



Innovative digital awareness resources for parents on Social Media Literacy and Internet Safety

<https://ipad-erasmus.eu/>

## Training Curriculum for adult educators on social media literacy and Internet safety.

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## 1. Introduction to the IPAD Curriculum

IPAD aims to provide adult educators with a set of innovative digital resources to upskill adults on both Social Media Literacy and on Internet Safety, to boost reflective handling, participation in society and empowerment, and understand the benefits, but also the risks and dangers, for them, for their children and for the younger generations.

The Internet and social media have become a global social need in everyday life for adults, but also for children and young people, since around one in three Internet users is a child (EC). A significant majority of the population in IPAD participant countries are regular internet users (Spain 91%, Ireland 92%, Türkiye 58%, Austria 87%, and Portugal 70%) and social networks users (Spain 66%, Ireland 62%, Türkiye 56%, Austria 53%, and Portugal 56%) [Digital 2021 report].

This use of social media or the Internet is usually understood as "digital literacy", but it does not necessarily imply good use of social media: people may know how social media works, but not how to use it correctly, consciously and thoughtfully. To address this problem, social media literacy and internet safety are essentials, to improve knowledge, skills, attitudes and self-efficacy of adults to use social media correctly, analysing, evaluating and creating safe social media content (EMSOC, 2015).

**Social Media Literacy (SML)** refers to all the technical, cognitive, social, civic and creative capacities that allow us to access and have a critical understanding of and interact with media. These capacities allow us to exercise critical thinking, while participating in the economic, social and cultural aspects of society and playing an active role in the democratic process (Mapping of media literacy practices and actions in EU-28). SML is a priority for the European Union, the Council of Europe and UNESCO, which have been playing a major role in SML awareness-raising, research, development of educational policies, and promotion of good practices.

**Internet Safety** is also a priority for the European Commission to protect citizens against online threats (cybercrime, online harassment, identity theft, and online radicalization) and ensure that the internet remains a valuable tool for communication, innovation, and collaboration. The EC is actively involved in promoting Internet Safety through initiatives such as the Better Internet for Kids (BIK) project, which aims to promote safer and more responsible use of online technologies by children and young people.

Adult Education plays a significant role in this context contributing to protecting privacy, preventing cyber-bullying, avoiding online scams and encouraging responsible use of social networks among adults, by means of (1) upskilling adults on Social Media Literacy and Internet Safety, (2) guiding them to face the generation gap in relation to access and use of Social Media, and (3) supporting them to understand the potential impact of Social Media for them, their children and young people regarding their privacy, security, and online reputation.

IPAD addresses the need for comprehensive online education specific to the age of Social Media Literacy (SML) and Web 2.0 (Internet Safety). As social media and online technology continues to advance, the need for social media-specific digital literacy is innovative and becomes increasingly critical because:

- It addresses problems specific to social networks: SML not only addresses general digital literacy issues but focuses on specific problems that are unique to social networks (privacy, cyberbullying, online scams, the spread of fake news...).
- It recognises the role of social media in today's society: SML recognises that social media and online technology are an integral part of many people's daily lives, especially young people. It therefore focuses on the need to educate people in how to use these tools safely and responsibly.
- It promotes critical thinking: SML promotes critical thinking by teaching people how to evaluate online information, recognise fake news and understand how information is disseminated online.
- It promotes responsible use of social media: SML encourages responsible use of social media by teaching people to respect copyright, avoid hate speech and maintain a positive and consistent image online.

The present document, (PR2.) **Training Curriculum on Social Media Literacy and Internet Safety for Adult Educators** is key to achieving IPAD's aim to enhance SML and IS skills of adults in order to boost reflective handling, participation in society and empowerment, as well as to help them to understand the benefits, but also the risks and dangers, for them, for their children and for the younger generations. PR2 is also the starting point and the theoretical basis for the further development of PR3. Online Platform of OER to upskill adult educators in SML and IS, by means of a blended learning course, a digital database of resources as well as pedagogical bases and practical activities.

## 2. Aim of the IPAD Curriculum

The IPAD Curriculum is **designed to equip adult educators with the necessary competencies to train adults and families in understanding and supporting their children in the proper and safe use of the Internet and social media**. In an age where digital and social media literacy is crucial, this curriculum aims to provide a comprehensive framework that enhances the knowledge, skills, and autonomy of adult learners, aligning with European Qualification Framework (EQF) standards.

The **primary objective of the IPAD Curriculum is to develop a robust collection of competencies for adult educators**. These competencies are rooted in EU frameworks and are geared **towards upskilling adults in Social Media Literacy (SML) and Internet Safety (IS)**. The curriculum acknowledges the pervasive influence of digital media in daily life and seeks to address the specific challenges posed by social networks, such as privacy concerns, cyberbullying, online scams, and the spread of misinformation.

By fostering critical thinking, the IPAD Curriculum promotes the ability to evaluate online information, recognise fake news, and understand the mechanisms of information dissemination on social media. It also emphasises the responsible use of social media, encouraging respect for copyright, avoidance of hate speech, and maintenance of a positive online presence. This approach not only enhances individual capabilities but also contributes to broader societal benefits by fostering a more informed and more responsible online community.

Structured as an ECVET (European Credit System for Vocational Education and Training) curriculum, the IPAD Curriculum is divided into six units. Each unit is meticulously designed to cover specific aspects of Social Media Literacy and Internet Safety, encompassing the ECVET approach of knowledge, skills, and autonomy & responsibility. This structure ensures a holistic learning experience that addresses the theoretical and practical dimensions of digital literacy and safety. Unit 1 focuses on critical thinking and content evaluation; Unit 2 on cybersecurity; Unit 3 on understanding minors' online environments; Unit 4 on privacy and security settings; Unit 5 on netiquette and digital citizenship; and Unit 6 on parental mediation.

The curriculum aims to bridge the generation gap in digital literacy, guiding adults to better understand and navigate the digital world alongside their children and young people. It supports adult learners in recognising the potential impacts of social media on privacy, security, and online reputation, thereby fostering a safer and more reflective use of digital technologies.

Ultimately, the IPAD Curriculum seeks to create a sustainable and scalable model for digital literacy education. It aims to empower adult educators with innovative pedagogical tools and resources, enabling them to effectively impart crucial digital skills to their learners. This, in turn, enhances societal participation, boosts individual empowerment, and ensures a more secure and responsible use of the internet and social media for current and future generations. The development and implementation of this curriculum mark a significant step towards achieving comprehensive digital literacy and safety education across Europe.

### 3. Target groups

The IPAD Curriculum is specifically designed for adult educators, who are pivotal in disseminating knowledge and skills related to Social Media Literacy (SML) and Internet Safety. By equipping adult educators with the necessary tools and understanding, the program aims to create a ripple effect that will benefit a broader demographic, including adults and their children or young people.

#### Target users: adult educators

Adult educators are at the forefront of adult learning and play a critical role in educating and guiding adults in various aspects of modern life, including digital literacy. An Adult Education programme focusing on Social Media Literacy and Internet Safety is essential in today's digital age. It enables adult educators to prepare adults for the digital world by helping them navigate the complexities of the digital landscape, teaching them the effective and safe use of social media and other online technologies, and fostering an understanding of the ethical implications of online behaviour. Furthermore, it empowers adults with essential digital skills, enabling them to participate fully and responsibly online, improving their ability to discern credible information from misinformation, and enhancing their privacy and security practices. Additionally, adult educators can support families in digital literacy by equipping parents with the knowledge to guide their children in safe online practices and addressing the challenges children and young people face in the digital world.

#### Target beneficiaries: adults and their children/young people

Social Media Literacy and Internet Safety are crucial skills for both adults and young people. For adults, the program enhances their ability to participate effectively and ethically online, increases their awareness of digital risks and how to mitigate them, and improves their digital skills applicable in personal and professional contexts. For children and young people, it ensures their safe navigation of the internet and social media, helps them understand potential online dangers such as privacy issues, identity theft, cyberbullying, grooming, sexting, and fake news, and aids in developing critical thinking skills related to digital content.

## 4. IPAD training programme approach

The IPAD Training Programme is meticulously designed as an ECVET (European Credit System for Vocational Education and Training) curriculum, structured to provide adult educators with the competencies necessary to train adults and families in Social Media Literacy (SML) and Internet Safety (IS). The ECVET framework ensures that the curriculum is both comprehensive and flexible, facilitating the recognition and transfer of learning outcomes across different education and training systems in Europe.

The ECVET approach is centred around the definition and assessment of learning outcomes. ECVET is designed to support lifelong learning by promoting the validation and recognition of learning acquired in different contexts, enhancing the mobility of learners across Europe.

### Learning Outcomes

Learning outcomes are central to the ECVET framework. They define what a learner knows, understands, and is able to do upon completion of a learning process. Learning outcomes are categorised into three main components: knowledge, skills, and responsibility & autonomy.

- **Knowledge** refers to the theoretical understanding and information that learners must acquire.
- **Skills** involve the practical application of knowledge, indicating the learner's ability to perform tasks and solve problems. It may be cognitive (use of logical, intuitive or creative thinking) or practical (implying manual skill and the use of methods, materials, tools and instruments).
- **Responsibility & Autonomy** pertains to the learner's capacity to apply knowledge and skills independently and responsibly, showcasing their ability to manage tasks and projects effectively.

Each unit within the IPAD Curriculum is designed with specific learning outcomes in these three categories, ensuring a holistic educational approach that balances theoretical knowledge with practical application and independent responsibility.

Learning outcomes describe what a learner will gain by the activity i.e. adult educators will analyse real-life scenarios to effectively identify signs of cyberbullying and apply appropriate interventions to support families and mitigate the issue.

Unit	Learning Unit title	Allocated ECVET Points	Developed by
1	Enhancing Social Media Literacy and Critical Thinking	1 point (25 hours of blended learning)	BASLANGIC
2	Establishing cybersecurity fundamentals and Internet Safety measures.	1 point (25 hours of blended learning)	META4
3	Understanding the online environment of minors.	1 point (25 hours of blended learning)	FIP
4	Navigating privacy and security settings.	1 point (25 hours of blended learning)	DISRUPTIA / LBP
5	Netiquette: Promoting participation in society and empowerment.	1 point (25 hours of blended learning)	MINDSHIFT
6	Parental mediation for reflective handling.	1 point (25 hours of blended learning)	INQS

## 5. IPAD Learning Units

Learning Unit 1		
Enhancing Social Media Literacy and critical thinking.		
<p><b>AIM OF THE UNIT</b>            This unit aims to empower adult educators with the knowledge, skills, and competencies necessary to enhance social media literacy and critical thinking. By providing comprehensive insights into evaluating and managing online content, this unit equips educators to foster a critical attitude towards the vast amount of information available on the internet. Educators will learn to identify credible sources, recognise and counter misinformation, and support families in navigating the digital world responsibly. This unit also aims to instil respect for intellectual property rights, ensuring educators can guide minors towards safe and appropriate online engagement.</p>		
<p>Learning outcomes: Upon completion of this Unit, the adult educator will be able to acquire the following:</p>		
Knowledge	Skills	Responsibility & Autonomy
1. Demonstrate comprehensive knowledge of social media literacy, its significance, and its impact on digital behaviour.	1. Apply critical thinking strategies to evaluate the credibility and reliability of online sources and detect biases, misinformation and fake news, and employ verification strategies to assess the accuracy of online content.	1. Take responsibility for guiding and supporting families in developing social media literacy and critical thinking skills to manage digital content responsibly.
2. Interpret the principles of critical thinking and how they apply to evaluating the credibility and reliability of online content.	2. Distinguish between educational and harmful digital content for minors, ensuring the promotion of learning and safe online engagement.	2. Exhibit autonomy in fostering a critical attitude towards online information and promoting responsible digital behaviour among adult educators and the communities they serve.
3. Recognise the prevalence, tactics, and impact of fake news and misinformation in digital environments.	3. Thoughtfully engage with online information, question assumptions, and make informed decisions about content consumption and sharing	
4. Explain how online advertising works, its tactics, and its effects on children and adolescents.	4. Demonstrate respect for intellectual property rights by recognising and upholding the rights of digital content creators.	
5. Interpret criteria for identifying age-appropriate and educational digital content versus harmful or illicit content for minors.		
6. Explains the basics of intellectual property rights and their importance in the digital realm.		
ALLOCATED ECVET POINTS		1 point (25 hours of blended learning)

## Learning Unit 2

### Establishing cybersecurity fundamentals and Internet safety measures

**AIM OF THE UNIT**

This Unit aims to equip adult educators with foundational cybersecurity knowledge and practical internet safety measures. It covers recognising cyber threats, implementing security protocols, managing online privacy, and teaching these skills to individuals for their safety on the internet and establishing appropriate cybersecurity mechanisms. The goal is to enhance digital security awareness and promote safe internet practices within communities, more specifically among families and young children.

Learning outcomes: Upon completion of this Unit, the adult educator will be able to acquire the following:

Knowledge	Skills	Responsibility & Autonomy
1. Define cybersecurity fundamentals and explain their importance in protecting digital information and online activities.	1. Analyse online threats and implement effective measures to mitigate potential cybersecurity risks.	1. Support and guide the community in adopting secure online practices and fostering a culture of digital safety.
2. Identify various types of cyber threats including phishing, malware, ransomware, and social engineering attacks.	2. Configure and optimise security settings on various digital devices, platforms, and networks.	2. Act independently to implement and maintain cybersecurity protocols within personal and professional environments.
3. Describe best practices for creating, managing, and safeguarding strong passwords to prevent unauthorised access.	3. Utilise cybersecurity tools and software to monitor, detect, and respond to security incidents.	
4. Outline the steps for regularly updating software, applying security patches, and maintaining system integrity.	4. Demonstrate the ability to educate individuals, families, and young children on safe internet practices and threat prevention techniques.	
5. Explain the functions and benefits of firewalls, antivirus software, and other protective technologies.		
6. Understand the principles of data encryption and secure online communication methods to protect sensitive information.		
<b>ALLOCATED ECVET POINTS</b>		<b>1 point (25 hours of blended learning)</b>

### Learning Unit 3

#### Understanding the online environment of minors

**AIM OF THE UNIT**

This unit aims to equip adult educators with an overview of the online landscape frequented by children and young people. It explores the most popular social media platforms used by minors, delving into their features, potential risks, and the benefits they may provide for young users. The goal of the unit is to provide educators with a comprehensive understanding of how children and adolescents engage with the internet, what attracts them online, the kind of content they can access online, how they perceive the world, and the types of interactions they engage in online.

Learning outcomes: Upon completion of this Unit, the adult educator will be able to acquire the following:

Knowledge	Skills	Responsibility & Autonomy
1. Theoretical understanding of the digital habits and preferences of young people	1. Analyse potential risks to minors in the online environment	1. Promote empathetic and understanding approaches to discussing the online environment with minors
2. Practical knowledge of popular social media platforms for young people	2. Provide support and guidance to minors on navigating the online environment	2. Encourage others to take proactive steps to education and security around the online environment
3. Factual knowledge of the threats posed to minors in the online environment	3. Implement personal risk-reduction and management strategies to better cope in online environments	
4. Basic knowledge of the types of interactions that young people engage in online (engaging with peers, participating in online communities, etc.)	4. Develop constructive strategies of intervention to help minors navigate the online environment	
5. Practical knowledge of the benefits of online participation for minors		
6. Factual knowledge of influencer culture and its social implications		
<b>ALLOCATED ECVET POINTS</b>		<b>1 point (25 hours of blended learning)</b>

## Learning Unit 4

### Navigating privacy and security settings

**AIM OF THE UNIT**

This unit aims to educate adult educators on the critical aspects of preserving privacy and understanding the benefits and risks associated with digital identity. It emphasises the importance of preventing identity theft and constructing a digital identity that safeguards individuals' present and future well-being. The content seeks to equip educators with the knowledge and skills to promote privacy awareness and respect among families and minors, ensuring a safe and responsible digital environment.

Learning outcomes: Upon completion of this Unit, the adult educator will be able to acquire the following:

Knowledge	Skills	Responsibility & Autonomy
1. Understand the concept of digital footprints and how they contribute to the construction of digital identity.	1. Configure privacy settings on social media platforms, online forums, and other interactive websites to control the visibility of personal information.	1. Act independently to monitor and manage one's own online presence and privacy settings, as well as support others in doing the same.
2. Identify the implications of digital footprints for privacy and online reputation management.	2. Analyse real-life scenarios to identify potential privacy risks and apply appropriate privacy protection measures.	2. Assume responsibility for educating families and minors about privacy risks and promoting respectful and responsible online behaviour.
3. Describe the steps to configure privacy settings on various social media platforms and interactive services.	3. Provide practical tips and guidelines for families on responsible sharing practices to protect minors' privacy online.	
4. Recognise the potential dangers of oversharing personal information, particularly regarding minors.	4. Demonstrate the ability to educate families on the importance of digital footprint management and its impact on privacy and online reputation.	
5. Understand the importance of regularly reviewing and updating privacy settings to maintain online privacy.		
6. Learn about the legal and ethical considerations related to the privacy of minors online.		
<b>ALLOCATED ECVET POINTS</b>		1 point (25 hours of blended learning)

## Learning Unit 5

### Netiquette: Promoting participation in society and empowerment

**AIM OF THE UNIT**

This unit aims to equip adult educators with the knowledge and skills to guide families to promote positive online behaviour and foster a sense of responsibility and respect among parents and their children through the principles of netiquette. By understanding and practising respectful communication in digital interactions, adult educators will be able to foster a sense of responsibility, ethical conduct, empathy and digital citizenship among families, while addressing and mitigating specific risks associated with online interactions, thereby creating a safer and more inclusive Internet for families.

Learning outcomes: Upon completion of this Unit, the adult educator will be able to acquire the following:

Knowledge	Skills	Responsibility & Autonomy
1. Define netiquette and its importance in fostering positive online interactions.	1. Analyse typical online interactions of children and adolescents to identify breaches of netiquette and propose appropriate corrective actions	1. Promote families' civic engagement, making sure they address online behaviours that comply with safety and inclusivity, and adhere to ethical standards in digital interactions
2. Describe the principles of netiquette and how they contribute to a respectful and inclusive online environment.	2. Explore the privacy settings on various digital platforms and devices (i.e., instant messaging, mobile devices, social networks, fora, etc.) to enhance online safety and protect user information	2. Persuade others in expressing thoughtfully, listening actively, engaging in constructive dialogue to resolve conflicts respectfully, and foster a sense of digital empathy and inclusivity in online environments
3. Recognise common online risks associated with the lack of netiquette, such as trolling, flaming, and cyberbullying, and other harmful behaviours	3. Use strategies to mitigate online risks such as cyberbullying, sextortion, and grooming in real-world scenarios, promoting online safety and well-being	
4. List practical strategies for practising respectful communication across various digital platforms and devices (i.e., instant messaging, mobile devices, social networks, forums, etc.)	4. Discuss with families how to practise respectful and ethical online communication, to promote a positive digital presence	
5. Outline the ethical responsibilities in digital interactions, including privacy, intellectual property, and community norms		
6. Describe the concept of digital citizenship and its role in empowering families to navigate the digital world safely and responsibly		
<b>ALLOCATED ECVET POINTS</b>		<b>1 point (25 hours of blended learning)</b>

## Learning Unit 6

### Parental Mediation for reflective handling

**AIM OF THE UNIT**

This unit aims to equip adult educators with the necessary knowledge and skills to guide parents to effectively mediate their children’s online activities. Parental mediation involves educating and supporting parents to protect their children online. This unit covers strategies for active and restrictive mediation to avoid online harm, as well as methods to handle any potential conflict which may arise during parental mediation.

Learning outcomes: Upon completion of this Unit, the adult educator will be able to acquire the following:

Knowledge	Skills	Responsibility & Autonomy
1. Identify the main risks for children online.	1. Analyse the main risks for children online and provide recommendations to avoid harm.	1. Assume responsibility for educating and supporting parents to protect minors as they navigate the Internet.
2. Recognise the significance of parental mediation to foster safe and responsible internet use among children.	2. Describe methods to deliver supportive parental mediation to foster safe and responsible internet use among children.	2. Elaborate strategies parents can implement to ensure their children’s responsible and safe use of the internet.
3. Outline Active and Restrictive Mediation, strategies which aim to minimise online risks.	3. Implement active and restrictive mediation strategies to minimise online risks.	
4. Explain potential conflicts that may arise during parental mediation of children’s online activities.	4. Provide recommendations on how to respond to potential conflicts.	
5. Identify the key benefits of online resources and activities for children’s development.		
6. Describe the need for adults to actively engage in open communication with their children about their online experiences.		
ALLOCATED ECVET POINTS: 1		1 point (25 hours of blended learning)

## Partnership



Innovative digital awareness resources for parents on Social Media Literacy and Internet Safety

