



## SCHEME OF WORK

Module [Netiquette]

Responsible partner: [SFE CEFEC]

Tutor:	No of weeks/sessions	Hours per week/ per session	Total GLH
	1	4 hours	4 hours GLH 2 hours self study

### Module Aims:

The aim of this training is to help develop your skills to be able to be aware of your social identity and the role it has on your everyday life.

Date/Week/ Session No	No. of hours	Topic/Content	Learning Outcome(s)	Method(s) of delivery
1	20 mins	<p>Ask what everyone understands by Netiquette - Interactive Telecommunications and write it down (or have it noted) on the flipchart.</p> <ul style="list-style-type: none"> <li>- Show example</li> <li>- Ask what everyone thinks about this</li> <li>- Feedback from participants</li> </ul> <p>eg. Article from someone who makes a post on social media that doesn't turn out well.</p>	<p>Set benchmark</p> <p>Determination of knowledge by Asking Questions</p> <p>Creating awareness</p>	<p>Flipchart paper Markers <b>OR</b> Whiteboard Drywipe markers Internet Projector Screen</p>

1	40 mins	<p>Go deeper into the theme of social media and privacy.</p> <ul style="list-style-type: none"> <li>- Six degrees of separation.</li> <li>- Calculation friends of friends.</li> <li>- Project X haren.</li> </ul>	<p>Confirmation of understanding</p> <p>Asking Questions / Seeking feedback</p> <p>Creating points of discussion/interactions based on the topics</p>	<p>Internet Projector Screen</p>
1	120 mins	<p>Go deeper into the theme of dealing critically with disinformation, the influence of advertising and critical thinking.</p> <ul style="list-style-type: none"> <li>- Fabeltjesfuiik – zondag met Lubach</li> <li>- AI</li> <li>- Polarization (Capitol?)</li> </ul> <p>Go deeper into the theme of being digitally in balance and digital identity.</p> <ul style="list-style-type: none"> <li>- Cause, effect, impact</li> <li>- Advantages - disadvantages</li> <li>- Netiquette (how do I behave online – repercussion in real life) <ul style="list-style-type: none"> <li>o Etiquette Definition -&gt; Apply Online</li> <li>o</li> </ul> </li> </ul> <p>Taking a look at different social networks, applying netiquette</p>	<p>Confirmation of understanding</p> <p>Asking Questions / Seeking feedback</p> <p>Creating points of discussion/interactions based on the topics</p>	<p>Internet Projector Screen</p>

	60 mins	<p>Feedback from question what everyone understood by Netiquette - Interactive Telecommunications.</p> <p>Look back at the Flipchart.</p> <p>Test, feedback, conclusion, recap.</p> <p>Discussing personal experiences</p>	<p>Participants will know their learning style</p> <p>Asking for feedback</p>	<p>Flipchart paper Markers <b>OR</b> Whiteboard Drywipe markers</p> <p>VARK -Questionnaire</p>
<b>Syllabus content fully covered: Yes</b>	<b>All learning outcomes fully covered: Yes</b>			<b>If syllabus/learning outcomes not fully covered, where/how will these be covered elsewhere?</b>