**Training Fiche Template**

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| **Title** | Digital Literacy and protection of data for ICH professionals | | |
| **Keywords** | Evaluating data, Internet sources, Managing digital content, General Data Protection Regulation (GDPR), Personal Data, Data protection and privacy | | |
| **Objectives** | * Methods on analyzing and critically evaluate the data, information and digital content. CRAAP test. * The AAOCC (Authority, Accuracy, Objectivity, Currency, and Coverage) system * Management of digital material and databases * Preservation and updating of digital content * Ensuring compliance with the GDPR * Take into account the fair treatment of individuals. | | |
| **Learning Outcome s** | * Learning Outcome 1: List the best method for planning the data search. * Learning Outcome 2: Choose the appropriate keywords for searching. * Learning Outcome 3: List some tools for evaluating digital content. * Learning Outcome 4: Name four criteria when evaluating internet sources. * Learning Outcome 5: Prepare at least five questions in evaluating the credibility of an information source. * Learning Outcome 6: Examine the use of Software Applications regarding data, information and digital content management. * Learning Outcome 7: Explore effective methods of managing information and preserving digital content. * Learning Outcome 8: Understand privacy policies and data protection regulation * Learning Outcome 9: Identify principles, rights and obligations in reference with ICH approach to privacy issues and processing personal data. | | |
| **EQF Level** | Level 4 | | |
| **Skills/competences** | 1.2 Evaluating data, information and digital content  1.3 Managing data, information and digital content  4.2 Protecting personal data and privacy | | |
| **Prerequisite / Duration** | Unit 1: 1 hour  Unit 2: 30 minutes | | |
| **Topics** | 1. **Module name: Digital Literacy and protection of data for ICH professionals**   **Unit name: Digital literacy and business communication**   * Section 1: Methods on analyzing and critically evaluate the data, information and digital content * Section 2: The AAOCC (Authority, Accuracy, Objectivity, Currency, and Coverage) system * Section 3: CRAAP test: a tool for evaluating sources * Section 4: Management of digital material and databases * Section 5: Preservation and updating of digital content   **Unit name: Data protection, sustainability and knowledge transfer**   * Section 1: Ensuring compliance with the GDPR * Section 2: Taking into account the fair treatment of individuals. | | |
| **Self-evaluation (multiple choice queries and answers)** | 1. Choose one or more that belong to the best method for planning the data search:  * **inquiry question to be answered** * needed sources * **the information you already have** * **needed information** * who can help you with your search  1. The letters CRAAP stand for the words Current, Relevant, Authority, Accuracy, Purpose. Is it True or False?   a. **True**  b. False   1. Choose the four criteria when evaluating internet sources from the list:  * **Accuracy and Authority** * Accountability * **Objectivity** * **Currency** * Purpose * **Coverage**  1. Which one of the five criteria for evaluating the credibility of an information source, according to the AAOCC system   corresponds to the question:  Is the information outdated?  a. Authority  b. Accuracy  c. Objectivity  d. **Currency**  e. Coverage   1. The letters CMS stand for the Content Management Supervision. Is it True or False?   a. True  b. **False**   1. Thibodeau, (2002) suggests that a digital preservation must take the subsequent four measures into concern when choosing a preservation strategy. Which refers to the selected scheme that must be proficient enough to apply indeterminately into the future prospect, or there must be an alternative route if selected methods stop functioning?    * 1. Feasibility      2. **Sustainability**      3. Practicality      4. Appropriateness 2. The letters GDPR stand for the General Data Privacy Reality. Is it True or False?   a. True  b. **False** | | |
| **Checklist** | * What are the appropriate tools to evaluate content? * What are the criteria to evaluate internet sources? * How can evaluate the credibility of an information source? * What software tools can help in digital content management? * What methods are effective on managing information and preserving digital content? * What is privacy policies and how data protection regulation is used? | | |
| **Resources (videos, reference link)** | * <https://natlib.govt.nz/schools/digital-literacy/strategies-for-developing-digital-literacy/digital-content-finding-evaluating-using-and-creating-it> * <https://researchguides.ben.edu/source-evaluation> * <https://www.youtube.com/watch?v=WvVdkKHkBxw> * <https://www.youtube.com/watch?v=fhbMXNyqb7g> * <https://www.researchgate.net/publication/327221006_Digital_Preservation_Strategies_An_Overview> * <https://drexel.edu/cci/academics/graduate-programs/digital-content-management/> * <https://www.youtube.com/watch?v=nrbpOmNC_mM> * <https://www.ubiquitypress.com/site/books/e/10.5334/bcj/> * <https://www.europarl.europa.eu/RegData/etudes/BRIE/2018/621876/EPRS_BRI(2018)621876_EN.pdf> * <https://ec.europa.eu/info/sites/default/files/data-protection-factsheet-sme-obligations_en.pdf> | | |
| **Case studies/good practices/testimonials** | **Name** | UNESCO Privacy Policy | |
| **Description** | The privacy policy refers to an overview of what will happen with your personal data when you visit the website of the organization. The term “personal data” comprises all data that can be used to personally identify you.  By accessing the UNESCO website, certain information, such as Internet protocol (IP) addresses, navigation behaviour through the website, the software used and the time spent, along with other similar information, will be stored on UNESCO servers. These will not specifically identify you. The information will be used internally only for website traffic analysis.  If you provide unique identifying information, such as name, email address, postal address and other information on forms stored on the website, such information will be used only for statistical purposes and will not be published for general access nor disclosed or sold to third parties. UNESCO, however, assumes no responsibility for the security of this information. | |
| **Link of interest** | <https://en.unesco.org/this-site/our-online-privacy-policy>  <https://worldheritagegermany.com/privacypolicy>  <https://www.unesco.de/en/privacy-policy> | |
| **Language** | English | | |
| **Training Area** | management, networking, business communication, digital marketing & branding, digital entrepreneurial skills. | |  |
| ethics | |  |
| new forms of heritage, such as digital heritage | |  |
| Communication and Knowledge Transfer | |  |
| Digital Competencies | |  |
| **Glossary** | CRAAP, AAOCC, CMS, Privacy, GDPR | | |
| **Bibliography** | Corporate-Body.EAC:Directorate-General for Education, Youth, Sport and Culture. (2019, June 3). *Fostering cooperation in the European Union on skills, training and knowledge transfer in cultural heritage professions.* Publication Office of the EU. <https://op.europa.eu/en/publication-detail/-/publication/e38e8bb3-867b-11e9-9f05-01aa75ed71a1/language-en>  Drexel University. (n.d.). *Digital content management industry overview*. College of Computing & Informatics. Retrieved August 13, 2021, from <https://drexel.edu/cci/academics/graduate-programs/digital-content-management/>  European Commission. (2018). *The GDPR: New opportunities, new obligations*. European Commission. <https://ec.europa.eu/info/sites/default/files/data-protection-factsheet-sme-obligations_en.pdf>  Kapoun, J. (1998). *Teaching undergrads WEB evaluation: A guide for library instruction*. C&RL News (July/August 1998): 522-523.  Lekakis, S. (2020). *Cultural heritage in the realm of the commons*. London: Ubiquity Press. DOI: <https://doi.org/10.5334/bcj>  National Library of New Zealand. (n.d.). *Digital content — Finding, evaluating, using and creating it*. Services to Schools. Retrieved August 13, 2021, from <https://natlib.govt.nz/schools/digital-literacy/strategies-for-developing-digital-literacy/digital-content-finding-evaluating-using-and-creating-it>  Shimray, S. R., & Ramaiah, C. K. (2018, August). Digital preservation strategies: an overview. In *11th National Conference on Recent Advances in Information Technology (READIT-2018), IGCAR, Kalpakam, Tamilnadu* (pp. 8-9). | | |
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