information matters

Training Programme for Online Courses

Module 6

Media Literacy and Digital Services

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Contents

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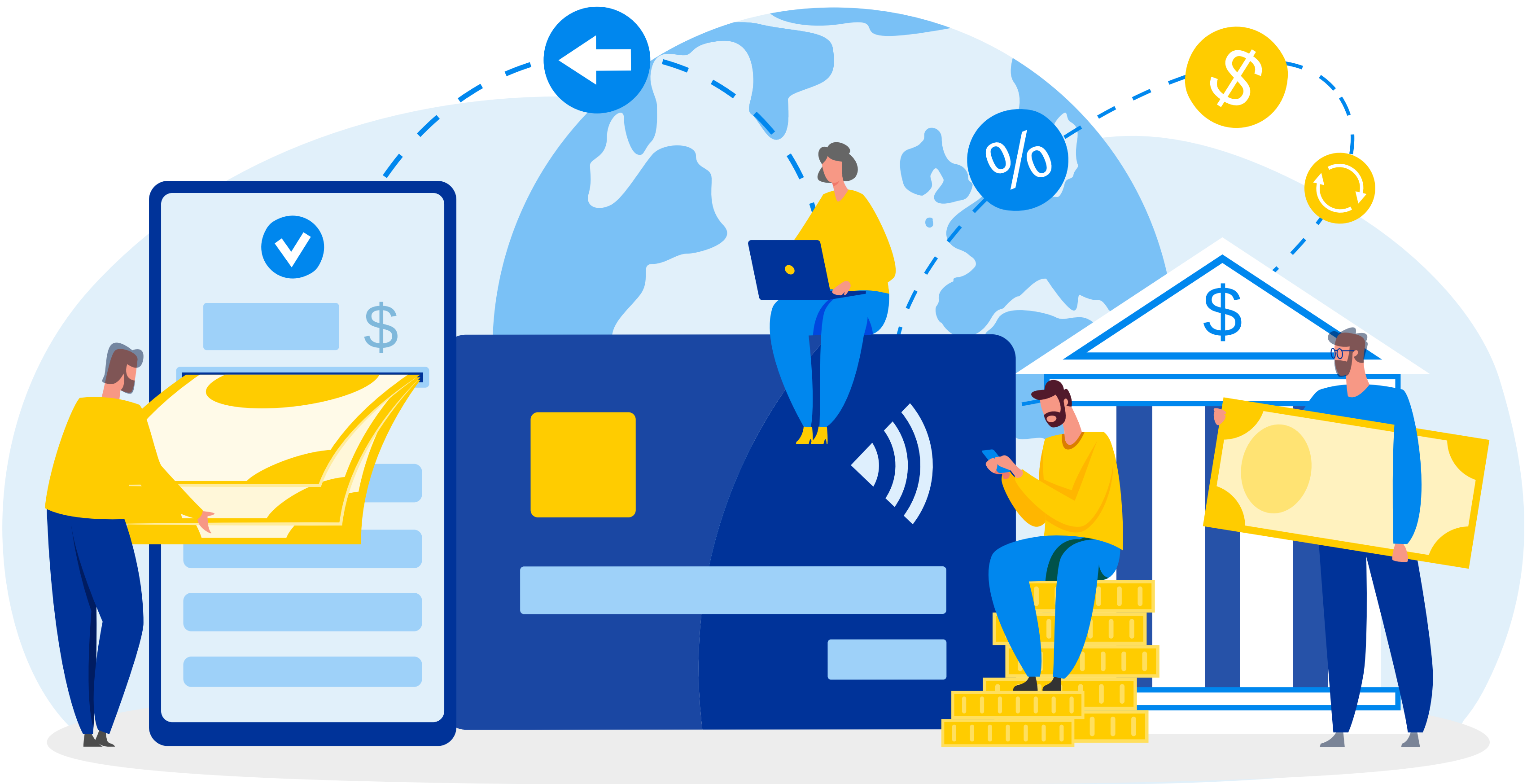

Description for online Lesson

Welcome to Module 6 of our course. In this lesson, we will cover the topic of how to be safer online, how to keep our privacy, how to make secure online payments and some main concepts related to the topic.

Let us see some main definitions.

Safety refers to the condition of being secure from potential harm, danger, or risk. It encompasses measures and practices implemented to prevent accidents, injuries, or any form of harm to individuals, property, or information. Safety can be physical, emotional, or digital, and it involves the identification and mitigation of potential hazards. In the context of technology, safety may include measures to protect users from cyber threats, ensure the reliability of digital systems, and promote a secure online environment.

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Privacy is the state of being free from unauthorised intrusion or interference in one's personal life, activities, or information. It involves the right of individuals to control the access and use of their personal data. Privacy can be physical, such as the right to be free from surveillance, or digital, concerning the protection of personal information online. In the digital age, privacy concerns often revolve around the collection, storage, and sharing of personal data by organisations, websites, and online platforms. Privacy measures aim to safeguard an individual's autonomy and prevent unauthorised access to sensitive information.

Secure online payment methods refer to electronic transactions conducted over the internet that prioritise the protection of sensitive financial information, ensuring the confidentiality, integrity, and authenticity of the payment process. These methods employ advanced encryption technologies and security protocols to safeguard users' financial data, preventing unauthorised access and fraudulent activities.

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Key characteristics of secure online payment methods include:

- **Encryption:** The use of encryption algorithms to encode financial information during transmission, making it unreadable to unauthorised parties. Secure Sockets Layer (SSL) and Transport Layer Security (TLS) are common encryption protocols.
- **Tokenization:** The substitution of sensitive data with a unique identifier or token. This helps in protecting actual financial details, as even if intercepted, the token lacks meaningful information.
- **Two-factor authentication (2FA):** An additional layer of security requiring users to provide two forms of identification before completing a transaction. This often involves a password and a temporary code sent to the user's mobile device.
- **Secure payment gateways:** Payment gateways act as intermediaries between the merchant's website and the financial institution, securely processing transactions. Reputable and secure payment gateways adhere to industry standards for data protection.
- **Fraud detection and prevention:** Implementation of tools and algorithms to detect and prevent fraudulent activities, such as unusual purchase patterns or multiple failed login attempts.

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- **Compliance with standards:** Adherence to industry standards and regulations, such as Payment Card Industry Data Security Standard (PCI DSS), which establishes requirements for handling credit card information.
- **Customer education:** Providing users with information and best practices for maintaining secure online practices, including the importance of strong passwords, avoiding public Wi-Fi for sensitive transactions, and regularly monitoring financial statements.

Bravo for completing lesson 6! This lesson has provided a brief overview on the safety, privacy and finances online. Hope you feel more prepared now for the digital world. We advise you to continue with lesson 7. Good luck!

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Introduction

Shopping, medical consultations, requesting municipal services - with increasing digitalisation, many everyday activities have become more complicated for the less digitally literate. Older people often have difficulties using online banking, booking, shopping, and watching movies on online streaming, playing games and accessing health online services.

It is necessary to develop new skills for participation in public life (elections, political debates online), economic activities (like buying/selling goods and services) and societal inclusion (personal exchanges, remote physical exercise coaching or the like).

Learning Outcomes

After completing this module, participants should demonstrate increased confidence in online shopping, accessing medical consultations and using banking services safely. They should also be able to navigate booking services, entertainment and access to games. They will be able to understand how to participate with increased ease in online communities and public life..

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Main keywords

Digital services, online communities, banking, booking, shopping, searching, streaming, playing, online medical consultations.

Subjects

Access to connected devices and digital platforms.

Topics covered will include shopping, online entertainment, active participation in the community, exploring online health resources and so on;

Understanding safety and privacy, including secure payment methods, recognising scam and financial frauds.

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Definitions

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2. **Privacy** is the state of being free from unauthorised intrusion or interference in one's personal life, activities, or information. It involves the right of individuals to control the access and use of their personal data. Privacy can be physical, such as the right to be free from surveillance, or digital, concerning the protection of personal information online. In the digital age, privacy concerns often revolve around the collection, storage, and sharing of personal data by organisations, websites, and online platforms. Privacy measures aim to safeguard an individual's autonomy and prevent unauthorised access to sensitive information.

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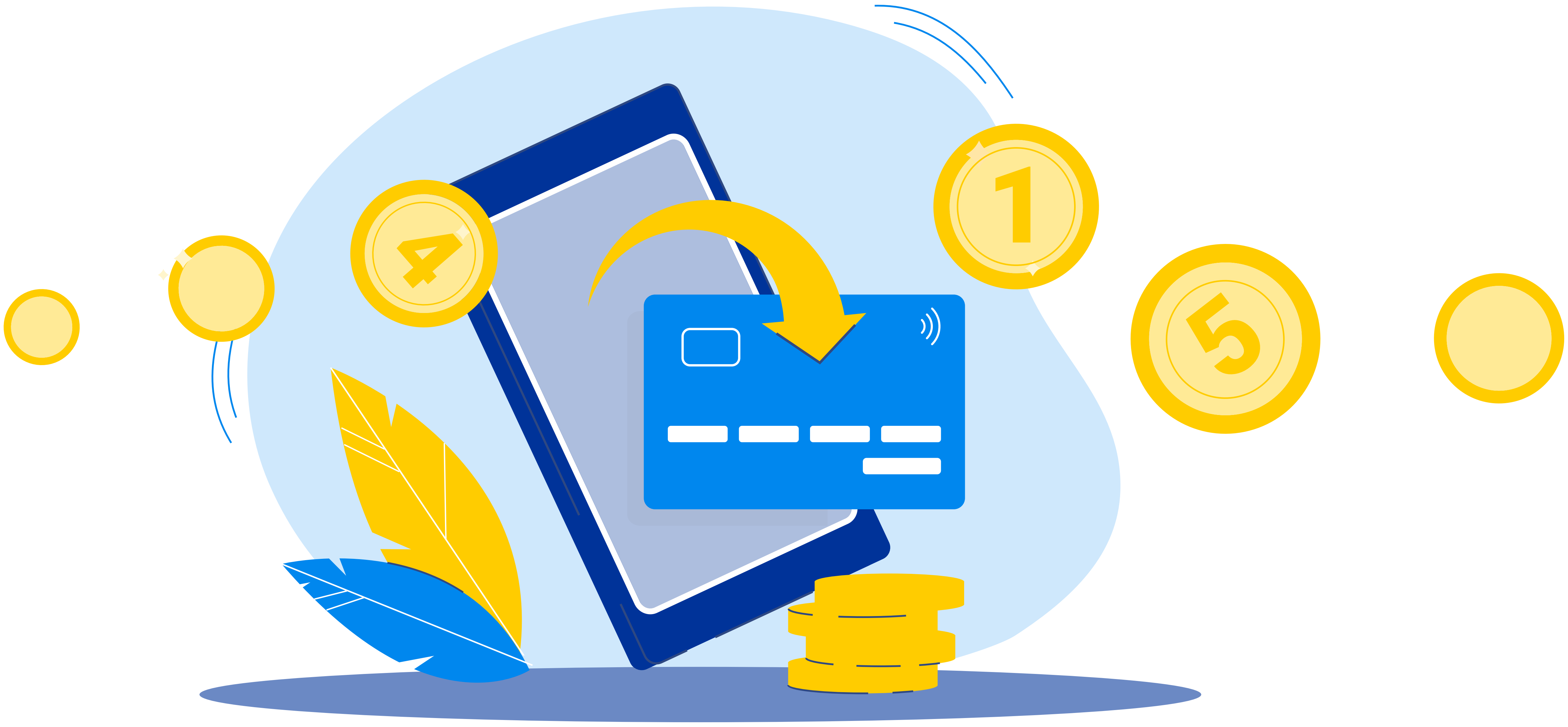
3. **Secure online payment methods** refer to electronic transactions conducted over the internet that prioritise the protection of sensitive financial information, ensuring the confidentiality, integrity, and authenticity of the payment process. These methods employ advanced encryption technologies and security protocols to safeguard users' financial data, preventing unauthorised access and fraudulent activities.



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Some Useful resources

Digitalisation of services: ensuring equal access to all, including older people of today and tomorrow

- https://www.age-platform.eu/special-briefing/digitalisation-services-ensuring-equal-access-all-including-older-people-today-and

How can we ensure digital inclusion for older adults?

- https://www.weforum.org/agenda/2021/10/how-can-we-ensure-digital-inclusion-for-older-adults

Senior Planet and AARP Offer Free Online App Classes:

- https: //www.digitallearn.org
- www.aarp.org/home-family/personal-technology/info-2021/senior-planet-and-aarp-online-classes.html

Making It Click: Supporting people with low internet use:

- http://www.goodthingsfoundation.org/insights/making-it-click-supporting-people-with-low-internet-use

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Activity 1#: “Digital Detective Training”

Make a list with all things that combine a contemporary smartphone. How many devices are incorporated in it nowadays?

Learning objectives:

- Enhance participants’ skills in identifying and combating misinformation online through a hands-on, interactive activity.

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Settings/materials/duration

- Internet-connected devices (laptops, tablets, or desktop computers)
- Access to a web browser
- List of selected websites (some reliable and some containing misinformation)

Implementation of the activity:

Step 1 - Introduction:

(15 minutes)

- Begin with a brief presentation on the prevalence of misinformation online and its impact.
- Highlight the importance of fact-checking and critical evaluation in the digital age.

Step 2 - Understanding Reliable Sources

(20 minutes)

- Provide a list of reliable websites that are known for accurate and trustworthy information (e.g., fact-checking websites, reputable news outlets).
- Discuss the criteria that make these sources reliable (credibility, transparency, fact-checking standards).

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Step 3 - Identifying Misinformation

(30 minutes)

- Introduce a list of websites that contain misinformation or are known for spreading false information.
- Encourage participants to explore these websites, looking for signs of misinformation (sensationalism, lack of credible sources, biased language).
- Discuss common red flags associated with misinformation.

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Step 4 - Interactive Fact-Checking

(40 minutes)

- Provide participants with specific claims or news articles from both reliable and unreliable sources.
- Task participants with fact-checking the claims using reputable fact-checking websites.
- Discuss the results as a group, emphasizing the importance of cross-referencing information.

Step 5 - Group Discussion

(15 minutes):

- Facilitate a group discussion on the challenges and strategies encountered during the fact-checking process.
- Encourage participants to share insights and tips for distinguishing between reliable and unreliable sources.

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Step 6 - Resource Sharing

(20 minutes):

- Have participants compile a list of useful websites and tools for fact-checking and identifying misinformation.
- Share the compiled list with the group and discuss how these resources can be incorporated into their daily online activities.

Step 7 - Reflection and Q&A

(15 minutes):

- Conclude the session with a reflection on key takeaways and lessons learned.
- Open the floor for questions and provide additional resources for further learning.

Follow-Up:

Encourage participants to continue practising their fact-checking skills by engaging with reputable fact-checking websites regularly. Additionally, share a list of reliable news sources and fact-checking tools that they can integrate into their online routine.

This activity not only enhances participants’ ability to identify misinformation but also equips them with practical skills for navigating the digital landscape responsibly.

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Reflective questions

- Are all websites safe?
- How can we identify a website as not safe?
- What to do when we see a website is not safe?

Evaluation of the Module

Questionnaire

To be answered by learners at the end of the module to measure the overall impact of the training program.

- Are all websites safe and how can we identify a website as not safe?
- Which are the safe websites?
- What makes a website safe?
- What indicates a website as safe?

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Validation of the Module

At the end of the Module, learners will have acquired how to check the safety of a website and how to understand which sites are not safe.

Knowledge:

The learners are able to

- Check safety of a website
- Understand which sites are safe and which are not safe
- Have a lost of safe websites for their use

Skills:

The learners are able to

- Identify main points of a website safety
- Check the safety of the websites they visit
- Make the difference between safe and unsafe websites

Competencies:

The learners are able to

- Understanding of online safety
- Identifying the main points of online safety, related with a website

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ANNEX For Module 6

Media Literacy and Digital Services

Entry Level Test - Media Literacy and Digital Services

Question 1: Online shopping can provide convenience and access to a wide range of products for elderly people.

a. True
b. False

Question 2: Which of the following is NOT an example of online entertainment for elderly people?

a. Watching movies or series online
b. Playing games on social media platforms
c. Participating in virtual tours of museums and landmarks
d. Attending online courses or webinars

Question 3: Active participation in the community through online platforms can help elderly people stay connected with others and combat loneliness.

a. True
b. False

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Question 4: Which of the following is NOT a recommended action for recognizing scams and financial frauds when using digital services?

a. Providing personal or financial information to unknown individuals or websites
b. Checking for secure website connections (https://) when making online payments
c. Being cautious of unsolicited emails or phone calls asking for personal or financial information
d. Reading online reviews and feedback before making purchases

Correct answers:

Question 1: a) True

Question 2: d) Attending online courses or webinars

Question 3: a) True

Question 4: a) Providing personal or financial information to unknown individuals or websites

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Exit Level Test - Media Literacy and Technology

Question 1: Shopping online is safer than shopping in physical stores.

a. True
b. False

Question 2: Which of the following is NOT an example of online entertainment?

a. Streaming movies and TV shows
b. Playing online games
c. Joining social media platforms
d. Reading digital news articles

Question 3: Active participation in the community can be facilitated through online platforms.?

a. True
b. False

Question 4: What is an important consideration when exploring online health resources?

a. Checking the credibility of the sources
b. Sharing personal medical information online
c. Ignoring user reviews and feedback
d. Avoiding reputable healthcare websites

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Correct answers:

Question 1: b) False

Question 2: d) Reading digital news articles.

Online entertainment typically refers to activities such as streaming, gaming, and social media engagement.

Question 3: a) True

Question 4: c) Checking the credibility of the sources.

It is crucial to verify the reliability and reputation of online health resources before relying on them for accurate information.

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