**Upskilling Rural**

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| ***Module Title:*** | **Digital Skills for Employment** | | | | |
| ***Session n. 1*** |  | | | | |
| ***Duration*** | *1h* | | | | |
| ***Delivery method*** | Blended ☒ | Face to face □ | | Online learning □ | Distance learning (Learning Platform) □ |
| Time: | | Time: | Time: |
| Notes on the choice:  \**The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.* | | | | |
| ***Intended learning outcomes:*** | * Understand the importance of digital skills in the modern job market. * Identify core digital skills necessary for employment. * Recognize key EU initiatives aimed at enhancing digital skills. * Develop basic digital literacy and internet skills. * Understand the importance of digital security and professional communication. | | | | |
| ***Session Details:*** | **Lesson Item:** | | **Method(s) and instructions for trainers:** | | **Required Resource(s):** |
| **Introduction** | | * Brief Presentation and Discussion Use a PowerPoint presentation to introduce the topic. * Explain the relevance of digital skills in today's job market, particularly in the EU. * Encourage students to share their experiences with digital tools and their importance in their current or desired jobs. | | PC/laptop  Projector or screen  PowerPoint presentation |
| Activity 1**:** | | Mastering Core Digital Skills   * Divide students into small groups (3-4 members each). * Assign each group a core digital skill to focus on (e.g., basic digital literacy, internet skills, digital security, professional communication). * Provide each group with a scenario related to their assigned skill (e.g., setting up a secure email account, evaluating online information credibility, creating a professional email). * Ask groups to discuss and work through their scenarios, preparing a brief presentation on their findings and solutions. * Have each group present their findings and solutions to the class. * Facilitate a discussion on the various digital skills and their applications. * Highlight the importance of continuous learning and staying updated with digital tools and practices. | | PC/laptop or tablets for each group  Printed scenarios for each group  Internet access |
| Post-Activity Discussion | | At the end of the lesson the tutor will discuss with the group their considerations about the lesson, asking:   * How did your group approach solving the scenario assigned to you? What were the key steps you took? * What challenges did you encounter while working on your assigned digital skill? How did you overcome them? * How do you think mastering these digital skills can enhance your employability in today's job market? * Discuss the importance of continuous learning and staying updated with digital tools and practices. How will you apply this in your career or studies? * Reflecting on the EU initiatives discussed, such as the Digital Skills and Jobs Coalition, how do you think these programs can benefit individuals and businesses in Europe? | |  |
| ***Evaluation methods*** | Informal non-formal evaluation | | The trainer will divide participants into 2 groups based on random selection or by pre-assigned grouping. Each group will be tasked with conducting further research on one key concept related to digital skills discussed during the lesson (e.g., basic digital literacy, internet skills, digital security, professional communication).  Each group will work together to delve deeper into their assigned concept, gathering additional information and insights based on the session's content. They will have 20 minutes to research and prepare their findings.  Following the research period, each group will present their findings to the class, focusing on the importance and practical applications of their assigned concept in today's job market or academic context.  The trainer will actively listen to each group's presentation, providing informal feedback on the clarity, depth of understanding, and relevance of their research and arguments. Feedback will emphasize the connections made between theoretical concepts and practical implications for employment and digital literacy.  This evaluation method aims to assess participants' comprehension and application of core digital skills, as well as their ability to articulate and discuss these skills effectively in a group setting. | | |
| ***Didactic materials*** | Face to face : PowerPoint presentation, Printed scenarios and worksheets, Flipchart/whiteboard and markers | | | | |
| Online learning - Digital version of the PowerPoint presentation, Online collaboration tools (e.g., Google Docs, Zoom breakout rooms), Digital scenarios and worksheets | | | | |
| Distance learning - PowerPoint presentation shared via email or online platform, Discussion forums for group activities, Digital scenarios and worksheets | | | | |
| ***Additional notes and tips for trainers***  Ensure all students have access to necessary digital tools and resources before the session.  Encourage active participation and collaboration among students.  Provide clear instructions and support for the practical exercise.  Be prepared to offer additional examples and explanations to clarify complex concepts. | | | | | |