to the following question: how do you find most information about the EU member countries?**

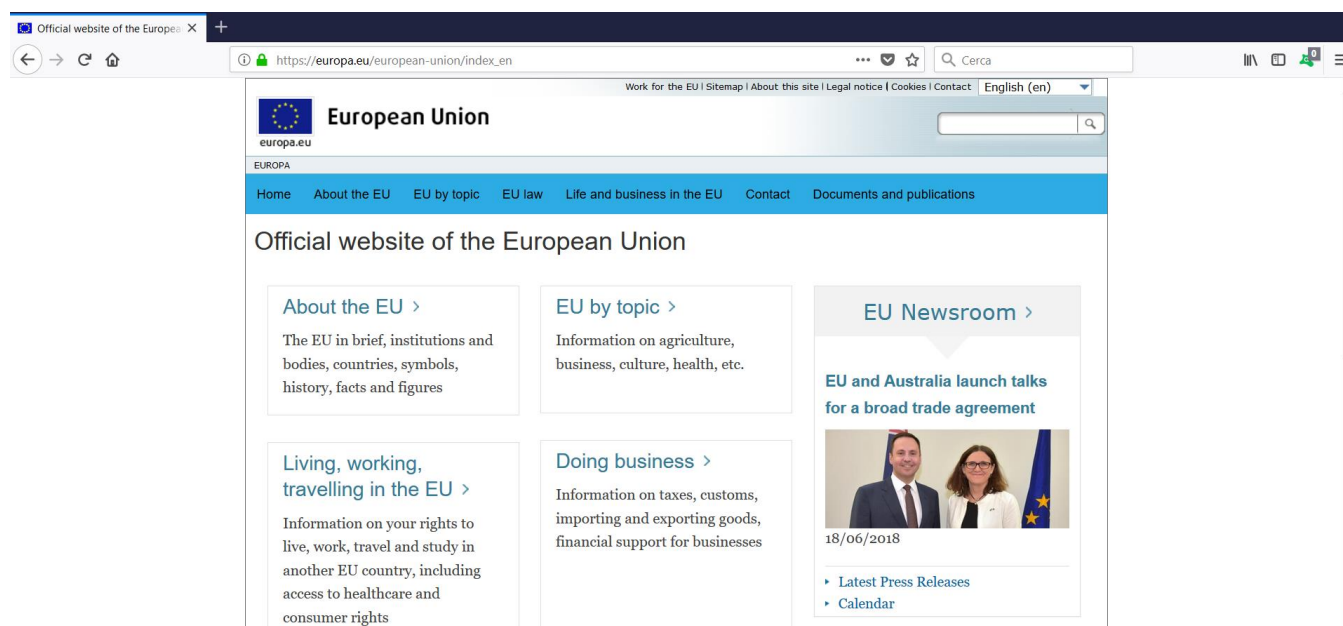
- a) By writing the word "countries" in the search box
- b) By clicking on "Home" in the blue bar
- c) By clicking on the link "About the EU"
- d) Don't know about this/no idea

**KA-Q. 4: Look at the picture below. The "About the EU" link is an element of:**

- a) the browser toolbar
- b) the webpage main menu
- c) the page footer
- d) Don't know about this/no idea

<sup>2</sup> For this link, there are versions in all national languages. So, please replace the link with the one corresponding to your national language.





*LOUT 1.1.8 - I can download and save files from the internet*

**KA-Q. 5: What does it mean to download a file from the internet onto your local device? Before answering to the question, please click on this link and download the file**

- a) It means to save on the cloud a file that you found on the internet
- b) It means to save on your device a file that you found on the internet**
- c) It means to open a file that you found on the Internet by clicking on it
- d) Don't know about this/no idea

## 1.2 Evaluating data and information

### SELF-ASSESSMENT

**SA-Q. 1.2 - We ask you to evaluate how do you detect the reliability of sources, data, information that you find on the internet. We will list some activities below and you have to grade each one of them using the following scale:**

*1 = I have no skills at all; 2 = my skills are very poor; 3 = I have some skills, but not sufficient to operate on my own; 4 = I have sufficient skills to operate on my own*

My ability to evaluate whether data, information or content that I find online are reliable or not is:  
1 ----- 2----- 3 ----- 4.

My ability to differentiate the official website of a service or product provider from other non-official websites is:

1 ----- 2----- 3 ----- 4.

My ability to differentiate promoted/advertised digital content and non-advertised content on the Internet is:

1 ----- 2----- 3 ----- 4.

My ability to identify hoaxes and fake news (by looking at fact checking services, flags on social networks and other means) is:

1 ----- 2----- 3 ----- 4.

### KNOWLEDGE AND ABILITY QUESTIONS

*LOUT 1.2.2 – I can differentiate the official website of a service or product provider from other non-official websites, by checking URL, website owner and other aspects*

**KA-Q. 6: Please, click on the three links below and then answer: which one is the official website of Ryanair?<sup>3</sup>**

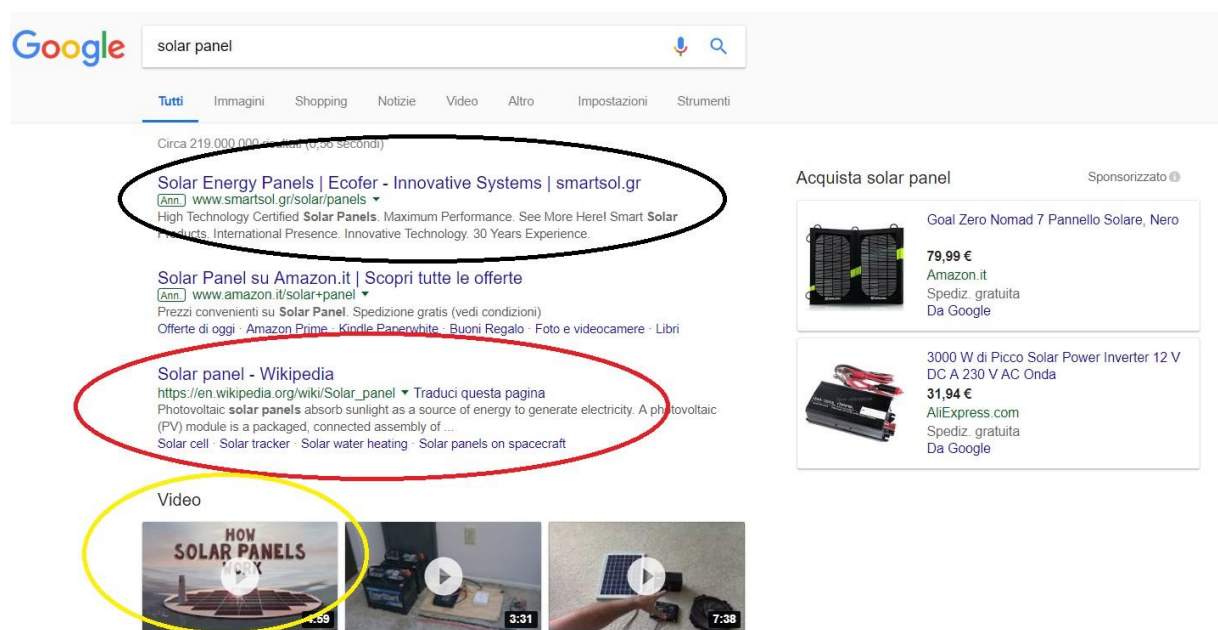
- a) [LINK A](#)
- b) [LINK B](#)
- c) [LINK C](#)
- d) Don't know about this/no idea

*LOUT 1.2.3 - I can differentiate promoted/advertised digital content from non-advertised content on the Internet*

**KA-Q. 7: Look at the images below, showing the results of a Google search for “solar panels”: which of the highlighted items is advertised content?**

- a) Red highlight
- b) **Black highlight**
- c) Yellow highlight
- d) Don't know about this/no idea

<sup>3</sup> Partners should look for options A and B which work when searching from their country. The idea is to have, besides the Ryanair official website, two similar websites -typically run by travel portals and other intermediaries- with visual elements (logos, page layout etc.) which may confuse the user. We found them in Italy, by googling “Ryanair”.



## 1.3 Managing data, information and digital content

### SELF-ASSESSMENT

**SA-Q. 1.3 - We ask you to evaluate how do you organize, store and retrieve data, information, and content in digital environments. We will list some activities below and you have to grade each one of them using the following scale:**

*1 = I have no skills at all; 2 = my skills are very poor; 3 = I have some skills, but not sufficient to operate on my own; 4 = I have sufficient skills to operate on my own*

My ability to organize folders (create, copy, move, rename, delete) and manage files (create, locate, copy, move, rename, sort, delete,) on my digital device is:

1 ----- 2----- 3 ----- 4.

My ability to identify file types based on their name's extension is:

1 ----- 2----- 3 ----- 4.

My ability to create, open, copy, move, delete files and folders on a) external/portable storage devices (hard disk, USB memory, memory card, CD), b) cloud storage services is:

1 ----- 2----- 3 ----- 4.

My ability to compress or extract on my PC compressed files/folders (zip, rar ...) is:

1 ----- 2----- 3 ----- 4.

## KNOWLEDGE AND ABILITY QUESTIONS

LOUT 1.3.1 - I can organize (create, delete, copy, name) folders to store files on my digital device

**KA-Q. 8: You have to store the digital photos that you took in 2016, 2017, 2018 and you want to group them on a monthly basis for quicker retrieval. Which of the following folder organization solutions do you choose?**

- a) Three main folders named 2016, 2017, 2018. Each year folder contains twelve sub-folders named from January to December. Each month sub-folder contains the photos taken in that month and year
- b) Twelve main folders named from January to December. Each folder contains the photos taken in that month over the years
- c) One main folder containing three sub-folders named 2016, 2017, 2018. Each year sub-folder contains the photos produced in that year
- d) Don't know about this/no idea

## 2.1 Interacting through digital technologies

### SELF-ASSESSMENT

**SA-Q. 2.1 - We ask you to evaluate how do you use digital communication tools. We will list some activities below and you have to grade each one of them using the following scale:**

*1 = I have no skills at all; 2 = my skills are very poor; 3 = I have some skills, but not sufficient to operate on my own; 4 = I have sufficient skills to operate on my own*

My ability to distinguish between synchronous and asynchronous communication media is:

1 ---- 2 ---- 3 ---- 4.

My ability to create and save contacts in my digital devices is:

1 ---- 2 ---- 3 ---- 4.

My ability to make video calls over the Internet is:

1 ---- 2 ---- 3 ---- 4.

My ability to create an account to access and use online digital services (e-mail, social media, other interactive public and private services) is:

1 ---- 2 ---- 3 ---- 4.

My ability to send and receive e-mails (send, reply, forward) and to manage them is:

1 ---- 2 ---- 3 ---- 4.

My ability to send text messages via instant messaging applications (WhatsApp, Messenger, Skype...) is:

1 ----- 2----- 3 ----- 4.

My ability to find and view the latest calls and messages made and received is:

1 ----- 2----- 3 ----- 4.

My ability to send and receive SMS through my phone is:

1 ----- 2----- 3 ----- 4.

My ability to post messages on a forum and/or a blog is:

1 ----- 2----- 3 ----- 4.

### KNOWLEDGE AND ABILITY QUESTIONS

*LOUT 2.1.2- I can create and save contacts in my digital devices.*

**KA-Q. 9: You are creating a contact on your smartphone about a friend of yours. Which of the following sets of information would you include in the contact in order to communicate effectively with your friend?**

- a) First name, family name, ZIP code
- b) First name, phone number, email address**
- c) Family name, home address, country
- d) Don't know about this/no idea

*LOUT 2.1.6 - I can send and receive e-mails (send, reply, forward).*

**KA-Q. 10: You have received an email with a file attached from a colleague of yours. You want to send the file to your boss with some changes in the message's text. Which of the following steps do you choose?**

- a) I edit the text and send a reply to my boss
- b) I edit the text and forward the email to my boss**
- c) I create and send a new message to my boss
- d) Don't know about this/no idea

*LOUT 2.1.8- I can send text messages via instant messaging applications (WhatsApp, Messenger, Skype...).*

**KA-Q. 11: You want to send a short message to a friend of yours, you send it:**

- a) by Google Drive
- b) by WeTransfer
- c) by WhatsApp**
- d) Don't know about this/no idea

*LOUT 2.1.5 - I can create an account to access and use online digital services (e-mail, social media, other interactive public and private services ... beware privacy!)*

**KA-Q. 12: Look at the image below then answer to the following question: in order to create an account on Facebook, you need to:**

- a) write in the upper boxes your e-mail or phone, the password, and then click on the Log In button
- b) fill up the whole Sign Up form, and then click on the Log In button
- c) fill up the whole Sign Up form, and then click on the Sign Up button
- d) Don't know about this/no idea

The screenshot shows the Facebook homepage with the login and sign-up options. The login section at the top right has fields for 'Email or Phone' and 'Password', with a 'Log In' button and a link for 'Forgot account?'. The sign-up section on the right is titled 'Sign Up' and includes the text 'It's free and always will be.' Below this are input fields for 'First name', 'Last name', 'Mobile number or email', and 'New password'. There is also a 'Birthday' section with dropdown menus for month (Jul), day (14), and year (1993), along with a link 'Why do I need to provide my birthday?'. Gender options 'Female' and 'Male' are also present. A green 'Sign Up' button is at the bottom of the sign-up section. At the very bottom, there is a link 'Create a Page for a celebrity, band or business.' and a language selector showing 'English (US)'.

## 2.2 Sharing through digital technologies

### SELF-ASSESSMENT

**SA-Q. 2.2 - We ask you to evaluate how do you share content through digital technologies. We will list some activities below and you have to grade each one of them using the following scale:**

*1 = I have no skills at all; 2 = my skills are very poor; 3 = I have some skills, but not sufficient to operate on my own; 4 = I have sufficient skills to operate on my own*

My ability to share files as attachments to an email is:

1 ----- 2----- 3 ----- 4.

My ability to share folders on the cloud is:

1 ----- 2----- 3 ----- 4.

My ability to share files, videos, audio, photos, locations, and contacts via social media and instant messaging software (WhatsApp, Skype and others) is:

1 ----- 2----- 3 ----- 4.

My ability to upload self-created content (e.g. a photo) to be shared on websites that request it and/or that give this possibility (social media) is:

1 ----- 2----- 3 ----- 4.

### KNOWLEDGE AND ABILITY QUESTIONS

*LOUT 2.2.1 - I can share files as attachments by email and other asynchronous communication services.*

**KA-Q. 13: What kind of file is it possible to share as an attachment to an e-mail?**

- a) Only text files
- b) Any file regardless of its size
- c) Any file, as long as the size of the file and the filetype are accepted by the email service provider and its security rules
- d) Don't know about this/no idea

*LOUT 2.2.5 - I can upload self-created content (e.g. a photo) to be shared on websites that request it and/or that give this possibility (social media).*

**KA-Q. 14: Can you share a photo by posting it on a website that you are visiting?**

- a) Yes, but only if the website allows users to upload files
- b) Yes, but only if the photo does not weight more than 5 MB
- c) No, because it is not possible to change a web page that you are visiting
- d) Don't know about this/no idea

## 2.3 Engaging in citizenship through digital technologies

### SELF-ASSESSMENT

**SA-Q. 2.3 - We ask you to evaluate how do you use digital technologies in your everyday life as a citizen. We will list some activities below and you have to grade each one of them using the following scale:**

*1 = I have no skills at all; 2 = my skills are very poor; 3 = I have some skills, but not sufficient to operate on my own; 4 = I have sufficient skills to operate on my own*

My ability to find the official websites and Apps of government bodies and other public service organizations in my country at national and local level in areas of my interest (employment, health, education, taxes, etc.) is:

1 ----- 2----- 3 ----- 4.

My ability to find the official websites and Apps of private service providers of my interest (transport & travel, utilities, etc.) is:

1 ----- 2----- 3 ----- 4.

My ability to get information from (public/private) services websites or Apps to carry out procedures in person (health, employment, social security, transport ...) is:

1 ----- 2----- 3 ----- 4.

My ability to identify interactive online services offered by (public/private) services websites or Apps is:

1 ----- 2----- 3 ----- 4.

My ability to fill an online form (also using a dropdown list, check box, radio button, calendar and other functions) is:

1 ----- 2----- 3 ----- 4.

My ability to respond to authentication requests, if that is needed to access (public/private) services websites, is:

1 ----- 2----- 3 ----- 4.

My ability to explain what "strong authentication" is, and why it is needed is:

1 ----- 2----- 3 ----- 4.

My ability to upload documents and photographs when this is required to complete an online transaction is:

1 ----- 2----- 3 ----- 4.



## KNOWLEDGE AND ABILITY QUESTIONS

*LOUT 2.3.6 - I can respond to authentication requests, if that is needed to access (public/private) services websites.*

### **KA-Q. 15: What is an authentication request?**

- a) It is a request to prove that you are using a secure internet connection
- b) It is a request to prove your identity**
- c) It is a request to prove that the device you are using is yours
- d) Don't know about this/no idea

*LOUT 2.3.5 - I can fill an online form also using a dropdown list, check box, radio button, calendar and other functions.*

**KA-Q. 16: You just moved to Bologna and you would like to use the municipal civic digital network Iperbole. Look at the picture below of the service's online access page: what do you have to do in order to access the service?<sup>4</sup>**

- a) It's enough to fill the fields with \*, then click on the two tick boxes under the title "Privacy e consenso nell'uso dei dati" and finally click on CREA UN NUOVO ACCOUNT DI RETE CIVICA.**
- b) It's necessary to fill all the fields, then click on the first tick box under the title "Privacy e consenso nell'uso dei dati" and finally click on CREA UN NUOVO ACCOUNT DI RETE CIVICA.
- c) It's enough to fill the fields Nome, Cognome, Codice fiscale, then click on the two tick boxes under the title "Privacy e consenso nell'uso dei dati" and finally click CREA UN NUOVO ACCOUNT DI RETE CIVICA.
- d) Don't know about this/no idea

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<sup>4</sup> This question will have to be localized by each partner. They should find an online form with some compulsory fields/boxes (usually highlighted with \*, or another symbol) and some optional fields/boxes to fill. The point of the test is that the user should know that all compulsory fields must be filled, even when they are not clearly highlighted, as in this case with the privacy box and the Community Card box (which is the "constitution" of the Iperbole Civic Community, which sets the rules that all its members should follow)



## Per proseguire accedi alla Rete Civica

### Accedi con FedERa o SPID

ACCEDE CON FEDERA O SPID



Se hai già il tuo account FedERa scegli "Accedi con FedERa o SPID".

Non hai ancora un account? Scopri [cos'è SPID](#) e come [attivare il tuo account FedERa SPID](#).

### Accedi con un Social Media



### Accedi con l'Account di Rete Civica



ENTRA CON ACCOUNT DI RETE CIVICA

### Crea un nuovo Account di Rete Civica

Se vuoi partecipare alla comunità per condividere progetti e idee e non hai un altro account, prosegui e crea un account Iperbole Login in pochi secondi! [Cos'è l'Account di Rete Civica?](#)

\* Dati richiesti per creare l'account

Email \*

di nuovo l'email (per evitare errori di battitura)

Nome \*

Cognome \*

Codice Fiscale \*

☐ Non ho un codice fiscale italiano

Telefono cellulare

### Privacy e consenso nell'uso dei dati

Il Comune di Bologna utilizza i tuoi dati per darti servizi digitali. Potrai modificare in qualsiasi momento il tuo consenso nelle impostazioni del tuo profilo di Iperbole Rete Civica

☐ Accetto la [Informativa per il trattamento dei dati personali](#)

☐ Accetto la [Carta di Comunità](#)

CREA UN NUOVO ACCOUNT DI RETE CIVICA

## 2.4 Collaborating through digital technologies

### SELF-ASSESSMENT

**SA-Q. 2.4 - We ask you to evaluate how do you collaborate through digital technologies. We will list some activities below and you have to grade each one of them using the following scale:**

*1 = I have no skills at all; 2 = my skills are very poor; 3 = I have some skills, but not sufficient to operate on my own; 4 = I have sufficient skills to operate on my own*

My ability to send and receive e-mails with multiple recipients (and "answer to all" to support group communication) is:

1 ---- 2---- 3 ---- 4.

My ability to join a videocall or to add a participant to a videocall I am making is:

1 ---- 2---- 3 ---- 4.

My ability to create a WhatsApp group and add members to it is:

1 ---- 2---- 3 ---- 4.

### KNOWLEDGE AND ABILITY QUESTIONS

*LOUT 2.4.1 - I can send and receive e-mails with multiple recipients (and "answer to all") to support group communication*

**KA-Q. 17: You received an invitation to a party through an e-mail which was sent to you and three other friends of yours. Unfortunately, you will not be able to go and you want to inform everybody about it. Which of the following e-mail commands would you use to send quickly your regrets message?**

- a) reply
- b) forward
- c) reply to all
- d) Don't know about this/no idea

## 2.5 Netiquette

### SELF-ASSESSMENT

**SA-Q. 2.5 - We ask you to evaluate your knowledge and use of behavioural rules that are recommended when using digital resources. We will list some activities below and you have to grade each one of them using the following scale:**

*1 = I have no skills at all; 2 = my skills are very poor; 3 = I have some skills, but not sufficient to operate on my own; 4 = I have sufficient skills to operate on my own*

My ability to apply basic online writing rules (such as to avoid writing full words in capital letters, to take care of spelling, to refer to others through their nicks or nicknames....) is:

1 ---- 2---- 3 ---- 4.

My ability to apply the basics of email etiquette (e.g. use of BCC, forwarding etc.) is:

1 ---- 2---- 3 ---- 4.

My ability to use appropriately emoticons when communicating via the Internet is:

1 ---- 2---- 3 ---- 4.

My ability to recognize appropriate behaviours on social media, such as asking permission before publishing/sharing photos of other people (especially when children are concerned), avoid spamming (e.g. by sending invitations or other messages to everyone), using with great caution sarcasm, irony or words that may be misunderstood by the readers, is:

1 ---- 2---- 3 ---- 4.

My ability to recognize socially/ethically inappropriate online behavior and communication such as hate speech, flaming, trolling, cyber-bullying, online stalking etc. is:

1 ---- 2---- 3 ---- 4.

My ability to contrast negative interactions online (by signaling posts to service owners, postal police etc.) is:

1 ---- 2---- 3 ---- 4.

### KNOWLEDGE AND ABILITY QUESTIONS

*LOUT 2.5.2 - I can apply the basic online writing rules (not to use capital letters, etc.....) and I can use appropriately emoticons when communicating via the Internet*

**KA-Q. 18: You have just joined an online professional community and you want to introduce yourself in the general forum. Select the most appropriate way to do so among the three choices below:**

- a) HEY FOLKS! IT IS GREAT TO BE PART OF THIS COMMUNITY!!! I HOPE YOU WILL LIKE MY POSTS!! CHEERS!!!

- b) Dear all, thanks for having accepted my registration to the community. I hope that we will have the chance to discuss about many interesting topics. Have a nice day!
- c) Thanks to # scubadj 4 the invitation. This WebSite looks amazing!
- d) Don't know about this/no idea

*LOUT 2.5.4 - I can recognise socially/ethically inappropriate online behaviour and communication such as hate speech, flaming, trolling, cyber-bullying, online stalking etc.*

**KA-Q. 19: Look at the images below. Which one shows an inappropriate online behaviour/communication?**

- a) Jessica Chastain post
- b) Viral Thread picture
- c) Skylar Abernathy discussion



## 2.6 Managing digital identity

### SELF-ASSESSMENT

**SA-Q. 2.6 - We ask you to evaluate how do you manage your digital identity online. We will list some activities below and you have to grade each one of them using the following scale:**

*1 = I have no skills at all; 2 = my skills are very poor; 3 = I have some skills, but not sufficient to operate on my own; 4 = I have sufficient skills to operate on my own*

My ability to create an online account and related personal profile, to log in and out of it safely (including changing and protecting passwords), to delete my account if I want to quit, is:

1 ----- 2----- 3 ----- 4.

My ability to recognise the footprints that I willingly leave online using different communication applications (e.g. posts in forums, blogs, "likes", published/shared photos and video etc.) and identify those that may damage my reputation is:

1 ----- 2----- 3 ----- 4.

My ability to look up and view information about myself and others online is:

1 ----- 2----- 3 ----- 4.

My ability to adjust my online profile depending on the potential audience (formal-informal, professional, official, thematic etc.) is:

1 ----- 2----- 3 ----- 4.

### KNOWLEDGE AND ABILITY QUESTIONS

*LOUT 2.6.2 - I can give examples of footprints that I willingly leave online using different communication applications (e.g. posts in forums, blogs, "likes", published/shared photos and video etc.) and identify those that may damage my reputation*

**KA-Q. 20: Which of the following actions can damage your reputation?**

- a) To "like" a FB page of a heavy metal group
- b) To post a picture where you do not look sober and you hold a bottle of whisky in your hand
- c) To download a software that you plan to use to record the conversations you have on Skype
- d) Don't know about this/no idea

*LOUT 2.6.5 - I can adjust my online profile depending on the potential audience (formal-informal, professional, official, thematic etc.)*

**Q. 21: Look at the pictures below. Which one would you use as a profile picture in a professional social network?**

A	B	C	D
			No idea

## 3.1 Developing digital content

### SELF-ASSESSMENT

**SA-Q. 3.1 - We ask you to evaluate how do you create and edit simple digital content. We will list some activities below and you have to grade each one of them using the following scale:**

*1 = I have no skills at all; 2 = my skills are very poor; 3 = I have some skills, but not sufficient to operate on my own; 4 = I have sufficient skills to operate on my own*

My ability to identify (through their icons) commonly used software applications for content creation is:

1 ----- 2----- 3 ----- 4.

My ability to describe the purpose/basic functionality of commonly used software applications for content creation is:

1 ----- 2----- 3 ----- 4.

My ability to use basic features of word processing software (using desktop or cloud computing software) to write simple text and apply formats is:

1 ----- 2----- 3 ----- 4.



My ability to use basic features of spreadsheet software (using desktop or cloud computing software) to organize data and use simple formulas is:

1 ----- 2----- 3 ----- 4.

My ability to use basic features of presentation software (using desktop or cloud computing software) to prepare a simple presentation is:

1 ----- 2----- 3 ----- 4.

My ability to take pictures and videos with mobile devices is:

1 ----- 2----- 3 ----- 4.

My ability to take a screenshot on my devices (computer, mobile phone ...) is:

1 ----- 2----- 3 ----- 4.

### KNOWLEDGE AND ABILITY QUESTIONS

*LOUT 3.1.1 - I can identify (through their icons) and describe the purpose/basic functionality of commonly used software applications for content creation*

**KA-Q. 22: Look at the left column below: in each row, there is only one icon with the file format that can be opened by the application on the right column. For each row on the left, identify the correct file icon and drag and drop it into the appropriate applications on the right**

#### File icons



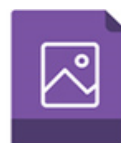
#### APP icons



Writer



Reader



Gallery



*LOUT 3.1.5 - I can take pictures and videos with mobile devices*

**KA-Q. 23: You were given a business card at a meeting with a really nice company logo and you want to quickly share its content with a colleague, using your mobile device. What do you do?**

- a) I open the voice recorder application, read aloud the contents of the business card and send the voice message to my colleague
- b) I open the business card application, use the recording service and send the resulting file to my colleague
- c) I open the camera application, take a picture of the business card and send it to my colleague
- d) Don't know about this/no idea

## 3.2 Integrating and re-elaborating digital content

### SELF-ASSESSMENT

**SA-Q. 3.2 - We ask you to evaluate how do you integrate and/or re-elaborate simple digital content. We will list some activities below and you have to grade each one of them using the following scale:**

*1 = I have no skills at all; 2 = my skills are very poor; 3 = I have some skills, but not sufficient to operate on my own; 4 = I have sufficient skills to operate on my own*

My ability to distinguish between editable documents and uneditable ones (due to PDF format, locked file, modification prohibition based on intellectual property rights) is:

1 ----- 2----- 3 ----- 4.

My ability to make simple changes (add text, make spelling corrections, change formats) to a document produced by another person using desktop or cloud computing software is:

1 ----- 2----- 3 ----- 4.

My ability to make simple changes (change/add numbers, change rows sequence by a new ordering criterium) to a spreadsheet created by another person using desktop or cloud computing software is:

1 ----- 2----- 3 ----- 4.

My ability to make simple changes (add/remove slides, change formats, add/remove images in a slide) to a presentation created by another person using desktop or cloud computing software is:

1 ----- 2----- 3 ----- 4.

## KNOWLEDGE AND ABILITY QUESTIONS

*LOUT 3.2.1 - I can distinguish between editable documents and uneditable ones due to PDF format, locked file, modification prohibition based on intellectual property rights (IPR)*

**KA-Q. 24: You downloaded a PDF file from the internet and you would like to edit it by adding some photos. Which of the following answers is right?**

- a) It can be done, because PDF is a file format intended to make easy to add photos
- b) It can be done only with specialised software and advanced skills**
- c) It cannot be done, because all PDF files are password protected
- d) Don't know about this/no idea

*LOUT 3.2.2 - I can make simple changes (add simple text, make spelling corrections, change formats) to a document produced by another person (by using desktop software such as Microsoft Office and LibreOffice or cloud office suites such as Google Docs and Office Online)*

**KA-Q. 25: What does “formatting text” mean?**

- a) To remove parts of the text which make reading it difficult
- b) Altering the appearance of the text without altering its content**
- c) Check spelling and grammar
- d) Don't know about this/no idea

## 3.3 Copyright and licences

### SELF-ASSESSMENT

**SA-Q. 3.3 - We ask you to evaluate your knowledge about copyright and legal digital content. We will list some activities below and you have to grade each one of them using the following scale:**

*1 = I have no skills at all; 2 = my skills are very poor; 3 = I have some skills, but not sufficient to operate on my own; 4 = I have sufficient skills to operate on my own*

My ability to recognise the kind of copyright protection associated with online digital content is:

1 ----- 2----- 3 ----- 4.

My ability to adapt my use of online digital content depending on its copyright status and licenses is:

1 ----- 2----- 3 ----- 4.


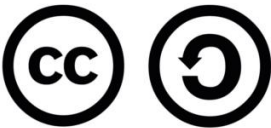

My ability to find and quote the source and/or author of online digital content before sharing it online is:

1 ----- 2----- 3 ----- 4.

### KNOWLEDGE AND ABILITY QUESTIONS

LOUT 3.3.1 - I can recognise the kind of copyright protection associated with online digital content

**KA-Q. 26:** Which one of the symbols below denotes that all the rights on the material holding the symbol are reserved to its owner?

A	B	C	D
			No idea

## 3.4 Programming

### SELF-ASSESSMENT

**SA-Q. 3.4** - We ask you to evaluate how do you manage some tasks that are typically addressed by creating computer programs. We will list some activities below and you have to grade each one of them using the following scale:

1 = I have no skills at all; 2 = my skills are very poor; 3 = I have some skills, but not sufficient to operate on my own; 4 = I have sufficient skills to operate on my own

My ability to read a flow chart identifying the operations and the order of their execution is:

1 ---- 2 ---- 3 ---- 4.

My ability to create a basic program based on a simple flowchart or algorithm is:

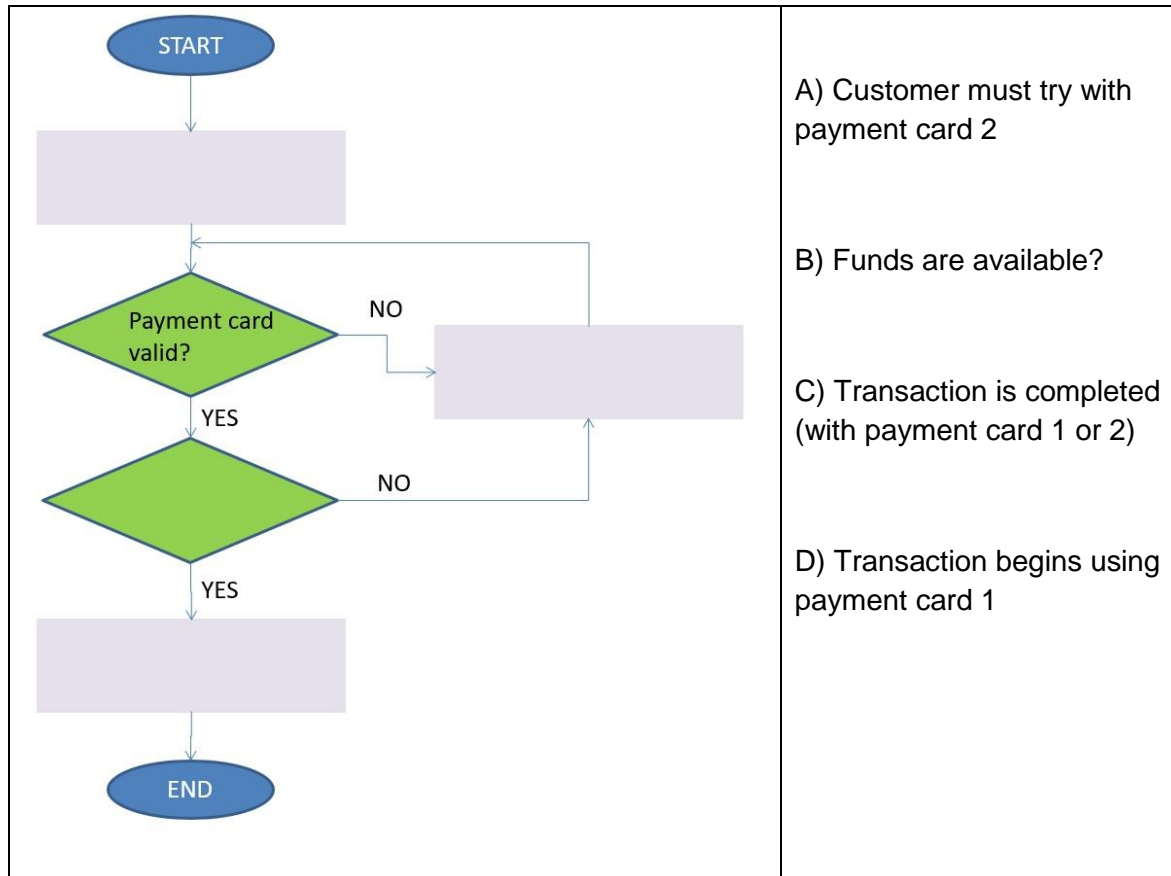
1 ---- 2 ---- 3 ---- 4.

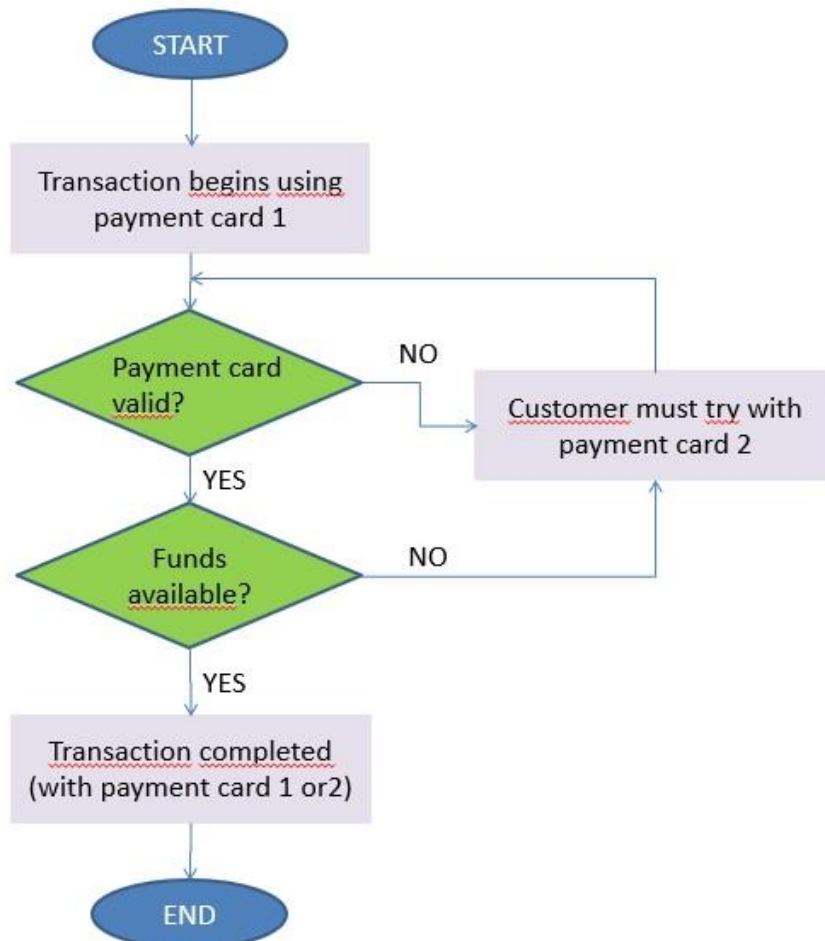
### KNOWLEDGE AND ABILITY QUESTIONS

LOUT 3.4.3- I can read a flow chart identifying the operations and the order of their execution

**KA-Q 27:** The flowchart below concerns the steps that take place when you make a payment (a transaction) with an automatic system/machine which accepts two payment cards. Please, complete the flowchart by putting in the appropriate empty grey boxes the sentences that you find in the right column (which are not in the right order), so that the process runs

smoothly. Consider that payment card 1 may not be valid, or may be valid, but without money left on it.





## 4.1 Protecting devices

### SELF-ASSESSMENT

**SA-Q. 4.1 - We ask you to evaluate your skillfulness in protecting digital devices. We will list some activities below and you have to grade each one of them using the following scale:**

*1 = I have no skills at all; 2 = my skills are very poor; 3 = I have some skills, but not sufficient to operate on my own; 4 = I have sufficient skills to operate on my own*

My ability to identify the risks and threats that may damage my digital devices (hardware breakdown, physical impacts, human error etc.) is:

1 ----- 2----- 3 ----- 4.

My ability to recognise suspicious emails, messages, pop ups that can cause data loss or misuse on my digital device (by clicking on them or downloading unfamiliar attachments) is:

1 ----- 2----- 3 ----- 4.

My ability to install/activate on my devices protection software and functions (antivirus, malware detectors, antispam, pop-up blockers on the web browser, protection from theft, locking the screen etc.) is:

1 ----- 2----- 3 ----- 4.

My ability to scan a device (USB, hard disk, etc.) to check for viruses or other problems is:

1 ----- 2----- 3 ----- 4.

My ability to create and protect a strong password (e.g. save in a separate document, change over time etc.) is:

1 ----- 2----- 3 ----- 4.

My ability to update regularly my computer's operating system, security software and other applications (when prompted or by setting up automatic updates), to prevent security issues is:

1 ----- 2----- 3 ----- 4.

My ability to make frequent backups of information or content I care for, by making a copy and storing it separately either in the cloud or on an external storage device is:

1 ----- 2----- 3 ----- 4.

## KNOWLEDGE AND ABILITY QUESTIONS

*LOUT 4.1.2 - I can recognise suspicious emails, messages, pop ups that can cause data loss or misuse on my digital device (by clicking on them or downloading unfamiliar attachments)*

**KA-Q. 28: How can you avoid damages to your devices and data caused by e-mail attacks?**

- a) I never open links sent by e-mail
- b) I open e-mails only after having disconnected my device from the internet
- c) I never open links in e-mails received from unknown people**
- d) Don't know about this/no idea

*LOUT 4.1.3 - I can install/activate on my devices protection software and functions (antivirus, malware detectors, antispam, pop-up blockers on the web browser, protection from theft, locking the screen etc.) and I know how to scan a device (USB, hard disk, etc.)*

**KA-Q. 29: In order to make an antivirus scan of your digital device:**

- a) I must connect to my device a special virus-free hardware that will do the operation
- b) I must buy a professional protection software in a computer shop, install it and then scan the device
- c) I need to install (or update) on my device antivirus software and launch/activate it**
- d) Don't know about this/no idea

*LOUT 4.1.6 - I can create and use strong passwords according to existing guidelines (e.g. using three random words or with at least 8 characters, using lower- and upper-case letters, numbers and symbols)*

**KA-Q. 30: Why "myway1970" is not a safe password?**

- a) Because it is too short
- b) Because there is not even one capital letter**
- c) Because there are too many numbers
- d) Don't know about this/no idea

*LOUT 4.1.7 - I can describe how to protect a password (e.g. save in a separate document, change over time etc.)*

**KA-Q. 31: How can you save your passwords in a safe way from spying software?**

- a) I save them in the browser
- b) I write and keep them in a compressed text file**
- c) I write them in an image file
- d) Don't know about this/no idea

## 4.2 Protecting personal data and privacy

### SELF-ASSESSMENT

**SA-Q. 4.2 - We ask you to evaluate your skillfulness in protecting your personal data and your privacy. We will list some activities below and you have to grade each one of them using the following scale:**

*1 = I have no skills at all; 2 = my skills are very poor; 3 = I have some skills, but not sufficient to operate on my own; 4 = I have sufficient skills to operate on my own*

My ability to identify those personal data of mine that should not be shared/made visible on the Internet is:

1 ---- 2----- 3 ---- 4.

My ability to adapt the personal information that I provide depending on the context and its security features (social networks, forums...) is:

1 ---- 2----- 3 ---- 4.

My ability to manage privacy settings on my devices and on the applications I use (social media and others) is:

1 ---- 2----- 3 ---- 4.

My ability to use the "incognito" (anonymous) surfing function offered by most browsers is:

1 ---- 2----- 3 ---- 4.

My ability to view, modify and delete the cookies and navigation history in the browser is:

1 ---- 2----- 3 ---- 4.

My ability to mention the citizens' rights defined in the new European General Data Protection Regulation (GDPR) is:

1 ---- 2----- 3 ---- 4.

### KNOWLEDGE AND ABILITY QUESTIONS

*LOUT 4.2.1- I can provide a list of personal data, indicating those that should not be shared/ made visible on the Internet*

**KA-Q. 32: A friend of yours posted the following message on Facebook "I am having a party for my 25<sup>th</sup> birthday at my home in Craven Road 66. Send me a reply if you are coming and bring a beer". Which of the following statements is correct?**

- a) Age should never be disclosed when publishing posts online
- b) The post contains totally unproblematic personal information
- c) The post contains personal data that should not to be published openly on the internet
- d) Don't know about this/no idea



*LOUT 4.2.4 - I can set privacy settings on my devices and on the applications I use (social media and others) -> e.g. apply privacy settings to Facebook to ensure only friends can see posts and shared content*

**KA-Q. 33: When you publish something on a social network, who can read your post?**

- a) Only my friends and the page fans can read it
- b) It depends on which social network and device I used
- c) **It depends on the privacy settings I used for that post**
- d) Don't know about this/no idea

## 4.3 Protecting health and well-being

### SELF-ASSESSMENT

**SA-Q. 4.3 - We ask you to evaluate your skillfulness in protecting your own and you family's health and well-being from risks and threats. We will list some activities below and you have to grade each one of them using the following scale:**

*1 = I have no skills at all; 2 = my skills are very poor; 3 = I have some skills, but not sufficient to operate on my own; 4 = I have sufficient skills to operate on my own*

My ability to identify ergonomic and physical risks resulting from prolonged and inappropriate use of digital devices (backache, visual impairment, traffic hazards when using mobile phones, risks of using headphones while walking, bicycling) and to take measures to protect myself is:

1 ----- 2----- 3 ----- 4.

My ability to identify the main symptoms of Internet/digital addiction (tiredness, being unable to stop an activity, less sleep, decline of social connections, losing the sense of reality etc.) and take measures to protect myself and/or my children is:

1 ----- 2----- 3 ----- 4.

My ability to take measures to protect myself and my children against cyberbullying, grooming and sexting is:

1 ----- 2----- 3 ----- 4.

My ability to find useful/entertaining games, music, concerts, museum-visiting, arts, films, interesting articles, news, travelling, cultures, languages, friends, colleagues etc. in the digital environment is:

1 ----- 2----- 3 ----- 4.

## KNOWLEDGE AND ABILITY QUESTIONS

*LOUT 4.3.1 - I can identify ergonomic and physical risks resulting from prolonged and inappropriate use of digital devices (backache, visual impairment, etc.)*

**KA-Q. 34: Prolonged use of a digital device may cause several physical problems in your back or vision. What should you do to avoid or reduce them?**

- a) Use a large screen with high brightness and watch it while sitting comfortably
- b) **Sit in a correct position, get up regularly from the chair and look out of the window**
- c) Use devices only in adequately lit environments
- d) Don't know about this/no idea

## 4.4 Protecting the environment

### SELF-ASSESSMENT

**SA-Q. 4.3 - We ask you to evaluate your awareness of the environmental impact of digital technologies and their use. We will list some activities below and you have to grade each one of them using the following scale:**

*1 = I have no skills at all; 2 = my skills are very poor; 3 = I have some skills, but not sufficient to operate on my own; 4 = I have sufficient skills to operate on my own*

My ability to identify the basic measures to save energy and environmental resources (e.g. avoid unnecessary printing on paper, turn off equipment/devices after use, do not leave chargers connected without a mobile phone) is:

1 ----- 2----- 3 ----- 4.

My ability to identify where to deposit obsolete and/or worn out ICT elements (electronic or computer components, batteries, toners, etc.) to minimise their wasting impact is:

1 ----- 2----- 3 ----- 4.

## KNOWLEDGE AND ABILITY QUESTIONS

*LOUT 4.4.1 - I can identify the basic measures to save energy and environmental resources (e.g. avoid unnecessary printing on paper, turn off equipment/devices after use, do not leave chargers connected without a mobile phone, etc.)*

**KA-Q. 35: To make the best use of your device's battery charger you must:**

- a) **Unplug it from the mains when the device is fully charged also to save electricity**
- b) Avoid plugging and unplugging it to/from the mains, so as not to damage it
- c) Keep it plugged into the mains to keep it at peak efficiency at all times
- d) Don't know about this/no idea

## 5.1 Solving technical problems

### SELF-ASSESSMENT

**SA-Q. 5.1 - We ask you to evaluate your ability to detect and solve simple technical problems. We will list some activities below and you have to grade each one of them using the following scale:**

*1 = I have no skills at all; 2 = my skills are very poor; 3 = I have some skills, but not sufficient to operate on my own; 4 = I have sufficient skills to operate on my own*

My ability to identify simple technical problems when operating devices and using digital environments is:

1 ---- 2---- 3 ---- 4.

My ability to install software and applications downloaded from safe sources is:

1 ---- 2---- 3 ---- 4.

My ability to use common problem-solving support tools which are available in my device and applications (e.g. configuration guide, help function, set-up commands, etc.) is:

1 ---- 2---- 3 ---- 4.




My ability to search for online support using community forums, blogs, video other types of tutorials is:

1 ---- 2---- 3 ---- 4.

### KNOWLEDGE AND ABILITY QUESTIONS

*LOUT 5.1.2 - I can install software and applications (apps) downloaded from safe sources (DESI)*

**KA-Q. 36: Look at the images below. Can you identify which one of the file extensions belongs to a file used to install software on a computer?**

A	B	C	D
			No idea

**KA-Q. 37: Downloading and executing a .exe file from the internet to install an application on your computer can be dangerous. What is the right procedure to follow before the app installation?**

- a) I download the .exe file and scan it with an anti-virus software
- b) I execute the file without saving it, to avoid installing any malware
- c) I download and save the .exe file in the "Download" folder, because it is a safe, protected folder
- d) Don't know about this/no idea

*LOUT 5.1.4 - I can search for support online using community forums, blogs, video other types of tutorials*

**KA-Q. 38: You have bought a new mobile phone and you don't find any information in the manual on how to change its camera settings. Where would you look for prompt support?**

- a) I look around for another user of that phone among my relatives and friends
- b) I call the costumer service of my mobile service provider
- c) I search online for a tutorial or forum that can help me with this problem
- d) Don't know about this/no idea

## 5.2 Identifying needs and technological responses

### SELF-ASSESSMENT

**SA-Q. 5.2 - We ask you to evaluate how do you assess your needs and choose digital tools to solve them. We will list some activities below and you have to grade each one of them using the following scale:**

*1 = I have no skills at all; 2 = my skills are very poor; 3 = I have some skills, but not sufficient to operate on my own; 4 = I have sufficient skills to operate on my own*

My ability to list the most common digital tools (computer, printer, scanner, tablet, smartphone, ebook reader) and describe what they can be used for is:

1 ----- 2----- 3 ----- 4.

My ability to choose the most appropriate digital device(s) and apps for my activities, personal needs and habits is:

1 ----- 2----- 3 ----- 4.

My ability to customize some basic display and other features of my device (font size, screen background, power management etc.) is:

1 ----- 2----- 3 ----- 4.

### KNOWLEDGE AND ABILITY QUESTIONS

*LOUT 5.2.1 - I can list the most common digital tools (computer, printer, scanner, tablet, smartphone, ebook reader). I can differentiate them by their function (what they can be used for)*

**KA-Q. 39: You want to capture on your digital device the cover of a book you like. In order to do that, you use:**

- a) a printer or a DVD reader
- b) a PC or a hard disk
- c) a smartphone or a scanner**
- d) Don't know about this/no idea

## 5.3 Creatively using digital technologies

### SELF-ASSESSMENT

**SA-Q. 5.3 - We ask you to evaluate your ability in identifying a range of diverse and new digital tools that support creative and innovative activities. We will list some activities below and you have to grade each one of them using the following scale:**

*1 = I have no skills at all; 2 = my skills are very poor; 3 = I have some skills, but not sufficient to operate on my own; 4 = I have sufficient skills to operate on my own*

My ability to explain what are simple tools such as calendars, maps & navigators and Wikipedia is:  
1 ----- 2----- 3 ----- 4.

My ability to explain what are new tools and services such as online collaboration environments, augmented/virtual reality, robots, voice commands, intelligent assistants, drones, 3D printing, internet of things is:  
1 ----- 2----- 3 ----- 4.

### KNOWLEDGE AND ABILITY QUESTIONS

*LOUT 5.3.1 - I can simply explain what are simple tools such as: calendars, maps & navigators and Wikipedia*

**KA-Q. 40: Which of the following is the best description of a digital calendar?**

- a) An application for recording the date and time of an event and other related information (e.g. location, invitees, etc.)
- b) An application that gives information on the days of the week (e.g. Saturday 3 September, holidays etc.) for all the weeks and months of the current and following years
- c) A polling application that allows the organizer of a meeting to identify the best date which suites most participants
- d) Don't know about this/no idea

## 5.4 Identifying digital competence gaps

### SELF-ASSESSMENT

**SA-Q. 5.4 - We ask you to evaluate your ability to understand your competence improvement needs and to meet them. We will list some activities below and you have to grade each one of them using the following scale:**

*1 = I have no skills at all; 2 = my skills are very poor; 3 = I have some skills, but not sufficient to operate on my own; 4 = I have sufficient skills to operate on my own*

My ability to find and use tools to identify my digital competence gaps is:

1 ----- 2----- 3 ----- 4.

My ability to identify available solutions for learning online: video tutorials, e-learning courses, online guides and other educational materials is:

1 ----- 2----- 3 ----- 4.

### KNOWLEDGE AND ABILITY QUESTIONS

*LOUT 5.4.1 - I can identify available solutions for learning online: video tutorials, e-learning courses, online guides and other educational materials*

#### KA-Q. 41: What is a video tutorial?

- a) It is a written guide for the production of videos
- b) It is a video guide on how to solve a specific problem**
- c) It is a request for video conferencing support
- d) Don't know about this/no idea

## Annex 1 - Learning outcomes (LOUTs) for basic digital competence

DigComp 2.1 competence	<b>DigComp 2.1 – FOUNDATION LEVEL</b> <i>At basic level and with guidance          -&gt; At basic level and with autonomy and appropriate guidance where needed,</i>	LOUT n°	<b>Proposed LEARNING OUTCOMES (LOUTs) - expected performance at foundation level and in an inclusion perspective</b> - LOUTs in green are those with knowledge and ability assessment questions - DESI refers to Eurostat survey questions used for the Digital Economy and Society Indicator
1.1 Browsing, searching and filtering data, information and digital content	I can: • identify my information needs, • find data, information and content through a simple search in digital environments, • find how to access these data, information and content and navigate between them • identify simple personal search strategies	1.1.1	I can locate the browser icon on my device, open the browser and use the toolbar buttons (e.g. back, forward, refresh, home, close)
		1.1.2	I can navigate web pages (inside a website or across websites) using hyperlinks and menus
		1.1.3	I can save web addresses in my browser favourites/bookmarks
		1.1.4	I can retrieve a previously visited web page from my browser's history or from the bookmarks
		1.1.5	I can find information on the web using well-known search engines (Google, Bing, Yahoo!...)
		1.1.6	I can find images, videos, games and other multimedia content on the Internet
		1.1.7	I can use online maps and localization services (implications for privacy!)
		1.1.8	I can download and save files from the internet



1.2 Evaluating data, information and digital content	I can: • detect the credibility and reliability of common sources of data, information and their digital content.	1.2.1	I can evaluate whether information or content that I find online is or is not reliable (including hoaxes and fake news), by looking at author and references, date of production/publishing and other evaluation criteria
		1.2.2	I can differentiate the official website of a service or product provider from other non-official websites, by checking URL, website owner and other aspects
		1.2.3	I can differentiate promoted/advertised digital content and non-advertised content on the Internet
1.3 Managing data, information and digital content	I can: • identify how to organise, store and retrieve data, information and content in a simple way in digital environments • recognise where to organise them in a simple way in a structured environment	1.3.1	I can organise (create, delete, copy, name) folders to store files on my digital device
		1.3.2	I can identify file types based on their extension
		1.3.3	I can view and sort files inside a folder in different ways
		1.3.4	I can create, locate, open, copy, move, rename and delete files in my digital device
		1.3.5	I can create, open, copy, move, delete files and folders on a) external/portable storage device (hard disk, USB memory, memory card, CD), b) cloud storage service
		1.3.6	I can compress or extract on my PC compressed files/folders (zip, rar ...)
2.1 Interacting through digital technologies	I can: • select simple digital technologies to interact, and • identify appropriate simple communication means for a given context	2.1.1	I can distinguish between synchronous and asynchronous communication media and choose between them the most appropriate to the communication I want to make
		2.1.2	I can create and save contacts in my digital devices
		2.1.3	I can make video calls over the Internet
		2.1.4	I can find and view the latest calls and messages made and received
		2.1.5	I can create an account to access and use online digital services (e-mail, social media, other interactive public and private services ... beware privacy!)
		2.1.6	I can send and receive e-mails (send, reply, forward)
		2.1.7	I can send and receive SMS through my phone

		2.1.8	I can send text messages via instant messaging applications (WhatsApp, Messenger, Skype ...).
		2.1.9	I can post messages on a forum and/or a blog
2.2 Sharing through digital technologies	I can: <ul style="list-style-type: none"> <li>● recognise simple appropriate digital technologies to share data, information and digital content</li> <li>● identify simple referencing and attribution practices</li> </ul>	2.2.1	I can share files as attachments by email and other asynchronous communication services
		2.2.2	I can share folders on the cloud
		2.2.3	I can share files, videos, audio, photos, locations, and contacts via social media and instant messaging software (WhatsApp, Messenger, Skype and others), also by using the "share" function
		2.2.4	I can upload self-created content (e.g. a photo) to be shared on websites that request it and/or that give this possibility (social media)
2.3 Engaging in citizenship through digital technologies	I can: <ul style="list-style-type: none"> <li>● identify simple digital services in order to participate in society</li> <li>● I can recognise simple appropriate digital technologies to empower myself and to participate in society as a citizen</li> </ul>	2.3.1	I can find the official websites and Apps of government bodies and other public organizations in my country at national and local level in areas of my interest (employment, health, education, taxes, etc.)
		2.3.2	I can find the official websites and Apps of private service providers of my interest (transport & travel, utilities, etc.)
		2.3.3	I can get information from (public/private) services websites or Apps to carry out procedures in person (health, employment, social security, transport ...)
		2.3.4	I can identify the interactive services offered by (public/private) services websites or Apps
		2.3.5	I can fill an online form also using a dropdown list, check box, radio button, calendar and other functions
		2.3.6	I can respond to authentication requests, if that is needed to access (public/private) services websites
		2.3.7	I can explain what "strong authentication" is, and why it is needed in order to use a range of online services
		2.3.8	I can upload documents and photographs when this is required to complete an online transaction

2.4 Collaborating through digital technologies	I can: • choose simple digital tools and technologies for collaborative processes	2.4.1	I can send and receive e-mails with multiple recipients (and "answer to all") to support group communication
		2.4.2	I can add a participant to or join a videocall
		2.4.3	I can create a WhatsApp group and add members to it
2.5 Netiquette	I can: • differentiate simple behavioural norms and know-how while using digital technologies and interacting in digital environments • choose simple communication modes and strategies adapted to an audience and • differentiate simple cultural and generational diversity aspects to consider in digital environments	2.5.1	I can apply the basics of email etiquette (e.g. use of BCC, forwarding etc.)
		2.5.2	I can apply the basic online writing rules (not to use capital letters, to take care of spelling, to refer to others through their nicks or nicknames....) and I can use appropriately emoticons when communicating via the Internet
		2.5.3	I can recognize appropriate behaviours to adopt on social media ... such as asking permission before publishing/sharing photos of other people (especially when children are concerned); avoiding spamming (e.g. by sending invitations or other messages to everyone); using carefully sarcasm, irony or words that may be misunderstood by others
		2.5.4	I can recognise socially/ethically inappropriate online behaviour and communication such as hate speech, flaming, trolling, cyber-bullying, online stalking etc.
		2.5.5	I use basic ways to contrast negative interactions online (signalling posts to service owners, postal police etc.)
2.6 Managing digital identity	I can: • identify a digital identity, • describe simple ways to protect my reputation online, • recognise simple data I produce through digital tools, environments or services	2.6.1	I can create an online account and related personal profile and log in and out of it safely (including changing and protecting passwords to prevent identity theft). I can delete my account if I want to quit.
		2.6.2	I can give examples of footprints that I willingly leave online using different communication applications (e.g. posts in forums, blogs, "likes", published/shared photos and video etc.) and identify those that may damage my reputation
		2.6.3	I can look up and view information about myself and others online
		2.6.4	I can adjust my online profile depending on the potential audience (formal-informal, professional, official, thematic etc.)

3.1 Developing digital content	I can: <ul style="list-style-type: none"> <li>identify ways to create and edit simple content in simple formats,</li> <li>choose how I express myself through the creation of simple digital means</li> </ul>	3.1.1	I can identify (through their icons) and describe the purpose/basic functionality of commonly used software applications
		3.1.2	I can use basic features of word processing software (using desktop or cloud computing software) to write simple text and apply formats
		3.1.3	I can use basic features of spreadsheet software (using desktop or cloud computing software) to organize data and use simple formulas
		3.1.4	I can use basic features of presentation software (using desktop or cloud computing software) to prepare a simple presentation
		3.1.5	I can take pictures and videos with mobile devices
		3.1.6	I can take a screenshot on my devices (computer, mobile phone ...)
3.2 Integrating and re-elaborating digital content	I can: <ul style="list-style-type: none"> <li>select ways to modify, refine, improve and integrate simple items of new content and information to create new and original ones</li> </ul>	3.2.1	I can distinguish between editable documents and non editable ones due to PDF format and file protection
		3.2.2	I can make simple changes (add text, make spelling corrections, change formats) to a document produced by another person using desktop or cloud computing software
		3.2.3	I can make simple changes (change/add numbers, change rows sequence by a new ordering criterium) to a spreadsheet created by another person using desktop or cloud computing software
		3.2.4	I can make simple changes to a presentation created by another person using desktop or cloud computing software
3.3 Copyright and licenses	I can: <ul style="list-style-type: none"> <li>identify simple rules of copyright and licenses that apply to data, digital information and content</li> </ul>	3.3.1	I can recognise the kind of copyright protection associated with online digital content
		3.3.2	I can adapt my use of online digital content depending on its copyright status and licences
		3.3.3	I can find and quote the source and/or author of online digital content before sharing it online

3.4 Programming	I can: ● list simple instructions for a computing system to solve a simple problem or perform a simple task	3.4.1	I can read a flow chart identifying the operations and the order of their execution
		3.4.2	I can create a basic program based on a simple flowchart or algorithm
4.1 Protecting devices	I can: ● identify simple ways to protect my devices and digital content, and ● differentiate simple risks and threats in digital environments, ● choose simple safety and security measures, and ● identify simple ways to have due regard to reliability and privacy	4.1.1	I can describe risks and threats for my digital device (hardware breakdown, physical impacts, human error etc.) and their potential consequences
		4.1.2	I can recognise suspicious emails, messages, pop ups that can cause data loss or misuse on my digital device (by clicking on them or downloading unfamiliar attachments)
		4.1.3	I can install/activate on my devices protection software and functions (antivirus, malware detectors, antispam, pop-up blockers on the web browser, protection from theft, locking the screen etc.) and I know how to scan a device (USB, hard disk, etc.)
		4.1.4	I update regularly my computer's operating system, security software and other applications (when prompted or by setting up automatic updates), to prevent security issues
		4.1.5	I make frequent backups of information or content I care for, by making a copy and storing it separately either in the cloud or on an external storage device
		4.1.6	I can create and use strong passwords according to existing guidelines (e.g. using three random words or with at least 8 characters, using lower- and upper-case letters, numbers and symbols)
		4.1.7	I keep the information I use to access my devices and online accounts secure (including passwords), using different and secure passwords for websites and accounts (e.g. to prevent identity theft and its consequences)

4.2 Protecting personal data and privacy	I can: ● select simple ways to protect my personal data and privacy in digital environments, and ● identify simple ways to use and share personally identifiable information while protecting myself and others from damages. ● identify simple privacy policy statements of how personal data is used in digital services.	4.2.1	I can provide a list of personal data, indicating those that should not be shared/ made visible on the Internet
		4.2.2	I can mention the citizens' rights defined in the new European General Data Protection Regulation (GDPR)
		4.2.3	I can adapt the personal information that I provide depending on the context and its security features (social networks, forums...)
		4.2.4	I can set privacy settings on my devices and on the applications I use (social media and others) -> e.g. apply privacy settings to Facebook to ensure only friends can see posts and shared content
		4.2.5	I can view, modify and delete the cookies and navigation history in the browser
		4.2.6	I can use the "incognito" (anonymous) surfing function offered by most browsers
4.3 Protecting health and well-being	I can: ● differentiate simple ways to avoid health -risks and threats to physical and psychological well-being while using digital technologies, ● select simple ways to protect myself from possible dangers in digital environments, ● identify simple digital technologies for social well-being and social inclusion.	4.3.1	I can identify ergonomic and physical risks resulting from prolonged and inappropriate use of digital devices (backache, visual impairment, traffic hazards when using mobile phones, risks of using headphones while walking, bicycling, driving etc.) and take measures to minimize / alleviate these negative effects
		4.3.2	I can identify the main symptoms of Internet/digital addiction (tiredness, being unable to stop an activity, less sleep, decline of social connections, losing the sense of reality etc.) and take measures to protect myself and/or my children.
		4.3.3	I can take measures to protect myself and my children against cyberbullying, grooming and sexting
		4.3.4	I can find useful/entertaining games, music, concerts, museum-visiting, arts, films, interesting articles, news, travelling, cultures, languages, friends, colleagues etc. in the digital environment

4.4 Protecting the environment	I can: ● recognise simple environmental impacts of digital technologies and their use.	4.4.1	I can identify the basic measures to save energy and environmental resources (e.g. avoid unnecessary printing on paper, turn off equipment/devices after use, do not leave chargers connected without a mobile phone, etc.)
		4.4.2	I can identify where to deposit obsolete and/or worn out ICT elements (electronic or computer components, batteries, toners, etc.) to minimise their wasting impact
5.1 Solving technical problems	I can: ● identify simple technical problems when operating devices and using digital environments, and ● identify simple solutions to solve them.	5.1.1	I can identify simple technical problems when operating devices and using digital environments
		5.1.2	I can find, install, update and remove software and applications (apps), downloaded from safe sources
		5.1.3	I can use common problem-solving support tools which are available in my device and applications (e.g. configuration guide, help function, set-up commands, etc.)
		5.1.4	I can search for support online using community forums, blogs, video other types of tutorials
5.2 Identifying needs and technological responses	I can: ● identify needs, and ● recognise simple digital tools and possible technological responses to solve those needs. ● choose simple ways to adjust and customise digital environments to personal needs.	5.2.1	I can list the most common digital devices (computer, printer, scanner, tablet, smartphone, ebook reader). I can differentiate them by their function (what they can be used for)
		5.2.2	I can choose the most appropriate digital devices and Apps for my activities, personal needs and habits.
		5.2.3	I can customize some basic display and other features of my device (font size, screen background, power management etc.)

5.3 Creatively using digital technology	<p>I can:</p> <ul style="list-style-type: none"> <li>• identify simple digital tools and technologies that can be used to create knowledge and to innovate processes and products.</li> <li>• show interest individually and collectively in simple cognitive processing to understand and resolve simple conceptual problems and problem situations in digital environments.</li> </ul>	5.3.1	I can explain what are simple tools such as: calendars, maps & navigators and Wikipedia
		5.3.2	I can simply explain what are new tools and services such as: online collaboration environments, augmented/virtual reality, robots, voice commands, intelligent assistants, drones, 3D printing, internet of things
5.4 Identifying digital competence gaps	<p>I can:</p> <ul style="list-style-type: none"> <li>• recognise where my own digital competence needs to be improved or updated.</li> <li>• identify where to seek opportunities for self-developments and to keep up-to-date with the digital evolution</li> </ul>	5.4.1	I can find and use tools to identify my digital competence gaps
		5.4.2	I can identify available solutions for learning online: video tutorials, e-learning courses, online guides and other educational materials





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