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Curriculum

Curriculum

Contents

Curriculum	1
Context and introduction	3
EQF	3
DigComp	4
Blended learning methodology:	6
Target groups	7
About the training	7
Assessment questions	7
Additional resources to implement the curriculum	7
Module 1: Office applications	9
Topic 1: Word processing programmes	9
Topic 2: spreadsheet programmes	11
Topic 3: Presentation programmes	13
Module 2: Online Behaviour	14
Topic 1: Online Research	14
Topic 2: Online Accessibility	15
Module 3: digital media content	16
Topic 1: Video production	16
Topic 2: graphics	18
Topic 3: Social Media	20
Module 4: Legal and services	22
Topic 1: GDPR (General Data Protection Regulation)	22
Topic 2: Cloud Services	24

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Context and introduction

This curriculum is part of the educational materials developed for output 3 "Blended learning training package" of the Free Technology Signs Project.

For more information about the project visit: https://freetechnologysigns.eu/

The curriculum covers the following modules and topics:

Module 1: office applications

Topic 1.1: word processing programmes

Topic 1.2: spreadsheet programmes

Topic 1.3: presentation programmes

Module 2: online behaviour

Topic 2.1: online research

Topic 2.2: online accessibility

Module 3: digital media content

Topic 3.1: video production

Topic 3.2: graphics

Topic 3.3: social media

Module 4: legal & services

Topic 4.1: cloud services

Topic 4.2: GDPR

The overview of the developed curriculum reflects the analysis of each module in terms of:

- the name of the topic
- the duration of the training
- the learning outcomes related to knowledge, skills and competences
- the teaching methods/techniques
- theoretical background
- references
- specific learning objectives to be achieved relating to knowledge, skill and competences

EQF

This training was created according to the European Qualifications Framework (EQF). The EQF was developed as a translation tool to make national qualifications systems easier to

understand and more comparable. As a result, the EQF also enables greater mobility of workers and learners between countries, as well as facilitating greater lifelong learning.

This curriculum applies to EQF¹ level 2. As a curriculum serves as an orientation base, the trainer must always adapt to the existing competences of the participants and adjust the content accordingly. Trainers are expected to adapt the units and select activities, change materials accordingly to manage the time available.

Learning outcomes in the context of the EQF convey the competences, skills and knowledge that a successful learner gains by completing the course.

In the context of the EQF, knowledge is described as theoretical and/or factual; skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments; competence is described in terms of responsibility and autonomy. This means the ability of the learner to apply knowledge and skills autonomously and with responsibility.

In the context of learning key competences in a foreign (or second) language, EQF describes competences in a similar way to communication in the mother tongue/ first language, supplemented by "skills such as mediation and intercultural understanding".² It must be observed that for many deaf sign language users, learning in a written language is equivalent to learning in a second language (in other words, use of signed language and written language means that the user is learning bilingually).

Trainers using the curriculum are expected to explore the use of visual aids and empower other deaf people by communicating the content in sign language.

DigComp

In addition, this curriculum leans on the "DigComp 2.1 – The Digital Competence Framework for Citizens with eight proficiency levels and example for use" by the European Commission"³. The DigComp enables a common understanding of digital competencies. It describes 21 digital competencies grouped into five areas. For each of the competencies there are eight different proficiency levels. T

The Free Technology Signs curriculum corresponds to Level 3 in Dig Comp 2.1 which covers "well-defined and route tasks and straight forward problem" that learners can solve "on their own".

In the following table, you see to which of the four competence areas and competencies of the DigComp 2.1 the Topics covered in all four modules correspond to.

¹ https://europa.eu/europass/en/description-eight-eqf-levels

² https://rm.coe.int/16805c73da

³ European Commission, Joint Research Centre, Carretero, S., Vuorikari, R., Punie, Y., DigComp 2.1 – The digital competence framework for citizens with eight proficiency levels and examples of use, Publications Office, 2017, https://data.europa.eu/doi/10.2760/38842

Topics in FTS curriculum	Corresponding competences in DigComp 2.1	
1.1: word processing programmes	3.1 Developing digital content	
	3.2 Integrating and re-elaborating digital content	
1.2: spreadsheet programmes	3.1 Developing digital content	
	3.2 Integrating and re-elaborating digital content	
1.3: presentation programmes	3.1 Developing digital content	
	3.2 Integrating and re-elaborating digital content	
	3.3 Copyright and licences	
2.1: online research	1.1 Browsing, searching, filtering data, information and digital content	
	1.2 Evaluating data, information and digital content	
	3.3 Copyright and licences	
2.2: online accessibility	2.3 Engaging in citizenship through digital technologies	
3.1: video production	3.1 Developing digital content	
	3.2 Integrating and re-elaborating digital content	
3.2: graphics	3.1 Developing digital content	
	3.2 Integrating and re-elaborating digital content	
3.3: social media	2.3 Engaging in citizenship through digital technologies	
	2.4 Collaborating through digital technologies	
	2.6 Managing digital identity	
4.1: cloud services	1.3 Managing data, information and digital content	
	2.2 Sharing through digital technologies	
	2.4 Collaborating through digital technologies	

4.2: GDPR	4.2 Protecting personal data and privacy

Blended learning methodology:

According to Wikipedia, "Blended learning, also known as technology-mediated instruction, web-enhanced instruction, or mixed-mode instruction, is an approach to education that combines online educational materials and opportunities for interaction online with physical place-based classroom methods."

The curriculum and training materials are all digital, making them easily accessible online and available for download and using a combination of written English, visual images and International Sign vocabulary (on video). This approach ensures maximum participation of deaf people in the project. The intention is for the training to take place bilingually and the materials were developed in line with this approach. This also ensures maximum accessibility, both within the project implementation period and beyond, by partners in the project, but also by other organisations outside of our partnership. The greater the accessibility, the greater the sustainability in the future as other organisations can access and use the materials without language barriers. Moreover, the design of the outputs is deaf-friendly, adding to greater empowerment of trainers and learners alike.

In our context, working with deaf learners and trainers, blended learning plays to the strengths of both including visual orientation (use of images and videos), practical examples, experiential learning (such as role-playing and learning by doing), a combination of group and individual work, a variety of formats including digital formats, flipped classroom, games and quizzes, and more.

The blended training can be held online and face to face.

The content of the modules includes

- 1. Individual work,
- 2. Pairs,
- 3. Group work,
- 4. Class work,
- 5. Practical exercises,
- 6. Games,
- 7. Online training,
- 8. Digital training,
- 9. Assignments.

Empowerment didactics: All outputs are available online on the project website at https://iscourse.online to encourage self-study, self-discovery and greater self-determination. Learners can determine their own speed, how often they view the video vocabulary, how frequently they repeat and review content, and feedback mechanisms (such as an online feedback form) ensure that learners are included in a process of continuous improvement beyond the project implementation period.

Target groups

Deaf and Hard of Hearing job seekers looking to augment their transferable skills set and acquire new / augment existing digital skills.

About the training

Our purpose is to identify the appropriate strategies and activities required to achieve the desired outcomes during the implementation of the training modules and to set the standards for how and when training on the project/program takes place.

The training timetable and outline of the training modules provide a clear understanding of what must happen to meet the training requirements that have been defined, thus, end-users receive training in the knowledge, skills, and/or abilities required to enable learners to gain a basic understanding of International Sign, thereby achieving the project objectives.

Specifically, the courses outcomes are:

- Acquisition of basic factual knowledge of digital skills
- Acquisition of basic cognitive and practical skills to use digital skills in every day settings and to solve routine problems
- Acquisition of sufficient knowledge of digital skills to work or study with some autonomy in an international setting

Assessment questions

In order to assess the learning outcomes and the perceived empowerment by the learner at the end of each topic in the training handbook there are two self-assessment questions. The first question is a multiple-choice question about the knowledge developed. The second question is about felt empowerment concerning the digital knowledge, skills and competencies developed in the training (this is what is referred to in the project application as empowerment tool). The learners rate their felt empowerment on a scale with four smileys:

	(°)		0)
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Additional resources to implement the curriculum

In order to fully implement the curriculum trainers, need the following resources developed in the Free Technology Signs project.

- Videos covering each topic:
 - Available to watch at: https://freetechnologysigns.eu/results/#output2
- Vocabulary list

available to use at: https://freetechnologysigns.eu/vocabulary/

• Plain texts for all topics with accompanying pictures:

Available for download at: <u>https://freetechnologysigns.eu/IO2/Plain_Language_EN.pdf</u>

 Presentation to use when implementing the training: available for download at:

Module 1: <u>https://freetechnologysigns.eu/material/FTS_presentation_M1_EN.pdf</u> Module 2: <u>https://freetechnologysigns.eu/material/FTS_presentation_M2_EN.pdf</u> Module 3: <u>https://freetechnologysigns.eu/material/FTS_presentation_M3_EN.pdf</u> Module 4: <u>https://freetechnologysigns.eu/material/FTS_presentation_M4_EN.pdf</u>

• Training plans for all modules:

available for download at:

Module 1: <u>https://freetechnologysigns.eu/material/FTS handbook M1 EN.pdf</u> Module 2: <u>https://freetechnologysigns.eu/material/FTS handbook M2 EN.pdf</u> Module 3: <u>https://freetechnologysigns.eu/material/FTS handbook M3 EN.pdf</u> Module 4: <u>https://freetechnologysigns.eu/material/FTS handbook M4 EN.pdf</u>

Module 1: Office applications

Topic 1: Word processing programmes

Duration: 180 minutes Learning Outcomes (EQF 2)

- ✓ Knowledge: Trainees/students know about basic functions of word processing programmes e.g. formatting, templates, inserting objects, online collaboration
- ✓ Skills: Trainees/students will be able to format documents, use templates, insert objects and collaborate online.
- Competence (responsibility and autonomy) Trainees/students will be able to format the documents to increase readability and appearance and collaborate on documents online.

Teaching Methods/Techniques:

- Individual work,
- Group work
- Class
- Practical exercise
- Online
- Digital training
- Assignment

Theoretical Background:

Word processing programmes are software to create and edit text documents. They are one of the most used computer programmes due to the multiple uses and applications within the business, education and the private spheres.

The most important functions of word processing programmes are: creating and editing documents, formatting texts and inserting different elements (graphics, tables) into a text.

There are a variety of word processing programmes (Microsoft Word, Google Documents, LibreOffice Writer, OpenOffice Writer, Apple Pages) but most of the functions are similar enough that when a user can work with one they will quickly get used to another one.

References:

https://support.microsoft.com/en-us/office/basic-tasks-in-word-87b3243c-b0bf-4a29-82aa-09a681999fdc

https://www.computerhope.com/issues/ch001729.htm

https://business.tutsplus.com/tutorials/quickly-format-basic-text-styles-microsoft-word--cms-34133 https://study.com/academy/lesson/what-is-word-processing-software-definition-typesexamples.html

https://www.softwaretestinghelp.com/best-free-word-processor/

https://www.computerhope.com/jargon/w/word-processor.htm

https://www.wikiwand.com/en/Word processor (electronic device)

Topic 2: spreadsheet programmes

Duration: 180 minutes Learning Outcomes (EQF 2)

- ✓ Knowledge: Trainees/students know basic functions of spreadsheet programmes and for which types of tasks they can be used
- ✓ Skills: Trainees/students will be able to create lists, filters, basic functions, charts and graphs in spreadsheet programmes
- Competence (responsibility and autonomy) Trainees/students will be able select for which basic task they can use spreadsheet programmes and fulfil them by themselves

Teaching Methods/Techniques:

- Individual work,
- Pairs,
- Class
- Practical exercise
- Game
- Assignment

Theoretical Background:

Spreadsheet programmes are software used for data analyses and administration. They have multiple purposes in the business field: bookkeeping, statistics, financial planning, data administration, mathematical calculations etc.

The most important functions of spreadsheet programmes are: calculations, logical connectives, statistical analyses including different types of charts.

There are a variety of spreadsheet programmes (Microsoft Excel, Apple Numbers, Libre Office Calc, Google Spreadsheets) but most of the functions are similar enough that when a user can work with one they will quickly get used to another one.

References:

https://www.kant-boppard.de/fileadmin/Mathe/Arbeitsblatt 0 Excel.pdf

http://didaktik.mathematik.hu-berlin.de/user/filler/geometriedidaktik/Excel-Einfuehrung-Kl6.pdf

https://simple.wikipedia.org/wiki/Spreadsheet

https://de.wikipedia.org/wiki/Tabellenkalkulation

https://www.betriebswirtschaft-lernen.net/erklaerung/tabellenkalkulation/ -

:~:text=Tabellenkalkulation%20ist%20ein%20Programm%2C%20mit%20dem%20Berechnungen

%20in,ist%20das%20Anwendungsspektrum%20solcher%20Systeme%20jedoch%20weiter%20g

<u>efasst.</u>

https://www.grundlagen-computer.de/excel-tutorial

https://www.wintotal.de/tipp/excel-grundlagen/

Topic 3: Presentation programmes

Duration: 180 minutes Learning Outcomes (EQF 2)

- ✓ Knowledge: Trainees/students know basic functions of presentation programmes and what is important for a good presentation.
- ✓ Skills: Trainees/students will be able to use basic function of presentations programmes: inserting slides, using templates, Inserting pictures, key words.
- Competence (responsibility and autonomy) Trainees/students will be able create slides for their own presentation select appropriate content for slides and make it visually attractive.

Teaching Methods/Techniques:

- Individual work,
- Pairs,
- Group work
- Class
- Practical exercise
- Game
- Assignment

Theoretical Background:

Presentation programmes are software used to create slides as visual support for presentations. They are frequently used in the business and education sector. Especially for deaf people who are visually orientated slides accompanying presentations are an important element.

Presentation programmes can be used to produce slides with backgrounds, key words, graphical elements and notes for the presenter. In order to create good slides, it's not only important that users can operate the presentation programme technically but they must also be aware about the recommendations concerning the content of presentations (e.g. amount of text, use of pictures, ...).

There are a variety of presentation programmes (Microsoft PowerPoint, Apple Keynote, Libre Office Impress, Google presentations) but most of the functions are similar enough that when a user can work with one they will quickly get used to another one.

References:

https://www.stratag.de/selbstpraesentation-powerpoint https://karrierebibel.de/powerpoint-bewerbung/ https://de.wikipedia.org/wiki/Pr%C3%A4sentationsprogramm

Module 2: Online Behaviour

Topic 1: Online Research

Duration: 180 minutes Learning Outcomes (EQF 2)

Knowledge:

Trainees/students will be able to

- ✓ Understand the principles of effective online searching and the importance of using reputable sources for information retrieval.
- ✓ Gain knowledge of some search operators to refine search queries and obtain more relevant results

Skills:

Trainees/students will be able to

- ✓ Evaluate search results critically, considering factors like credibility, relevance, and currency of information.
- ✓ Understand the importance of giving credit to original sources.

Competence (responsibility and autonomy)

Trainees/students will be able to

- ✓ Analyse information from multiple sources
- ✓ Adapt search strategies based on specific research needs
- ✓ Exhibit responsible by respecting copyright laws and intellectual property rights

Teaching Methods/Techniques:

- Individual work,
- Pairs,
- Group work
- Class
- Practical exercise
- Online
- Digital training
- Assignment

Topic 2: Online Accessibility

Duration: 180 minutes Learning Outcomes (EQF 2)

Knowledge: Trainees/students

- ✓ Understand the concept of online accessibility and what it means for people with disabilities.
- Comprehend the four fundamental principles of accessible online content: perceivable, operable, understandable, and robust.

Skills: Trainees/students will be able to

✓ Formulate strategies to make online content perceivable for people with disabilities with various devices and assistive technologies.

Competence (responsibility and autonomy) Trainees/students will be able

✓ Advocate for online accessibility and consider the needs of users using online websites.

Teaching Methods/Techniques:

- Individual work,
- Pairs,
- Group work
- Class
- Practical exercise
- Online
- Digital training
- Assignment

Module 3: digital media content

Topic 1: Video production

Duration: 180 minutes

Learning Outcomes (EQF 2)

- ✓ Knowledge: Trainees/students will know the different phases of a video production and how to apply them.
- ✓ **Skills:** Trainees/students will be able to produce a video and publish it.
- Competences (responsibility and autonomy) : Trainees/students will be able to put in action all the phases needed to produce a video.

Teaching Methods/Techniques:

- Individual work
- Group work
- Class
- Assignment

Theoretical Background:

Videos come in many shapes and sizes, from a simple iPhone video all the way up to major Hollywood films. For most videos, there are too many moving parts to leave your process to chance.

Video production is more than simply pressing the record button on your video camera.

The process of creating a video from concept to completion consists of three phases: Pre-Production, Production and Post-Production.

Phase one (Pre-Production) is the first step in the process of creating a video and is all about preparation and setting the groundwork. During this phase, it is essential to do the planning, research, problem solving, and organization necessary to set your video project up to be successful.

Phase Two: Production

After finishing the preparation, is time for the next step of your video production process. In this phase, you capture all the interviews and footage for your video. This is the part where the story begins to come to life.

Post-Production

After the production phase is finished, is the time to organize, plan, edit the actual video and publish it.

References:

https://www.adobe.com/it/creativecloud/video/discover/storyboarding.html

https://www.adobe.com/it/creativecloud/video/discover/video-production.html

https://www.lemonlight.com/blog/why-video-production-skills-are-becoming-more-importantto-marketers/

https://www.lemonlight.com/video-marketing-strategy-the-ultimate-guide/

https://www.linkedin.com/advice/1/what-key-skills-competencies-online-video-production

https://www.lonestar.edu/33315.htm#:~:text=The%20production%20phase%20includes%3A,u
sed%20to%20support%20your%20story)

Topic 2: graphics

Duration: 180 minutes

Learning Outcomes (EQF 2)

- ✓ Knowledge: Trainees/students know learn about the concept of graphics.
- ✓ **Skills:** Trainees/students will be able to produce graphics and publish them.
- Competence (responsibility and autonomy) Trainees/students will be able to design effective graphics.

Teaching Methods/Techniques:

- Individual work
- Group work
- Class
- Digital training
- Assignment

Theoretical Background:

In general terms, the word "graphic" refers to any visual representation of data and includes a variety of forms including drawings, photographs, line art, graphs, diagrams, numbers, symbols, geometric designs, maps, and engineering drawings. Graphics may be images only or may also include text and they can be used for decorative or functional purposes, including educating, informing, illustrating, or entertaining.

To better understand the meaning of graphic design, it is important to be aware of the elements and principles that make up design. Elements are used in conjunction or opposition with each other to create visually striking and impactful designs.

These graphic design elements include Colour, Form, Line, Shape, Size, Space, and Texture.

Good graphic art streamlines communication. Just picture a spreadsheet with data analytics. A graphic designer might use different colours to highlight, which metrics are rising and which are dropping, thus making it easier for the viewer to quickly understand what's going well and what needs to be adjusted.

Well-executed graphic design can also elicit an emotional response from the viewer or even motivate them to act. The "sign up" page on a website, for example, is typically designed to entice visitors to join an email list or start a free trial. Meanwhile, food packaging design aims to make the food inside seem more appealing to eat.

References:

https://webflow.com/blog/what-is-graphic-design

https://www.youtube.com/watch?v=YqQx75OPRa0

https://www.interaction-design.org/literature/topics/graphic-design

https://www.labelplanet.co.uk/glossary/graphics/

https://dribbble.com/stories/2020/09/17/develop-your-design-style

https://blog.hubspot.com/insiders/different-types-of-image-files

https://webflow.com/blog/graphic-design-software

https://www.adobe.com/express/create/social-media-graphic

https://fakeclients.com/blog/graphic-design-practice-exercises

Topic 3: Social Media

Duration: 180 minutes Learning Outcomes (EQF 2)

- Knowledge: Trainees/students will learn what the social media are and what are they use for.
- ✓ Skills: Trainees/students will be able to identify the relevant social media and use them properly.
- Competence (responsibility and autonomy) Trainees/students will be able to create a profile in the relevant social media useful for them.

Teaching Methods/Techniques:

- Individual work,
- Group work
- Class
- Practical exercise
- Online
- Digital training
- Assignment

Theoretical Background:

Today, the best-known accredited definition for social media is the one proposed by Andreas Kaplan and Michael Haenlein in their article 'Users of the world, unite! The challenges and opportunities of social media'. The authors define social media as "a group of Internet-based applications that form the ideological and technological foundations of Web 2.0 and enable the creation and exchange of user-generated content". Their main characteristic is therefore their horizontality in the creation and dissemination of content, which contrasts with the verticality of classic mass media.

Unlike traditional media, in fact, in social media all actors are at the same level. Companies themselves no longer have power or control over the content produced by users but constitute a node in a wider network. With the advent of social media, not only the classic roles of communication change, but also the modes of communication: we no longer speak of a unilateral message of the 'one to many' or 'broadcasting' type, but of a multidirectional message of the 'many to many' or 'peer to peer' type. The 'monologue' becomes a 'dialogue' between users, media, and companies; sender and receiver alternate in a continuous flow of roles, but without hierarchies.

References:

Akram W. and Kumar R. A study on introduction of social media on society. International Journal of Computer Sciences and Engineering. ;5(10):351-354.

Amedie, Jacob, "The Impact of Social Media on Society" (2015). Pop Culture Intersections. 2.

https://scholarcommons.scu.edu/engl 176/2

Kaplan, A.M. and Haenlein, M. (2010) Users of the World, Unite! The Challenges and Opportunities of Social Media. Business Horizons, 53, 59-68.

http://dx.doi.org/10.1016/j.bushor.2009.09.003

https://www.urdesignmag.com/technology/2021/08/20/what-are-the-5-functions-of-socialmedia/

<u>https://www.urdesignmaq.com/technology/2021/09/10/social-media-customer-service-tips-and-tools-to-do-it-right/</u>

Module 4: Legal and services

Topic 1: GDPR (General Data Protection Regulation)

Duration: 180 minutes Learning Outcomes (EQF 2)

- ✓ Knowledge: Trainees/students will know how to develop the protection of their personal data and provide them with more control over their information.
- Skills: Trainees/students will have skills to learn how to protect personal data and ensure data privacy.
- Competence (responsibility and autonomy) Trainees/students will be able to develop strategies for ensuring data protection and privacy in line with the GDPR

Teaching Methods/Techniques:

- Individual work
- Group work
- Class
- Digital training
- Assignment

Theoretical Background:

Today, technological developments and the widespread use of the Internet have positive social and economic effects. However, making the processing of these personal data easy and accessible poses a threat in the field of private life. Therefore, various national and international regulations have been made in the field of the right to personal data protection (Ural Uslan and Değirmenci, 2023: 34). The General Data Protection Regulation (GDPR) is one of the most important regulations. GDPR is about the protection of natural persons with regard to the processing of personal data and on the free movement of such data (European Union Law, 2016). It sets significant rules that should be complied with by any substance gathering individual data about people in the European Union (Daoultzoglou, 2023: 154). It is a comprehensive data protection law whose goal is to give people more control over their own information and to protect their personal information better.

The GDPR is the information policy regulation that has had the greatest impact in a generation. The GDPR also establishes a comprehensive regulatory framework for the use of personal data worldwide (Hoofnagle etc., 2019). It specifies a number of rights and responsibilities for both data processors and controllers. The General Data Protection Regulation influences all businesses that deal with European citizens' personal information and store it (Boothe, 2023:3). It can be said that GDPR enhances privacy rights, establish a consistent and robust data protection framework, and promote responsible data across the European Union.

References:

Boothe, K. (2023). Preparing all 'Lines of Defense' in an Organization for Regulatory Changes Triggeredby the General Data Protection Regulation (GDPR). Phd thesis, Financial Management, LIGS University, HAWAII, USA.

Chris Jay Hoofnagle, Bart van der Sloot & Frederik Zuiderveen Borgesius, (2019). The European Union general data protection regulation: what it is and what it means, Information & Communications Technology Law, 28:1, 65-98, DOI:10.1080/13600834.2019.1573501

Daoultzoglou, A. (2023) GDPR And Education: An Approach For E-Learning in Greek Schools, INTED2023 Proceedings, pp. 154-163.

European Union Law, (2016). General Data Protection Regulation. Accessed on 4/6/2023. http://data.europa.eu/eli/reg/2016/679/oj

Ural Uslan, Y. & Değirmenci, S. (2023). Avrupa Birliği Genel Veri Koruma Tüzüğü Işığında Türkiye'de Kişisel Verileri Koruma Kurumu. Optimum Ekonomi ve Yönetim Bilimleri Dergisi, 10 (1) , 23-38. DOI: 10.17541/optimum.1106817

Topic 2: Cloud Services

Duration: 180 minutes Learning Outcomes (EQF 2)

- Knowledge: Trainees/students will learn about the concept and the advantages of cloud services.
- ✓ Skills: Trainees/students will explore the various cloud service types and applications.
- ✓ Competence (responsibility and autonomy): Trainees/students will be able to recognize the effects of cloud services on individuals and businesses and use them effectively.

Teaching Methods/Techniques:

- Individual work
- Group work
- Class
- Digital training
- Assignment

Theoretical Background:

Cloud services enable the user to access, store and transfer data in a flexible time over a remote server via the internet. In addition to such opportunities, it has become important for companies to have multiple usage, scalability, flexibility and pay-as-you-go policy (Uslu etc.,2021:46). Cloud services provide users with online access to network services, including enhanced, transparent user management and the capacity to gather and process data (Asharaf etc., 2023:1). These services include a variety of applications and computing resources that can be accessed and used remotely and allow the processing of information online.

The utilization of cloud services ought to be regarded as an essential component of the investment (Ahmed etc., 2023:6). The landscape of cloud services is constantly changing, with providers introducing new offerings and specialized services to meet the needs of particular industries. It is seen that Knowing how to use cloud service will be beneficial to people especially for job seekers. So, they will be able find a better job.

People can access the data from anywhere and from any device, use cloud services anytime over the internet and communicate with each other. They can also exchange information on a shared server and work from home. In addition, Organisations can work better and faster with clouds.

References:

Ahmed, A., Kumar, S., Shah, A. A., & Bhutto, A. (2023). Cloud Computing Security Issues and Challenges. Tropical Scientific Journal, 2(1), 1–8. Retrieved from https://www.scientificacademic.com/index.php/tsj/article/view/12.

Asharaf, Z., Ganne, A. & Mazher, N. (2023). Artificial Intelligence in Cloud Computing Security.Sr. SAP Basis Cloud Architect, Raley's, Sacramento, California, USA. Accessed on 05/06/2023.

Uslu, B., Eren, T. & Özcan, E. (2021). Bulut Bilişim Güvenliği Etki Düzeylerinin Değerlendirilmesi Uluslararası Bilgi Güvenliği Mühendisliği Dergisi 7 (1), 46-59. DOI: 10.18640/ubgmd.867551