REMSKA – Remote Working Skills for All

02 - T1: Development of REMSKA curriculum and learning units

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REMSKA Curriculum

Introduction

Learning outcomes of the REMSKA curriculum build upon the REMSKA Research Report on Remote Working Skills: Empirical Evidence on the Relevance and Needs from Six EU Countries. “The report examined the relevance, availability, and needs for remote working skills in the EU labor market. Many people in the EU do not possess sufficient skills to work remotely. The results of desk and field research activities in six EU countries suggest that a combination of digital and non-cognitive skills is needed to work successfully in a rapidly digitalizing world. The skills identified as essential in this process are formulated as learning outcomes – what a person working or wanting to work remotely should be able to do and know” 1.

Resources

- DigComp 2.1 2,
- The European Credit system for Vocational Education and Training (ECVET) 3,
- REMSKA project: Learning Outcomes on Remote Working Skills (by HAW),
- REMSKA project: Assessment Materials (by IAL).

Grounds

The curriculum contains:

1. Distribution of remote working skills to 6 meaningful units. Some skills are covered in several units.
2. A set of objectives for developing selected competencies in each of the units.
3. List of materials and activities that need to be prepared in each unit in order to develop and verify the achievement of selected competencies.
4. Elective factors - a set of restrictions and conditions that must be taken into account in an individual unit when preparing materials and activities.
5. List of resources that can help authors of materials and activities in their preparation.

2 https://publications.jrc.ec.europa.eu/repository/handle/JRC106281
6. Competences that the lecturer or MOOC moderator should have for each unit.

The curriculum is intended for:

1. **Authors of self-evaluation surveys** for prior knowledge of the participants, who prepare them based on the curriculum, directing the participants to materials and activities in which they will acquire the missing knowledge, skills and abilities.

2. **Authors of materials and activities** who find in the curriculum a set of concrete knowledge, skills and abilities for each of them.

3. **Lecturers and MOOC moderators**, for whom the curriculum serves as guideline for planning the training program and checking the adequacy of the materials they will use.

4. **Participants** who can check whether the individual knowledge, skills and abilities offered by the training program are appropriate for them.

5. **Decision-makers and evaluators** who can monitor the success of imparting knowledge, skills and abilities in the educational program and the level of their achievement by the participants.

**Scope**

Each unit is a completed andragogical cycle and can be performed live or in the form of a MOOC.

For **live training**, 4 lessons of 45 minutes are provided for each unit. For each material in the table, it is estimated how long the lecture should last, in which the content of the material should be presented. It makes sense to prepare uniform slides for all lectures, which will be used by all lecturers of each live training and can serve as a basis for the preparation of video lessons.

For **MOOC**, it is necessary to prepare a video lecture within the scope of 3/5 of the planned time, as we anticipate that the participants will watch each video lecture several times. It makes sense to divide video lectures for MOOC longer than 3 minutes into several completed units. Therefore, it is also envisaged that each participant would need 4 full hours of 60 minutes to complete each unit.

In any case, it is necessary to prepare a **short paper** as a basis for each of the materials. The form and scope of the paper is not important, but it must contain all the content provided for each material. All papers will be included in the **trainers’ handbook** that will be needed by lecturers and MOOC moderators.
Order of units

- From the concrete to the abstract,
- escalation of cognitive levels (from memory to creation),
- gradual development of competences to meet the needs by Maslow,
- a constructivist approach to learning.

Distribution of Objectives

- Interweaving technical skills with soft skills – the use of ICT as a tool to achieve personal and joint objectives,
- relevant competences of the lecturer/moderator of an individual unit (some units require specific knowledge such as work safety, for example)
- even distribution of knowledge of new tools (hardware & software) and concepts across all units.
Units

Unit plan

1. Physical workspace
   - Workspace preparation,
   - internet access & WiFi signal,
   - sound configuration and test in the operating system,
   - computer protection.

2. Data management & security
   - Software protection of the computer,
   - using different web browsers,
   - searching and critical evaluation of online information,
   - search for information in national, European, and global open databases.

3. Content creation
   - Use of tools and standards for citing sources,
   - creation of visual support for presentations,
   - structuring and data processing,
   - data capture and document merging.

4. Time management
   - Proper business use of email,
   - using online calendars,
   - meeting planning tools,
   - to-do list management.

5. Collaboration
   - Cloud data storage and sharing,
   - open standards for cross-platform data collaboration and migration,
   - use of video conferencing systems,
   - team communication, content sharing, and project progress monitoring.

6. Personal growth
   - Using a mobile device,
   - social networking,
   - breaks and meals at work,
   - remote work analysis and reporting.
Workflow in each unit

1. Self-evaluation (prior knowledge check) with the purpose to skip materials that participants are already familiar with,
2. acquisition of new knowledge (through materials and exchange of experiences of participants),
3. checking the understanding of the acquired knowledge (quiz as A01 in each unit),
4. application of the acquired knowledge on concrete authentic (participant-specific) examples,
5. peer feedback on achieving goals.

<table>
<thead>
<tr>
<th>Unit</th>
<th>No. of materials</th>
<th>No. of activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>U01</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>U02</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>U03</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>U04</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>U05</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>U06</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>53</td>
<td>41</td>
</tr>
</tbody>
</table>

Content selectivity

- Available technology (types of hardware and available software licenses of the lecturers and participants),
- prior knowledge of participants (level of difficulty),
- requirements of the employer/referral (emphasis/additional content in individual units),
- national/local legislation, habits,
- competences of the lecturer.
Hardware & software requirements

- Mobile device (smartphone or tablet),
- personal computer or laptop with Internet access,
- headset,
- webcam (if not built into the screen),
- access to selected office suite, e-mail, and cloud storage.

Prior knowledge of participants

- Basic use of a mobile device (taking photos and downloading/viewing photos on a computer),
- basic use of a mouse (left and right click, use of wheel) and keyboard (capital and small letters, special characters),
- basic use of the selected operating system (logging in, launching applications, opening, moving, resizing windows, closing applications),
- basic use of the selected primary web browser (entering a web address, clicking links),
- basic use of the selected primary office collection (opening and storing documents, copying, cutting, and pasting different types of data).
1. **Objectives**
   Areas covered by each unit with the professional terms and technologies that will be used.

2. **Competences**
   A set of competences that have been identified within the project and will be developed in each unit.

3. **Materials**
   A list of professional articles, video lessons, and slides for live lectures that need to be prepared.

   Evaluation activities which serve the purpose of checking if the participants understand the materials are listed in the final column of the Materials Table of each learning unit.
4. **Participant activities and forms of evaluation**
   Proof of learning and progress and ways to check the achievement of competences.
   In each activity there is a time foreseen for participant’s individual work and peer assessment where relevant.

5. **Elective factors**
   Which factors influence the preparation of materials and the individual implementation of the unit.

6. **Sources**
   External sources that can help with the preparation of materials.

7. **Competences of the lecturer**
   Competences expected to be provided by authors of professional papers, video lessons, and slides for live lectures.
01 - Physical workspace

In Unit 1 learners are taught how to prepare workspace, access internet and set WiFi, configure and test the sound and how to protect their computers.

Objectives

- **Workspace preparation** (competences 3, 4, 7, 8, 9, 10, 13)
  - lighting, desktop arrangement, office chair selection, webcam placement

- **Internet access & WiFi signal** (competences 2, 3, 4, 5, 9, 11, 12)
  - providers, types of access, speed test, signal strength, access point/bridge installation

- **Sound configuration and test in the operating system** (competences 1, 2, 4, 9, 11, 12)
  - camera, microphone, headset, speakers

- **Computer protection** (competences 1, 4, 6, 7, 11, 13)
  - electricity, protection against mechanical damage, biometric login options, and configuration

All competences addressed by this unit:

1. Operate a computer.
2. Install and configure webcams, microphones, and other specific hardware.
3. Identify technical problems.
4. Resolve minor technical issues.
5. Identify major technical problems and seek technical support.
6. Protect company’s devices and data online.
7. Identify safety risks.
8. Keep a quiet, distraction-free area at home in which to focus on work.
10. Be mindful of overall appearance (both dress code and background) online.
11. Adapt to new processes and technologies.
12. React creatively to unforeseen challenges.
13. Develop own innovative ideas.
## Materials

<table>
<thead>
<tr>
<th>ID</th>
<th>Content</th>
<th>Est. (video)lecture duration</th>
<th>Evaluation activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>U01-M01</td>
<td>Anthropometric and physiological design of the home workplace (seat ergonomics, computer peripherals - mouse, keyboard, screen, standing/combined workstations, microclimatic factors - temperature and humidity, lighting).</td>
<td>0:05:00</td>
<td>U01-A01 U01-A02 U01-A03</td>
</tr>
<tr>
<td>U01-M02</td>
<td>Psychological design of the home workplace (placement in the room, noise, colors of walls and furniture, plants, and personal items, accompanying rooms: kitchen, toilet).</td>
<td>0:05:00</td>
<td>U01-A01 U01-A02 U01-A03</td>
</tr>
<tr>
<td>U01-M03</td>
<td>International and local legislation in the field of occupational safety for work at home.</td>
<td>0:05:00</td>
<td>U01-A01 U01-A03</td>
</tr>
<tr>
<td>U01-M04</td>
<td>Comparison between types of domestic internet connections (FTTH, Coax, xDSL, LTE): requirements, availability, speed, and overview of internet providers in the country (availability, prices, speeds, packages).</td>
<td>0:05:00</td>
<td>U01-A01 U01-A05</td>
</tr>
<tr>
<td>U01-M05</td>
<td>Home LAN operation (what is a modem, network router, wireless access point), wireless security settings (encryption, password), wireless signal amplifiers.</td>
<td>0:10:00</td>
<td>U01-A01 U01-A04</td>
</tr>
<tr>
<td>U01-M06</td>
<td>Types of devices (microphone, webcam, headset, speakers, screen), connection methods (analog, USB, Bluetooth, HDMI, DP, etc.), and alternative options (mobile device, digital camera) for capturing and playing sound and image.</td>
<td>0:10:00</td>
<td>U01-A01 U01-A07</td>
</tr>
<tr>
<td>U01-M07</td>
<td>Changing the capture source (webcam, headset) and destination (headset, speakers) for audio playback, settings, and volume testing in the selected operating system.</td>
<td>0:05:00</td>
<td>U01-A01 U01-A07</td>
</tr>
<tr>
<td>U01-M08</td>
<td>Camera placement, lighting settings, and basic settings (mirroring, rotation, zoom, aspect ratio, and image resolution) in the selected primary video conferencing system.</td>
<td>0:05:00</td>
<td>U01-A01 U01-A07</td>
</tr>
<tr>
<td>U01-M09</td>
<td>Join a video conference in the selected primary video conference system, turn on/off the camera and microphone, leave the video conference.</td>
<td>0:05:00</td>
<td>U01-A01 U01-A07</td>
</tr>
<tr>
<td>Course Code</td>
<td>Description</td>
<td>Duration</td>
<td>Related Courses</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------</td>
<td>-----------------</td>
</tr>
<tr>
<td>U01-M10</td>
<td>How does the electrical wiring in the home operate, and what are the differences between electrical power supplies/chargers for different mobile and peripheral devices (electrical voltage and current, connection - micro-USB, USB-c, etc.). How to check which electrical outlet our computer is connected to. What is electrical power and how much power do our computer devices need. How to use electrical cord safely. How to safely turn electrical appliances on and off. How to check if all devices (computer, screen, printer) get electricity (switch, fuse, FID).</td>
<td>0:05:00</td>
<td>U01-A01 U01-A03</td>
</tr>
<tr>
<td>U01-M11</td>
<td>What is two-factor authentication (two out of three: what you know, what you have, what you are). When and why to use an additional or alternative method (PIN, pattern) of authentication. How the biometric protection (fingerprints, face recognition) of the device works. Setting an alternative method of authentication and biometric protection in the selected operating system.</td>
<td>0:05:00</td>
<td>U01-A01 U01-A08</td>
</tr>
</tbody>
</table>
## Participant activities and forms of evaluation

<table>
<thead>
<tr>
<th>ID</th>
<th>Activity</th>
<th>Form of evaluation</th>
<th>Est. submission time</th>
<th>Est. peer assessment time</th>
</tr>
</thead>
<tbody>
<tr>
<td>U01-A01</td>
<td>Participants demonstrate an understanding of the content of the materials.</td>
<td>Quiz</td>
<td>0:10:00</td>
<td></td>
</tr>
<tr>
<td>U01-A02</td>
<td>Participants photograph their home workplace, taking care that no personal data is exposed in the photograph.</td>
<td>Publication in a shared workspace and comparison with peer contributions</td>
<td>0:05:00</td>
<td>0:05:00</td>
</tr>
<tr>
<td>U01-A03</td>
<td>Participants analyze the benefits, identify opportunities for improvement, and develop an action plan for introducing changes in their home workplace.</td>
<td>Peer assessment</td>
<td>0:15:00</td>
<td>0:05:00</td>
</tr>
<tr>
<td>U01-A04</td>
<td>Participants draw a simple sketch of their apartment with a marked workstation, modem, network traffic router, and wireless access point and the connections between them.</td>
<td>Lecturer feedback</td>
<td>0:10:00</td>
<td></td>
</tr>
<tr>
<td>U01-A05</td>
<td>Participants measure the speed of the Internet connection at the signal source and the signal strength at their workplace. They compare the obtained value with the guaranteed value of his leased package.</td>
<td>Self-evaluation</td>
<td>0:10:00</td>
<td></td>
</tr>
<tr>
<td>U01-A06</td>
<td>Participants assess the adequacy of the obtained measurement results and plans possible measures towards leased Internet access or configuration of the home local computer network.</td>
<td>Peer assessment</td>
<td>0:10:00</td>
<td>0:10:00</td>
</tr>
<tr>
<td>U01-A07</td>
<td>Participants actively attend the videoconference meeting.</td>
<td>Group conversation</td>
<td>0:05:00</td>
<td>0:25:00</td>
</tr>
<tr>
<td>U01-A08</td>
<td>If possible, participants shall enable biometric authentication on its computer.</td>
<td>Self-evaluation</td>
<td>0:05:00</td>
<td></td>
</tr>
</tbody>
</table>
Elective factors

- Country of implementation\(^4\) (national legislation, providers/internet access),
- selected operating system (Windows, MacOS, iOS, Linux, Android),
- primary videoconferencing system selected (Zoom, MS Teams, Google Meet, Cisco Webex),
- execution mode (on-line, in classroom) and size of the group.

Sources

- INIR/IRPA - International Non-Ionizing Radiation Committee of International Radiation Protection Association,
- WHO,
- national telecommunications regulators,
- national consumer organizations,
- local websites for comparing prices and features of hardware.

Competences of the lecturer

- Knowledge of regulations in the field of safety at work,
- basics of handling computer peripherals (mouse, keyboard, headset, camera),
- basics of computer networks,
- basics of using the selected primary videoconferencing system.

\(^4\) In some cases country-specific factors may influence the content of learning unit. Please, consider this when selecting or preparing the materials.
02 - Data management & security

In Unit 2 learners are taught how to protect their computer software, use different web browsers, search and critically evaluate online information, and use national, European and global open databases.

Objectives

- **Software protection of the computer** (competences 3, 4, 5, 6, 7, 8)
  choosing a strong password, antivirus software, firewall, backup systems

- **Using different web browsers** (competences 1, 4, 5, 7, 8)
  autocomplete, saved passwords, cookies, notifications - Google Chrome, Mozilla Firefox, Microsoft Edge

- **Searching and critical evaluation of online information** (competences 1, 2, 8)
  Google, Bing, DuckDuckGo

- **Search for information in national, European, and global open databases**
  (competences 1, 2)
  dLib.si, Europeana, Britannica, Google Maps

All competences addressed by this unit:

1. Efficiently search for and collect information online.
2. Critically evaluate information online.
3. Efficiently organize and store information online.
4. Identify technical problems.
5. Take measures towards minimizing a potential leak of confidential company and personal data at a technological level (anti-virus, backup).
6. Protect company's devices and data online.
7. Protect personal data and privacy online.
8. Adapt to new processes and technologies.
## Materials

<table>
<thead>
<tr>
<th>ID</th>
<th>Content</th>
<th>Est. (video)lecture duration</th>
<th>Evaluation activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>U02-M01</td>
<td>What is a strong password. How to choose a good password that we will not forget but at the same time it will be very difficult for others to find. Why it is important to use different passwords in different information systems. How to create our own system of different good passwords for different information systems. How to change the login password in the selected operating system. How to check stored passwords in the selected primary web browser.</td>
<td>0:05:00</td>
<td>U02-A01 U02-A02 U02-A06</td>
</tr>
<tr>
<td>U02-M02</td>
<td>What is a business secret. What are the obligations of the employee in the processing of official data. How to separate personal data from business. Why it is important that every computer user has its own user profile. Data stored in the computer's user profile. How to create a new profile on a computer. How to set security settings for a child's profile.</td>
<td>0:05:00</td>
<td>U02-A01 U02-A03</td>
</tr>
<tr>
<td>U02-M03</td>
<td>What online threats do we know (crypto viruses, Trojan horses, phishing, social engineering, etc.). Computer protection methods (firewall, antivirus program, e-mail filter, etc.). How to check what protection we have on our computer and whether it is updated. Which free antivirus programs are available, how to select, download and install the appropriate antivirus program.</td>
<td>0:10:00</td>
<td>U02-A01 U02-A05</td>
</tr>
<tr>
<td>U02-M04</td>
<td>What are cyberbullying and hate speech. Where to find help and information, and where and how to report security incidents, violence, and hate speech. Collecting forensic evidence of security incidents, violence, and online hate speech. How to make and save a screenshot on a computer and a mobile device.</td>
<td>0:05:00</td>
<td>U02-A01 U02-A05</td>
</tr>
<tr>
<td>U02-M05</td>
<td>Why backups are important (security breach, hardware, and software failures). Rule 3-2-1 of backup. Backup devices. Backup software. Cloud backups.</td>
<td>0:05:00</td>
<td>U02-A01 U02-A07</td>
</tr>
<tr>
<td>U02-M06</td>
<td>Types of web browsers, differences, and their common features. How to download and install a new web browser. How to check if we have an</td>
<td>0:05:00</td>
<td>U02-A01 U02-A04</td>
</tr>
<tr>
<td>U02-M07</td>
<td>updated web browser and how to update it. How to set the default web browser in the selected operating system.</td>
<td>0:05:00</td>
<td>U02-A01 U02-A06</td>
</tr>
<tr>
<td>U02-M08</td>
<td>What are cookies, why are they useful and what are the pitfalls of their use. European legislation in the field of data collection on website visitors. How on different websites we can accept or refuse to collect them. How to check which cookies it stores and how to remove them in the selected primary web browser.</td>
<td>0:10:00</td>
<td>U02-A01 U02-A08</td>
</tr>
<tr>
<td>U02-M09</td>
<td>How internet search engines work (Google, Bing, DuckDuckGo, etc.). Which internet search engines do we know, what are the differences between them. How internet search engines customize search results to the user. What is an information bubble, what are its advantages and disadvantages. How can we avoid it. How to choose good keywords and compose them.</td>
<td>0:05:00</td>
<td>U02-A01 U02-A08</td>
</tr>
<tr>
<td>U02-M10</td>
<td>Information quality criteria (promptness, verifiability, unambiguity, etc.). How do we identify a trusted online source (citation of sources, author, date of publication, etc.).</td>
<td>0:05:00</td>
<td>U02-A01 U02-A08</td>
</tr>
<tr>
<td>U02-M11</td>
<td>Searching for personal information (names, photos, contact information, life events, etc.) online and the right to be forgotten. How we file a claim to withdraw our personal information from websites and search results from a search engine.</td>
<td>0:10:00</td>
<td>U02-A01 U02-A08</td>
</tr>
<tr>
<td>U02-M12</td>
<td>What is DeepWeb. What types of databases do we know (geographical, photographic, video, etc.). What are metadata. Types and search on geographic databases (Google Maps, Bing Maps, OpenStreetMap, Google Street View, Apple Look Around, Mapillary, etc.). Other global, European, and national databases (dLib.si, Europeana, Britannica).</td>
<td>0:10:00</td>
<td>U02-A01 U02-A08</td>
</tr>
</tbody>
</table>
## Participant activities and forms of evaluation

<table>
<thead>
<tr>
<th>ID</th>
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<th>Form of evaluation</th>
<th>Est. submission time</th>
<th>Est. peer assessment time</th>
</tr>
</thead>
<tbody>
<tr>
<td>U02-A01</td>
<td>Checking comprehension of materials.</td>
<td>Quiz</td>
<td>0:10:00</td>
<td></td>
</tr>
<tr>
<td>U02-A02</td>
<td>Participants replace their password with a good password and change the password to access their device.</td>
<td>Self-evaluation</td>
<td>0:05:00</td>
<td></td>
</tr>
<tr>
<td>U02-A03</td>
<td>Participants ensure that their profile, where they have access to business data, cannot be accessed by other family members. Take a photo of their computer’s lock screen and upload the photo to a shared clipboard.</td>
<td>Publication in a shared workspace and comparison with peer contributions</td>
<td>0:10:00</td>
<td>0:05:00</td>
</tr>
<tr>
<td>U02-A04</td>
<td>Participants install or update at least 3 different web browsers.</td>
<td>Self-evaluation</td>
<td>0:10:00</td>
<td></td>
</tr>
<tr>
<td>U02-A05</td>
<td>Participants check the status of their anti-virus protection and update or install it if necessary. They upload a screenshot of the status of their antivirus program to the shared clipboard.</td>
<td>Publication in a shared workspace and comparison with peer contributions</td>
<td>0:10:00</td>
<td>0:05:00</td>
</tr>
<tr>
<td>U02-A06</td>
<td>Participants check cookies and their stored passwords in the primary web browser, change them if necessary or delete user accounts that they do not use. They describe their experience to other participants and give feedback on their descriptions.</td>
<td>Group conversation</td>
<td>0:10:00</td>
<td>0:05:00</td>
</tr>
<tr>
<td>U02-A07</td>
<td>Participants back up data to external storage media and the cloud. They describe their solution to other participants and give feedback on their descriptions.</td>
<td>Group conversation</td>
<td>0:15:00</td>
<td>0:05:00</td>
</tr>
<tr>
<td>U02-A08</td>
<td>Participants search for their names in various search engines. They check in geographic databases how data on their homes are protected. If necessary, initiate the process of withdrawing their personal data from search results or websites and databases. They describe their</td>
<td>Group conversation</td>
<td>0:15:00</td>
<td>0:05:00</td>
</tr>
</tbody>
</table>
findings to the other participants and give feedback on their descriptions.

Elective factors
- Selected primary operating system,
- selected primary web browser (Google Chrome, Mozilla Firefox, Microsoft Edge, etc.),
- selected primary cloud storage (Google Drive, OneDrive, Dropbox, etc.),
- internal acts of the employer on the protection of business secrets and personal data at the workplace.

Sources
- Websites that support and download various web browsers,
- https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32016R0679,
- national Response Centers for Internet Security,
- national legislation on the protection of business secrets and personal data in the workplace.

Competences of the lecturer
- Knowledge of legislation in the field of personal data protection,
- knowledge of web browsers,
- knowledge of security incidents and methods for their prevention and treatment,
- knowledge of information quality criteria and evaluation of online resources.
03 - Content creation

In Unit 3 learners are taught the use of tools and standards for citing sources, how to create visual support for presentations, how to structure, process and capture data, and merge documents.

Objectives

- **Use of tools and standards for citing sources** (competences 1, 2, 4)
  - MS Word, LibreOffice Writer, Google Docs

- **Creation of visual support for presentations** (competences 1, 2, 4, 7)
  - MS PowerPoint, LibreOffice Impress, Google Slides

- **Structuring and data processing** (competences 1, 3, 4, 5, 6, 7)
  - MS Excel, LibreOffice Calc, Google Spreadsheets

- **Data capture and document merging** (competences 1, 3, 4, 5, 6, 7)
  - MS Office, LibreOffice, Google/Microsoft Forms

All competences addressed by this unit:

1. Use bundled sets of productivity applications (word processor, spreadsheet, presentation applications, etc.).
2. Reference and attribute content to the creator.
3. Identify technical problems.
4. Adapt to new processes and technologies.
5. React flexibly to unforeseen challenges.
6. React creatively to unforeseen challenges.
7. Develop own innovative ideas.
## Materials

<table>
<thead>
<tr>
<th>ID</th>
<th>Content</th>
<th>Est. (video)lecture duration</th>
<th>Evaluation activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>U03-M01</td>
<td>European and national legislation in the field of protection of copyright and related rights. Which copyrighted works are protected (texts, audio-video material, software, etc.) and how. Types of licenses (copyright, copyleft, open-source, public domain, etc.). How to protect your work - add a license. Material rights from the copyrighted work created within the employment relationship.</td>
<td>0:05:00</td>
<td>U03-A01 U03-A02</td>
</tr>
<tr>
<td>U03-M02</td>
<td>Internationally recognized source citation styles (Chicago, IEEE, MLA, APA, ISO 690, etc.). Where each one is used, how they differ. Use of the tool to help list resources in the selected primary office collection.</td>
<td>0:05:00</td>
<td>U03-A01 U03-A03</td>
</tr>
<tr>
<td>U03-M03</td>
<td>Comparison, advantages, and disadvantages of different applications for visual support of presentations (MS PowerPoint, Google Slides, LibreOffice Impress, Prezi, etc.). Overview of the most important functionalities for preparing presentations in the selected primary office collection. Rule 10-20-30 of preparation of the presentation. Searching, selecting, and citing sources of pictorial material in a presentation.</td>
<td>0:05:00</td>
<td>U03-A01 U03-A04</td>
</tr>
<tr>
<td>U03-M04</td>
<td>Recording a presentation with software for screen capture and video camera (e.g. OBS Studio). Saving a video.</td>
<td>0:05:00</td>
<td>U03-A01 U03-A04</td>
</tr>
<tr>
<td>U03-M05</td>
<td>Presentation of various tools for creating web forms (Google Forms, Microsoft Forms, 1KA, etc.). Types of questions in web forms. Types and different purposes of using online forms (anonymous surveys, application forms, quizzes, etc.). Creating a survey with the selected tool, transfer, and presentation of data in an electronic spreadsheet.</td>
<td>0:05:00</td>
<td>U03-A01 U03-A03 U03-A05</td>
</tr>
<tr>
<td>U03-M06</td>
<td>Ways to digitalize paper documentation. An overview of the current offer of multifunctional devices suitable for home use. The process of scanning and saving files with a multifunctional device.</td>
<td>0:05:00</td>
<td>U03-A01 U03-A06</td>
</tr>
</tbody>
</table>
## Participant activities and forms of evaluation

<table>
<thead>
<tr>
<th>ID</th>
<th>Activity</th>
<th>Form of evaluation</th>
<th>Est. submission time</th>
<th>Est. peer assessment time</th>
</tr>
</thead>
<tbody>
<tr>
<td>U03-A01</td>
<td>Checking comprehension of materials.</td>
<td>Quiz</td>
<td>0:05:00</td>
<td></td>
</tr>
<tr>
<td>U03-A02</td>
<td>In a group discussion, the participants describe the work that was created during working hours and could have elements of an author's work. Explain how their copyright and material rights are protected.</td>
<td>Group conversation</td>
<td>0:05:00</td>
<td>0:05:00</td>
</tr>
<tr>
<td>U03-A03</td>
<td>Participants independently prepare a mini seminar paper on a selected topic in the field of ICT in which they use the resources they find online and conduct their own research by conducting and analyzing a survey.</td>
<td>Individual work and peer assessment</td>
<td>1:00:00</td>
<td>0:10:00</td>
</tr>
<tr>
<td>U03-A04</td>
<td>Participants prepare a visual background and record a presentation of the conclusions of his mini seminar paper.</td>
<td>Individual work</td>
<td>0:30:00</td>
<td>0:05:00</td>
</tr>
<tr>
<td>U03-A05</td>
<td>Participants describe an innovative idea of how to use online forms in their work and comment on the ideas of colleagues.</td>
<td>Group conversation</td>
<td>0:05:00</td>
<td>0:05:00</td>
</tr>
<tr>
<td>U03-A06</td>
<td>Participants digitally store their personal documents (identity card, passport, diploma, birth certificate, etc.) and describe in a group conversation which hardware and software they used and how they saved the captured documents.</td>
<td>Individual work and group conversation</td>
<td>0:10:00</td>
<td>0:05:00</td>
</tr>
</tbody>
</table>
Elective factors

- Internal acts of the employer on the material rights of copyrighted works created within working hours,
- selected primary office collection (LibreOffice, Microsoft Office, Google Workspace, etc.),
- Selected tool for creating web forms.

Sources

- European and national legislation in the field of copyright protection,
- local hardware price comparators,
- help pages for using the selected primary office collection.

Competences of the lecturer

- Knowledge of European and national legislation in the field of copyright protection,
- knowledge of the selected primary office collection,
- knowledge of live image capture software,
- knowledge of peripheral hardware (printers, scanners, multifunctional devices),
- basics of rhetoric,
- a sense of aesthetics.
04 - Time management

In Unit 4 learners are taught to how to construct proper business emails, use online calendars, use tools for meeting planning and manage to-do lists.

Objectives

- **Proper business use of email** (competences 1, 2, 7, 8, 9, 10)
  signature, forwarding, replying, carbon copy, blind carbon copy, autoresponder

- **Using online calendars** (competences 1, 2, 3, 4, 5, 6, 7)
  MS Outlook, Google Calendar, Mozilla Thunderbird

- **Meeting planning tools** (competences 1, 3, 4, 7, 9, 10)
  Doodle, Google Calendar

- **To-do list management** (competences 1, 3, 5, 6, 8, 9)
  Google Tasks, Microsoft ToDo

All competences addressed by this unit:

1. Interact via different mediated communication and collaboration tools (email, chat, videoconference, etc.).
2. Share digital content and information.
3. Set a productive work schedule.
4. Define work hours and stick to them.
5. Meet deadlines.
6. Track daily progress.
7. Draw a clear line between work and leisure.
8. Work without supervision.
9. Timely respond to colleagues’ messages.
10. Set clear rules on the mode and frequency of communication.
## Materials

<table>
<thead>
<tr>
<th>ID</th>
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</tr>
</thead>
<tbody>
<tr>
<td>U04-M01</td>
<td>Types and time division of tasks when working remotely (Individual work, synchronous communication, asynchronous communication). Agreement in the company and personal organization of responsiveness in asynchronous communication (expected and maximum acceptable response time, frequency of checking messages, availability, etc.). Selection of the appropriate type of communication (chat, (video) call, e-mail) according to the desired outcome (complexity, urgency).</td>
<td>0:10:00</td>
<td>U04-A01 U04-A02 U04-A04</td>
</tr>
<tr>
<td>U04-M02</td>
<td>Identification of micro-tasks: determining the required time, deadline, required resources. Interdependence of individual microprocesses. Using the To-do list in the selected mail system.</td>
<td>0:05:00</td>
<td>U04-A01 U04-A05</td>
</tr>
<tr>
<td>U04-M03</td>
<td>Identification of tasks that make sense to be written in the calendar. Creating different calendars in the selected postal system and sharing calendars. Adding events to different calendars.</td>
<td>0:05:00</td>
<td>U04-A01 U04-A05</td>
</tr>
<tr>
<td>U04-M04</td>
<td>Inviting participants to individual events. Finding joint free terms by using company calendars. Using external online tools to find joint terms (Doodle, etc.).</td>
<td>0:05:00</td>
<td>U04-A01 U04-A06</td>
</tr>
<tr>
<td>U04-M05</td>
<td>Linguistic peculiarities in electronic communication. The difference between written formal and written colloquial language. When to use which (chat, text messages, e-mail, post/comment on a social network/forum, shared notes, etc.). Proper use of emoticons in various forms of electronic communication.</td>
<td>0:10:00</td>
<td>U04-A01 U04-A02 U04-A03</td>
</tr>
<tr>
<td>U04-M06</td>
<td>The structure of the content of the electronic message (greeting, content, conclusion). Creating a quality electronic message (composing a request/request for a task (service, inquiry)/means</td>
<td>0:05:00</td>
<td>U04-A01 U04-A02 U04-A03</td>
</tr>
<tr>
<td>U04-M07</td>
<td>The course of business communication via e-mail (creating the appropriate subject and addressing the message and adding appropriate recipients). Adding people to knowledge (carbon copy - cc). Responding to a message to keep the thread of the conversation or if necessary, writing a new message with another subject. Responding to everyone involved in the correspondence. The difference between a hidden copy and a copy and the ethics of (non) use of both.</td>
<td>0:10:00</td>
<td>U04-A01 U04-A02 U04-A03</td>
</tr>
<tr>
<td>U04-M08</td>
<td>Elements of a signature in an electronic message (name, contact, company, etc.). Creating and using a signature in the selected postal system.</td>
<td>0:05:00</td>
<td>U04-A01 U04-A02 U04-A04</td>
</tr>
<tr>
<td>U04-M09</td>
<td>When and why we use auto-reply. What information should the automatic response contain. How to turn automatic response on and off in the selected mail system.</td>
<td>0:05:00</td>
<td>U04-A01</td>
</tr>
</tbody>
</table>
Participant activities and forms of evaluation

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>U04-A01</td>
<td>Checking comprehension of materials.</td>
<td>Quiz</td>
<td>0:05:00</td>
<td></td>
</tr>
<tr>
<td>U04-A02</td>
<td>In the joint conversation, participants write down an example of an e-mail with the content (simple request, inquiry, reporting information, etc.), which they have communicated so far in another way (live, with (video) call, in chat). Write down an example of a response to a colleague's message.</td>
<td>Group conversation</td>
<td>0:05:00</td>
<td>0:05:00</td>
</tr>
<tr>
<td>U04-A03</td>
<td>Participants analyze their correspondence via e-mail in the last month. In a group conversation, they highlight an example of a “bad” email. When publishing, they pay attention to the anonymization of personal data.</td>
<td>Individual work, group conversation, and peer feedback</td>
<td>0:15:00</td>
<td>0:05:00</td>
</tr>
<tr>
<td>U04-A04</td>
<td>Participants conduct a self-evaluation of their correspondence via e-mail. They write down the most common shortcomings they have noticed and make a personal development plan on how to eliminate them.</td>
<td>Self-evaluation</td>
<td>0:10:00</td>
<td></td>
</tr>
<tr>
<td>U04-A05</td>
<td>Participants break down their next work week into micro-tasks and make a to-do list. They monitor and check the completed tasks throughout the week. At the end of the week, they make and write a self-evaluation followed by joint conversation: how this affected their well-being and effectiveness.</td>
<td>Individual work, self-evaluation, and peer feedback</td>
<td>0:50:00</td>
<td>0:05:00</td>
</tr>
</tbody>
</table>
With the help of an online tool for finding free terms for meetings, participants organize a joint coffee with colleagues. In a group conversation, they describe the reactions of colleagues to this way of organizing events.

Elective factors

- Selected mail system (Gmail / Google Workspace, Outlook / Exchange, other).

Sources

- Internal rules of the employer regarding business communication and business processes,
- help pages for using the selected mail system.

Competences of the lecturer

- Knowledge of linguistics and communication,
- knowledge in the field of work organization,
- use of e-mail and calendars.
05 - Collaboration

In Unit 5 learners are taught how to store and share data in clouds, what are the standards for cross-platform data collaboration and migration, how to use video conferencing systems and how to communicate in a team, share content and monitor project progress.

Objectives

- **Cloud data storage and sharing** (competences 1, 4, 7)
  Google Drive, OneDrive, Dropbox

- **Open standards for cross-platform data collaboration and migration** (competences 1, 2, 4, 5)
  PDF, CSV, XML

- **Use of video conferencing systems** (competences 3, 4, 5, 6, 7)
  MS Teams, Zoom, Google Meet - scheduling, screen sharing, recording, report download

- **Team communication, content sharing and project progress monitoring**
  (competences 1, 2, 3, 4, 7)
  MS Teams, Slack, Telegram

All competences addressed by this unit:

1. Efficiently organize and store information online.
2. Integrate information and content in websites, blogs, etc.
3. Interact via different mediated communication and collaboration tools (email, chat, videoconference, etc.).
4. Share digital content and information.
5. Identify technical problems.
6. Participate actively in videoconferences.
7. Work in a team.
<table>
<thead>
<tr>
<th>ID</th>
<th>Content</th>
<th>Est. (video)lecture duration</th>
<th>Evaluation activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>U05-M01</td>
<td>What is cloud computing and what types do we know (IaaS, PaaS, SaaS). What is cloud storage. Comparison of the most widespread cloud storage services: Licensing and price, differences between them, advantages, disadvantages, connection to the ecosystem of web applications, accessibility of desktop and mobile applications, synchronization with devices. The difference between personal and business solutions. Alternative solutions when we set up our own &quot;cloud&quot; service (OwnCloud, NextCloud, etc.) - advantages and disadvantages.</td>
<td>0:05:00</td>
<td>U05-A01 U05-A02</td>
</tr>
<tr>
<td>U05-M02</td>
<td>How to create folders in the selected cloud storage and transfer documents to them on various platforms (online, on the desktop, on a mobile device). How to sync individual folders to the desktop. How to share a folder in different ways (for editing, for reading, anonymously, with a password, etc.). How to add a shared folder to your cloud storage.</td>
<td>0:05:00</td>
<td>U05-A01 U05-A03</td>
</tr>
<tr>
<td>U05-M03</td>
<td>An overview of different types of files and applications for opening them. The difference between open and proprietary notes. Possibility of collaborative/simultaneous work on documents in a combination of different cloud storage and applications. View editing history and revert edits in the selected cloud storage.</td>
<td>0:05:00</td>
<td>U05-A01 U05-A03</td>
</tr>
<tr>
<td>U05-M04</td>
<td>How we analyze our fields of work and arrange them into a tree structure. How to define folders for individual document types. How to name and store different versions and formats of an individual document. How to hierarchically determine the collaborators of individual subfolders.</td>
<td>0:05:00</td>
<td>U05-A01 U05-A03</td>
</tr>
<tr>
<td>U05-M05</td>
<td>Basic properties and functionalities of video conferencing systems. Comparison of the most common: licensing and price, differences between them, advantages, and disadvantages.</td>
<td>0:05:00</td>
<td>U05-A01 U05-A04</td>
</tr>
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</tr>
<tr>
<td>U05-M06</td>
<td>How to plan a videoconference in the selected videoconferencing system. Privacy and security settings. How to invite participants to a videoconference. General rules and etiquette of a videoconference host. How to add the role of lecturer or co-host to participants. How to share a screen in a videoconference. How to moderate and run a videoconference.</td>
<td>0:10:00</td>
<td>U05-A01 U05-A05</td>
</tr>
<tr>
<td>U05-M07</td>
<td>What are the environments for remote collaborative work. What elements they contain and what services they combine. Review and comparison of the most common.</td>
<td>0:05:00</td>
<td>U05-A01 U05-A05</td>
</tr>
<tr>
<td>U05-M08</td>
<td>How to establish a team, channels, invite participants, define roles, etc., in the selected environment for collaborative work.</td>
<td>0:05:00</td>
<td>U05-A01 U05-A05</td>
</tr>
</tbody>
</table>
Participant activities and forms of evaluation

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>U05-A01</td>
<td>Checking comprehension of materials.</td>
<td>Quiz</td>
<td>0:05:00</td>
<td></td>
</tr>
<tr>
<td>U05-A02</td>
<td>Participants make a list of their wishes and needs, and based on the selected criteria, select the most suitable cloud storage and justify their decision in a group discussion. Provide peer feedback to participants on their decisions.</td>
<td>Self-evaluation and peer feedback</td>
<td>0:10:00</td>
<td>0:05:00</td>
</tr>
<tr>
<td>U05-A03</td>
<td>Participants organize and arrange the tree structure of folders and invite appropriate collaborators to jointly edit individual folders. Create a screenshot of the tree structure folder, obscure any sensitive data, and upload the screenshot to a shared clipboard.</td>
<td>Individual work</td>
<td>0:20:00</td>
<td></td>
</tr>
<tr>
<td>U05-A04</td>
<td>Participants make a list of their wishes and needs, and based on the selected criteria, select the most suitable videoconferencing solution and justify their decision in a group discussion. Provide peer feedback to participants on their decisions.</td>
<td>Self-evaluation and peer feedback</td>
<td>0:10:00</td>
<td>0:05:00</td>
</tr>
<tr>
<td>U05-A05</td>
<td>Participants prepare a 5-minute presentation of the selected environment for remote collaborative work. They convene a videoconference, which envisages a 10-minute discussion after a 5-minute presentation. Invite 3 more participants to the videoconference. Conduct, lead, and moderate their videoconference. They take part</td>
<td>Videoconference</td>
<td>0:35:00</td>
<td>0:45:00</td>
</tr>
</tbody>
</table>
Elective factors

- Selected primary cloud storage,
- selected primary videoconferencing system,
- selected primary environment for collaborative work.

Sources

- Help pages for using the selected cloud storage,
- help pages for using the selected videoconferencing system,
- help pages for using the selected collaborative work environment.

Competences of the lecturer

- Knowledge of cloud services,
- knowledge in the field of work organization,
- knowledge of working with various cloud storages, videoconferencing systems, and collaborative work environments.
06 - Personal growth

In Unit 6 learners are taught how to use a mobile device also for work purposes, how to use social networks, how to provide healthy work conditions, and how to self-analyze remote work and report about it.

Objectives

- **Using a mobile device** (competences 1, 2, 3, 4, 5, 8, 13, 14)
  hardware and software protection, setting up separate personal and work accounts

- **Social networking** (competences 2, 3, 4, 5, 6, 7, 8, 12, 13, 15)
  following, posting, security options - Facebook, Twitter, LinkedIn, Instagram

- **Breaks and meals at work** (competences 4, 5, 6, 7, 8, 9, 10, 12, 15, 16)
  planning and quickly preparing healthy meals, stretching exercises, social activities with co-workers

- **Remote work analysis and reporting** (competences 1, 3, 6, 8, 10, 11, 12, 13, 14, 15, 16)
  searching and eliminating weaknesses, identification, and development of strengths, trying new approaches

All competences addressed by this unit:

1. Identify major technical problems and seek technical support.
2. Protect personal data and privacy online.
3. Identify safety risks.
4. Draw a clear line between work and leisure.
5. Unplug after work.
6. Use measures to stay motivated.
7. Make time for casual conversation with colleagues.
8. Set clear rules on the mode and frequency of communication.
10. Work in a team.
11. Openly address concerns.
12. Adequately deal with emotions.
13. Adapt to new processes and technologies.
14. React flexibly to unforeseen challenges.
15. Avoid problematic circumstances proactively.
16. Develop own innovative ideas.

Materials

<table>
<thead>
<tr>
<th>ID</th>
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<th>Est. (video)lecture duration</th>
<th>Evaluation activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>U06-M01</td>
<td>Why mobile phone security is important. What types of security locks do we know. How to set the security lock of mobile devices with different operating systems. How to check the amount of unused space on a mobile device. Overview of installed mobile applications and their permissions. How to remove unused applications. Overview of saved usernames and passwords. Removing unused user accounts. Backing up data from your mobile device and syncing it to the cloud.</td>
<td>0:10:00</td>
<td>U06-A01 U06-A02</td>
</tr>
<tr>
<td>U06-M02</td>
<td>Review of various practices and models of using mobile devices for business purposes (owned and managed by a company, owned by a company, and managed by a worker, BYOD, etc.). Review of internal rules on the use of mobile devices. Creating a work profile on a mobile device and separating private and business applications and data. Use of two SIM cards.</td>
<td>0:05:00</td>
<td>U06-A01 U06-A02</td>
</tr>
<tr>
<td>U06-M03</td>
<td>Workday planning. How long are we in the primary workplace. How to find suitable alternative locations for work (umbrella in the garden, cafe, park bench, armchair on the terrace, etc.). Which activities can be done with a mobile device in an alternative location. The equipment we need in an alternative location (mobile device, headphones, tablet, etc.).</td>
<td>0:05:00</td>
<td>U06-A01 U06-A03 U06-A04 U06-A08</td>
</tr>
<tr>
<td>U06-M04</td>
<td>How often and how we plan breaks during work in a working day. Relaxation activities that can be performed during breaks. Exercises for stretching. How to plan lunch breaks and refreshments. What kind of diet do we choose to eat during working hours. When and how to prepare a snack to be eaten during working hours. Taking care to consume enough fluids. Selection and preparation of lunch space.</td>
<td>0:10:00</td>
<td>U06-A01 U06-A03 U06-A05 U06-A08</td>
</tr>
<tr>
<td>U06-M05</td>
<td>The importance of social contacts when working remotely. Opportunities for team building when working remotely. Technical possibilities and ideas for leisure activities with colleagues when working remotely. Finding a joint term and booking time to socialize with co-workers remotely.</td>
<td>0:05:00</td>
<td>U06-A01 U06-A06 U06-A08</td>
</tr>
<tr>
<td>U06-M06</td>
<td>The importance of social networks for maintaining social contacts. Review and comparison of the most widespread social networks. The danger of an information bubble and what to do to avoid getting caught in it. What is digital identity. Protecting privacy and defending against abuse on social media. Culture of behavior on social networks (Netiquette).</td>
<td>0:05:00</td>
<td>U06-A01 U06-A07 U06-A08</td>
</tr>
<tr>
<td>U06-M07</td>
<td>Loyalty towards the company on social networks. Use of social networks for business purposes. Concern for an organized public profile on social networks. Security profiles check on social networks.</td>
<td>0:05:00</td>
<td>U06-A01 U06-A07</td>
</tr>
</tbody>
</table>
## Participant activities and forms of evaluation

<table>
<thead>
<tr>
<th>ID</th>
<th>Activity</th>
<th>Form of evaluation</th>
<th>Est. submission time</th>
<th>Est. peer assessment time</th>
</tr>
</thead>
<tbody>
<tr>
<td>U06-A01</td>
<td>Checking comprehension of materials.</td>
<td>Quiz</td>
<td>0:05:00</td>
<td></td>
</tr>
<tr>
<td>U06-A02</td>
<td>Participants arrange themselves a backup and/or synchronization of data from the mobile device to the cloud. They access backup or synchronized data with a personal computer, take a screenshot, and upload it to the shared clipboard. Before that, they take care to cover sensitive data. Give feedback to the coparticipant.</td>
<td>Individual work, peer feedback</td>
<td>0:15:00</td>
<td>0:05:00</td>
</tr>
<tr>
<td>U06-A03</td>
<td>Participants make a personal accessibility plan outside of their primary workspace. When will they be available, which activities they will perform. How much time will they dedicate to them. They describe their plan in a group conversation and give peer feedback to at least 2 coparticipants.</td>
<td>Individual work, peer feedback</td>
<td>0:10:00</td>
<td>0:10:00</td>
</tr>
<tr>
<td>U06-A04</td>
<td>Participants prepare the equipment and find a suitable alternative location for performing the work. They photograph the location together with the equipment and paste the photo in a shared clipboard. Provide peer feedback to at least two coparticipants.</td>
<td>Individual work, peer feedback</td>
<td>0:10:00</td>
<td>0:05:00</td>
</tr>
<tr>
<td>U06-A05</td>
<td>Participants prepare a healthy snack and choose a suitable place to eat. They photograph the snack and space and paste the photo in a shared clipboard. Provide peer feedback to at least two coparticipants.</td>
<td>Individual work, peer feedback</td>
<td>0:10:00</td>
<td>0:05:00</td>
</tr>
<tr>
<td>U06-A06</td>
<td>In a group discussion, participants describe at least one activity that</td>
<td>Group discussion</td>
<td>0:10:00</td>
<td>0:05:00</td>
</tr>
</tbody>
</table>
they envision for active leisure socializing with colleagues remotely. Provide peer feedback to at least one coparticipant.

<table>
<thead>
<tr>
<th>U06-A07</th>
<th>Participants edit a public profile on at least one social network and make the appropriate privacy settings. Post the link in a shared conversation and justify their privacy settings. Provide peer feedback to at least one coparticipant.</th>
<th>Individual work, peer feedback</th>
<th>0:15:00</th>
<th>0:05:00</th>
</tr>
</thead>
<tbody>
<tr>
<td>U06-A08</td>
<td>Participants plan a week of working remotely, which includes all types of activities in addition to regular work: work at an alternative location, active breaks, lunch, active socializing with colleagues, communication via social networks. They monitor their progress throughout the week and write down a self-evaluation at the end of the week: what worked, what did not, what they will keep in his work rhythm, what they will change.</td>
<td>Self-evaluation</td>
<td>0:25:00</td>
<td></td>
</tr>
</tbody>
</table>
Elective factors

- Internal rules of the employer regarding the use of mobile devices for business purposes,
- company strategy on communication through social networks.

Sources

- https://www.enisa.europa.eu/
- Competences of the lecturer Use of mobile devices,
- knowledge of social networks, online security,
- knowledge of healthy diet,
- mastering the stretching exercises.