



University and Business Inclusive Digital
Learning Coaches

Co-funded by the
Erasmus+ Programme
of the European Union



Lesson 2

Information and data literacy



Mednarodna fakulteta
za družbene in poslovne studije
International School
for Social and Business Studies
Celje · Slovenia · Europe



Agenda

1. Objectives of the module
2. What are information and digital literacy competencies?
3. Digital divide: Risks of having low levels of information and data literacy
4. Strategies and tips to improve information and digital literacy for learners at risk

1 Objectives

This module aims to help learners acquire basic skills for managing digital information. This is especially important when the learners are at a digital disadvantage, and therefore at a greater risk of being affected by access to wrong or insufficient information.

- ❑ To articulate information needs, search for data, information, and content in digital environments, and access and navigate between them. To create and update personal search strategies.
- ❑ To analyze, interpret, and critically evaluate the data and its sources, information, and digital content.
- ❑ To organize, store, process, and retrieve data, information, and content in digital environments.

2 What are information and digital literacy competencies?

Information and data literacy is one of the five areas of digital competence.

It involves the ability to articulate information needs, locate and retrieve digital data, information, and content. It also involves judging the relevance of the source and its content, storing, managing, and organizing digital data, information, and content.

- Browsing, searching and filtering data (information and digital content)
- Evaluating and Managing-data, information and digital content

2 What are information and digital literacy competencies?

- Browsing, searching and filtering data (information and digital content)

Browsing in Chrome

Chrome makes browsing the Web quick and easy. In this lesson, we'll talk about **navigating to websites** in Chrome. You'll also learn how use **tabs**, access your **browsing history**, and view your **downloads**.

2 What are information and digital literacy competencies?

- Browsing, searching and filtering data (information and digital content)

Navigating in Chrome

Chrome uses three buttons for navigation in the **top navigation bar**: the **Back**, **Forward**, and **Refresh** buttons.

- ▶ The **Back** and **Forward** buttons allow you to move through pages you have recently viewed. Click and hold either button to see your recent history.
- ▶ The **Refresh** button will **reload** the current page. If a website stops working, try using the Refresh button. If a webpage doesn't load correctly, it will temporarily become the **Stop button**. Click this button to stop a webpage from loading.

2 What are information and digital literacy competencies?

- Browsing, searching and filtering data (information and digital content)

Windows and tabs

Like all browsers, Chrome allows you to open new windows to view different pages. In addition, Chrome allows you to open multiple websites in the same window using **tabs**. Tabs are usually more convenient than opening several windows at the same time.

2 What are information and digital literacy competencies?

- Browsing, searching and filtering data (information and digital content)

Browsing history

Like all browsers, Chrome saves details and cookies from every website you visit, which you can view from the **History** tab. Chrome uses some of this information to decrease load times for sites you visit regularly. Chrome also allows you to **search your history** to find a previously viewed page and to **delete your history** for the sake of privacy.

To view your browsing history:

Click the **Chrome menu** in the top-right corner of the browser, then hover the mouse over **History**, and select **History**. Alternatively, press **Ctrl+H** on your keyboard.

2 What are information and digital literacy competencies?

- Browsing, searching and filtering data (information and digital content)

Downloading files

Chrome can display many different types of documents, media, and other files, such as PDF and MP3 files. But there may be times when you'll want to access a file outside of the browser. To do this, you'll need to **download the file** directly to your computer.

For example, suppose you need to complete and print a form you find online. You could download it to your computer, then open it with the appropriate program (such as **Microsoft Word**) to edit it.

To download a file using Save link as:

If you click a **link** to a file, it may download automatically. However, depending on the file type, it may just open within the browser. To prevent a file from opening in Chrome, you can use **Save link as** to download it to your computer.

2 What are information and digital literacy competencies?

- Browsing, searching and filtering data (information and digital content)

Bookmarks

Have you ever found a website you wanted to view later, only to realize you didn't remember the web address when the time came? **Bookmarks** are a great way to save and organize specific websites so you can revisit them again and again.

To add a bookmark:

You can save any page you're currently viewing as a bookmark.

Click the **star** in the Omnibox to save the current page as a bookmark. You can also press **Ctrl+D** on your keyboard.

2 What are information and digital literacy competencies?

- Browsing, searching and filtering data (information and digital content)

Understanding Chrome security

Chrome includes a range of **security features**, including **security indicators** and **malware protection**. All of these features are continually running in Chrome, ensuring that your computer and personal information are protected at all times. Chrome also uses sandboxing technology, which stops harmful viruses from reaching your computer.



2 What are information and digital literacy competencies?

- Browsing, searching and filtering data (information and digital content)

To clear all browsing data:

Chrome makes it easy to delete **some or all** of your history. For example, sometimes you might want to remove only your history from the past hour instead of your complete history. You might also want to remove all of your saved pages and cookies but keep your saved passwords.

From the **History** tab, click **Clear browsing data**.

2 What are information and digital literacy competencies?

- Browsing, searching and filtering data (information and digital content)

Incognito mode

For added privacy, Chrome also offers **incognito mode**, which allows you to browse without recording your history or storing cookies. This is a great way to keep your browsing history secret when planning a party or buying a gift for someone who shares your computer.

To use Incognito mode:

Click the **Chrome menu** in the top-right corner of the browser, then select **New incognito window**.

2 What are information and digital literacy competencies?

- Evaluating and Managing-data, information and digital content

If you consume a lot of information online (including blogs, articles, and other types of content), there may come a time when you want to **put that information to use**— perhaps in a blog post of your own or a research paper for school.

Before you dive in, take a moment to **organize** your thoughts and maybe even examine your own **thought process**. You have to know how to put information together in order to use it effectively (and create something you can be proud of). In this tutorial, we'll offer some advice that will help you do both.

2 What are information and digital literacy competencies?

- Evaluating and Managing-data, information and digital content

Tip #1: Plan ahead

What type of work are you planning to create? Consider the implications moving forward because the process will be different depending on what you decide.

For example, if you're going to create a **PowerPoint presentation**, you might want to organize your content into slides that are short and to the point instead of as a full-page report. If you're writing a **research paper** for school, think about how you will utilize your sources. Do you want to include direct quotes or simply incorporate their findings into your writing? Either way, you'll need to cite your sources properly.

You can also take this time to experiment with the **software** or **method** you plan to use. If you're looking for tips, try the tutorials below (which are also from our website).

2 What are information and digital literacy competencies?

- Evaluating and Managing-data, information and digital content

Tip #2: Start an outline

Put together a list of what you plan to cover. This part of the process will be different for everyone, depending on what you plan to create. Your outline doesn't have to be very detailed; instead, write down just enough information to help you organize your ideas and visualize the final product.

For help creating an outline, visit [Why and How to Create a Useful Outline](#) from the **Purdue University Online Writing Lab (OWL)**.

2 What are information and digital literacy competencies?

- Evaluating and Managing-data, information and digital content

Tip #3: Record your ideas

Consider printing a hard copy of your sources so you can write notes on them by hand. Or you can download a **note-taking application**, which will allow you to take notes (and do other useful things) directly on the screen. This type of software can also help you save and organize your notes so they're easier to find.

If you're interested in trying a note-taking application, explore the options below:

2 What are information and digital literacy competencies?

- Evaluating and Managing-data, information and digital content

Tip #4: Bookmark your sources

There are two reasons you should always bookmark your sources: So you can **refer back to them** if you need to view the information again, and so you have everything you need to **cite your sources** properly, such as the author and web address.

You can bookmark your sources using your browser's built-in **bookmarks** feature (sometimes called the **favorites** feature). Or you can save your bookmarks **online** using one of the tools below. Not only do these tools give you access to your bookmarks from any computer; but they can also help you organize your bookmarks and label them using tags.

3 Digital divide: Risks of having low levels of information and data literacy

The digital divide refers to the gap between individuals, communities, or regions that have access to and proficiency in digital technologies and those that do not. One significant aspect of the digital divide is the difference in levels of information and data literacy. Low levels of information and data literacy pose several risks, both on an individual and societal level:

- **Limited Access:** Individuals may miss out on education and job opportunities.
- **Misinformation:** Increased vulnerability to false information and its spread.
- **Privacy and Security:** Poor online security practices can lead to data breaches and identity theft.
- **Inequality:** Reinforces social and economic disparities.
- **Digital Exclusion:** Feelings of isolation and disempowerment.
- **Civic Participation:** Hinders informed decision-making in civic matters.
- **Economic Impact:** Job opportunities and economic growth may be limited.
- **Educational Challenges:** Impairs learning in a digital environment.
- **Healthcare Disparities:** Affects health decision-making and outcomes.
- **Innovation:** Limits a society's ability to leverage data and technology for progress.

3 Digital divide: Risks of having low levels of information and data literacy

Addressing the risks associated with low levels of information and data literacy requires concerted efforts to bridge the digital divide. This includes initiatives to improve access to digital technologies, digital skills training, and education in information literacy. It is crucial for governments, educational institutions, businesses, and civil society to work together to ensure that everyone has the opportunity to develop the necessary skills to navigate and thrive in the digital age.

4 Strategies and tips to improve information and digital literacy for learners at risk

Improving information and digital literacy for learners at risk requires tailored strategies and practical tips to address their specific needs and challenges. Here are some effective approaches:

1. Targeted Training Programs:

Develop specialized training programs designed for learners at risk, taking into account their unique circumstances and needs.

2. Access to Technology:

Ensure access to digital devices and the internet for these learners, either through subsidized programs or partnerships with community organizations.

3. Digital Literacy Workshops:

Offer hands-on workshops that cover basic digital skills, such as using email, navigating websites, and understanding online safety.

4. Personalized Learning:

Tailor instruction to the individual's pace and needs, allowing them to build confidence gradually.

4 Strategies and tips to improve information and digital literacy for learners at risk

Improving information and digital literacy for learners at risk requires tailored strategies and practical tips to address their specific needs and challenges. Here are some effective approaches:

5. Visual and Interactive Resources:

Use multimedia and interactive resources to engage learners, making the learning process more enjoyable and effective.

6. Mentorship Programs:

Pair learners with digital mentors or peer tutors who can provide guidance and support.

7. Contextual Learning:

Connect digital skills to real-life situations, such as job searching, online banking, or accessing government services.

8. Online Safety Education:

Emphasize the importance of online safety, including recognizing scams and protecting personal information.

4 Strategies and tips to improve information and digital literacy for learners at risk

Improving information and digital literacy for learners at risk requires tailored strategies and practical tips to address their specific needs and challenges. Here are some effective approaches:

9. Critical Thinking Skills:

Teach learners how to critically evaluate online information and identify reliable sources.

10. Gamification: - Incorporate gamified elements into the learning process to make it more engaging and enjoyable.

11. Multilingual Resources: - Provide resources in multiple languages to cater to diverse communities.

12. Family Involvement: - Encourage family members to participate in learning together, promoting a supportive environment.

4 Strategies and tips to improve information and digital literacy for learners at risk

Improving information and digital literacy for learners at risk requires tailored strategies and practical tips to address their specific needs and challenges. Here are some effective approaches:

- 13. Collaborate with Community Organizations:** - Partner with local community organizations and libraries to reach a broader audience and leverage their resources.
- 14. Assessment and Feedback:** - Regularly assess learners' progress and provide constructive feedback to motivate and guide them.
- 15. Recognize Achievements:** - Celebrate milestones and accomplishments to boost learners' confidence and motivation.
- 16. Ongoing Support:** - Establish a support system that learners can turn to for assistance even after completing a program.

4 Strategies and tips to improve information and digital literacy for learners at risk

Improving information and digital literacy for learners at risk requires tailored strategies and practical tips to address their specific needs and challenges. Here are some effective approaches:

- 17. Flexible Scheduling:** - Offer flexible learning schedules to accommodate learners' work or family commitments.
- 18. Digital Literacy Resources:** - Curate a list of reliable online resources and tools that learners can access independently.
- 19. Continuous Learning Opportunities:** - Encourage a lifelong learning mindset, promoting the idea that digital literacy is an ongoing journey.
- 20. Empowerment and Inclusivity:** - Foster a sense of empowerment and inclusivity among learners, emphasizing that everyone can develop digital literacy skills.

By implementing these strategies and tips, educators and organizations can make a meaningful impact on improving information and digital literacy for learners at risk, helping them navigate the digital world with confidence and competence.

References

1. Riina, V. U. O. R. I. K. A. R. I., Stefano, K. L. U. Z. E. R., & Yves, P. U. N. I. E. (2022). *DigComp 2.2: The Digital Competence Framework for Citizens-With new examples of knowledge, skills and attitudes* (No. JRC128415). Joint Research Centre (Seville site).
<https://EconPapers.repec.org/RePEc:ipt:iptwpa:jrc128415>
2. https://joint-research-centre.ec.europa.eu/digcomp/digcomp-framework_en#ref-1-information-and-data-literacy
3. <http://owl.english.purdue.edu/owl/resource/544/02/>





isob Institut für sozialwissenschaftliche Beratung GmbH

ISOB INSTITUT FÜR SOZIALWISSENSCHAFTLICHE BERATUNG GMBH



Mednarodna fakulteta za družbene in poslovne študije
International School for Social and Business Studies
Celje · Slovenia · Europe

MEDNARODNA FAKULTETA ZA DRUŽBENE IN POSLOVNE ŠTUDIJE



REPUBLIC OF NORTH MACEDONIA

SOUTH EAST EUROPEAN UNIVERSITY TETOVO



fundeun
FUNDACIÓN EMPRESA UNIVERSIDAD DE ALICANTE

FUNDACION EMPRESA UNIVERSIDAD DE ALICANTE



Universitat d'Alacant
Universidad de Alicante

UNIVERSIDAD DE ALICANTE



Co-funded by the Erasmus+ Programme of the European Union

