

Digital Transformation and Digital Reputation

Project Code: 2023-1-IT02-KA220-SCH-000151182

E-LEARNING COURSE

The e-learning course that will be designed as part of the “Digital Transformation and Digital Reputation” project aims to provide the students benefiting from its experimentation with the skills necessary to responsibly navigate the digital world, with particular attention to online reputation management and the fight against fake news.

As the research has been able to show, the skills and competencies required in the technology sector are constantly evolving and it is therefore necessary to keep up with the latest technologies and skills enhancement activities to fully support the digital transition. It is essential that students have a sociological and digital culture that allows them to choose information, define the image they want to spread and use proper communication. Digital and social reputation concerns the protection and improvement of privacy, online image and the activation of tools and strategies in this direction. The reasons why a person posts their image or opinion online can be many: lightness, posts shared in moments of fun, or in situations of fragility, deliberate choices. What are the reasons to wonder who will be able to see those photos, those videos or read those opinions? This is a fundamental question, which especially young people must remember to ask themselves, precisely because today more than ever there is an overlap between real life and virtual life, real reputation with digital life. And since digital and social reputation cannot be learned through a specific course of study, the “Digital Transformation and Digital Reputation” partnership wants to create one for the students of the future, in order to provide them with essential notions to protect themselves, learn about the web and digital marketing tools, refine analytical skills, develop transversal skills such as sensitivity, empathy, intuition, interpretation. In addition, you need decision-making, timeliness, and a sense of leadership, as well as the ability to manage key responsibilities and resist pressure.

On the basis of these themes and agreeing with the proposals provided by the Partners in the individual reports, LIM has hypothesized 4 e-learning training topics for students aged 15-16, dividing them into 3 training units, an end-of-module quiz for the evaluation of the knowledge acquired. The topics and assignments below will also be references for the subsequent implementation of the Toolkit.



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Structure, topics, and assignments

MODULE 1

CRITICAL THINKING AND PROBLEM SOLVING IN THE DIGITAL CONTEXT

Assignment: SC REDCATE

Topics: analysis and critical evaluation of content on the web.

INTRODUCTION

Brief introduction (3/4 lines) to the topic of the module

UNIT 1: SOURCES AND VALIDITY OF ON-LINE INFORMATION

- Discussion on the concept of “fake news” and the spread of unverified information online;
- Techniques for assessing the credibility of online sources, including source verification, reference analysis, and cross-checking information;
- The importance of training critical and creative digital thinking.

UNIT 2: BIAS AND OPINION IN ONLINE CONTENT

- Cognitive and cultural biases that influence the perception of information on the web;
- Identifying differences between facts, opinions, and interpretations in digital content.

UNIT 3: DECISION-MAKING IN THE DIGITAL CONTEXT

- Definition of decision-making in the digital context;
- Stages of the decision-making process;
- Effective decision-making models applicable in the digital world, such as the Agile method and Data-Driven Decision Making.

QUIZ

The quiz to assess the acquired knowledge is a multiple-choice questionnaire consisting of 6 questions (2 for each unit) with three answer options and the indication of the correct answer.



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Module objectives and acquired skills: to develop critical thinking and problem-solving skills in students. In particular, to allow them to become aware of the difficulties that exist in correctly evaluating the information acquired in everyday life, to learn how to put this information together to obtain new information, to become better and more aware citizens, resistant to bias and scams used to convince them to accept factually false information. In general, the contents of the module are designed with the idea of improving the literacy of the participating students and increasing their ability to correctly assess the credibility of online sources to guide quick and optimal decisions.

The first module could be assigned to **SC RECDATE**, who possesses the necessary skills and experience to develop topics such as critical thinking and problem solving. Its specific knowledge of work processes and its approach based on the implementation of real solutions ensure the relevance of the contents and the practical satisfaction of the needs of the students involved.

MODULE 2

COMMUNICATION AND COLLABORATION SKILLS THROUGH DIGITAL PLATFORMS

Assignment: LIM

Topics: effective online communication, group dynamics of digital environments and principles of netiquette and ethical communication.

INTRODUCTION

Brief introduction (3/4 lines) to the topic of the module

UNIT 1: EFFECTIVE ON-LINE COMMUNICATION

- Introduction to effective communication techniques, including elements such as clarity, conciseness, and consistency;
- Strategies for adapting the communication style to the online context, considering factors such as the target audience and the communication channel;
- Suggestions for presenting your ideas and content in digital environments.



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UNIT 2: VIRTUAL COLLABORATION

- Analysis of group dynamics in virtual collaboration and teamwork in digital environments;
- Tools and platforms for remote collaboration, such as video conferencing software, project management platforms, and document sharing tools;
- Time management, communication, and division of tasks in virtual collaboration.

UNIT 3: NETIQUETTE AND ETHICAL COMMUNICATION

- Principles of netiquette and appropriate online behaviour, including concepts such as respect, courtesy, and awareness of diversity.
- Inclusive communication that respects cultural, linguistic and background differences.

QUIZ

The quiz to assess the acquired knowledge is a multiple-choice questionnaire consisting of 6 questions (2 for each unit) with three answer options and the indication of the correct answer.

Module objectives and skills acquired: the module aims to provide students with the necessary skills to successfully navigate the digital world, developing skills of effective communication, virtual collaboration and ethical awareness in the online environment. Through a combination of theory and practice, the goal is to prepare the target to successfully manage the digital relationships that are the basis of sharing in the digital age.

The second module could be assigned to **LIM**, for its consolidated experience in training, consulting and problem solving. The Italian company is known for developing high-quality training content, through customized plans and digital marketing strategies. Its ethical approach, highly qualified team and use of innovative technologies ensure excellent results, making LIM particularly suitable for the creation of content related to communication and collaboration on platforms.



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MODULE 3

ETHICS AND CYBERSECURITY

Assignment: Zespół Szkół Mistrzostwa Sportowego STAL w Rzeszowie

Topics: ethical and critical thinking, cybersecurity management, privacy awareness, and social awareness.

INTRODUCTION

Brief introduction (3/4 lines) to the topic of the module.

UNIT 1: DIGITAL ETHICS

- Ethical principles in the use of technology, including issues such as integrity, transparency and fairness in the digital environment;
- Ethical dilemmas related to the use of emerging technologies, such as artificial intelligence and biotechnology;
- Social and individual responsibility in the digital age.

UNIT 2: CYBERSECURITY

- Online security threats and risks, such as phishing, malware, and identity theft;
- Strategies to protect your personal data and accounts, such as using strong passwords, updating your software regularly, and paying attention to your privacy settings.

UNIT 3: PRIVACY AND INFORMATION MANAGEMENT

- Digital privacy rights and regulations, such as GDPR in Europe;
- Risks of oversharing personal information online and the benefits of responsibly handling personal data;
- Review your social media privacy settings and make informed use of online apps and services.

QUIZ

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Objectives of the module and skills acquired: thanks to the contents of the module, students will learn to critically reflect on ethical dilemmas in the use of technology and to evaluate the implications of their online actions, they will be able to identify and mitigate threats to online security, adopting cybersecurity practices to protect their data and accounts and will develop a greater awareness of their rights and the need to manage responsibly promoting digital privacy and data protection. The module also aims to equip students with the necessary skills to consciously navigate the digital world, applying effective strategies to address the individual and societal challenges of digital transformation.

The third module could be awarded to **Zespół Szkół Mistrzostwa Sportowego STAL w Rzeszowie** because their school promotes the comprehensive development of students, combining sporting excellence with a solid academic and ethical education. Their focus on security, moral values formation, and preparing students to consciously navigate the digital world aligns perfectly with the module's themes on digital ethics, cybersecurity, and privacy. In addition, the use of modern technologies and innovative educational methods demonstrates that STAL is well equipped to handle the complexity of these topics.

MODULE 4

BRANDING AND ONLINE REPUTATION

Assignment: Fondazione Gazzetta Amministrativa della Repubblica Italiana

Topics: digital identity management, branding strategies, analysis and measurement of the impact of one's online activities.

INTRODUCTION

Brief introduction (3/4 lines) to the topic of the module.

UNIT 1: BUILDING A DIGITAL IDENTITY

- Importance of online image and reputation in the creation of a personal or corporate brand;



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- Tools and techniques for managing your personal brand, including maintaining your social media profile, creating valuable content, and participating in online conversations.

UNIT 2: WEB AND DIGITAL MARKETING

- Basics of web and digital marketing, including different online marketing strategies and distribution channels;
- Effective use of distribution channels and digital tools, such as social media, email marketing, content marketing and SEO (Search Engine Optimization);
- Steps of creating and managing a digital marketing campaign: planning, executing and analysing the results.

UNIT 3: ON-LINE IMPACT ANALYSIS AND MEASUREMENT

- Metrics and tools to monitor one's online presence, such as Google Analytics, social media analytics and sentiment analysis tools;
- Interpretation of the data collected and their importance in evaluating the effectiveness of branding and marketing strategies;
- Make informed decisions to improve your online presence.

QUIZ

The quiz to assess the acquired knowledge is a multiple-choice questionnaire consisting of 6 questions (2 for each unit) with three answer options and the indication of the correct answer.

Module objectives and skills acquired: the course aims to provide students with an in-depth understanding of branding and online reputation management, equipping them with the skills necessary to build and promote an effective digital identity. Through the learning of the basics and advanced strategies of web and digital marketing, the goal is to allow students to develop practical skills to optimize their online presence and measure the impact of their digital actions

The fourth module could be assigned to the **FONDAZIONE GAZZETTA AMMINISTRATIVA DELLA REPUBBLICA ITALIANA**. The Italian body promotes the culture of transparency, digitization and good administrative practices, making it perfect for teaching branding

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strategies, web marketing and online impact analysis. In addition, by offering public members advanced services and legislative updates, it ensures a high-level scientific and technological approach to the module.

Target group

The training is aimed exclusively at students aged 15 to 16 years and will preferably take place during school hours to facilitate the involvement of teachers in guiding, encouraging and assisting students as needed. 30 students from schools belonging to Partner countries will participate, with a focus on the Polish target identified by STAL and directly involved in the experimentation.

The Fondazione, LIM, and SC RECDATE will identify the secondary target groups, invited to participate in the information and dissemination of the workshops and the training course tested by the Polish target.

Guidelines for the presentation of content

For the presentation of the contents related to their competence module, Partners are invited to use the PowerPoint format created by LIM and available in the project shared folder. Each presentation will correspond to one unit and must maintain an approximate size of 10 slides. It is advisable to limit the textual portion in favour of graphs, images, diagrams and practical suggestions that make learning more interesting and engaging. For the introductory text to the module and the quiz, formats other than PowerPoint, such as Word or Pdf, are also allowed.