



Strengthening inclusion opportunities  
for women with a migration background  
with digital learning

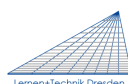
## STRENGTH Training for trainers

### LEARNING AREA 4

# Basics use of digital devices for participation in society



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TECHNISCHE  
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## LEARNING ARRANGEMENT 4.1:

### Digital devices



### Learning objectives of the learning area

In the learning area “Basics use of digital devices for participation in society” women with a migration background and educational disadvantages to digitalisation obtain the following:

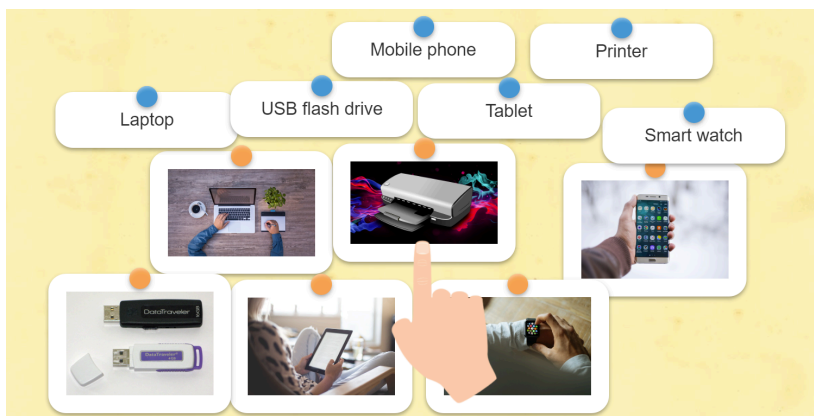
- Acquire digital competences using a variety of digital devices and applications,
- Learn the language of the country of residence,
- This kind of knowledge prepares them to enter the digital world, where they will practice, using different digital devices, to become skilled in searching for virtual information independently,
- Become more autonomous in their integration in new society

### Learning objectives of the learning arrangements

Women with migration background and educational disadvantages to digitalisation acquire required competences:

- Learn about different digital devices and applications,
- Practice their knowledge of vocabulary in the language of the country of residence,
- Coordination of observing and operating,
- Independent operation of the learning app,
- Practice basic digital competences, which are often needed in everyday life (operating with touchpad, mouse or touch screen).

## 4.1 LEARNING UNIT 1 » Describing digital devices correctly



English Version: <https://learningapps.org/watch?v=pqi40vb1v23>

### Learning objectives of the learning unit

Women get acquainted with the names of different digital devices in English. They practice pronunciation and expand their vocabulary. They also learn about possible new digital devices. They become familiar with using a mouse, keyboard, and touchscreen.

Duration of learning (recommended): 45 min

Language level for the learning unit: A1

Exercise type: matching pairs

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

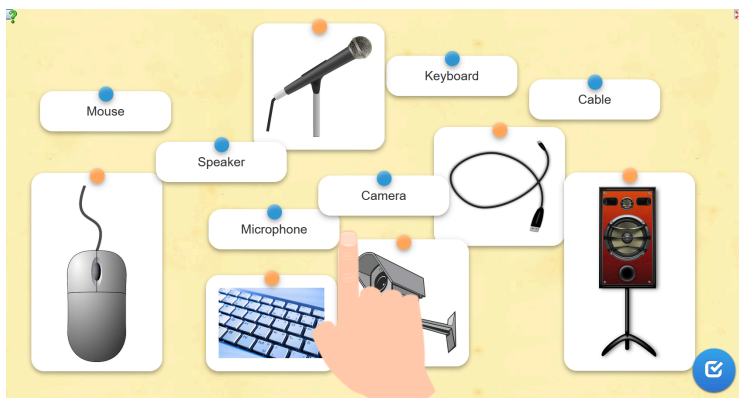
You can give these instructions to your learners:

- Find the right pairs
- Drag the right words to the right symbol picture
- If your pair is correct, it disappears.
- If it is wrong, it appears outlined in red.
- You can separate word and symbol picture again by clicking with the cross on the line between picture and word.
- Repeat

### Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 4.1 LEARNING UNIT 2 » Accessories for laptops and computers



English Version: <https://learningapps.org/watch?v=p9geecf9c23>

### Learning objectives of the learning unit

Women get acquainted with the names of different digital devices in English. They practice pronunciation and expand their vocabulary. They also learn about possible new digital devices. They become familiar with using a mouse, keyboard, and touchscreen.

Duration of learning (recommended): 45 min

Language level for the learning unit: A1

Exercise type: matching pairs

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

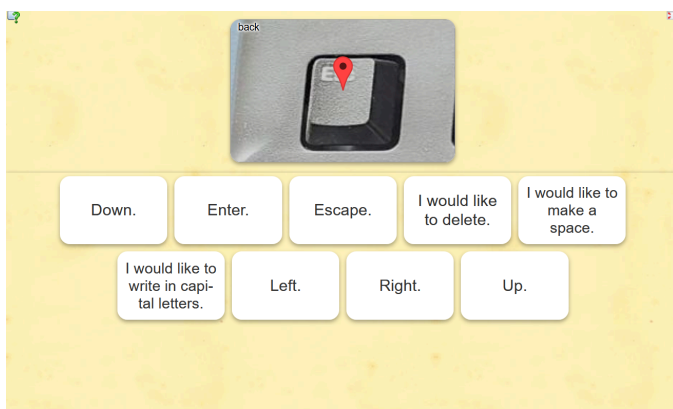
You can give these instructions to your learners:

- Find the right pairs
- Drag the right words to the right symbol picture
- If your pair is correct, it disappears.
- If it is wrong, it appears outlined in red.
- You can separate word and symbol pictures again by clicking with the cross on the line between picture and word.
- Repeat

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 4.1 LEARNING UNIT 3 » The keyboard



English Version: <https://learningapps.org/watch?v=pgsm227gj23>

### Learning objectives of the learning unit

Women get acquainted with the keys on the keyboard in English. They practice pronunciation and expand their vocabulary. They become familiar with using a mouse, keyboard, and touchscreen.

Duration of learning (recommended): 45 min

Language level for the learning unit: A1

Exercise type: matching pairs

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

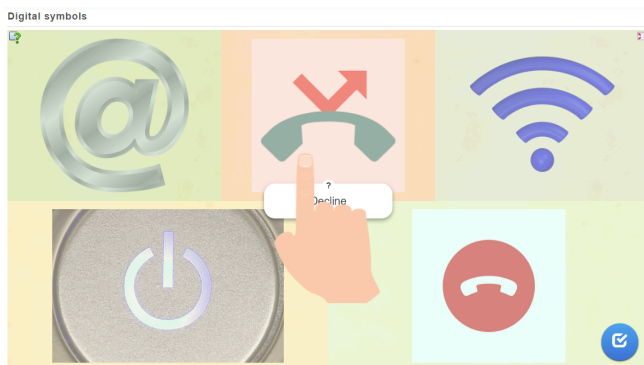
You can give these instructions to your learners:

- Find the right word for the markers
- Click on a marker and select the correct word
- Check by clicking on the blue dot in the lower right corner.
- You can correct a mistake.

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 4.1 LEARNING UNIT 4 » Digital symbols



English Version: <https://learningapps.org/watch?v=p7x8kui9c24>

### Learning objectives of the learning unit

Women get acquainted with the symbols on digital devices in English. They practice pronunciation and expand their vocabulary. They become familiar with using a mouse, keyboard, and touchscreen.

Duration of learning (recommended): 45 min

Language level for the learning unit: A1

Exercise type: sort into groups

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

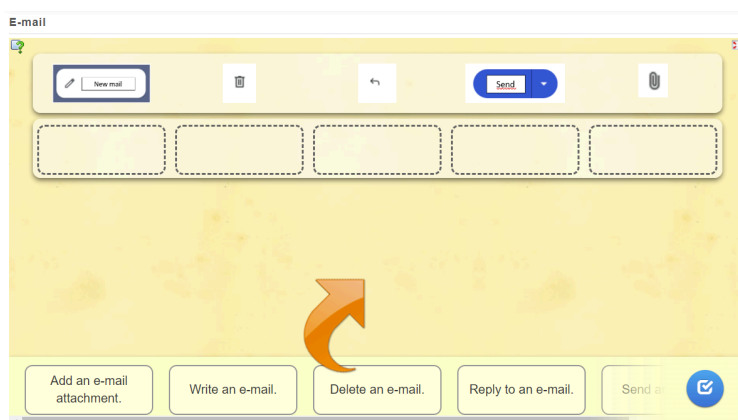
You can give these instructions to your learners:

- Read the sentences/terms
- Click on the sentence (e.g. with your right hand) and hold down the touchpad or mouse.
- Move the pressed sentence to the correct field
- When all sentences are sorted, check the result by clicking on the blue dot in the bottom right corner.
- Correct the boxes that appear in red on the screen.

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 4.1 LEARNING UNIT 5 » Understanding e-mail symbols



English Version: <https://learningapps.org/watch?v=pt6x211a523>

### Learning objectives of the learning unit

Women get acquainted with the basic symbols and commands in the app. They learn about the process of creating an email message. They will be able to format the message, add attachments and delete it. They learn how to use the mouse, keyboard, and touchscreen. Using Gmail, they can communicate more easily with different institutions (Administrative Units, Social Welfare Services, Hospitals, etc.) that upgrade their business and use viral collaboration. They also need email to communicate with teachers when involved in the educational process. This gives them quicker access to information.

Duration of learning (recommended): 45 min

Language level for the learning unit: A1

Exercise type: matching matrix

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

You can give these instructions to your learners:

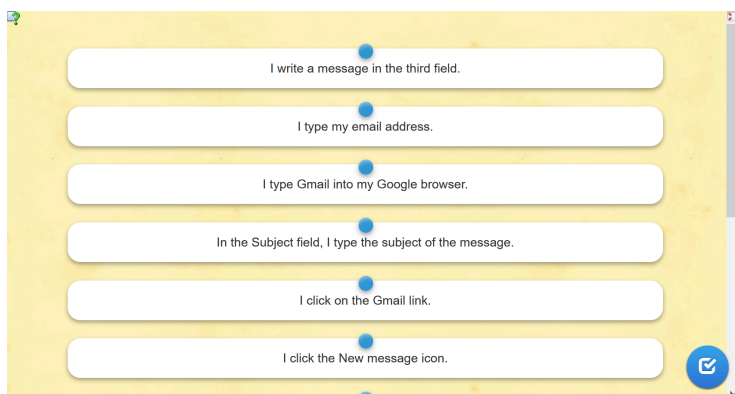
- Find the correct sentences for the boxes
- Drag the correct sentence into the appropriate box.
- Check by clicking on the blue dot in the lower right corner.
- You can correct an error.
- To follow up, we suggest that students write an email and send it to a classmate or teacher.

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*



## 4.1 LEARNING UNIT 6 » Send an e-mail



English Version: <https://learningapps.org/watch?v=pin7c2yzc23>

### Learning objectives of the learning unit

Women get acquainted with the basic symbols and commands in the app. They learn about the process of creating an email message. They will be able to format the message, add attachments and delete it. They learn how to use the mouse, keyboard, and touchscreen. Using Gmail, they can communicate more easily with different institutions (Administrative Units, Social Welfare Services, Hospitals, etc.) that upgrade their business and use viral collaboration. They also need email to communicate with teachers when involved in the educational process. This gives them quicker access to information.

Duration of learning (recommended): 45 min

Language level for the learning unit: A1/A2

Exercise type: putting into right order

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

You can give these instructions to your learners:

- Read and understand the sentence
- Move the sentences into the right order
- Check by clicking on the blue dot in the lower right corner.
- Checking the results (red or green?)
- You can correct a mistake.

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 4.1 LEARNING UNIT 9 » Digital competences: blank text

When I look for information on internet, I use [ ] either on my phone, or my tablet, or my computer. I can also download specific [ ] such as doctolib or google maps according to what I need.

There are various operating systems : [ ]

All my data are recorded on [ ] which op...

Fairly often, I have to create personal account [ ] I have to create different [ ] and [ ]. If I lose one of them, I can change it and [ ].

I don't like [ ] : they are really annoying! [ ] on a computer server [ ] my ads ...

a search engine  
android or apple  
apps  
cookies  
data storage  
logins  
on a computer server  
passwords  
reset

English Version: <https://learningapps.org/watch?v=pa8gqj9wn23>

### Learning objectives of the learning unit

Women are acquainted with different digital devices, apps, operating systems, etc. They complete a task to present their digital skills. They practice pronunciation and expand their vocabulary. They become familiar with using a mouse, keyboard, and touchscreen.

Duration of learning (recommended): 45 min

Language level for the learning unit: A2/B1

Exercise type: filling in the missing words

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

You can give these instructions to your learners:

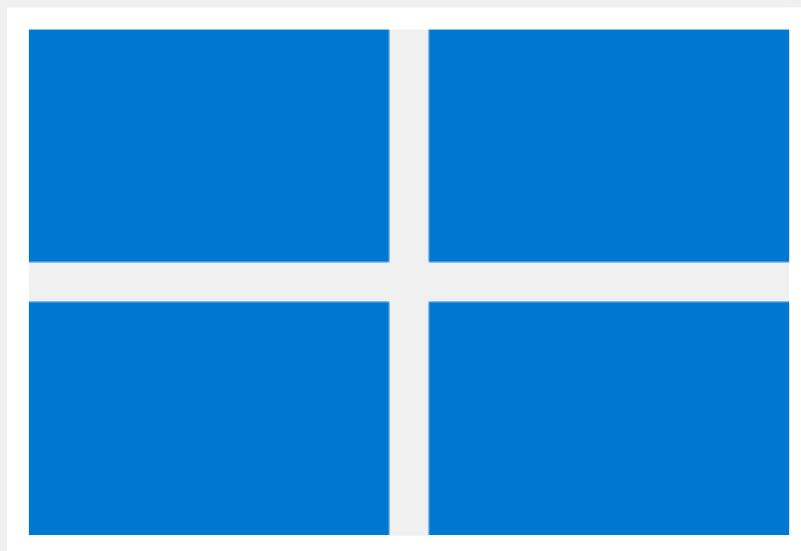
- Read sentence by sentence
- Which word is missing?
- Click on the white gap
- Read the list of offered words
- Click on the correct word
- Work on the next gap

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## LEARNING ARRANGEMENT 4.2:

### I work with Windows



#### Learning objectives of the learning area

In the learning area “Basics use of digital devices for participation in society“ women with migration background and educational disadvantages to digitalisation obtain the following:

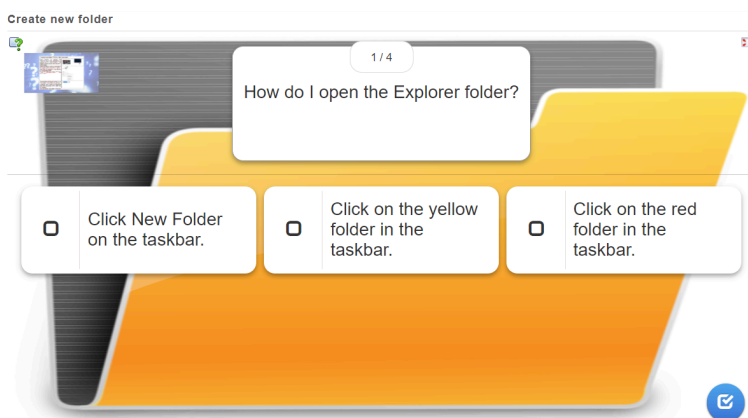
- Acquire digital competences using a variety of digital devices and applications,
- Learn the language of the country of residence,
- This kind of knowledge prepares them to enter the digital world, where they will practice, using different digital devices, to become skilled in searching for virtual information independently,
- Become more autonomous in their integration in new society

#### Learning objectives of the learning arrangements

Women with migration background and educational disadvantages to digitalisation acquire required competences:

- Be introduced to the Microsoft Windows operating system,
- Learn the basics of using Microsoft Windows,
- Use programs independently,
- Practice their knowledge of vocabulary in the language of the country of residence.

## 4.2 LEARNING UNIT 1 » Create new folder



English Version: <https://learningapps.org/watch?v=pxb89swht23>

### Learning objectives of the learning unit

Women are introduced to the basic use of the Microsoft Windows operating system. They learn how to create a new folder, copy, delete and rename it. This familiarises them with using the mouse and keyboard. Using the required language version of Microsoft Windows, they expand their vocabulary in the language of the country of residence, and at the same time, they practice using a digital device.

Duration of learning (recommended): 45 min

Language level for the learning unit: B1/B2

Exercise type: Audio/Video with notices

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

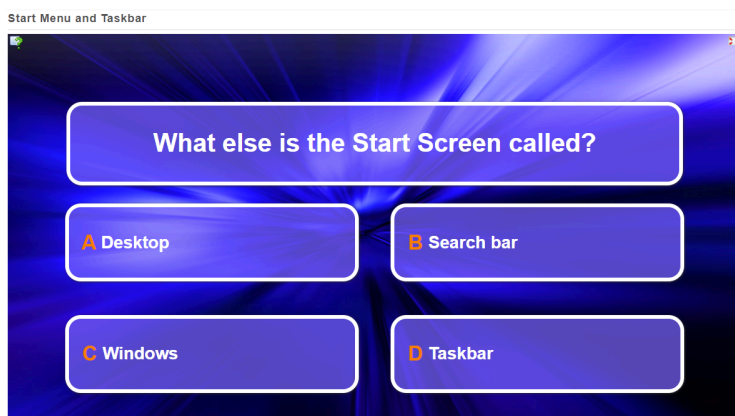
You can give these instructions to your learners:

- Read the text
- Read the question
- Click on the right answer that matches the question.
- Check by clicking on the blue dot in the lower right corner.
- You can correct an error.

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 4.2 LEARNING UNIT 2 » Menu Start and Taskbar



English Version: <https://learningapps.org/watch?v=pc7zynxfj23>

### Learning objectives of the learning unit

Women get to know the start menu and its contents. They learn how to find and start programmes from the start menu. This knowledge helps them to become more digitally competent, which helps them in their daily lives and in integrating into modern society.

Duration of learning (recommended): 45 min

Language level for the learning unit: B1/B2

Exercise type: Audio/Video with notices

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

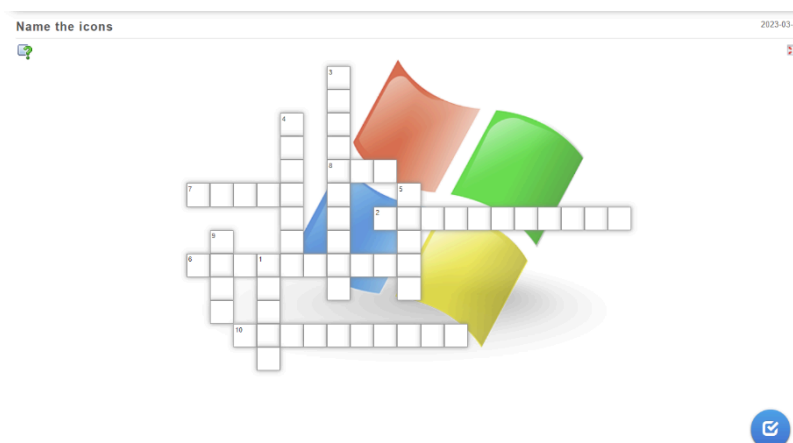
You can give these instructions to your learners:

- Read the question in the top box
- Read the definitions in the four boxes below.
- Click on the definition that corresponds to the question.
- Check by clicking on the blue dot in the lower right corner.
- You can correct an error.

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 4.2 LEARNING UNIT 3 » Name the icons



English Version: <https://learningapps.org/watch?v=pihhcchg223>

### Learning objectives of the learning unit

Women learn about the Start menu and its contents. They are able to identify the icons of different programmes, name and spell them correctly and find out the purpose of a particular programme.

Duration of learning (recommended): 45 min

Language level for the learning unit: A1/A2

Exercise type: Crossword

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

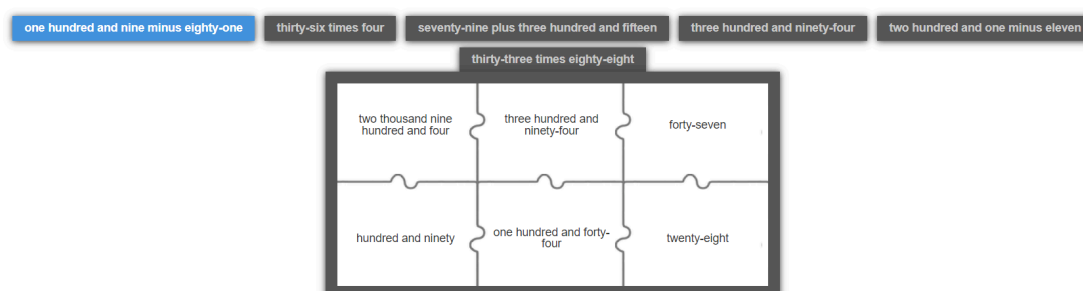
You can give these instructions to your learners:

- Click on the number in the crossword puzzle
- Name the icon and write it with the keyboard

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 4.2 LEARNING UNIT 4 » Calculator



English Version: <https://learningapps.org/watch?v=p1knxkdyj23>

### Learning objectives of the learning unit

Women learn about the Calculator programme in Microsoft Windows and how to use its basic mathematical operations. They learn to read and write numbers in the language of the country of residence.

Duration of learning (recommended): 45 min

Language level for the learning unit: A1/A2

Exercise type: Group-Puzzle

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

You can give these instructions to your learners:

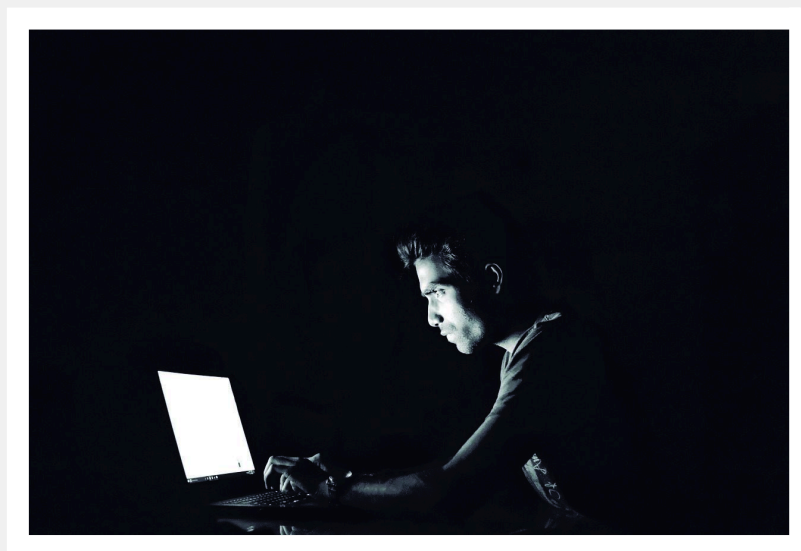
- Read the written out numbers and calculation type
- Write down the numbers and calculation type
- Take your calculator and enter the calculation
- Find the correct number in the written-out form in the box
- Click on the correct number
- If the number is correct, it disappears
- If it is wrong, try again

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## LEARNING ARRANGEMENT 4.3:

### Digital safety



### Learning objectives of the learning area

In the learning area “Basics use of digital devices for participation in society” women with migration background and educational disadvantages to digitalisation obtain the following:

- Acquire digital competences using a variety of digital devices and applications,
- Learn the language of the country of residence,
- This kind of knowledge prepares them to enter the digital world, where they will practice, using different digital devices, to become skilled in searching for virtual information independently,
- Become more autonomous in their integration in new society

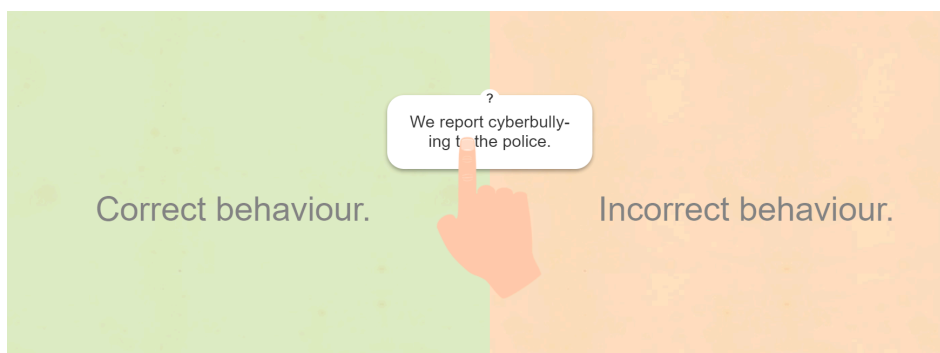
### Learning objectives of the learning arrangements

In the learning arrangement “digital safety” the women with migration background:

- Practise their vocabulary skills in English,
- Learn about online and mobile etiquette. They recognise appropriate and inappropriate behaviour when using the internet and mobile devices.
- Learn about internet safety tips.
- Learn about the recommendations on time spent in front of screens and how to keep eyes healthy if they use digital devices.
- Learn about types of cyberbullying. They have the ability to identify inappropriate online behaviour and they know measures against cyberbullying.
- Operate the learning app independently



## 4.3 LEARNING UNIT 1 » Online and mobile etiquette



English Version: <https://learningapps.org/watch?v=p53uw47gn23>

### Learning objectives of the learning unit

Women learn about online and mobile etiquette. They recognise appropriate and inappropriate behaviour when using the internet and mobile devices.

Duration of learning (recommended): 45 min

Language level for the learning unit: A2/B1

Exercise type: Group assignment

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

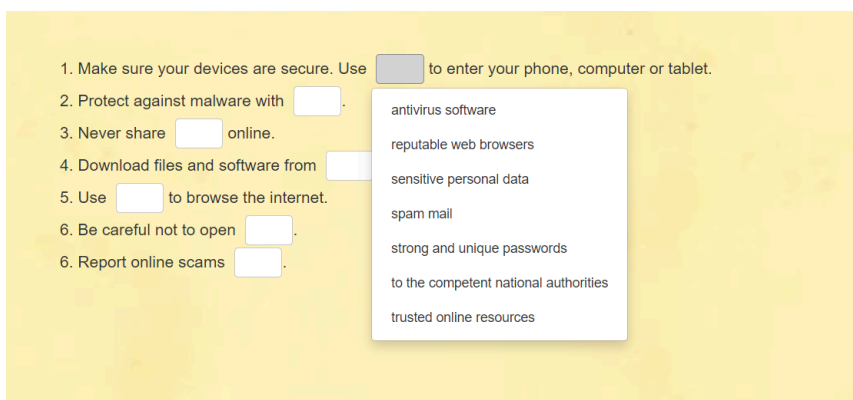
You can give these instructions to your learners:

- Read the sentences
- If the sentence describes correct behaviour, drag the sentence into the green box
- If the sentence describes incorrect behaviour, drag the sentence into the red box
- When all the sentences are sorted, check the result by clicking on the blue dot in the bottom right-hand corner.
- Correct the boxes that appear red on the screen

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 4.3 LEARNING UNIT 2 » Internet safety tips



English Version: <https://learningapps.org/watch?v=pbrfjp53323>

### Learning objectives of the learning unit

Women learn about internet safety tips. They expand their vocabulary in English.

Duration of learning (recommended): 45 min

Language level for the learning unit: A2/B1

Exercise type: Cloze text

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

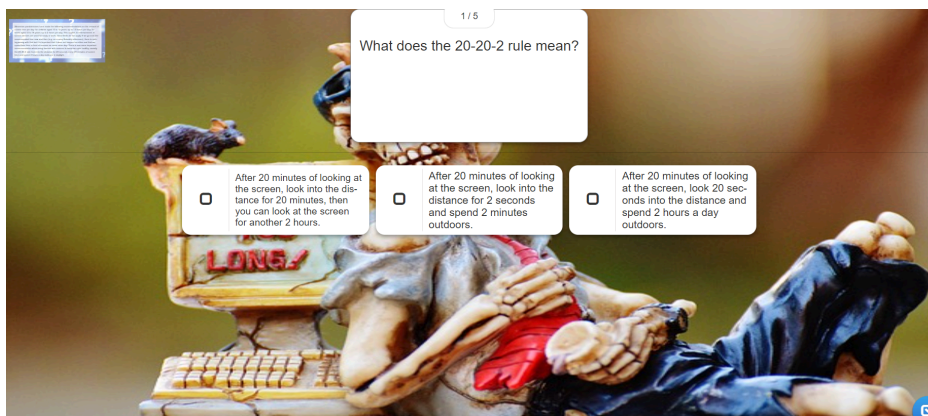
You can give these instructions to your learners:

- Read sentence by sentence
- Which word is missing?
- Click on the white gap
- Read the list of offered words
- Click on the correct word
- Work on the next gap

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 4.3 LEARNING UNIT 3 » Screen addiction



English Version: <https://learningapps.org/watch?v=pnm6i7rqa23>

### Learning objectives of the learning unit

Women learn about the recommendations on time spent in front of screens and how to keep eyes healthy if they use digital devices. They learn to expand their vocabulary in English.

Duration of learning (recommended): 45 min

Language level for the learning unit: A2/B1

Exercise type: Multiple Choice Quiz

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

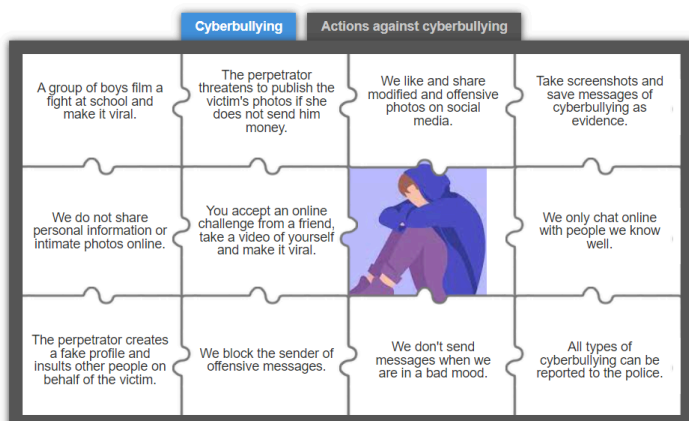
You can give these instructions to your learners:

- Read the question in the top box
- Read the terms in the three fields below.
- Click on the word that matches the question.
- Check by clicking on the blue dot in the lower right corner.
- You can correct an error.

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 4.3 LEARNING UNIT 4 » Cyberbullying



English Version: <https://learningapps.org/watch?v=pc18a9o4t23>

### Learning objectives of the learning unit

Women learn about types of cyberbullying. They have the ability to identify inappropriate online behaviour and they know measures against cyberbullying.

Duration of learning (recommended): 45 min

Language level for the learning unit: A2/B1

Exercise type: Group-Puzzle

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

You can give these instructions to your learners:

- Read the statements
- Select a category (cyberbullying or measures against cyberbullying)
- Now click on all statements that match the selected category
- If the assignment is incorrect, the following page appears: "The statement does not belong to the category. Try again."

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*