

**GODIGITAL**  
Digital tools for work



## 2. Communication & Collaboration

**Lead Organisations: DLEARN, RCCI, EMPHASYS,  
EUROGEO, IDEC, FEUZ**



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### REVISION HISTORY

Version	Date	Author	Description	Action	Pages
1.0	07/07/2020	Francesca Pissarello, Nikolay Tsolev	Creation of the document	C	44
2.0	08/07/2020	Barbara Athanasakou	Comments regarding recommended changes	I	44
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7.0	11/02/2021	Isabel Nuez	Additional information and review	U	70

(\*) Action: C = Creation, I = Insert, U = Update, R = Replace, D = Delete

### REFERENCED DOCUMENTS

ID	Reference	Title

### APPLICABLE DOCUMENTS

ID	Reference	Title



## Contents

<b>1. Interacting through digital technologies</b>	<b>4</b>
1.1. Unit Introduction	4
1.2. Activity cards	5
1.2.1 Beginners Level	5
Activity card 1 - Introduction to netiquette	5
Activity card 2 - Create a Redbooth workspace	6
1.2.2 Intermediate Level	8
Activity card 3 - Invite people to your calendar event	8
1.2.3 Advanced Level	10
Activity card 4 - Create a Slack workspace	10
<b>2. Sharing through digital technologies</b>	<b>13</b>
2.1. Unit Introduction	13
2.2. Activity cards	14
2.2.1. Beginners Level	14
Activity card 5 - Share a Pinterest board	14
Activity card 6 - Share a Google presentation	17
Activity card 7 - Share files through WeTransfer	18
Activity card 8 - Share a file with the Dropbox mobile app	20
Activity card 9 - Document sharing and collaboration	23
2.2.2. Intermediate Level	25
Activity card 10 - APA Citation style	25
2.2.3. Advanced Level	26
Activity card 11 - Promoting Your Blog	26
<b>3. Collaborating through digital technologies</b>	<b>29</b>
3.1. Unit Introduction	29
3.2. Activity cards	31
3.2.1. Beginners Level	31
Activity card 12 - Basics of online collaboration	31
Safety & Problem Solving	2
DLEARN, RCCI, EMPHASYS, EUROGEO, IDEC, FEUZ	

Activity card 13 - Collaborative vs Cooperative Learning	33
3.2.2. Intermediate Level	34
Activity card 14 - Teamwork Online	34
3.2.3. Advanced Level	36
Activity card 15 - Create a Teamup calendar	36
Activity card 16 - Create a Discord server	38
<b>4. Managing digital identity</b>	<b>42</b>
4.1. Unit Introduction	42
4.2. Activity cards	43
4.2.1. Beginners Level	43
Activity card 17 - Understanding Digital Identity	43
Activity card 18 - Basics of a CV	44
4.2.2. Intermediate level	47
Activity card 19 - Create a Europass CV	47
4.2.2. Advanced level	58
Activity card 20 - Setting up your LinkedIn account	58

## 1. Interacting through digital technologies

### 1.1. Unit Introduction

*The below card will be visible to users of all levels when they click on the respective block (see design document)*

INTERACTING THROUGH DIGITAL TECHNOLOGIES
<b>DESCRIPTION OF THE TOPIC</b>
<p>In this hyper-connected world, it is crucial for young employees to know how to communicate in the digital work environment and what form to use to best suit the purpose of the message you are transferring.</p> <p>In this unit you will interact using various digital devices and applications, you can explore how digital communication is distributed, presented and managed, you can understand the appropriate use of different forms of communication through digital media, see different communication formats, and adapt strategies and modes of communication to specific recipients.</p>
<b>EMPLOYABILITY SKILLS</b>
To contribute to professional practices and knowledge and to guide others in the interaction through digital technologies.
<b>LEARNING OUTCOMES</b>
<p>At the end of this unit you will be able to:</p> <ul style="list-style-type: none"> <li>- fruitfully interact with colleagues, friends and family.</li> <li>- create profiles and accounts on a number of digital tools</li> <li>- organize and manage digital workspaces</li> </ul>
<b>DIGCOMP FRAMEWORK</b>
Competence area 2:
2.1 Interacting through digital technologies
<b>REFERENCES (if applicable)</b>

### ADDITIONAL RESOURCES (if applicable)

## 1.2. Activity cards

### 1.2.1 Beginners Level

#### Activity card 1 - Introduction to netiquette

##### Introduction to netiquette

##### LEVEL

Basic

##### DESCRIPTION OF THE ACTIVITY

##### Online etiquette (netiquette) – crash course

Netiquette is a combination of the words network and etiquette and is defined as a set of rules for acceptable online behaviour. Similarly, online ethics focuses on the acceptable use of online resources in an online social environment.

The rules of etiquette that apply when communicating over the Internet or social networks or devices are different from those applied when communicating in person or by audio (such as telephone) or videophone. In short netiquette is a social code of network communication and help.

Communicating with others via the Internet, without misunderstanding in the heat of the moment, can be challenging, mainly because input from facial expressions and body language is absent in cyberspace. Therefore, several recommendations to attempt to safeguard against these misunderstandings have been proposed.

The biggest obstacle to communication in online settings is the lack of emotional cues. Facial cues dictate the mood and corresponding expression of two people in a conversation. During phone conversations, the tone of voice communicates the emotions of the person on the other line. But with chat rooms, instant messaging apps, texting and online collaboration, any signals that would indicate the tone of a person's words or their state of emotion are absent.

To accommodate this, two compensating behaviours have emerged in informal (and sometimes semi-formal) communications – the use of emoticons and abbreviations.

**Important note:** while it is perfectly acceptable to incorporate both of these behaviours in your communication with friends and family, it should be noted that this is not the norm in business communication or in online collaboration. Try expressing your thoughts and ideas via text, and keep the colloquial abbreviations and emoticons for personal and friendly exchange with the partners.

More information: <https://www.webroot.com/us/en/resources/tips-articles/netiquette-and-online-ethics-what-are-they>

### TOOLS & RESOURCES NEEDED

Text

### TIME REQUIRED

10-15 min

### ASSESSMENT

Netiquette is a form of validation software

- a. True
- b. False (correct)

Communication ethics do not differ much between friendly conversation and professional collaboration

- a. True
- b. False (correct)

We should try to avoid colloquial style of expression in business or professional environment

- a. True (correct)
- b. False

### IMAGE

[https://sites.google.com/site/ed505website/\\_/rsrc/1535416860038/netiquette/ett%201.jpg](https://sites.google.com/site/ed505website/_/rsrc/1535416860038/netiquette/ett%201.jpg)

## Activity card 2 - Create a Redbooth workspace

**Create a Redbooth workspace**



## LEVEL

Basic

## DESCRIPTION OF THE ACTIVITY

Redbooth is an easy-to-use online workplace collaboration tool that aims to support high performing teams dealing with project management tasks. It makes it easy to plan and track meetings as well as deadlines and it support the whole team in organising tasks while ensuring a clear communication among them.

Thousands of companies love using it and knowing the basics might give you an important advantage in your future job.

1. Register in <https://redbooth.com/>
2. Verify your account by clicking on the verification link sent to your email.
3. Create a workspace to collaborate in

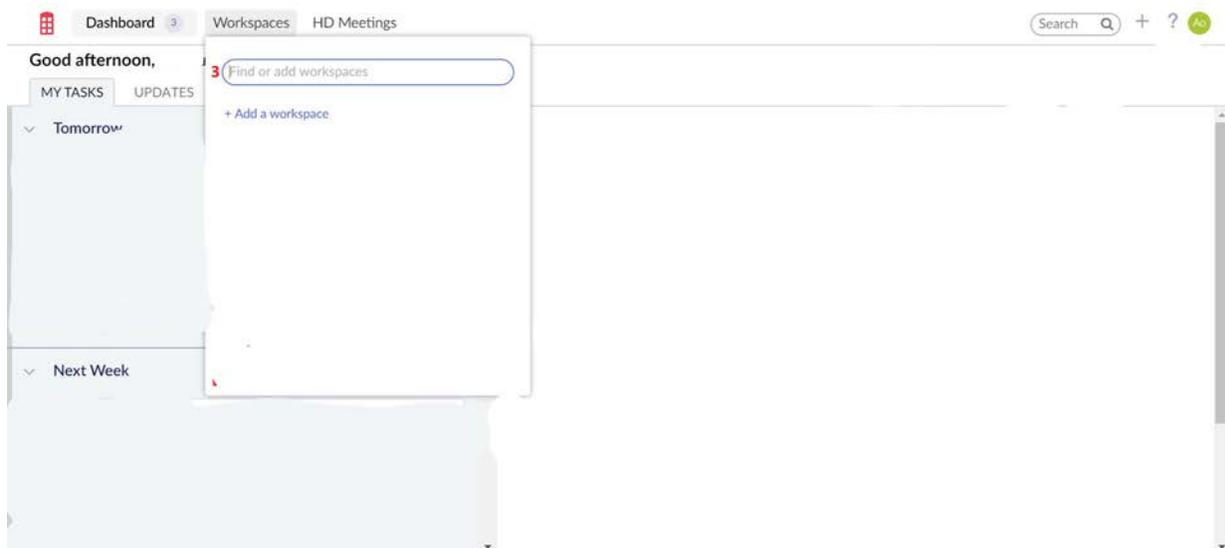


Figure: Redbooth general screen

After creating your account, you should look into the unique features of Redbooth at <https://redbooth.com/features> and take some time to make some mock experiences in your new digital collaborative environment.

## TOOLS & RESOURCES NEEDED

Redbooth

### TIME REQUIRED

30 min

### ASSESSMENT

1. Redbooth can be used to work with a team.
  - a. True (correct)
  - b. False
  
2. You can divide your tasks in different sections.
  - a. True (correct)
  - b. False
  
3. In Redbooth you cannot assign tasks to different people.
  - a. True
  - b. False (correct)

### IMAGE

<https://pixabay.com/es/photos/tabl%C3%B3n-de-anuncios-ordenador-port%C3%A1til-3233653/>

## 1.2.2 Intermediate Level

### Activity card 3 - Invite people to your calendar event

#### Invite people to your calendar event

#### LEVEL

Intermediate

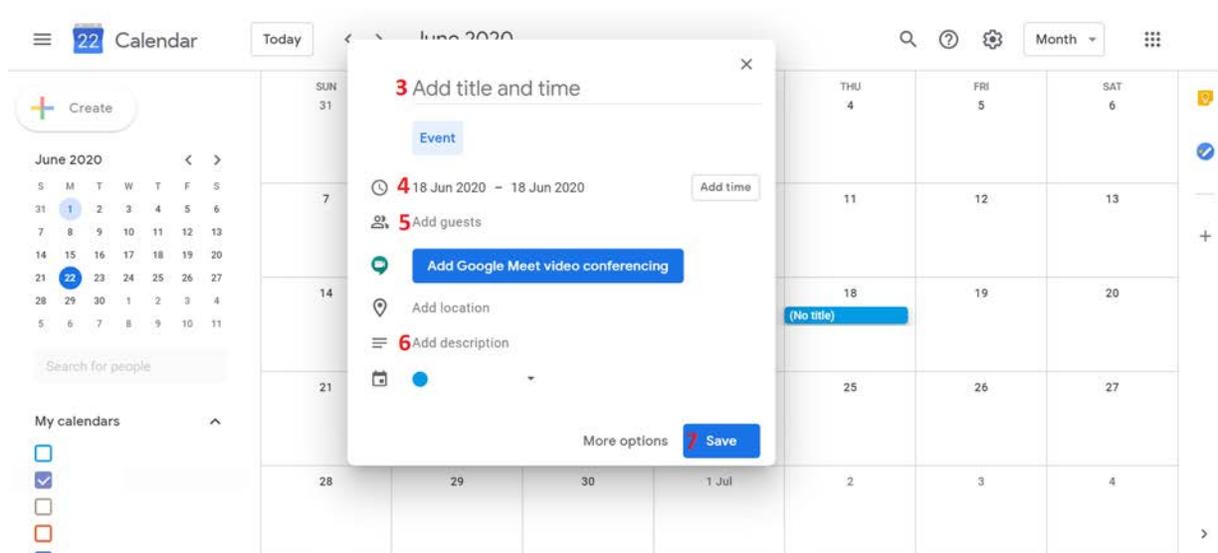
#### DESCRIPTION OF THE ACTIVITY

In a work environment you need to coordinate your appointments, tasks, dates and events with some of your colleagues and co-workers. Good organisation, therefore, is everything: this is best enabled with appropriate and continuous communication between colleagues. You might therefore need to know how to use a digital tool which will help you and your colleagues to manage your agendas and



schedule your workload. Google Calendar is an intuitive online calendar that allows you to keep track of appointments, to-do lists and events: Learn how and when to correctly use it!

1. On your computer, open Google Calendar by going to the following link <https://calendar.google.com/calendar/r>. Be sure you have a Google account!
2. Click on a day to set up a meeting or activity



*Figure: Google Calendar event creation*

3. Add title and time: for instance 'Meeting for X'; 'Events with Y': "Work on Z".
4. Add a date for your event/appointment/event: drag and cover several days if you plan it to be longer than one single day.
5. On the right, under "Guests," start typing the name of the person and choose someone from your contact list. You can also type an email address to invite people who aren't in your contacts list.
6. Add a description of a few lines for the activity.
7. When you're done with editing your event, click Save.
8. If you wanted your event to be video conferenced you could click on the icon of the small camera.

## TOOLS & RESOURCES NEEDED

Google account

### TIME REQUIRED

40 min

### ASSESSMENT

1. In order to open the Google Calendar App you need to have a Google Email account.
  - a. True (correct)
  - b. False
  
2. How many guests can you invite to your calendar event?
  - a. 10
  - b. As many as you wish (correct)
  - c. 5
  
3. It is not necessary to add a date to your calendar event.
  - a. True
  - b. False (correct)
  
4. It is possible to create an event that lasts multiple days.
  - a. True (correct)
  - b. False

### IMAGE

<https://pixabay.com/es/illustrations/calendario-icno-pictograma-web-2389150/>

## 1.2.3 Advanced Level

### Activity card 4 - Create a Slack workspace

#### Create a Slack workspace

#### LEVEL

Advanced

#### DESCRIPTION OF THE ACTIVITY



Slack is an online tool which can be used to communicate among colleagues and co-workers. The tool is especially helpful in the organisation of conversations, sharing of files and documents, the exchange of videos and much more. Slack is based on virtual spaces called ‘channels’, easy to individualise thanks to the use of hashtags ‘#’. The whole working team is easily kept in loop of the various messages and topics thanks to this functionality.

Slack is useful therefore not only as a communication tool but also and above all as co-working space for implementing a common project as a shared workspace. Getting how to better use Slack and take advantage of its rich functionalities can really boost your productivity and ease the management of your workload!

Before creating your first Slack workspace, have a look at the following video

<https://www.slideshare.net/Companyons/make-you-and-your-team-super-productive-with-slack-and-kyber>

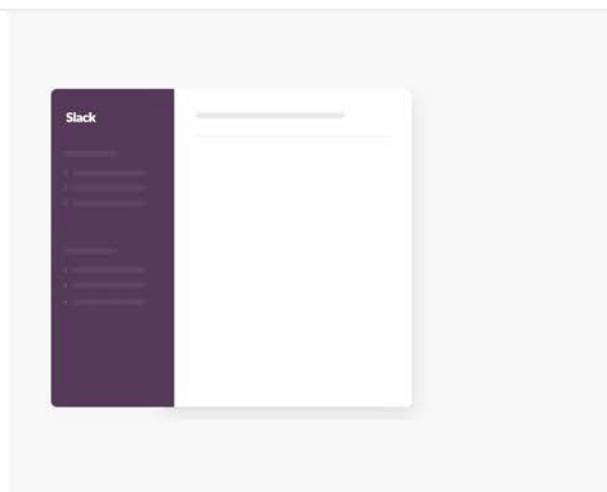
And reflect on the following questions: What is the potential of Slack? Why is Slack a good tool to boost productivity within a team?

1. 1. Go to [slack.com/create](https://slack.com/create)
2. 2. Enter your email address, then click Next. Check your email for a 6-digit confirmation code.
3. 3. Enter your code, then name your workspace and click Next.
4. 4. Create a new channel for your workspace. Channels organize conversations about any topic, like a project your team is working on.



What's a project your team is working on?

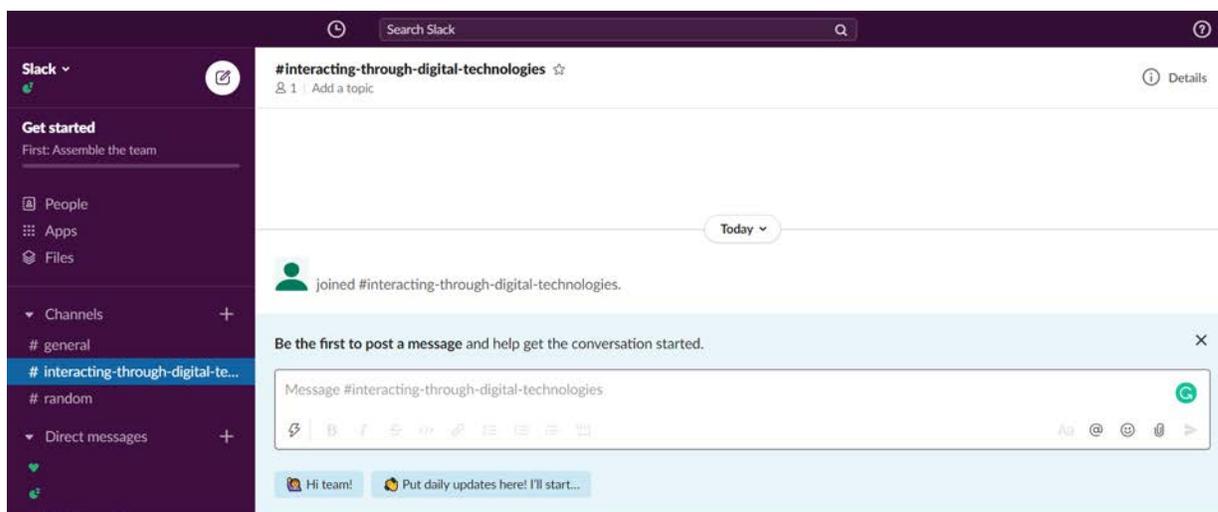
Next





*Figure: Slack workspace selection*

5. Add co-workers' email addresses if you're ready to invite others. Otherwise, select skip for now.
6. Click See Your Channel in Slack to visit your workspace.



*Figure: Slack's general workspace*

7. Select Finish Signing Up at the top of the screen. Enter your name and password, then click Next.
8. Review your workspace name and URL, then click Finish to save.

### TOOLS & RESOURCES NEEDED

Slack

### TIME REQUIRED

60 min

### ASSESSMENT

1. In Slack it is possible to create different communication channels.
  - a. True (correct)
  - b. False

2. Slack gives the opportunity to have a conversation through a chat
  - a. True (correct)
  - b. False
  
3. It is not possible to share images through Slack
  - a. True
  - b. False (correct)

**IMAGE**

<https://unsplash.com/photos/bmmcfZqSjBU>

## 2. Sharing through digital technologies

### 2.1. Unit Introduction

*The below card will be visible to users of all levels when they click on the respective block (see design document)*

<b>SHARING THROUGH DIGITAL TECHNOLOGIES</b>
<b>DESCRIPTION OF THE TOPIC</b>
In this topic you will share data, information and digital content with others through appropriate digital technologies. You will act as an intermediary, and learn about referencing and attribution practices.
<b>EMPLOYABILITY SKILLS</b>
To create solutions to complex problems. To propose new ideas and processes to the field. To collaborate efficiently with colleagues, workers, friends and family.
<b>LEARNING OUTCOMES</b>
At the end of the unit you will be able to: <ul style="list-style-type: none"> <li>- recognise simple appropriate digital technologies to share data, information and digital content.</li> <li>- to promote and share your blog</li> <li>- illustrate well-defined and routine referencing and attribution practices and</li> </ul>

- explain how to act as an intermediary for sharing information and content through digital technologies
<b>DIGCOMP FRAMEWORK</b>
Competence area 2: 2.2 Sharing through digital technologies
<b>REFERENCES (if applicable)</b>
APA style 6th
<b>ADDITIONAL RESOURCES (if applicable)</b>

## 2.2. Activity cards

### 2.2.1. Beginners Level

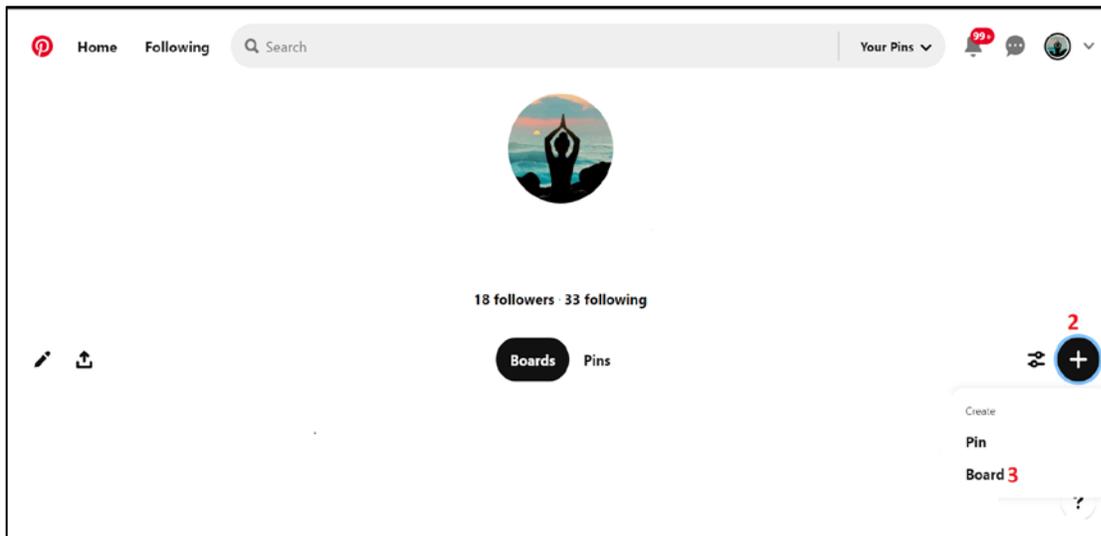
#### Activity card 5 - Share a Pinterest board

<b>Share a Pinterest board</b>
<b>LEVEL</b>
Basic
<b>DESCRIPTION OF THE ACTIVITY</b>
Pinterest is a social media platform for image and video sharing designed to enable its users to discover and share new ideas. It is a good place for exploring, collecting and advertising within a community of interested people.



Having in mind a precise topic, you might be able to filter the things that people want to exchange views on and focus your activity.

1. Create a Pinterest account: <https://www.pinterest.es/>
2. Click your profile picture to open your profile and then click the plus icon at the top of the page



*Figure: a Pinterest profile*

3. Click Create board
4. Enter a name for your board
5. Click Create
6. Click the board to open it and then click the share icon above the board title

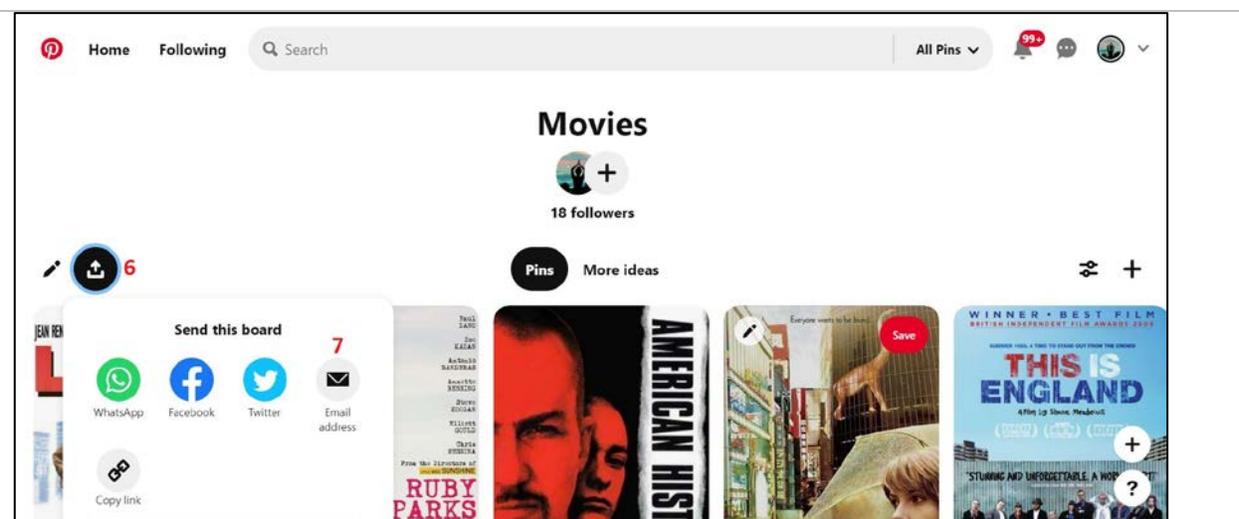


Figure: Pinterest contact options

7. Select the email address option
8. Share the board and then explore the Pins and ideas that interest you and link to them.

## TOOLS & RESOURCES NEEDED

Pinterest

## TIME REQUIRED

50 min

## ASSESSMENT

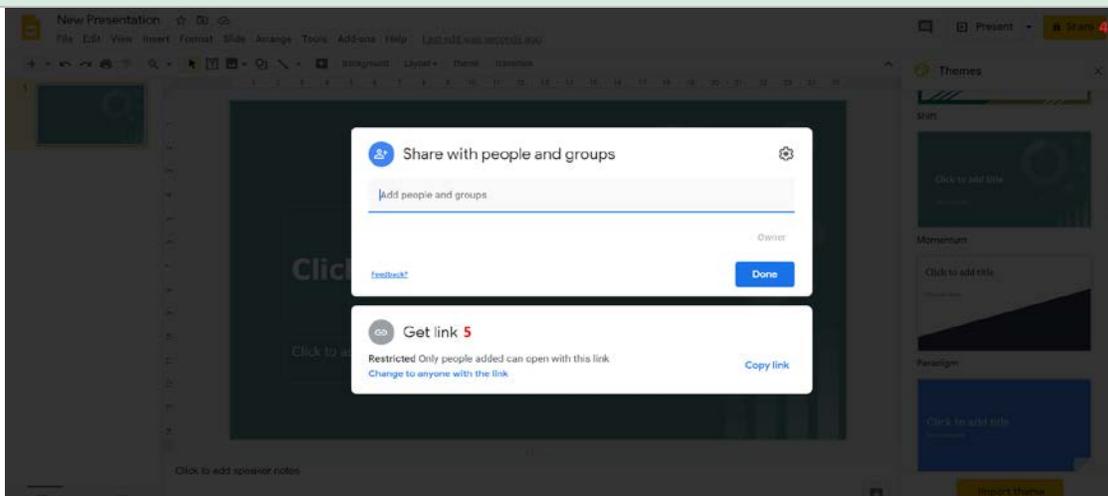
1. Pinterest is a blog.
  - a. True
  - b. False (correct)
2. It is possible to share image boards.
  - a. True (correct)
  - b. False
3. You can only share images through Pinterest.
  - a. True (correct)
  - b. False



<b>IMAGE</b>
<a href="https://pixabay.com/es/illustrations/pinterest-pasador-social-3124881/">https://pixabay.com/es/illustrations/pinterest-pasador-social-3124881/</a>

## Activity card 6 - Share a Google presentation

<b>Share a Google presentation</b>
<b>LEVEL</b>
Basic
<b>DESCRIPTION OF THE ACTIVITY</b>



*Figure: how to share a Google Slides presentation*

Google slides is a good free online tool for co-creating presentations with your teammates. You might find it useful as digital support when building your own personal presentation including curriculum, achievements within job hunting.

1. Open your Google Drive account
2. In the top left of the page click in 'New'



<ol style="list-style-type: none"> <li>3. Click in Google Slide</li> <li>4. Click the Share button</li> <li>5. To share a Google presentation, add people or share the link with people.</li> </ol>
<b>TOOLS &amp; RESOURCES NEEDED</b>
Google Drive
<b>TIME REQUIRED</b>
20 min
<b>ASSESSMENT</b>
<ol style="list-style-type: none"> <li>1. It is not necessary to name the presentation before sharing it.             <ol style="list-style-type: none"> <li>a. True</li> <li>b. False (correct)</li> </ol> </li> <li>2. More than one person can edit the presentation.             <ol style="list-style-type: none"> <li>a. True (correct)</li> <li>b. False</li> </ol> </li> <li>3. Your presentation is storage on your Google Drive.             <ol style="list-style-type: none"> <li>a. True (correct)</li> <li>b. False</li> </ol> </li> </ol>
<b>IMAGE</b>
<p>Find an image that represents the activity from an open source website (e.g. pixabay.com, pexels.com, unsplash.com, freeimages.com., etc.) and copy paste the link here.</p> <p><a href="https://pixabay.com/es/photos/estudiante-escribir-teclado-texto-849822/">https://pixabay.com/es/photos/estudiante-escribir-teclado-texto-849822/</a></p>

## Activity card 7 - Share files through WeTransfer

<b>Share files through WeTransfer</b>
<b>LEVEL</b>
Basic



## DESCRIPTION OF THE ACTIVITY

WeTransfer is a free and safe service allowing users to easily share files up to 2 gigabytes while protecting them with passwords.

You might find using it ideal for safely sending documents, public or with restricted access, to colleagues, employers or external companies.

1. Go to <https://wetransfer.com/>

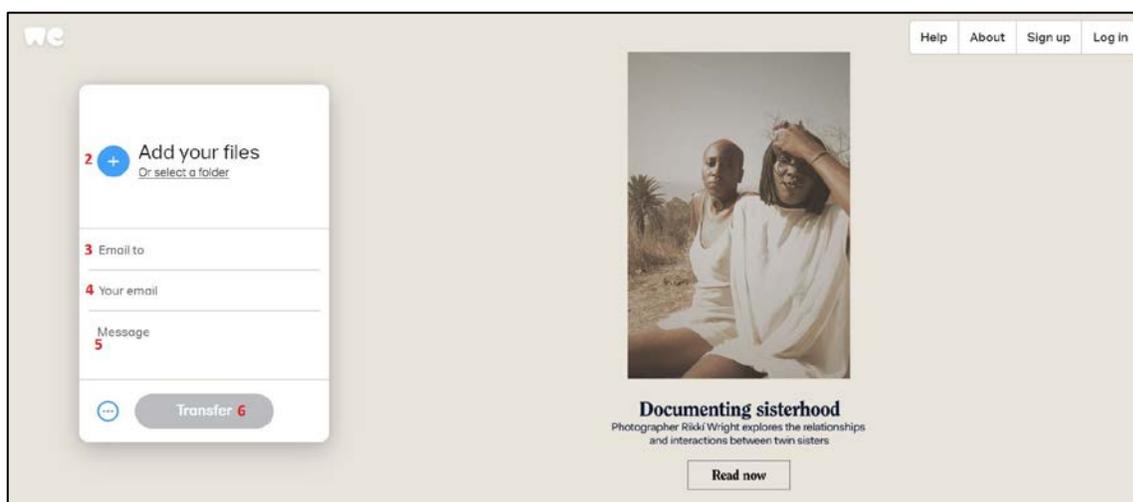


Figure: WeTransfer starting page

2. Select the files you want to share.
3. Write down the email account of the recipient of the files.
4. Write down your own email account.
5. Write a message for the recipient.
6. Click on transfer.

Note the transfer of large files may take time over a slow Internet connection or be costly in data terms over wifi.

## TOOLS & RESOURCES NEEDED

WeTransfer

## TIME REQUIRED

15 min

### ASSESSMENT

1. You need an email account to use WeTransfer.
  - a. True (correct)
  - b. False
  
2. The WeTransfer website asks for personal details in order to be able to send a file.
  - a. True
  - b. False (correct)
  
3. The recipient of the file needs to be registered in WeTransfer in order to receive the file.
  - a. True
  - b. False (correct)

### IMAGE

<https://pixabay.com/es/illustrations/internet-archivo-compartir-4433515/>

## Activity card 8 - Share a file with the Dropbox mobile app

### Share a file with the Dropbox mobile app

#### LEVEL

Basic

#### DESCRIPTION OF THE ACTIVITY

Dropbox is the perfect online storage tool for all type of files, including documents, presentations, excel files, images [etc.] that is commonly used within companies for collaborating on shared tasks.

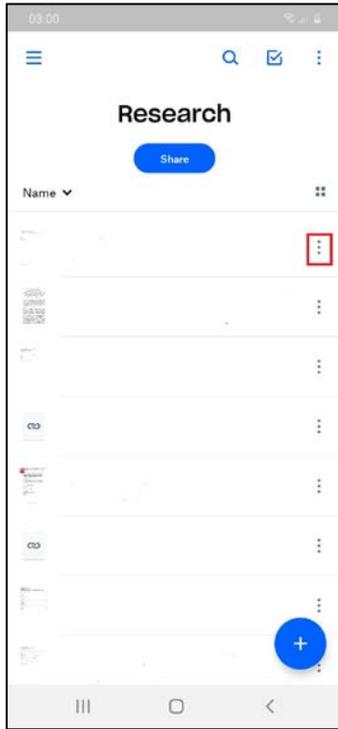
Being a phone-friendly app, you might find using it ideal to keep your work always with you and remotely stay in touch with your team!

Download the Dropbox app in your mobile phone.

1. Sign up into your Dropbox account.
2. Tap Files at the bottom of the screen.



3. Tap the ... (ellipses) beside the file or folder you'd like to share .



*Figure: the Dropbox mobile app*

4. Tap Share.

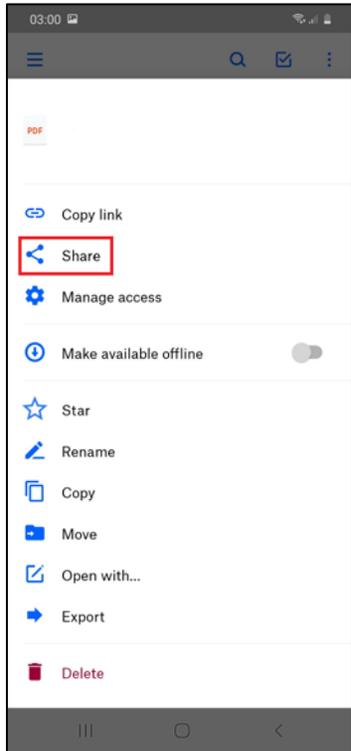


Figure: Dropbox mobile app's options

5. Type the Email, name, or group of the person (or people) you'd like to share with.
6. Tap Share. They'll receive an email with a link to the file or folder.

Note: the amount of space you get for free on Dropbox is limited.

### TOOLS & RESOURCES NEEDED

Smartphone, Dropbox app

### TIME REQUIRED

30 min

### ASSESSMENT

1. Where can you open your Dropbox account?
  - a. In your mobile phone
  - b. In your laptop
  - c. In both devices (correct)
  
2. A Dropbox file can only be shared with one person.
  - a. True
  - b. False (correct)
  
3. Dropbox can only be used to share files.
  - a. True
  - b. False (correct)

### IMAGE

<https://pixabay.com/es/illustrations/aplicaciones-app-contacto-2355608/>

## Activity card 9 - Document sharing and collaboration

### Document sharing and collaboration

#### LEVEL

Basic

#### DESCRIPTION OF THE ACTIVITY

1. Create/login into your Google profile
2. Navigate to docs.google.com
3. (1 person from the group – designated leader) Click on the Blank document to create an online Word file
4. Write your name on the first row
5. Share the document with the group (using the button on the upper right corner)

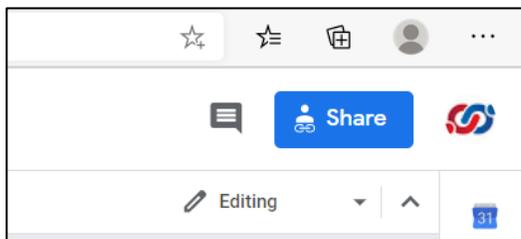


Figure: Google Docs sharing option

6. Get others in the group to open the shared document and add their names underneath
7. Leave a comment on the row with your name

### TOOLS & RESOURCES NEEDED

Web browser and online connection

### TIME REQUIRED

3-6 minutes

### ASSESSMENT

1. You don't need a google profile in order to share documents
  - a. True
  - b. False (correct)
2. You don't need a google profile in order to work with shared documents
  - a. True (correct)
  - b. False
3. You cannot work on a shared file simultaneously
  - a. True
  - b. False (correct)

### IMAGE

<https://i2.wp.com/medjouel.com/wp-content/uploads/2020/01/lire-les-fichiers-word-excel-powerpoint-dans-google-docs.png>

## 2.2.2. Intermediate Level

### Activity card 10 - APA Citation style

#### APA Citation style

#### LEVEL

Intermediate

#### DESCRIPTION OF THE ACTIVITY

APA Citation Style is the most commonly used reference style that you will find essential when working within the academic and non-academic environment. For example, it will be key when delivering a report to your employer or a research to your Professor.

1. Check this webpage: <https://guides.library.ualberta.ca/apa-citation-style/web-resources>
2. Using the guidelines of the APA Citation Style create references for the following web resources:
  - a. **Facebook:** [https://www.facebook.com/Upgrading.DYW/?epa=SEARCH\\_BOX](https://www.facebook.com/Upgrading.DYW/?epa=SEARCH_BOX)
  - b. **Webpage:** <http://digital-youth.work/?fbclid=IwAR2qbtXGuPAMZYUHVnMYxdwM8PkCfjWbZFRqLulCVhLVLlBBk5vkwrfal8>
  - c. **Twitter:** <https://twitter.com/EUdlearn/status/1264918626567626752>
3. Fill in the table below with the references of the web resources:

Web Resource	Reference
Facebook	
Webpage	
Twitter	

#### TOOLS & RESOURCES NEEDED

APA Citation Style (6th Edition)

#### TIME REQUIRED

50 min

### ASSESSMENT

1. When referencing you do not need to know the source of the resource.
  - a. True
  - b. False (correct)
  
2. It is possible to create a reference for a digital resource.
  - a. True (correct)
  - b. False
  
3. A Facebook post cannot be used as a reference.
  - a. True
  - b. False (correct)

### IMAGE

Find an image that represents the activity from an open source website (e.g. pixabay.com, pexels.com, unsplash.com, freeimages.com., etc.) and copy paste the link here.

<https://pixabay.com/es/photos/diccionario-libro-de-referencia-1619740/>

## 2.2.3. Advanced Level

### Activity card 11 - Promoting Your Blog

#### Promoting Your Blog

#### LEVEL

Advanced

#### DESCRIPTION OF THE ACTIVITY

##### **Allow people to follow your blog**

To allow people to follow your blog, add the Followers gadget to your blogger account:

Sign in to Blogger.

In the top left, click the *Down arrow*

Choose the blog to update.

In the left menu, click *Layout*.  
Choose where you want to add the Followers gadget.  
Click *Add a Gadget*.  
In the window that opens, click *More Gadgets*.  
Look for “Followers” and click *Add*  
Choose your settings.  
Click *Save*.  
To save the arrangement, in the bottom right, click *Save*

### **Static Blog Pages**

When organizing your blog, and before you start writing your day-to-day blog posts, you need to make sure that static pages, such as About Me, Contact, etc. and other parts of your blog like the Sidebar and Footer are filled in with the suitable information. This will help make your blog more professional and encourage people to follow you.

**About Me.** The most traditional page on any blog is the About page. This page tells new visitors to your blog what it is all about, who you are and why you run a blog about the particular topic. Depending on your niche and your style, the information you provide can be “all business” or personal and fun.

**Contact.** This page allows visitors to your blog to communicate with you at any time. It can be a simple page with your email address plus social network links, or you can use a simple contact form that visitors can use to communicate with you.

**Sidebar content.** Your sidebar is the smaller column to the left or right (depending on the theme you selected) of your blog’s main content. In the sidebar, you could include your blog categories, the most popular posts, ads, etc.

**SEO Meta tags.** Meta tags are snippets of code that tell search engines important information about your web page, such as how they should display it in search results. SEO is for Search Engine Optimisation. The tags also tell web browsers how to display it to visitors. You will need to prepare tags for the SEO titles and description tags of each page. They are not seen on the actual page, but you should aim to have it ready.

#### **Comments**

If you want an interactive site then you can allow the readers to leave comments, tips or impressions about the site or a specific article? Posting comments is one of the most interesting features of blogs.

Now sign in to your blog and update the static pages.

### **Start promoting your blog content**

The blog content is the bait that draws an audience to your blog. You can write the most compelling story the world has ever seen and design a blog interface that looks great, but if no one else sees the blog, all your work is in vain. Marketing and promotion are important if you want to engage with your readers. The success of your blog promotion will depend on the ability to engage in your niche.

You need to decide on the best promotion strategy for you and your blog. Here are some promoting/marketing activities you can take to improve the visibility of your blog,



Let your friends and contacts know about your blog  
Inform everyone you know about your new endeavour.  
Include your blog name and URL in your email signature.  
List your blog on all your social media profiles  
Use every opportunity to get the word out about your new undertaking.

### **Submit your blog to search engines**

It only takes a moment, and it will help to get your blog indexed. To submit your blog URL to Google, sign in to your Google Account and go to the Submit URL option in Webmaster Tools. Also submit your site to the Bing Search Engine.

### **Submit your blog to bookmarking sites**

Bookmarking sites can offer your content to a lot of potential viewers who are searching for content within your niche. You should do this every time you publish a new blog post to spread the word out. Some popular social bookmarking sites are Scoop.it, Reddit, etc.

### **Be active in your niche**

Get active on other relevant blogs, forums, and social pages. Blogger communities are a good way to connect with other bloggers within your niche. You can engage, build friendships and help each other in spreading the content.

### **Be active on social networks**

Your business is unique, and you should make use of the social media avenues that best fit your own niche and style. Choose the one (or ones) that best fit your needs and become an expert at leveraging them to help reach your goals.

Investigate online networks and communities on sites such as Medium (<https://medium.com/>) or Reddit (<https://www.reddit.com/>).

### **Comment on other blogs**

Commenting on other relevant blogs is a great way to build relationships with top bloggers within your niche. This will help you make them and their readers aware of your existence as well as developing your personal brand within the topic.

### **Guest blogging**

Take networking a step further and offer to write a guest post for other websites. Just be sure your work goes on reputable sites and that the content is directly related to your niche. Guest blogging is an excellent way to build an online presence.

Remember, to promote your new blog you should follow blogging fundamentals: a clear and well-functioning blog, focused and helpful information, engaging conversation and practical advice. Your status will come from helping and giving advice to other people, your fans or readers.

## **TOOLS & RESOURCES NEEDED**

-



### TIME REQUIRED

40 minutes

### ASSESSMENT

1. Friends and contacts can help you promote your blog.  
**A) TRUE**  
 B) FALSE
2. When using Blogger people can automatically follow you  
 A) TRUE  
**B) FALSE**
3. You should use your blog to share ideas, observations, or reviews  
**A) TRUE**  
 B) FALSE
4. Static pages need to be filled in to improve blog  
**A) TRUE**  
 B) FALSE

### IMAGE

<https://i0.pickpik.com/photos/447/21/268/chalkboard-story-blogging-believe-preview.jpg>

## 3. Collaborating through digital technologies

### 3.1. Unit Introduction

*The below card will be visible to users of all levels when they click on the respective block (see design document)*

#### COLLABORATING THROUGH DIGITAL TECHNOLOGIES

##### DESCRIPTION OF THE TOPIC

You will learn important aspects of digital collaboration.

You will not only how to collaborate with others on technical level, but take into account personal interaction between team members and other teams.

### **EMPLOYABILITY SKILLS**

- Teamwork in digital environment
- Online collaboration
- Improved Communication skills

### **LEARNING OUTCOMES**

- Learn about the basics of digital collaboration;
- Learn to create, share and use common online documents;
- Learn the netiquette principles and rules;
- Learn important concepts and ideas in leading and working in online teams

### **DIGCOMP FRAMEWORK**

**2. Communication and collaboration**  
2.4 Collaborating through digital technologies

### **REFERENCES (if applicable)**

APA style

### **ADDITIONAL RESOURCES (if applicable)**

## 3.2. Activity cards

### 3.2.1. Beginners Level

#### Activity card 12 - Basics of online collaboration

Basics of online collaboration
<b>LEVEL</b>
Basic
<b>DESCRIPTION OF THE ACTIVITY</b>
<p><b>Basic knowledge first</b></p> <p>Collaboration is the process of two or more people or organizations working together to complete a task or achieve a goal. In recent years, collaboration was greatly aided by the widespread development of online software, that gave the possibility for groups of individuals and whole organizations to work remotely together in large groups.</p> <p><b>Collaboration is not software</b></p> <p>While software may be designed to achieve closer social ties or specific deliverables, it is hard to support collaboration without also enabling relationships to form, and it is hard to support a social interaction without some kind of shared co-authored works. Basic technologies such as netnews, email, chat and wikis could be described as "social", "collaborative" or both, or neither. Those who say they are "social" seem to focus on the creation of a so-called "virtual community", while those who say "collaborative" seem to be more concerned with content management and the actual output.</p> <p><b>May include games</b></p> <p>The differentiation between social and collaborative software may also be stated as the distinction between "play" and "work", in a competitive sense. In some cases of online collaboration, a play ethic could apply, and work can become more game-like or play-like in order to make using computers or doing shared work a more comfortable experience.</p> <p><b>Requires protocols</b></p> <p>Communication is essential to collaboration, and doubly so for the online collaboration. Usually each collaborating team has some internal, previously agreed upon set of rules (protocols), which everyone should observe during common work. For example, it is common practice to leave comments or explanations if you edit a shared document or make amendments in someone's work.</p>

Using CAPITAL letters when commenting may imply you are shouting your comments at someone. So you need to try to be aware of the protocols and sensitive to other people's feelings.

Leadership of tasks can also be appointed and observed during the work process, along with deadlines and failsafe procedures, if case of unexpected cease of activities.

It is important when collaborating to reflect on desired organization protocols, business processes and governance norms directly, so that regulated communication (the collaboration) can be separated from other 'free-form' interactions.

Additional information on this can be seen at: <https://www.claromentis.com/blog/online-collaboration-what-is-it-and-how-effective-is-it/>

### TOOLS & RESOURCES NEEDED

Text

### TIME REQUIRED

10-15 minutes

### ASSESSMENT

1. Online collaboration is a form of software
  - True
  - False (Correct)
2. Collaboration should follow rules
  - True (Correct)
  - False
3. Rules for collaboration should be strict and rigid
  - True
  - False (Correct)

### IMAGE

<https://www.claromentis.com/wp-content/uploads/2015/08/onlien-collaboration.png>

## Activity card 13 - Collaborative vs Cooperative Learning

### Collaborative vs Cooperative Learning

#### LEVEL

Basic

#### DESCRIPTION OF THE ACTIVITY

One of the best ways to reduce your digital skills gap, is to **collaborate** with a person that holds the skills that you lack, while at the same time, you may have those skills that the other person lacks.

**Collaborative learning** is a term that is usually confused with the similar, but different in its core, **cooperative learning**.

- In **cooperative learning**, there is usually a team of students with clearly assigned roles, with each one having a role depending on his/her own skills. The team works towards a common goal and is supervised by a teacher (or any other form of authority).

Imagine it as a stage show where there are separate **occupation-based roles** (actors, dancers, lighting technicians, sound technicians, wardrobe etc.) that work under the orchestration-supervision of a **director** in order to **produce a performance**, which is the **common goal** of everyone.

- In collaborative learning, **participants don't work towards a common goal**, but **each of them has a personal goal**. In order to **accomplish this goal**, the **help of the other persons** is needed. There is **no supervision** by a higher authority, with participants **evaluating one another and deciding their next steps**.

A classical example of this type of learning, is the so called **Tandem** where we have **2 persons that want to learn each other's language** (e.g an English speaker that wants to learn Greek and a Greek speaker that wants to learn English). Each of them has a **separate goal** and **relies on the knowledge of the other person** in order to achieve it. Nobody supervises them and the **ways** through which they are going to achieve their respective goals, are **totally up to them**.

The **second category** is the **most convenient for an independent learner**. The first one usually requires you to be enrolled in an organised course where a teacher will be in charge, whereas in collaborative learning you have to **identify persons with complementary skills**.

#### TOOLS & RESOURCES NEEDED

-

### TIME REQUIRED

10 minutes

### IMAGE

<https://www.flickr.com/photos/lumaxart/2137737248>

## 3.2.2. Intermediate Level

### Activity card 14 - Teamwork Online

#### Teamwork Online: A short guide to building a high-performance remote team

#### LEVEL

Intermediate

#### DESCRIPTION OF THE ACTIVITY

Although there are plenty of benefits, working online does present some problems. These stem from people not being physically together in an office and basically they all come down to clear communication and effective collaboration. For this reason, special attention needs to be given to the ways that we set ourselves up to communicate and collaborate with our online teams. There are a number of common problems with organising teamwork online, the main ones being;

- No common vision of what is being done
- Lack of visibility of who is doing what
- Team members not feeling valued
- Frustrations with communication
- Not seeing the end-results

Clearly, there are preventative steps that can be put in place to prevent or at least minimise each of these teamwork challenges.

**Online teamwork requires more structured management**

When we think of online teams, it is often the flexibility that is one of the main attractions. When managing remote teams, there's a tendency for managers to provide less structure than they would for a locally based team. Fewer meetings, less formally communicated expectations, and fewer planned team building activities. This concerns the team members that are physically separated from one another, lacking the visual cues of body language and facial expressions, and often have some cultural differences.

Some of the outlined keys to managing a high-performance team are:

- Having a clear vision for the team
- Setting achievable goals
- Having transparent actions
- Holding regular 1:1 meetings and team meetings
- Taking steps to create a motivating team culture

These team management fundamentals hold true for any team but are especially important for teamwork online.

In addition, remote teams also benefit greatly from having a formal Team Agreement. This can include things like the hours you expect people to work, the expectations of response times, guidelines as to what to communicate and by which channels, etc. Collaboration should be like a working document that is updated as new practises evolve in your team. For smaller and shorter tasks, such agreements could be outlined informally, or imposed by the team leader.

### **Common Problems of Teamwork Online, and how to fix them**

- No common vision of what is being done

How to fix it: Spend some time during team meetings to discuss and assess the vision of the project or the team. Listen and reflect all the feedback on the topic.

- Lack of visibility of who is doing what

How to fix it: Try introducing a system that gets the team focusing on results. The daily actions should be small, specific and focussed on outcomes. For example, "write the first draft of a blog article", "understand root cause of a login issue", "decide which payments gateway to use", "meet with John to determine next priorities", etc.

- Team members feeling undervalued

How to fix it: Having transparency about what each team member is actually doing also helps individuals to feel valued. Try recreating the "informal meetings at the water-cooler environment" that encourages small discussions among the team.

- Communication issues

How to fix it: The best solution is to get the team to collectively agree on appropriate communication channels. This should then be documented in a Team Agreement.

- Seemingly unreachable end results

How to fix it: Online teamwork works much better when there are clear concise milestones and celebrations in place. These don't have to be huge, but they do need to exist.

**More information:** <https://www.actioned.com/how-to-use-remote-management-tools-to-get-everyone-on-the-same-page/>

### TOOLS & RESOURCES NEEDED

Text

### TIME REQUIRED

20-30 min

### ASSESSMENT

Teamwork online is not that different from working face-to-face

- True
- False (correct)

You can apply the same teamwork measures as in face-to-face work and get the same results online

- True
- False (correct)

Online management tools are useful, but not crucial for big online-based projects

- True
- False (correct)

### IMAGE

<https://www.actioned.com/wp-content/uploads/2018/03/teamwork-online-2-1.png>

## 3.2.3. Advanced Level

### Activity card 15 - Create a Teamup calendar

**Create a Teamup calendar**

**LEVEL**



Advanced

## DESCRIPTION OF THE ACTIVITY

Teamup is a useful online calendar conceived and dedicated to the management of time, appointments, dates and events of teams. It has been created specifically for groups and is therefore suitable to use in your work environment, to collaborate easily and simply with your co-workers and colleagues.

Teamup's goal is to help a group when managing their shared time and resources. Hence, knowing how to set up a calendar, how to add users to your calendar, and how to give them calendar access are the required skills which will make your shared tasks easier and smoother to organise and be accomplished.

Teamup is a digital tool for communicating and sharing online as needed. Teamup is offered in a free version: this one lets you organize up to 8 users in groups for unlimited time span. Now learn simply how to make a smart use of the free version by creating a calendar which gathers your team's appointments:

1. Go to Teamup: <https://teamup.com/calendars>

The screenshot shows the 'Create Calendar' page on the Teamup website. At the top left is the Teamup logo, and at the top right is a 'Teamup Homepage' link. The main heading is 'Create Calendar'. Below this are several sections:

- 1. CALENDAR NAME:** A text input field with the placeholder 'Calendar Name (e.g. "Event Calendar")' and a note: 'Choose a name for your new calendar. It's up to your imagination.'.
- 2. YOUR EMAIL:** A text input field with the placeholder 'Email address' and a note: 'Enter your email address to receive all access details and occasional news about the service. We never send spam.'
- 3. LANGUAGE:** A dropdown menu currently set to 'English (United States)' with a note: 'Choose the language of your new calendar.'
- 4. TIME ZONE:** A dropdown menu currently set to 'UTC-01:00 Madrid' with a 'Show all timezones' checkbox below it.
- 5. SUBSCRIPTION PLAN:** A dropdown menu currently set to 'Basic (Free)' with a note: 'Select a subscription plan. For details see our pricing plan.'
- 6. TEMPLATE:** A dropdown menu currently set to 'Empty Calendar' with a note: 'Choose a calendar template to pre-configure the calendar for some common use cases or choose the empty calendar to start with a clean, fresh calendar.'
- 7. HOW WE HANDLE YOUR DATA:** A section with a note: 'Our Terms of Service and our Privacy Policy describe what data we collect, what we do with it and how we protect it. They govern the use of this service.' and a checkbox for 'I accept the Terms of Service and the Privacy Policy.'

At the bottom of the form is a large green 'Create Calendar' button. The footer of the page includes the Teamup logo and the text 'Copyright © 2020 Teamup Solutions AG. All Rights Reserved.'

*Figure: Teamup calendar creation*

2. Fill in the empty boxes with the necessary information.
3. Click “Create Calendar”
4. Click in the administration link that you have received in your email account.
5. Open your Teamup calendar

#### TOOLS & RESOURCES NEEDED

Teamup

#### TIME REQUIRED

30 min

#### ASSESSMENT

1. It is not necessary to name your calendar.
  - a. True
  - b. False (correct)
2. You can share your calendar.
  - a. True (correct)
  - b. False
3. Teamup is a very simple tool
  - a. True
  - b. Falso (correct)

#### IMAGE

<https://pixabay.com/es/photos/apple-calendario-escritorio-1867752/>

## Activity card 16 - Create a Discord server

### Create a Discord server

#### LEVEL

Advanced

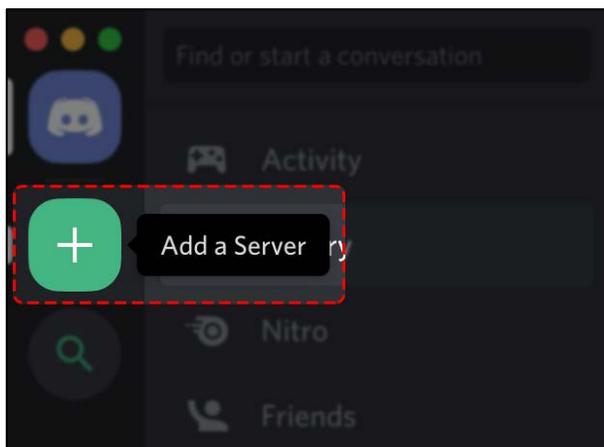
### DESCRIPTION OF THE ACTIVITY

Discord is a virtual space used for a variety of purposes and in many different fields. Discord allows you to create your own server area. A server functions like a dedicated space where the user interacts with a community and/or many other users.

Discord is therefore a useful platform you can use in the work environment to communicate, share and collaborate with your co-workers. In Discord you can organise the server in different and separate channels so it is an easy tool to implement and manage a common project. You can share presentation, files, video or simply chat.

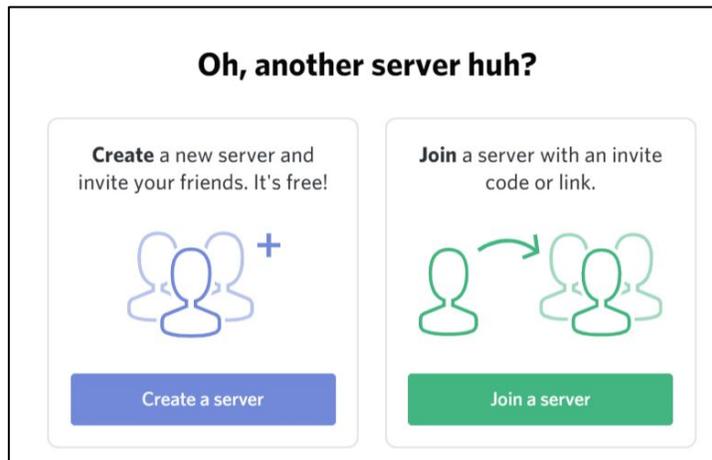
To use Discord you just need an email address. Thanks to Discord you keep your team together and always up-to-date! Create your Discord server and start collaborating with your colleagues.

1. Create your discord account on <https://discord.com/register>
2. Once you have an account open the desktop of Discord
3. To **create** a server, click the "+" icon at the very bottom of the server list.



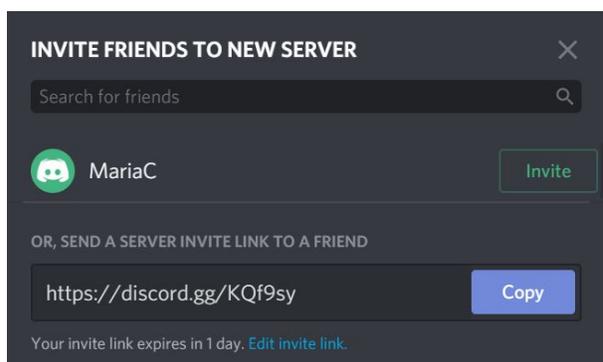
*Figure: Discord server selection*

4. Click on create a server



*Figure: Discord server creation*

5. Name your new server and click on Create
6. Invite Discord friends to your new server or share the link to invite a new friend



*Figure: Discord server invitation*



### **TOOLS & RESOURCES NEEDED**

Discord

### **TIME REQUIRED**

40 min

### **ASSESSMENT**

- 1.** Through Discord I can interact with friends.
  - a.** True (correct)
  - b.** False
  
- 2.** It is necessary to download Discord to have access to it.
  - a.** True
  - b.** False (correct)
  
- 3.** What kind of channels can you have inside of a server?
  - a.** Text channel
  - b.** Voice channel
  - c.** Both (correct)

### **IMAGE**

[https://unsplash.com/photos/vbmo65xNC\\_Y](https://unsplash.com/photos/vbmo65xNC_Y)

## 4. Managing digital identity

### 4.1. Unit Introduction

The below card will be visible to users of all levels when they click on the respective block (see design document)

MANAGING DIGITAL IDENTITY
<b>DESCRIPTION OF THE TOPIC</b>
<p>You will learn what Digital identity is and how it affects your life.</p> <p>You will learn how to use your digital identity to better serve you, while in the same time you will be able to learn how to better protect your privacy.</p>
<b>EMPLOYABILITY SKILLS</b>
<ul style="list-style-type: none"> <li>Propose new social media procedure that avoids actions which could harm a company's digital reputation (e.g. spam) when promoting the company's events;</li> <li>Online reputation management skills;</li> <li>Improved Communication skills;</li> </ul>
<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>Learn what digital identity is and why it is important;</li> <li>Learn how and what kind of digital identity data you create;</li> <li>Learn about digital identity and its connection to privacy;</li> <li>Learn more about trending issues around digital identity;</li> <li>Learn how new technologies can ensure a more secure digital identity (Blockchain);</li> <li>Learn about the dos and don'ts related to managing your own digital identity;</li> <li>Learn how to take care of your digital footprint;</li> <li>Learn how to take care of your online reputation;</li> <li>Learn how to improve the way you use internet technologies and applications;</li> </ul>
<b>DIGCOMP FRAMEWORK</b>
<p><b>2. Communication and collaboration</b> 2.6 Managing digital identity To create and manage one or multiple digital identities, to be able to protect one's own reputation, to deal with the data that one produces through several digital tools, environments and services.</p>
<b>REFERENCES (if applicable)</b>
<b>ADDITIONAL RESOURCES (if applicable)</b>

## 4.2. Activity cards

### 4.2.1. Beginners Level

#### Activity card 17 - Understanding Digital Identity

Understanding Digital Identity
<b>LEVEL</b>
Basic
<b>DESCRIPTION OF THE ACTIVITY</b>
<p>Clay Shirky, an American writer, consultant and teacher, once said that “We systematically overestimate the value of access to information and underestimate the value of access to each other”.</p> <p>Over the past few decades, human identity has been evolving its understanding of aspects like physical characteristics and personal preferences. This is mainly due to the fact that technology has advanced in so many ways when compared to the previous century i.e. the Internet, mobile devices (e.g. smartphones, smartwatches and other wearables), advanced networking technologies (e.g. 4G &amp; 5G cellular coverage, Bluetooth, Fiber optics etc.), social media (e.g. Facebook, Twitter, Instagram, YouTube etc.), virtual reality (VR), augmented reality (AR) and the list can go on and on. One of the many things these technologies provide is there are now multiple ways and channels that can be used for both showing and shaping a human’s personality. Therefore, besides the physical identity of a person, another identity is simultaneously being formed – the digital identity.</p> <p>You can think of your digital identity as your presence “online” e.g. what you like, comment, share and subscribe to over social media, what TV platform you use, which celebrities you follow, how you interact with others, your professional portfolio, what you buy online, email activities, login credentials, biometrics or simply your browsing history. All of this shapes your digital identity and creates a “digital footprint” unique to you.</p> <p>Watch the <a href="#">following</a> YouTube video in order to learn more about what are some other characteristics of digital identity.</p>
<b>TOOLS &amp; RESOURCES NEEDED</b>

- A media device e.g. PC, Laptop, tablet, smartphone;
- Internet connection;

### TIME REQUIRED

15-20min

### ASSESSMENT

1. I only have a Digital identity if I have access to the Internet
  - a) True.
  - b) False.
2. Digital identity is mostly about how I behave over Social media
  - a) True.
  - b) False.
3. Having a Digital identity also means I have a digital footprint
  - a) True.
  - b) False.

### IMAGE

<https://pixabay.com/illustrations/artificial-intelligence-brain-think-3382507/>

## Activity card 18 - Basics of a CV

### Basics of a CV

#### LEVEL

Basic

#### DESCRIPTION OF THE ACTIVITY

This topic provides information about the CV and cover letter, the main differences between the CV and Cover Letter, the principles for a good well-structured CV and how to download CV examples.

Curriculum Vitae (CV or résumé) is a Latin term meaning '*Course of life*', cover a jobseeker's academic and professional abilities and contains:

- Job seeker's personal information: First name, Surname, Address, E-mail, Phone number, Website/Blog/LinkedIn, Instant Messaging  
*Complete only if required - Check local provisions regarding data such as sex, age, nationality, etc. on a CV. Sex, Date of Birth, Date format, Nationality*
- Work Experience, Education and Training
- Languages
- Personal Skills: Communication Skills, Organisational/Managerial Skills, Job-related skills
- Digital Skills: Information processing, Communication, Content creation, Safety, Problem Solving, ICT certificate(s), other computer skills

A cover letter is an accompanying document with your CV and is written to the potential employers why you apply in a specific job. The primary purpose of the cover letter is to introduce yourself to an organisation, present your interest in the organisation or a particular job position. Usually, the cover letter is the first contact between the job seeker and the employer.

Within the cover letter job seekers need to include:

- Why are you interested in this organisation?
- Why employers/organisation should hire you?

Cover letter contains:

- Job seeker's personal information: First name, Surname, Address, E-mail, Phone number, Instant Messaging
- Address details: Contact person, Name/Address of organisation
- Date, Subject
- Main content: Opening paragraph, Main body, Closing paragraph
- Closing salutation, Signature
- Attachments: CV, other documents

However, the cover letter differs from the CV due to the fact that, a cover letter is an overview of your skills and experience and it is written explicitly for the job you're applying for, explaining the reason you are applying to this job. A well-written cover letter should introduce yourself and encourage the person reading it to read your CV.

The Language passport records the language competences and qualifications in a standardised format using the 6 European levels including both formal and informal education competences. The 6 European levels are based on the [Self-assessment Grid](#) which shows the levels of proficiency described in the [Common European Framework of Reference \(CEFR\)](#). The language passport helps the job seekers to record the level of language proficiency and consists of three broad levels:

- Basic user (A1 & A2)
- Independent user (B1 & B2)
- Proficient user (C1 & C2) (Figure 8)



**Common European Framework of Reference for Languages - Self-assessment grid**

		A1 Basic User	A2 Basic User	B1 Independent user	B2 Independent user	C1 Proficient user	C2 Proficient user
Understanding	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar topics regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
Speaking	Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Writing	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Common European Framework of Reference for Languages (CEFR) © Council of Europe

Figure: Common European Framework of Reference for languages - Self-Assessment Grid

➤ **TIP: Update your language passport at regular intervals!**

Language Passport contains:

- Job seeker's personal information: First name, Surname,
- Mother tongue(s)
- Foreign language(s)

## TOOLS & RESOURCES NEEDED

Europass tool

## TIME REQUIRED

40 min

## ASSESSMENT

**3-4 Assessment questions** based on what the user has learnt from the activity

The questions can be true/false or multiple choice

Each question should have only one correct answer



1. Do you know the difference between the CV and cover letter?
  - a) Yes
  - b) No
2. Do you know how to download CV examples?
  - a) Yes
  - b) No
3. Do you know the main principles for a good well-structured CV?
  - c) Yes
  - d) No

### IMAGE



<https://pixabay.com/illustrations/cv-resume-employment-job-4074274/>

## 4.2.2. Intermediate level

### Activity card 19 - Create a Europass CV

#### Create a Europass CV

#### LEVEL

Intermediate

#### DESCRIPTION OF THE ACTIVITY

The main goal of this activity is to present a step-by-step guide on how to create (*or update*) the Europass CV, cover letter, language passport based on the standardized Europass format. Europass offers some free instructions and guidelines for anyone to prepare for a job interview.

Here is a [YouTube video](#) for Europass.

1. Create the Europass CV

**STEP 1:** Visit <https://europa.eu/europass/en>  
**STEP 2:** Click 'Create your free Europass'

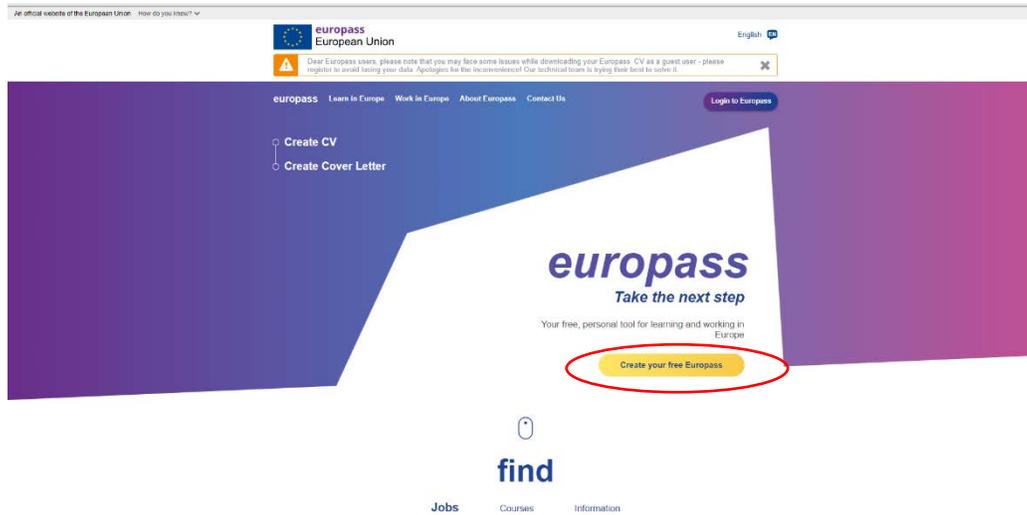


Figure: Europass Home Page

**STEP 3:** Create an account

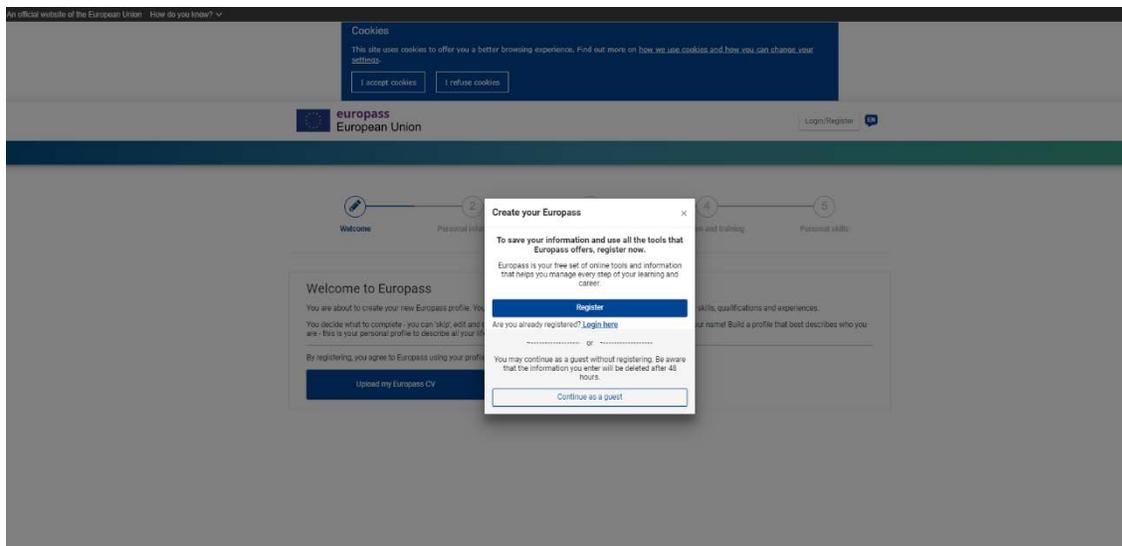


Figure: Create account

**STEP 4: Click 'Create profile'**

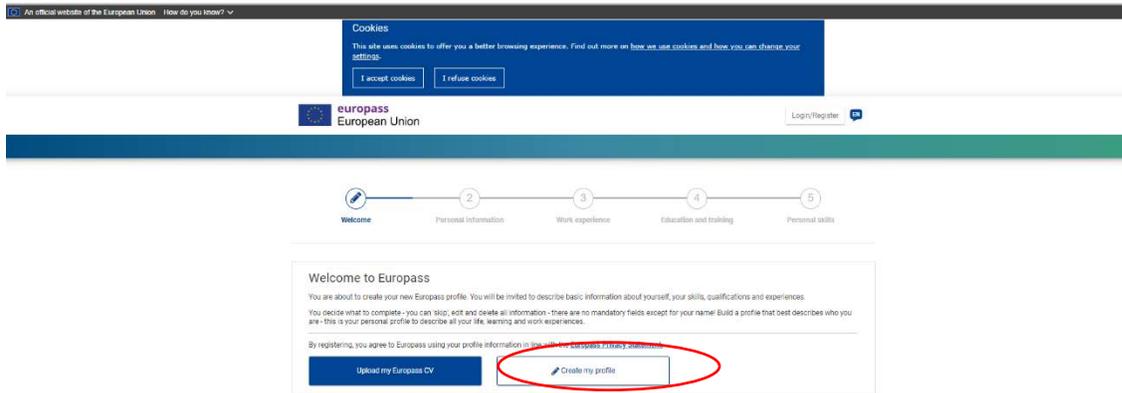


Figure: Create profile

**STEP 4: Fill in the required fields**

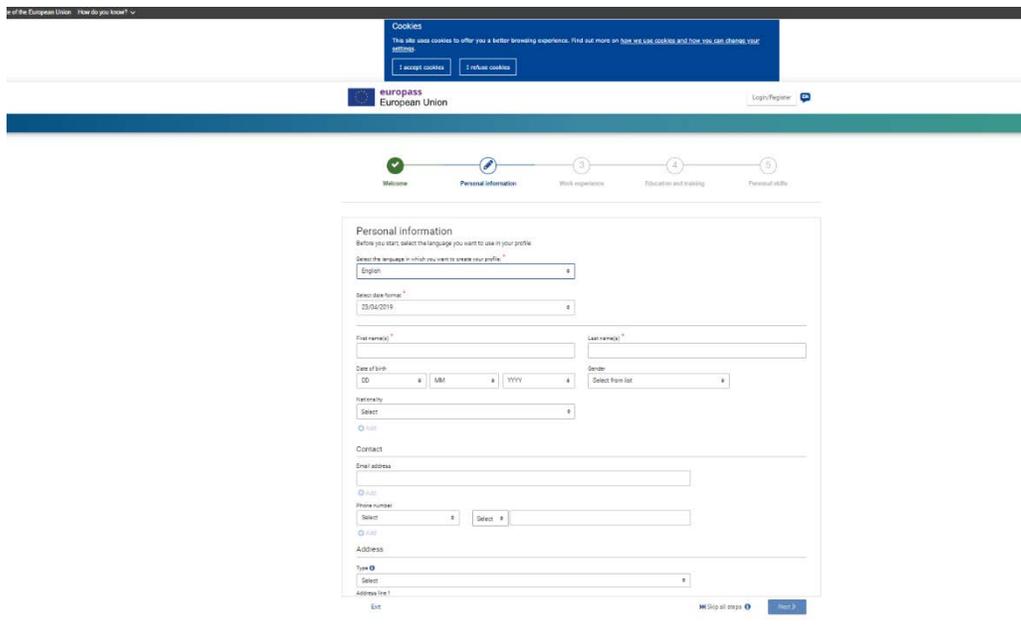


Figure: Create profile

\* NOTE:

The personal information section includes: First name(s), Surname(s), Street address, Postal Code, City, Country, Telephone(s), E-mail, Website/blog/LinkedIn, Instant messaging

*Complete only if required - Check local provisions regarding data such as sex, age, nationality, etc. on a CV. Sex, Date of Birth, Date format, Nationality*

**STEP 5:** Click 'Next'

**STEP 6:** Fill in the required fields about the 'Work Experience'

The screenshot displays the Europass 'Work Experience' form. At the top, the 'europass European Union' logo is visible on the left, and 'Login/Register' with a language selector is on the right. Below the logo is a progress bar with five steps: 'Welcome' (checked), 'Personal information' (checked), 'Work experience' (active), 'Education and training' (4), and 'Personal skills' (5). The main content area is titled 'Work experience' with an information icon. It contains the following fields and sections:

- New work experience:**
  - Occupation or position held:
  - Employer:
  - City:
  - Country:
  - From:
  - To:
  - Ongoing
- Main activities and responsibilities:**
  - A rich text editor with a toolbar containing icons for bold, italic, underline, list, link, unlink, and text color.
  - Placeholder text: 'Describe your tasks and responsibilities.'
- More details
- 

At the bottom of the form, there are navigation buttons: 'Exit', 'Skip all steps', 'Previous', and 'Next'.

Figure: Work Experience

\* NOTE:



In the 'Work experience' section it includes: Occupation, employer details, city, country, date, description of activities and responsibilities

> *TIP Start with the most recent and include any voluntary work*

In some fields, Europass provides the icon 'i' which means that explain in detail about the specific field.

**STEP 7:** Click 'Next'

**STEP 8:** Fill in the required fields about the 'Education and Training'

*Figure: Education and training*

\* NOTE:

In the 'Education and Training' section it includes: Title of qualification awarded, organisation providing education and training, address, website, date

> *TIP: Start with the most recent and add separate entries for each course.*

In some fields, Europass provides the icon 'i' which means that explain in detail about the specific field.

**STEP 9:** Click 'Next'

**STEP 10:** Fill in the required fields about the 'Personal skills'



Figure: Personal skills

\* NOTE:

In the 'Personal Skills' section it includes: Language skills and Digital skills

In some fields, Europass provides the icon 'i' which means that explain in detail about the specific field.

**STEP 11:** Click 'Create'

**STEP 12:** Is optional if you need to add 'New section'



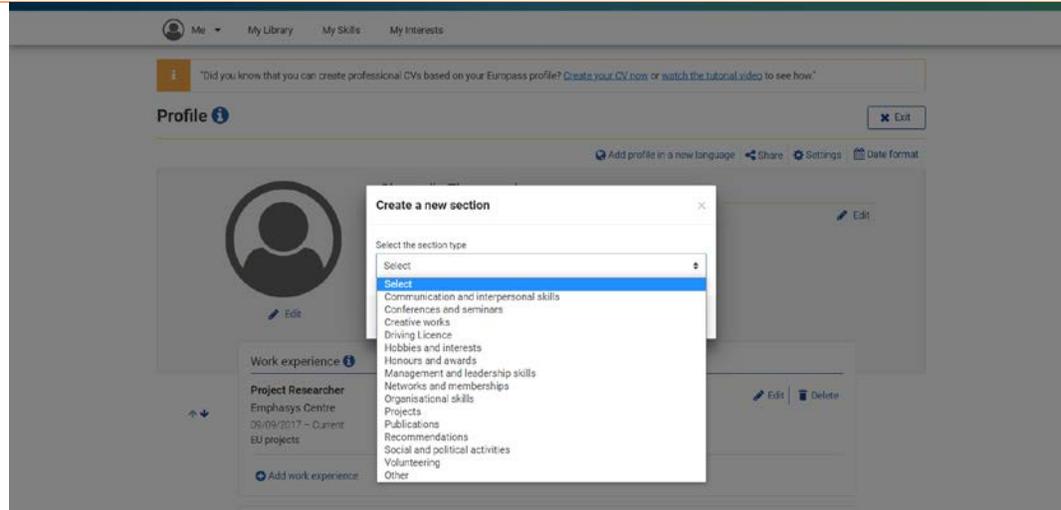


Figure: Add a new section

**STEP 13:** Click 'Exit'

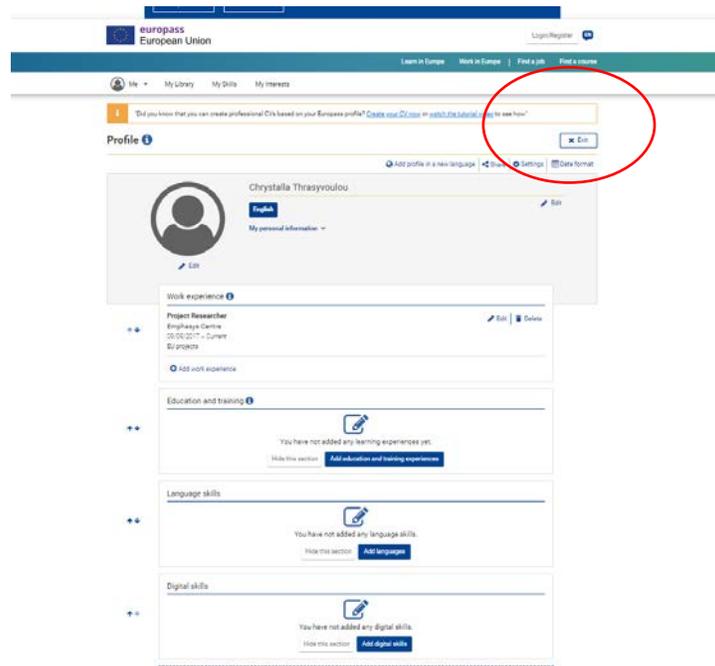


Figure: Exit



**STEP 14:** Click 'Create cover letter'

*Figure: Cover letter*

**STEP 15:** Click 'Create new cover letter'

The screenshot shows the Europass website interface. At the top, there is a navigation bar with the Europass logo and a 'Login/Register' button. Below this is a progress bar with four steps: 1. Welcome (active), 2. Edit, 3. Select template, and 4. Select format and save. The main content area is titled 'Welcome' and contains the text 'Create a new cover letter' and 'You can import a Europass cover letter, choose to update a cover letter stored in your Library or create a new one. Your choice!'. There are three buttons: 'Import Europass cover letter', 'Select from My Library', and 'Create new cover letter'. The 'Create new cover letter' button is highlighted with a red border.

*Figure: Cover letter*

**STEP 16:** Fill in the required fields and click 'Save'

The screenshot shows a form titled 'Details of the person/organisation to whom this document is addressed.' The form has the following fields: Title, Last name(s), First name(s), Name of organisation, Address line 1 (with a hint 'e.g. Street name, P.O. Box'), Address line 2 (with a hint 'Apartment, suite, unit, building, floor, etc.'), Postal code (with a hint 'e.g. 0035482'), City (with a hint 'e.g. Paris'), and Country (a dropdown menu). There are 'Clear', 'Cancel', and 'Save' buttons at the bottom of the form. Below the form is a section for 'City, Date and Subject'.

*Figure: Cover letter*

**STEP 17:** Choose the template you want to use for your cover letter from the available Europass templates

**STEP 18:** Click 'Next'



✓  
Welcome

✓  
Edit

✎  
Select template

4  
Select format and save

---

### Select template

Choose the template you want to use for your cover letter from the available Europass templates.



**Chrystalla**  
Thrasylvoulou

Georgiou Karaiskaki 15C, Flat 102, 2480 Tseri, Nicosia (Cyprus)

---

**To:** Mr. sd asd  
sda | sad asd, Cyprus

---

**Subject:** er

Dear Mr. erer,

Chrystalla

✕ Exit

← Previous
Next →

*Figure: Templates – Cover letter*

**STEP 18:** Give a name to the cover letter and you can save the cover letter to the ‘Europass Library’ or download it as PDF version.

**TOOLS & RESOURCES NEEDED**

Europass tool

**TIME REQUIRED**

60 min



## ASSESSMENT

**3-4 Assessment questions** based on what the user has learnt from the activity  
The questions can be true/false or multiple choice  
Each question should have only one correct answer

1. Do you know how to create your CV and cover letter?
  - a) Yes
  - b) No
2. Do you know how to update your CV and cover letter?
  - e) Yes
  - f) No
3. Do you know how to create your language passport?
  - g) Yes
  - h) No

## IMAGE



<https://pixabay.com/illustrations/resume-cv-hr-job-experience-2296951/>

### 4.2.2. Advanced level

#### Activity card 20 - Setting up your LinkedIn account

##### Setting up your LinkedIn account

##### LEVEL

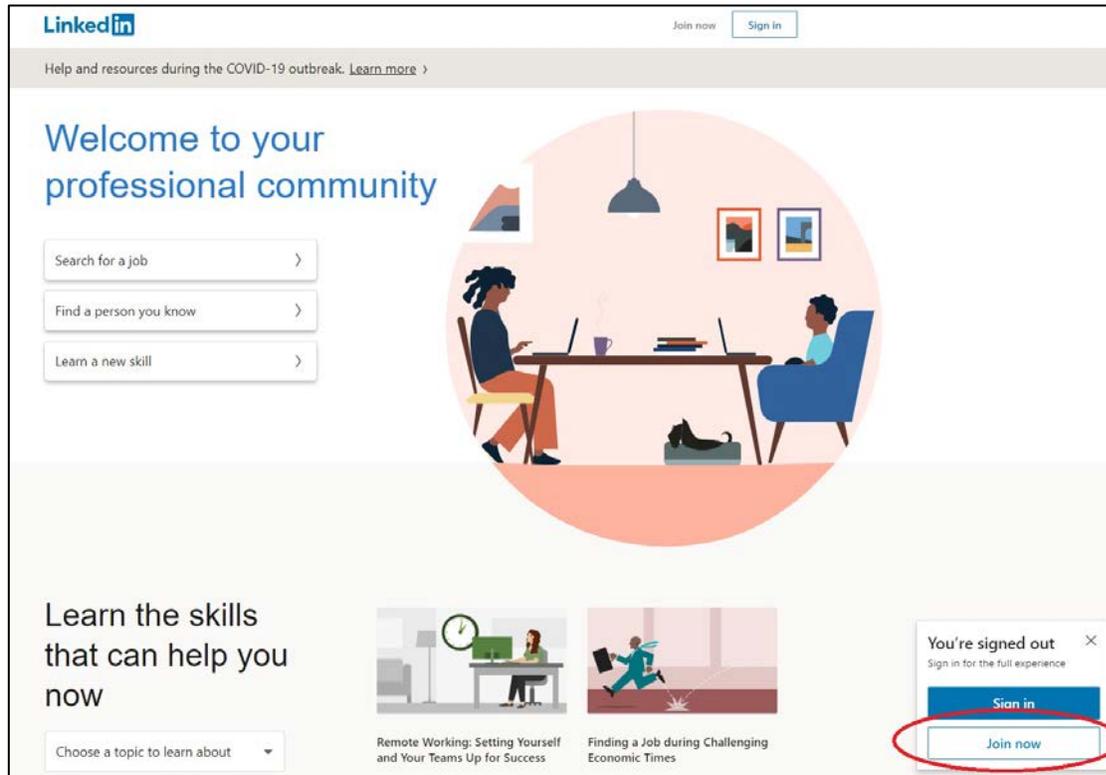
Advanced

##### DESCRIPTION OF THE ACTIVITY



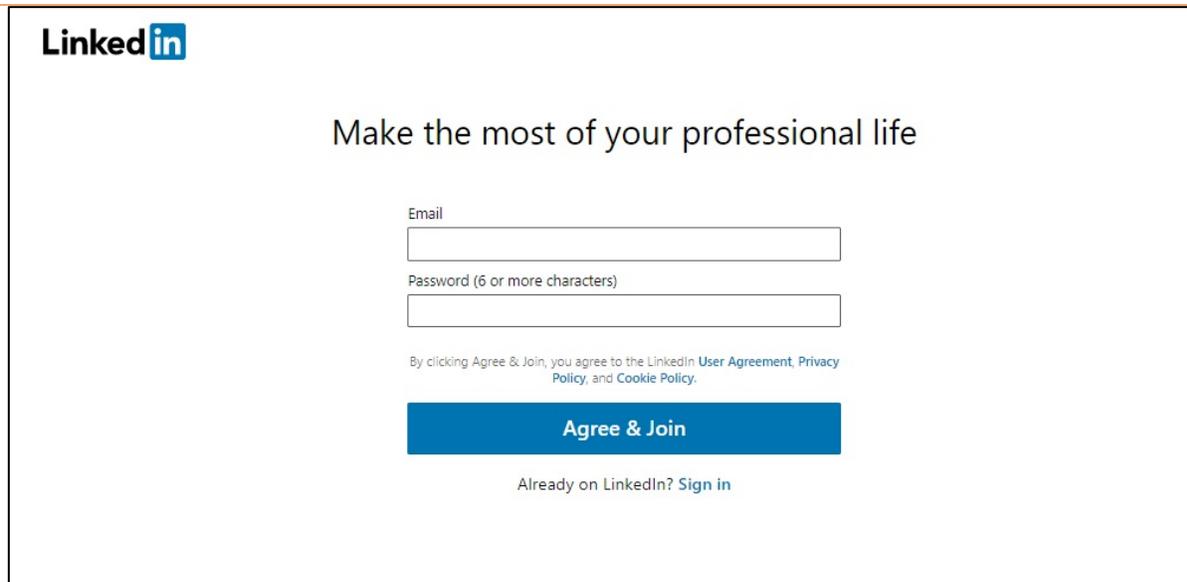
**Registering in LinkedIn** is a very simple process and shouldn't take more than **5 minutes**.

After going to [www.linkedin.com](http://www.linkedin.com) click on **Join now** at the bottom right hand corner.



*Figure: LinkedIn homepage*

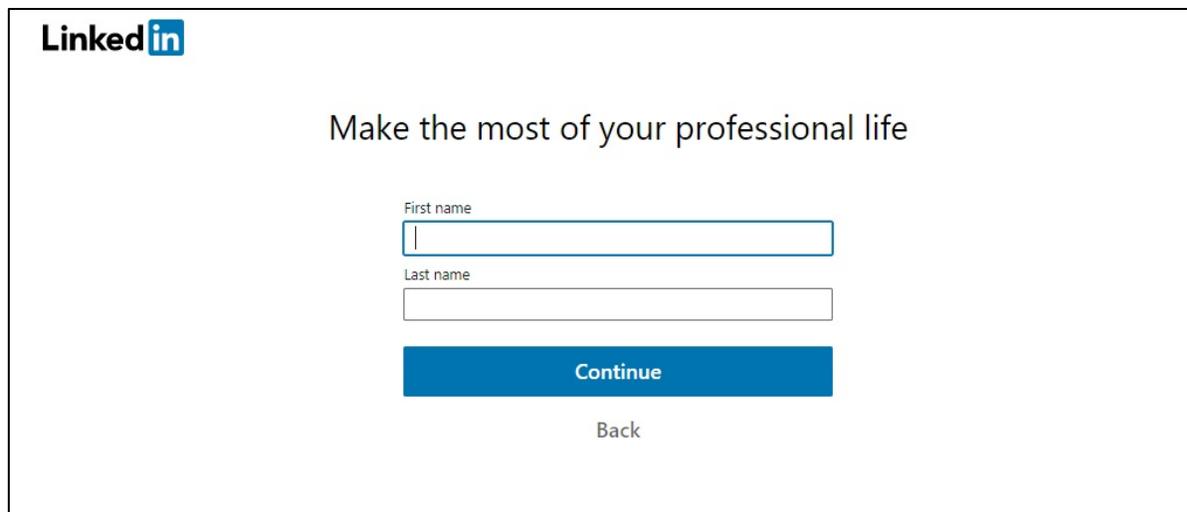
In the page that shows up, write your **email**, your preferred **password** for the account and click **Agree & Join**.



The screenshot shows the LinkedIn registration page. At the top left is the LinkedIn logo. Below it is the heading "Make the most of your professional life". There are two input fields: "Email" and "Password (6 or more characters)". Below the password field is a line of small text: "By clicking Agree & Join, you agree to the LinkedIn User Agreement, Privacy Policy, and Cookie Policy." Below this is a large blue button labeled "Agree & Join". At the bottom, there is a link that says "Already on LinkedIn? Sign in".

Figure: LinkedIn registration form

Afterwards, put on your **first and last name** and hit **Continue**.



The screenshot shows the second step of the LinkedIn registration process. It features the LinkedIn logo and the heading "Make the most of your professional life". There are two input fields: "First name" and "Last name". Below these fields is a large blue button labeled "Continue". At the bottom, there is a link that says "Back".

Figure: LinkedIn registration and personal information

In the window that pops up, click **Verify** and you will come up with a ball containing the image of an animal. Click on the **arrows left and right** of the ball in order to **rotate** it accordingly and bring it into a **standing position**.

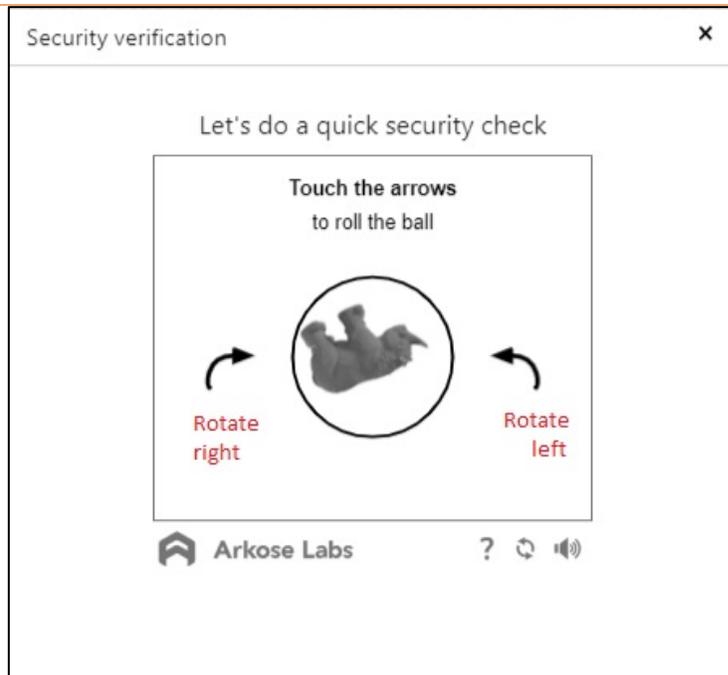


Figure: LinkedIn security check

Click **Done** when you're finished and in the next screen, you must confirm your **country, postal code and location**.

Figure: LinkedIn registration - location



Hit **next**, put your **most recent job title and company** and click **Continue**.

The screenshot shows the LinkedIn registration form for occupation. At the top left is the LinkedIn logo. The main heading reads "Your profile helps you discover the right people and opportunities". Below this are three input fields: "Most recent job title \*" with the value "Accountant", "Most recent company \*" with the value "Logistics S.A.", and "Industry \*" with a dropdown menu showing "Accounting". To the right of the job title field is a lightbulb icon and the text "There are 4948 people on LinkedIn with similar job titles in your location." To the right of the industry dropdown is another lightbulb icon and the text "There are 9929722 members in the same industry on LinkedIn." Below the input fields is a link that says "I'm a student". At the bottom center is a blue button labeled "Continue".

*Figure: LinkedIn registration - occupation*

If you haven't been in a company so far, click **I'm a student** and put in the corresponding details.



The screenshot shows the LinkedIn registration form for education. At the top left is the LinkedIn logo. The main heading reads "Your profile helps you discover the right people and opportunities". The form fields are as follows:

- School or College/University \***: Text input field containing "Universidad Complutense de Madrid". To the right of this field is a lightbulb icon and the text "There are 394280 alumni you can reach out to on LinkedIn."
- Degree \***: Text input field containing "Bachelor of Business Administration - BBA".
- Specialization \***: Text input field containing "Accounting".
- Start year \***: Dropdown menu with "2016" selected.
- End year (or expected) \***: Dropdown menu with "2020" selected.
- I'm over 16**: A toggle switch labeled "Yes" which is currently turned on.
- I'm not a student**: A text link below the toggle switch.
- Continue**: A large blue button at the bottom of the form.

Figure: LinkedIn registration - education

Afterwards, a **confirmation code** will be sent to your email address, you have to **write this code in the field** on your screen, and then click **Agree & Confirm**.



The screenshot shows the LinkedIn registration process at the email confirmation stage. At the top left is the LinkedIn logo. The main heading is "Let's confirm your email". Below it, a text prompt says "Type in the code we sent to orestis.ntagiantas@gmail.com.". There is a text input field containing six dashes "-----". Below the input field is a privacy notice with a checked checkbox: "Your privacy is important". The notice text reads: "We may send you member updates, recruiter messages, job suggestions, invitations, reminders and promotional messages from us and our partners. You can change your preferences anytime." Below the notice is a large blue button labeled "Agree & Confirm". At the bottom, there is a link "Didn't receive the code? Send again" and a green checkmark icon followed by the text "Email sent".

Figure: LinkedIn registration – email confirmation

You will then be asked **whether you're looking for a job or not..**

The screenshot shows the LinkedIn registration process at the job preference stage. At the top left is the LinkedIn logo. The main heading is "Are you looking for a new job?". Below it, a text prompt says "Your answer won't be shown to others". There are two large buttons: "Yes" and "Not now".

Figure: LinkedIn registration – options

...and finally you will be able to **select other users that you already know**, from an automatic list that arises from the data you inserted before (area, company, school etc). If you don't want to do it, click **Skip** at the down right corner.



Now every time that you want to view your profile, click on the “Me” option on the upper right corner, and on the dropdown menu that shows up, click **View profile**.

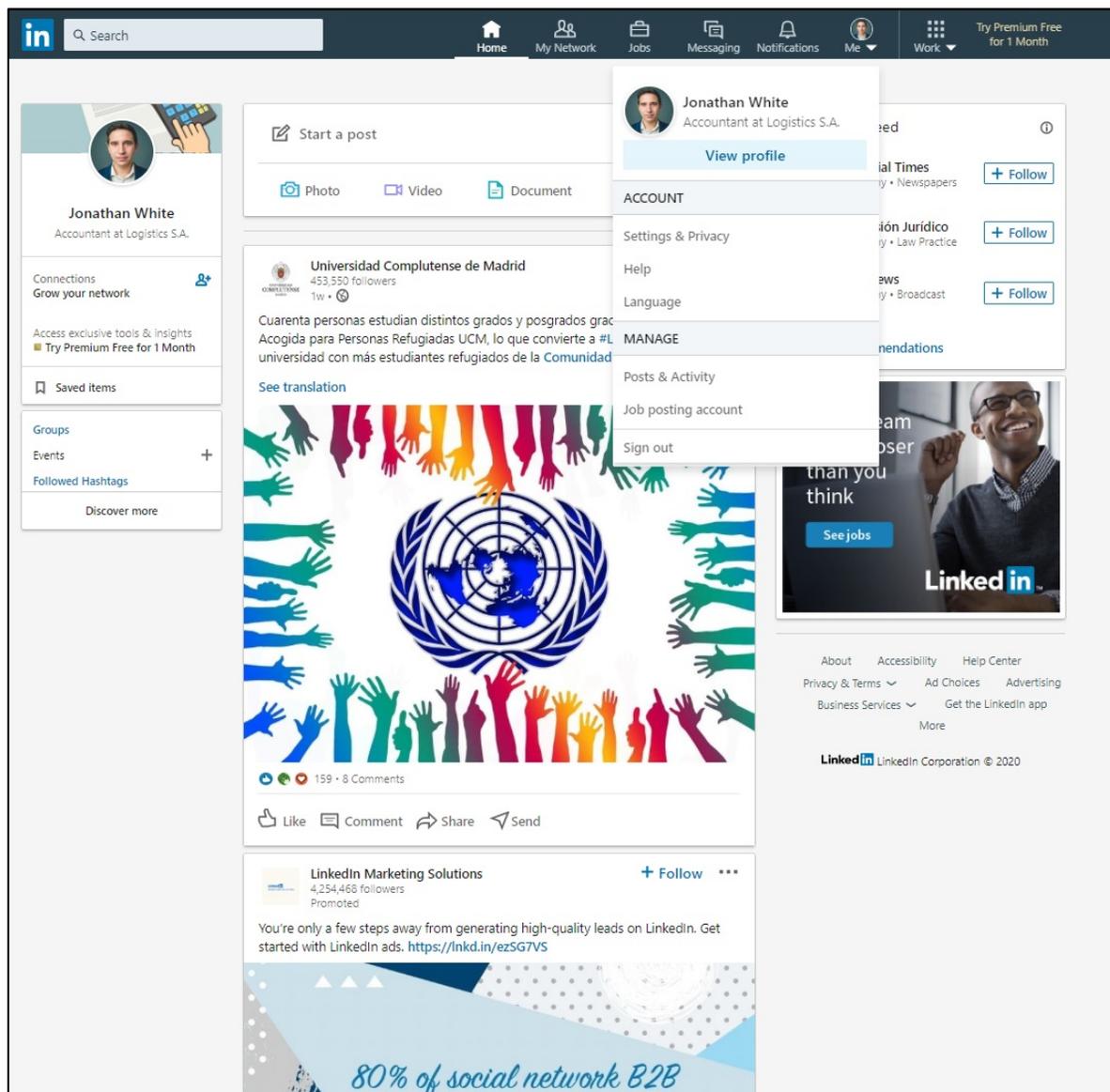


Figure: LinkedIn profile page

Here are the most basic elements of your profile that you have to take care of:

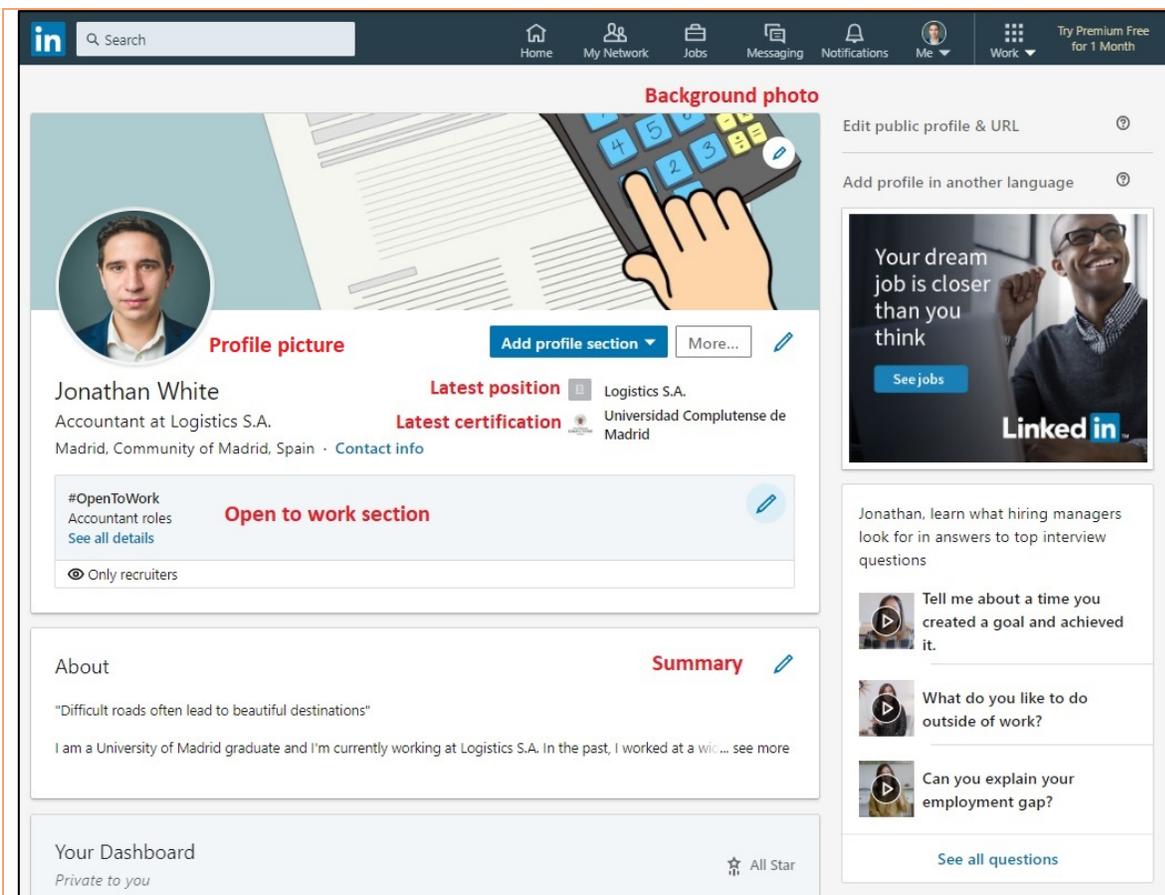


Figure: LinkedIn profile options

## 1. Profile picture

Literally the **first thing** that anyone sees at your profile, so you'd better make a good impression out of it. There is no golden formula for the perfect LinkedIn picture, but the most **basic rules** to remember are:

- The photo should be as **recent** as possible
- The ideal resolution is **400x400**
- Your face should **cover about 60% of the frame**. Practically, it means that the top of your head should almost touch the top of the picture and your chin should be a bit below the middle.
- Don't forget to **smile!**
- Wear an **outfit** that would be considered acceptable attire at your target job (a short this is the safest choice for pretty much every sector and for both genders).
- Avoid **distracting backgrounds**. This doesn't mean that you should always be in front of a white wall. A **monochrome background** of another color would be also fine (just be sure that it's not too fluorescent) as well as a **blurred scenery** with not so many details.

## 2. Background photo

This is practically the **second thing** that a viewer will notice at your profile. Here things are much simpler, and there are mainly 2 options to choose from:

- An image-logo-graphic that represents your sector (e.g. electrical circuits for a computer technician).
- A photo from a successful moment (e.g. you taking a prize or giving a speech)

### 3. Summary

The “about” section of your profile is where you describe yourself in a few lines. Once again, there are many ways in which you can write a great summary, but the most frequent advice is:

- Describe **what makes you passionate**. To put it simply, list the things that you do not do only for the paycheck.
- Describe what you do in the simplest way... **what problems you solve, for which persons and in what way**.
- Give a brief overview of your past... **what you have studied and where you have worked**.
- Point out your **most successful moments**
- Mention what things you like outside of the workplace (e.g. **your hobbies**)
- **Tell a story**. The sections of your past and your successful moments can very well take the form of a short story, as long as it's actually short.
- **Begin with an eye-catching sentence**. It is literally what will grab the attention of the reader and will tempt him/her to proceed. It can be a smart quote, a joke-like phrase, an unusual thing that you have done or a very high honor that you hold.
- Be sure to have **proper paragraphs** and **enough space** between them. Nobody likes a “text sheet”.

### 4. Open to work

Just like the title implies, it is a section that is visible **only when you want people to know that you're looking for a job**. It contains the hashtag **#OpenToWork** followed by the **job titles that you're interested in**.

By clicking the pencil on the right, you can **edit** these **roles**, your **location**, the **job type** you're looking for and whether you are **actively applying or casually browsing**. By clicking on the arrow down right you can also **add the “open to work frame” to your photo**.



The screenshot displays the LinkedIn 'Edit job preferences' interface. It includes sections for 'Job titles' (set to Accountant), 'Job locations' (set to Spain), 'Start date' (set to 'Flexible, I'm casually browsing'), and 'Job types' (set to 'Full-time'). A sub-dialog titled 'Choose who sees you're open' is active, offering two visibility options: 'Share with all LinkedIn members' (unselected) and 'Share with recruiters only' (selected). A 'Save' button is located at the bottom right of the main dialog.

*Figure: LinkedIn job preferences*

### 5. Explore your customisable options

Next to your profile page you will notice the **Add profile section** button which presents you with a **complete list of the customisable fields** of your profile, grouped by subject.

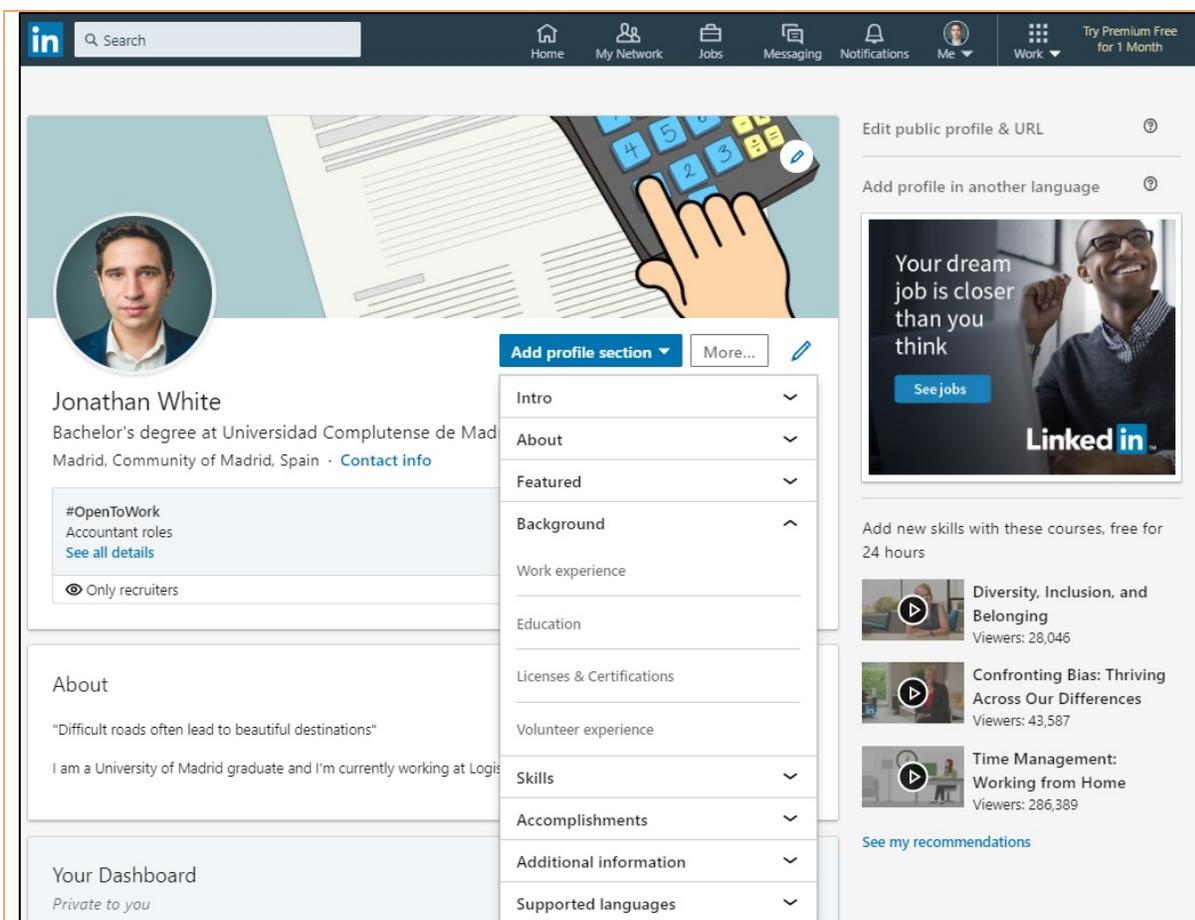


Figure: LinkedIn profile sections

Besides the **Intro** and **About** sections that were already mentioned, you should definitely add your **Background** (studies and work experience, certifications and volunteer experience), your **Skills** and the most noteworthy of your **Accomplishments**.

The **Featured** section should be handled modestly since an oversaturation of media and external links, could make your profile highly complicated and consequently difficult to read.

Finally, it would be great if you could request **Recommendations** from **high profile people** that you may happen to be connected with.

## TOOLS & RESOURCES NEEDED

LinkedIn



### TIME REQUIRED

30 min

### ASSESSMENT

1. Which of the following is not obligatory for your profile?  
A) Profile picture  
B) Summary  
**C) Videos**  
D) Skills
2. Which of the following elements should be highly avoided when it comes to your profile pic?  
A) Not smiling  
**B) Being with another person in the photo**  
C) A non-monochrome background  
D) Your face covering more than 60% of the frame
3. If you don't yet have a working experience, which elements help you to cover this gap?  
A) An enlisting of your skills and passions  
B) Your volunteer experiences  
C) Accomplishments and Recommendations  
**D) All the above**
4. Which are the absolutely necessary elements that must be included in your profile?  
A) Profile picture, background picture, links, skills  
B) Background picture, skills, accomplishments  
C) Profile picture, recommendations, studies, featured posts  
**D) Profile picture, studies, skills, work experience, summary**

### IMAGE

<https://pixabay.com/illustrations/linkedin-job-marketing-affiliates-3157977/>