

BLENDED LEARNING TRAINING PACKAGE



www.freetechnologysigns.eu



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Handbook – Module 2
Online behaviour

Module 2 “Online behaviour”

Table of Content

Introduction to Handbook	3
Topic 2.1: Online Reserach	5
Training plan	5
Vocabulary List	9
WORKSHEET “search topics”	10
WORKSHEET “search operator”	11
Assessment questions.....	12
Topic 2.2: Online Accessibility	13
Training plan	13
Vocabulary list.....	17
WORKSHEET “Online Accessibility”	18
WORKSHEET “4 principles of online accessibility”	20
WORKSHEET “criteria for accessibility”	21
WORKSHEET “Web Designer”	23
Assessment questions.....	24
Module 2: Solutions assessment questions.....	25

© Free Technology Signs

All rights reserved.

Licenced to the European Union under conditions.





Co-funded by
the European Union



FREE TECH SIGNS

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Introduction to Handbook

This document is part of the handbook 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 handbook consists of 4 documents each covering one of 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

In this handbook you will find a training plan, worksheets for learners and assessment questions for each of the topics covered in the module.

We advise you to check out the following other project outputs to be able to fully implement the training plan:

- Curriculum
available for download at:
https://freetechnologysigns.eu/material/FTS_Curriculum_EN.pdf
- 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: https://freetechnologysigns.eu/IO2/Plain_Language_EN.pdf

- Presentation to use when implementing the training:

available for download at:

Module 1: https://freetechnologysigns.eu/material/FTS_presentation_M1_EN.pdf

Module 2: https://freetechnologysigns.eu/material/FTS_presentation_M2_EN.pdf

Module 3: https://freetechnologysigns.eu/material/FTS_presentation_M3_EN.pdf

Module 4: https://freetechnologysigns.eu/material/FTS_presentation_M4_EN.pdf

- Training plans for other modules:

available for download at:

Module 1: https://freetechnologysigns.eu/material/FTS_handbook_M1_EN.pdf

Module 2: https://freetechnologysigns.eu/material/FTS_handbook_M2_EN.pdf

Module 3: https://freetechnologysigns.eu/material/FTS_handbook_M3_EN.pdf






Module 4: https://freetechnologysigns.eu/material/FTS_handbook_M4_EN.pdf

Topic 2.1: Online Research

Training plan



<https://tools.equalizent.eu/files/play/0/-1/b9b2e1ca-bcd1-4a77-aa9c-1fe6343bad70>

 Time	 Activity (keywords only)	 Methodology	 Media and materials	 Comments
10 minutes	<p>Warm-up: Quick research</p> <p>Giving following task for learners: “What are the most endangered animals? You have 1 Minute!”</p> <p>Afterwards ask learners. e.g.: “What information did you find?”</p>	Class	<p>Technical devices such as tablets, mobile phones, or computers with online access</p> <p>Whiteboard or online whiteboard</p>	<p>Feel free to adapt the time or questions as needed to match the level and abilities of the students. The main goal is to observe their everyday search behaviour and encourage them to use</p>

	<p>"How did you find the information?"</p> <p>"What internet websites do you use for online searches?"</p> <p>Summary by trainer on a mind-map</p>			<p>typical search strategies they would employ in real-life situations. Afterwards, the results are taken for further analysing.</p>
20 minutes	<p>Video + Vocabulary</p> <p>Watch the video.</p> <p>The trainer asks: "What was important for online search?"</p> <p>Watch the video again. Stop after each scene. Ask more questions to clarify the topics of each scene.</p>	Class	Video	<p>Provide explanations and clarifications for the terms if needed</p> <p>For accessing definitions students and trainers can refer to the FTS website.</p>
15 minutes	<p>Activity 1: Search Online</p> <p>Teacher evaluates together with class and sets step by step the search for the most endangered animals.</p> <p>Search engines?</p>	Class		<p>Use the question of the warm-up activity as an example.</p> <p>Introduce students to popular search engines like Google or Bing.</p> <p>Teach them how to</p>

	<p>Search terms?</p> <p>Relevant information?</p> <p>Trustworthy sources?</p> <p>Up-to-date information?</p>			<p>perform basic searches effectively.</p> <p>Encourage students to brainstorm specific and accurate keywords related to endangered animals for more focused search results.</p> <p>Do ask if the informations are relevant, trustworthy and up-to-date and how to check.</p>
25 minutes	<p>Exercise 1: Online Searching</p> <p>Learners complete the questions of exercise 1 and verify the credibility and currency of the results.</p>	<p>Individual or partner work</p> <p>Assignment</p> <p>Practical exercise</p>	<p>Handy/Tablet/Laptop/PC for every participant</p> <p>Worksheet "Search topics"</p>	<p>Questions can be taken from the worksheet and adapted based on interests and proficiency level.</p>

	The results will be presented in the plenum (classroom setting or group discussion).		Shared Documents for results	Questions can be used all together or distributed based on the available time and proficiency level. Check the results beforehand.
15 min	Activity 2: Search Terms Trainer shows different search terms to find specific results	Class		All or selected examples from Worksheet Exercise 2 can be used.
25 min	Exercise 2: Search Terms Learners complete the exercise 2 and presents the results	Individual work Assignment Practical exercise	Handy/Tablet/Laptop/PC for every participant Worksheet "Exercise 2"	
10 Min	Activity 3: Search pictures Trainer explains the Creative Common Licence and shows technique on how to find CC Licence-free pictures	Class		Use the task of image search of Worksheet Exercise 2 (endangered animal or another self-chosen topic) as transition to the topic

25 Min	Exercise 3: Search picture Each group or person should compile a collection of at least five copyright-free images relevant to their given topic. They present each result in a ppt.	Group work Digital training Practical training Assignment	Laptop/PC for every participant	Other topics suitable for the class and interests can be chosen.
10 minutes	Sum up The teacher interviews the students about what they have learned today and distributes the self-evaluation forms	Class		self-evaluation forms can be online assignment or as a paper

Vocabulary List

For the following words you can find a video with the sign, an explanation in plain written language and an accompanying picture in the vocabulary section of the Free Tech Signs website (<https://freetechnologysigns.eu/vocabulary/>)

- company/publishing details
- copy right
- search engine
- search term
- sources

WORKSHEET “search topics”

Practice Sheet for the Learner

Module: M2 – online behaviour

Topic: 2.1 word processing programmes

Exercise:

Duration: 25 minutes

Exercise 1: Online Searching

Instructions:

1. Form pairs with your classmates.
2. Each group will be given a list of search tasks to complete. You can use any search engine of your choice (e.g., Google, Bing, or DuckDuckGo).
3. Remember to use critical thinking and evaluate the credibility of the sources you find.
4. Copy your search queries and the URLs of the pages you find the information on.
5. Be prepared to present your findings to the class after the exercise.

Search Task (easier):

1. What is the name of the tallest mountain in the world, and in which country is it located?
2. What is the largest bone in the human body?
3. How many planets are there in our solar system, and list them in the correct order?

Search Task (complex)

4. What are significant events that occurred in the last century? Name three events and the year they happened.
5. What are the environmental issues impacting our world? Give two examples.
6. Find three dishes from different countries.

WORKSHEET “search operator”

Practice Sheet for the Learner

Module: M2 – online behaviour

Topic: 2.2 online research

Exercise: search operator

Duration: 25 minutes

Exercise 2: Search Tasks

Operator	What it does?	Example
“ ”	Search for results that mention the exact phrases	“The Lord of the rings”
OR	Search for results related to X or Y.	cats OR dogs
AND	Search for results related to X and Y.	Cats AND Dogs
-	Search for results that don’t mention a word or phrase	Sport -Football
define:	Search for the definition of a word or phrase.	define:environment
filetype:	Search for particular types of files (e.g., PDF).	apple filetype:pdf
site:	Search for results from a particular website.	site:news.com
*	Wildcard for a word or a phrase	run*

Instructions:

1. Use the provided search operators and techniques to find the answers to the tasks.
2. Copy your search queries and the URLs of the pages you find the information on.
3. Be prepared to present your findings to the class after the exercise.

Search Tasks:

1. Find information about two famous scientists and their inventions.
2. Find a PDF document about the solar system using the "filetype" operator.
3. Search for the definition of "photosynthesis".
4. Use the site search to find information about the Great Wall of China on the website "history.com."
5. Use a wildcard to find information about different species of "whales."
6. Search for pictures of the most endangered animals using an image search.

Assessment questions

Module: M2 – online behaviour




Topic: 2.1 online research

Question: What should be considered during online research?

- a. Using only a single source for information
- b. Ignoring the credibility of websites
- c. Verifying information from multiple reputable sources
- d. Avoiding critical thinking when evaluating sources

Please rate how you feel about the following statement:

I know the basics of formatting a text document and feel confident to create a business letter or a CV in a word processing programme.






			
---	---	---	---

Topic 2.2: Online Accessibility

Training plan



<https://tools.equalizent.eu/files/play/0/-1/49fe5db0-3618-4b91-a7f2-fd359e514df4>

 Time	 Activity (keywords only)	 Methodology	 Media and materials	 Comments
15 minutes	Warm-up Teacher asks if the students can access all information on the internet without any problems or if they also encounter barriers. <i>Optional additional Question:</i> What strategies do you use to overcome barriers?	Class	Whiteboard or online whiteboard	If there are few responses, then provide specific examples like social media platforms such as Instagram, or Youtube, or news websites. Optional Question for further discussion

	Do you know other people or groups who have problems with accessing information?			
30 minutes	Video Everybody rewatches the video together. The trainer pauses the video after each scene.	Class	Video	Explain and clarify the terms if needed
30 Minutes	Activity 1: Online Accessibility The teacher instructs the students to discuss in groups ideas and measures for implementing accessibility, e.g. the Deaf, Blind, and other disabilities. They are encouraged to gather various examples during the discussion.	Group Work Assignment	Worksheet Online accessibility	Depending on the class level, the teacher can include all or some types of disabilities in the lesson. The teacher initially suggests focusing on the perspective of Deaf and hard of hearing individuals and later including other forms of disabilities.
20 min	Activity 2: 4 WCAG - principles of online accessibility	Class Individual work	Worksheet “principles”	Examples from the first task can be used to

	<p>The teacher discusses the examples and various criteria of an accessible website</p> <p>The students practice which term matches with its corresponding category using the Worksheet principles.</p>			<p>inform the criteria for an accessible website.</p> <p>The Students can also give own examples</p>
30 minutes	<p>Exercise 2: Check List</p> <p>Teacher assigns the task of checking selected website for accessibility criteria, if they are accessible.</p> <p>They also can rate the Website of the accessibility</p>	<p>Class</p> <p>Group Work</p> <p>Assignment</p> <p>Practical Worksheet</p> <p>exercise 2</p>	<p>Iphone/Tablet/Laptop/PC for every participant</p> <p>Worksheet “criteria for accessibility</p>	<p>Students can choose their own website, or websites can be suggested, such as well-known news sites, their own institution's homepage or also apps can be suggested.</p>
40 minutes	<p>Activity 3: Improving Websites</p> <p>The teacher assigns the students to create or improve a homepage with a focus on accessibility, encouraging them to be creative in the process.</p>	<p>Class</p> <p>Group Work</p> <p>Assignment</p> <p>Practical Worksheet</p> <p>exercise 3</p> <p>pairs</p>	<p>Iphone/Tablet/Laptop/PC for every participant</p> <p>Or Flipcharts</p> <p>Worksheet “Web Designer”</p>	<p>Students can use the website from the previous exercise to work on improving it, or they can choose to work on a project to</p>

	The students shows their ideas and how to imply them			enhance their own school/institute homepage. The presentation can be as a PowerPoint or using flipcharts
10 minutes	Sum Up			self-evaluation forms can be online assignment or as a paper

Vocabulary list

For the following words you can find a video with the sign, an explanation in plain written language and an accompanying picture in the vocabulary section of the Free Tech Signs website (<https://freetechnologysigns.eu/vocabulary/>)

- accessibility
- adaptable
- assistive technology
- bandwidth
- conformity
- input modes
- navigate
- user interface
- WCAG
- website host

WORKSHEET “Online Accessibility”

Practice Sheet for the Learner

Module: M2 - online behaviour

Topic: 2.2 online accessibility

Exercise: online accessibility

Duration: 25 minutes

Discuss how the internet can be both helpful and challenging for people with different disabilities. We will focus on four types of disabilities: physical disabilities, psychosocial disabilities, intellectual disabilities, and sensory disabilities like Deafness or Blindness. Please share your presents in the class.

1. Deaf Perspective:

- Think about how the internet can assist Deaf people in communication, education or entertainment?
- Share examples of online tools or resources.
- What problems might Deaf people face when trying to use the internet for information and services?

2. Physical Disabilities (e.g., People in Wheelchair):

- Discuss how the internet can benefit people with physical disabilities in terms of accessibility.
- Find examples of websites or apps that accommodate their needs.
- What problems might people with physical disabilities face when trying to use the internet for information and services?

3. Psychosocial Disabilities:

- Explore how the internet can be a helpful platform for mental health support, connecting with others, or accessing resources.
- What problems might people with mental health support face when trying to use the internet for information and services?

4. Intellectual Disabilities

- Consider how the internet can provide educational resources and activities for people with intellectual disabilities.
- Identify websites or platforms that offer accessible learning tools.
- What problems might people with intellectual disabilities face when trying to use the internet for information and services?

5. Sensory Disabilities (Blindness):

- Discuss how the internet can be challenging for people with visual impairments.
- Find examples of websites or technologies that cater to Blind individuals' needs.
- What problems might blind people face when trying to use the internet for information and services?

WORKSHEET “4 principles of online accessibility”

Practice Sheet for the Learner

Module: M2 – online behaviour

Topic: 2.2 online accessibility

Exercise: 4 principles of online accessibility

Duration: 10 minutes

Connect each point to the correct category on the right.

Adding descriptions (alt text) to images so that people who can't see them can understand what they are.	
Allowing enough time for users to read and interact with content, especially for those who need more time to process information.	
Building the website using standard methods to make it look right on various browsers and devices	
Providing helpful error messages and suggestions when you fill out forms	
Making sure you can use the website with just a keyboard, as some people can't use a mouse	
Including captions or subtitles in videos so that people who are deaf or hard of hearing can follow the audio.	
Using clear and simple language to explain things so that everyone can understand.	
Testing the website with different tools to make sure it works for people with disabilities.	

Perceivable

Content that you can see and understand:

Operable

Components that you can interact with

Understandable

Content and interface that is easy to understand

Robust

Content that works well on different devices

WORKSHEET “criteria for accessibility”

Practice Sheet for the Learner

Module: M2 – online behaviour

Topic: 2.2 online accessibility

Exercise: food and drink list

Duration: 30 minutes

Exercise 2: " Criteria for accessibility"

You examine a website for its accessibility and determine which level of the WCAG guidelines it adheres to.

Instructions:

1. Choose a website of your choice from the internet to evaluate its accessibility.
2. Carefully examine the website and focus on the following points. You can add comments indicating whether the aspects are fulfilled:
3. You can also include your own observations.

Topic	Explanation	Comments:
Clear Navigation	Design a clear and consistent navigation structure to help users easily find	
Captions and Transcripts	Provide captions for videos and audio content, and offer transcripts for audio-only content	
Sign Language Interpretation	Provide sign language interpretation for video content.	

Readable Font and Color Contrast	Use readable fonts and ensure sufficient color contrast between text and background	
Form Accessibility	Create accessible forms with proper labels and instructions for screen readers	
Alternative Text for pictures	Ensure that all images have descriptive alt text to provide context for users with visual impairments	
Other Observation:		

Based on your examination, indicate which level of the WCAG guidelines the website meets:

Level A:	Level AA	Level AAA:
The website fulfills some basic accessibility requirements, but there is room for improvement.	The website satisfies a more comprehensive range of accessibility requirements and is accessible to a broader user group.	The website adheres to the highest accessibility standards and offers an exceptionally accessible user experience.

WORKSHEET “Web Designer”

Practice Sheet for the Learner

Module: M2 online behaviour

Topic: 2.2 online accessibility

Exercise:

Duration: 25 min

Improving Website Accessibility

You will work on making a website more accessible to all users, including those with disabilities. Your goal is to enhance usability and ensure everyone can access and navigate the website effectively.

1. Website Selection

Choose a school website (it could be your school's website or any other educational institution's website) to work on for this task.

2. Accessibility Evaluation

Thoroughly examine the website to identify areas that need improvement in terms of accessibility.

3. Make a List of Improvements

Create a list of specific improvements needed.

4. Present Your Work:

Prepare a presentation to showcase the improvements you have made to the website's accessibility.

Assessment questions

Module: M2 online behaviour





Topic: 2.2 online accessibility

Question: What is NOT a key principle of online accessibility?

- a. Operable
- b. Understandable
- c. Perceivable
- d. Visually
- e. Robust

Please rate how you feel about the following statement:

I know the basic functions of spreadsheet programmes and feel confident to use them.

			
---	---	---	---

Module 2: Solutions assessment questions





Topic 1: Online Research

Question: What should be considered during online research?

- a. Using only a single source for information
- b. Ignoring the credibility of websites
- c. Verifying information from multiple reputable sources
- d. Avoiding critical thinking when evaluating sources

Please rate how you feel about the following statement:

I can use different search technique to find the information I need online.

			
---	---	---	---

Topic 2: Online accessibility

Question: What is NOT a key principle of online accessibility?

- a. Operable
- b. Understandable
- c. Perceivable
- d. Visually
- e. Robust

Please rate how you feel about the following statement:

I can check websites to see if they follow the rules for making content easy to see, use, understand, and work on different devices and tools.

			
---	---	---	---