



# Guidelines for online delivery of non-formal digital data protection learning



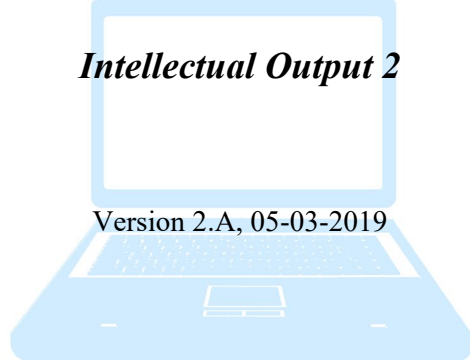
## e-OpenSpace Project



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e-Open Space



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## Introduction

Privacy and personal data protection are fundamental rights of every human being, enshrined in the Charter of Fundamental Rights of the EU. Skills for personal data protection are based on the understanding and knowledge that it is not given at birth. All of us have to learn how to protect our own data. 87% of all households in the European Union has Internet access while nearly 80% of people aged 25-54 are regular Internet users – they use the internet on average at least once a week<sup>1</sup>. Hence, people become more and more active online but also more and more vulnerable to misuse of their personal data. Awareness and skills for protection of privacy and personal data are becoming vital part of everyday life of all EU citizens. The most simple and efficient way to reach them is through the Internet.

Currently, all of us are in a radically different situation. Just before 25<sup>th</sup> of May 2018 there were 28 separate national laws for personal data protection, as well as several other EU legal acts, including the most important among them – Directive 95/46/EC. There are various regimes, procedures and authorities, both at national and at EU level, providing protection of personal data and privacy. The present EU legal framework on data protection (General Regulation and Police Directive) has been adopted in 2016 and became applicable in May 2018. It has already brought a common set of rules, better efficiency and coherence. This EU legislation has to be supplemented by practical measures, based on innovative ways of using available technologies for providing knowledge and skills for stakeholders – data controllers, data subjects, civil servants and practitioners. Provision of awareness-raising measures is one of the national data protection authorities' tasks and a key tool for prevention of misuse and data breaches.

The “Guidelines for online delivery of non-formal digital data protection learning” is a practical tool aimed at advising learning providers for ways of online delivery of their services. It aims at providing practical advices mainly based on Catalogue of good practices and collected lessons learned from previous activity under the e-OpenSpace Project. The Guidelines also target at offering logical and successive approach for online delivery of non-formal digital learning in the field of privacy and personal data protection. The non-formal digital learning on privacy and personal data protection can be considered as essential help to the adults in active employment

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<sup>1</sup> [https://ec.europa.eu/eurostat/statistics-explained/index.php/Digital\\_economy\\_and\\_society\\_statistics\\_-\\_households\\_and\\_individuals](https://ec.europa.eu/eurostat/statistics-explained/index.php/Digital_economy_and_society_statistics_-_households_and_individuals) and [http://ec.europa.eu/eurostat/statistics-explained/index.php/Archive:Internet\\_use\\_statistics\\_-\\_individuals](http://ec.europa.eu/eurostat/statistics-explained/index.php/Archive:Internet_use_statistics_-_individuals)



age in order to be better equipped with the knowledge and skills for the digital age, in line with the "New Skills Agenda for Europe" presented by the European Commission in June 2016. Ultimately, as result of the e-OpenSpace project the "Guidelines for online delivery of non-formal digital data protection learning" will help them reap the benefits of the EU upcoming Digital Single Market expected to generate more than 415 billion euro per year.

The "Guidelines for online delivery of non-formal digital data protection learning" consists of 6 chapters which preparation process was based on expert judgment and decision-making group techniques. Chapter 1 aims to inform about privacy of natural person and protection of personal data as well as understanding what are their rights and means for exercising them. Furthermore, it explains legislation related with protection of personal data, supervising authorities in EU and how is this issue solved in the rest of the world. Finally, it gives guidance for planning data protection learning.

Chapter 2 examines issues related to the extremely limited audiences' attention span in paper-based learning modules. The average person loses concentration after just eight seconds, meaning that content creators need to find a way to hook audience's attention in less than eight seconds. In this respect, conventional content can have significant limitations. Chapter 3 deals with challenges of open educational resources selection as well as the preparation of content for non-formal digital data protection learning based on this selection. Chapter 4 aims to describe a sample set of steps to be followed by the promoters of on-line training courses. They do not represent a strict "must to do" list, but rather a couple of examples to facilitate and inspire the organization of the educational process. It focuses first on the notions of distant learning, e-learning, formal and non-formal education. This chapter also pays attention to the specifics of the trainees and it gives instructions on the planning, preparation and the performance of the training.

Chapter 5 covers the pivotal part of non-formal digital data protection learning, which directly regulates the modes of contacting the trainee, carrying out the programme that was established in previous chapters and, finally, assessing the learning activities on two levels: on the one hand, assessing the trainee's performance (for the sake of his/her own feedback or obtaining a certificate which might later be useful in his/her work activities or pursuing a dedicated career path) and, on the other hand, assessing the effectiveness and purposefulness of the designed



learning programme and tools. It is crucial to be aware that all the activities undertaken within the project culminate in this part of training activities. Their successful design contributes therefore to the actual performance in the project. Chapter 6 proposes practical steps in e-learning delivery and provides tips and tricks.

## Terms/definitions

*Competence* – Ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development).

*Continuing education and training* – Education or training after initial education and training – or after entry into working life aimed at helping individuals.

*Europass* - Portfolio of five documents helping citizens to better communicate their skills and qualifications when applying for job or study in Europe. The Europass CV and the language Passport are completed by citizens themselves; the other three documents can be issued to citizens who achieve a mobility experience in another European country (Europass Mobility) or who complete a formal programme of vocational education or training (Certificate supplement) or of higher education (Diploma supplement).

*European credit system for vocational education and training (ECVET)* - Technical framework for transfer, validation and, where appropriate, accumulation of learning outcomes by individuals, to achieve a qualification. ECVET tools and methodology comprise a description of qualifications in units of learning outcomes with associated points, a transfer and accumulation process and complementary documents such as learning agreements, transcripts of records and ECVET users' guides.

*European credit transfer and accumulation system (ECTS)* - A systematic way of describing a higher education programme by attaching credits to its components (modules, courses, placements, dissertation work, etc.).

*European qualifications framework for lifelong learning (EQF)* - Reference tool for describing and comparing qualification levels in qualifications systems developed at national, international or sectoral levels.

*Formal learning* – Learning that occurs in an organised and structured environment (such as in an education or training institution or on the job) and is explicitly designated as learning (in





terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to certification.

*Guidance and counselling / information, advice and guidance (IAG)* – Range of activities designed to help individuals to take educational, vocational or personal decisions and to carry them out before and after they enter the labour market.

*Informal learning* – Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective.

*Learning* – Process by which an individual assimilates information, ideas and values and thus acquires knowledge, know-how, skills and/or competences.

*Learning outcome / learning attainments* – Set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of learning process, formal, non-formal or informal.

*Lifelong learning* – All learning activity undertaken throughout life, which results in improving knowledge, know-how, skills, competences and/or qualifications for personal, social and/or professional reasons.

*Non-formal learning* – Learning embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's point of view.

*Personal Data* – Any information relating to an identified or identifiable natural person ('data subject'); an identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person.

*Qualification* – Qualification covers different aspects:

- Formal qualification: the formal outcome (certificate, diploma or title) of an assessment process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards and/or possesses the necessary competence to do a job in a specific area of work. A qualification confers official



recognition of the value of learning outcomes in the labour market and in education and training. A qualification can be a legal entitlement to practise a trade (OECD);

- Job requirements: knowledge, aptitudes and skills required to perform specific tasks attached to a particular work position (ILO).

*Skill* – Ability to apply knowledge and use know-how to complete tasks and solve problems.

*Validation of learning outcomes* – Confirmation by a competent body that learning outcomes (knowledge, skills and/or competences) acquired by an individual in a formal, non-formal or informal setting have been assessed against predefined criteria and are compliant with the requirements of a validation standard. Validation typically leads to certification.

*Vocational education and training (VET)* – Education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market.



## Chapter 1: Non-formal privacy and data protection learning

### I. INTRODUCTION

#### 1) What is privacy?

In everyday communication, people can be heard mentioning their privacy, or not being able to have privacy, or discuss the fact that certain activities or behaviour of another person is threatening their privacy. But do we know what actually privacy means or at least understand this issue? There are more than dozen definitions about privacy but the most common are;

- *A state in which one is not observed or disturbed by other people.*
- *The state of being free from public attention*
- *Someone's right to keep their personal matters and relationships secret*

It is obvious that the centre of the topic is the person „per se“ but the idea of privacy is also applicable for group of persons/people. Someone's privacy can be endangered when he/she is alone or when he/she is part of the group so one will not be mistaken if we say that privacy is, beside freedom, one of the fundamental rights of people.

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#### 2) What is data protection?

When talking about “data protection” usual general understanding is that it is about protection of computer data, business data and technical measures for ensuring their integrity and our ability to save them and, in case of incident, to restore. In fact data protection is far more complex than it looks at glance.

Data protection aims to achieve a balance between individual privacy rights while still allowing data to be used for business purposes. It should always be applied to all forms of data, whether they are personal or corporate. It deals with both the integrity of the data, protection from corruption or errors, and privacy of data, being accessible to only those that have access privilege to it. The context of data protection varies and the methods and extent also vary for each. There is:

- Data protection on the personal level;



- Data protection on business and public entities;
- Data protection on highly classified documents.

Some definitions that best describe data protection are:

- *Methods used to ensure data can be restored after corruption, compromise or lost.*
- *Use of information technology techniques to ensure the availability and integrity of the data.*
- *Process of protecting data that involves collecting, storing and dissemination within technology environment.*

To sum up, while protecting of data or data protection can be understand like we're primarily talking about protection of business data stored on computers, the focus should be on protection of personal data of individuals (data subjects) in regards with its processing, but without technical and organisational measures there is no guarantee that they will not be compromised or stolen.

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## II. GENERAL DATA PROTECTION REGULATION (GDPR, 2016/679)

**Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC, is set of rules, rights and obligations** for the companies/institutions, we call data controllers, and natural persons/citizens, whom we call data subjects, to regulate the obligations and rights in the process of collecting and processing personal data by the data controllers, and allowing the data subjects to exercise their rights and obtain legal protection.

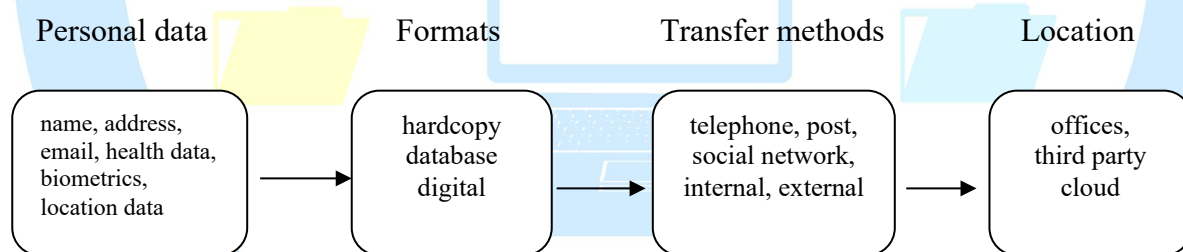
### 1) Key elements

- a) Lawful, fair and transparent processing;
- b) Limitation of purpose, data and storage;



- c) Data subject rights;
- d) Consent;
- e) Personal data breaches;
- f) Privacy by Design;
- g) Data Protection Impact Assessment;
- h) Data transfers;
- i) Data Protection Officer;
- j) Awareness and training.

At any moment each data controller should know how personal data are collected, the type of personal data which are subject to the processing, the entities to which the personal data may be disclosed, the purpose limitations, the storage period and other measures to ensure lawful and fair processing. Following diagram summarizes the flow of information during processing



It is important to say that GDPR is not consultative Regulation and that data controllers are obliged to strictly follow its terms. Abuse of personal data leads to fines that are set by Regulation and depending of extension of personal data breach, number of affected data subjects and damage, those can be from few thousand euros till twenty million euros or 4 % of the total worldwide annual turnover of the preceding financial year, whichever is higher.

For more information, GDPR is available on further link:

<https://eur-lex.europa.eu/legal-content/en/TXT/?uri=CELEX:32016R0679>



## 2) European Data Protection Board (EDPB)

The EDPB is an EU body in charge of the application of the General Data Protection Regulation (GDPR) as of 25 May 2018. It's made up of the head of each DPA and of the European Data Protection Supervisor (EDPS) or their representatives. The European Commission takes part in the meetings of the EDPB without voting rights. The secretariat of EDPB is provided by the EDPS.

The Board is not only issuing guidelines on the interpretation of core concepts of the GDPR but is also called to rule by binding decisions on disputes regarding cross-border processing activities, ensuring therefore a uniform application of EU rules to avoid the same case potentially being dealt with differently across various jurisdictions.

The key means the Board has to fulfil its role are:

- [Guidelines, Recommendations, Best practices](#)
- [Opinions](#)
- [Binding decisions](#)

When performing its tasks and powers, the Board acts independently and neither seeks nor takes instructions from anybody.

The Board can also examine - on its own initiative or on the request of one of its members or the European Commission - any question covering the application of the GDPR.

The EDPB has to advise the European Commission on any issue related to data protection in the EU, including on any proposed amendment of the GDPR and any EU legislative proposal. It also has to advise the European Commission on the format and procedures for the exchange of information in the framework of the Binding corporate rules.

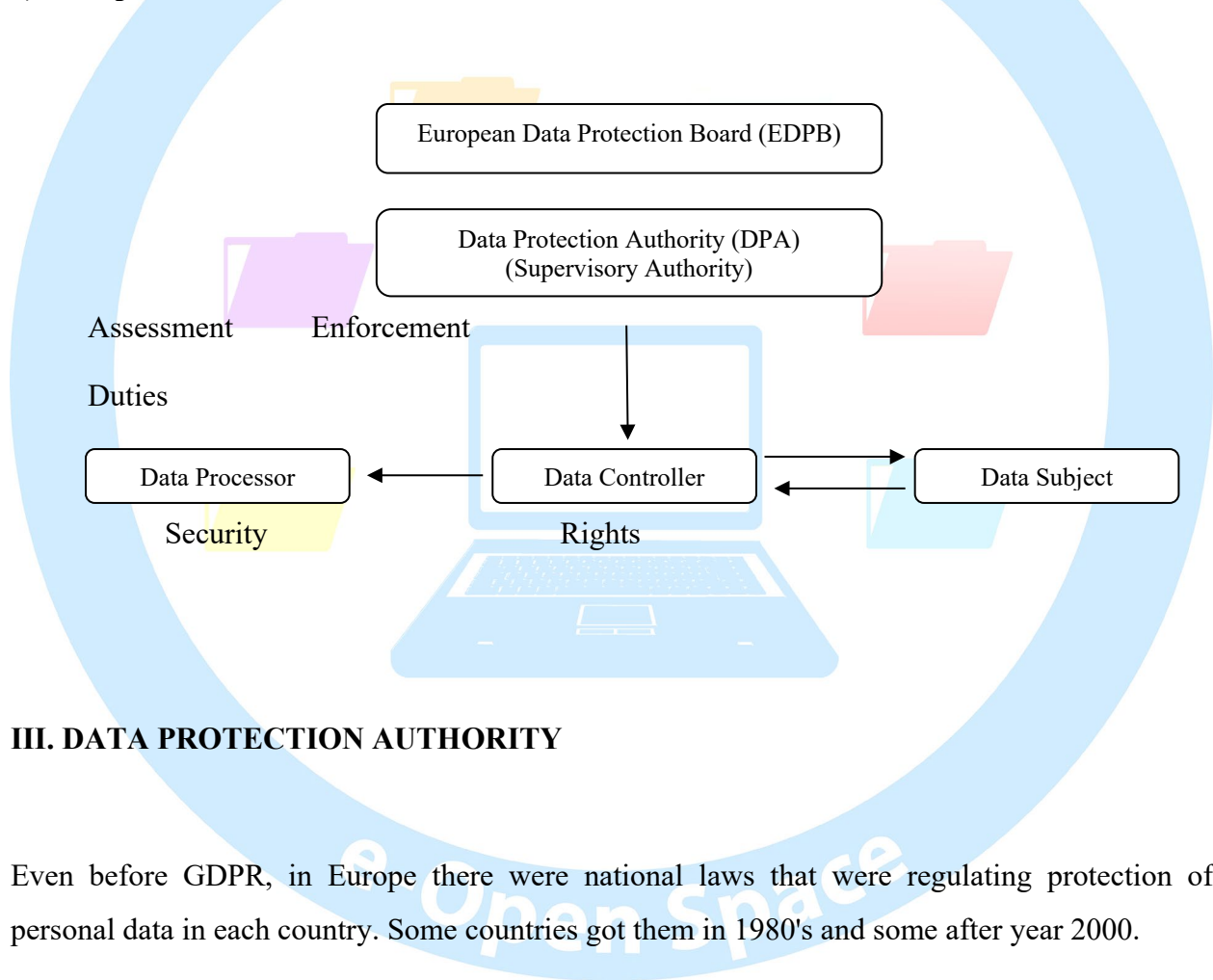
In addition, the EDPB has to provide the European Commission with an opinion on the assessment of the adequacy of the level of protection in a third country; with an opinion on the icons and with an opinion on the certification requirements. The EDPB has a role to play in providing opinions on draft decisions of the supervisory authorities.



EU continuously work on protection of personal data and rights of its citizens (data subjects) and so far its working bodies have published a numerous guidelines and opinions related with relevant topics.

For more information and details you can reach EDPB <https://edpb.europa.eu/> or Article 29 Working Party archives from 1997 -2016 on web sites [http://ec.europa.eu/justice/article-29/documentation/index\\_en.htm](http://ec.europa.eu/justice/article-29/documentation/index_en.htm)

### 3) Data protection model under the GDPR



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### III. DATA PROTECTION AUTHORITY

Even before GDPR, in Europe there were national laws that were regulating protection of personal data in each country. Some countries got them in 1980's and some after year 2000.

According to GDPR, the body responsible for overseeing the protection of personal data in each country is called Supervisory Authority,



In the rest of the world, some countries do not have data protection law or Data Protection Authority (Supervisory Authority). Below is a brief overview of the situation in the European Union and examples from the rest of the world;

## 1) Europe

**In the European Union** there are 28 authorities that are supervising protection of personal data of individuals/natural person, processing of personal data and free movement of such data. Not all supervisory authorities have same structure. Some of them are joining together with „right to access information“ government institution. In that case institution usually has name as Information Commissioner Office. Some other institutions are only supervising protection of personal data and their name is usually in structure as Personal Data Protection Agency. Commonly accepted name for such authority is Data Protection Authority (DPA).

For more information about EU DPAs use links on provided list;

Austria - <http://www.dsb.gv.at/>

Belgium – <http://www.privacycommission.be/>

Bulgaria – <http://www.cpdp.bg/>

Croatia – <http://www.azop.hr/>

Cyprus – <http://www.dataprotection.gov.cy/>

Czech Republic - <http://www.uouu.cz/>

Denmark – <http://www.datatilsynet.dk/>

Estonia – <http://www.aki.ee/en>

Finland – <http://www.tietosuoja.fi/en/>

France - <http://www.cnil.fr/>

Germany – <http://www.bfdi.bund.de/>

Greece - <http://www.dpa.gr/>





Hungary – <http://www.naih.hu/>

Ireland – <http://www.dataprotection.ie/>

Italy – <http://www.garanteprivacy.it/>

Latvia – <http://www.dvi.gov.lv/>

Lithuania - <http://www.ada.lt/>

Luxembourg - <http://www.cnpd.lu/>

Malta - <http://www.dataprotection.gov.mt/>

The Netherlands – <https://autoriteitpersoonsgegevens.nl/nl>

Poland - <http://www.uodo.gov.pl/>

Portugal – <http://www.cnpd.pt/>

Romania - <http://www.dataprotection.ro/>

Slovakia - <http://www.dataprotection.gov.sk/>

Slovenia - <https://www.ip-rs.si/>

Spain – <https://www.agpd.es/>

Sweden – <http://www.datainspektionen.se/>

United Kingdom – <https://ico.org.uk>

## 2) Rest of the world

In countries around the world protection of personal data differs from country to country. However, not all countries have any data protection laws.

For example, **in the United States** data privacy is not highly regulated, so by extension there are no strict data protection laws that apply. It has about 20 sector specific or medium-specific national privacy or data security laws, and hundreds of such laws among its 50 states and its territories. There is no official national authority, but the Federal Trade Commission (FTC) has jurisdiction over most commercial entities and has authority to issue and enforce privacy regulations in specific areas (e.g. for telemarketing, commercial email, and children's privacy).



The FTC uses its general authority to prevent unfair and deceptive trade practices to bring enforcement actions against inadequate data security measures, and inadequately disclosed information collection, use and disclosure practices. State attorneys general typically have similar authority and bring some enforcement actions, particularly in the case of high profile data security breaches.

In addition, a wide range of sector regulators, particularly those in the health care, financial services, communications, and insurance sectors, have authority to issue and enforce privacy regulations.

**In Japan,** The Act on the Protection of Personal Information ("APPI") regulates privacy protection issues in Japan and the Personal Information Protection Commission (the "PPC"), a central agency acts as a supervisory governmental organization on issues of privacy protection.

The APPI was originally enacted approximately 10 years ago but was recently amended and the amendments came into force on 30 May 2017.

The PPC has been tasked with providing many of the details necessary to interpret and enforce the APPI. The PPC issues guidelines for general rules for handling personal information, offshore transfer, and confirmation and record requirements upon provision of personal data to third parties and creation and handling anonymised information. The PPC is neutral and independent, and it has the power to enforce the APPI. However, it will only have the right to perform audits and issue cease and desist orders; it will not have the power to impose administrative fines. For more information visit <https://www.ppc.go.jp/en/>

**In Argentina,** Section 43 of the Federal Constitution grants citizens expeditious judicial action to gain access to information about them contained in public and private databases and to demand its amendment, updating, confidentiality, or suppression if it is incorrect.

Personal Data Protection Law Number 25,326 (the 'PDPL'), enacted in October 2000, provides much broader protection of personal data closely following Spain's data protection law. On 30th of June 2003, the European Commission recognised that Argentina provides an 'adequate' level of protection of personal data, in line with the Data Protection Directive (95/46/EC).



Argentine Personal Data Protection Agency (*Dirección Nacional de Protección de Datos Personales-DNPDP*) has enforcement power and for more information visit <http://www.jus.gov.ar/datos-personales.aspx>

**In Australia**, Data privacy/protection is currently made up of a mix of Federal and State/Territory legislation. The Privacy Commissioner ("Privacy Commissioner") operating under and through the Office of the Australian Information Commissioner ("OAIC") is the national data protection regulator responsible for overseeing compliance with the Privacy Act. The Privacy Commissioner has power under the Privacy Act to conduct investigations (including own motion investigations), ensure compliance with the Privacy Act and seek civil penalties for a serious/egregious breach or for repeated breaches of the APPs where remediation has not been implemented. Australian States and Territories (except for Western Australia and South Australia) each have their own data protection legislation applying to State Government agencies (and private businesses' interaction with them). There are also various other pieces of State and Federal legislation that impact on or relate to data protection.

For more information visit <http://www.oaic.gov.au/>.

**In Indonesia and Pakistan** there is no law on data protection and there is no national data protection authority for data privacy in general.

For more information about data protection authorities and legislation visit <https://www.dlapiperdataprotection.com/index.html?t=about&c=PK>

#### **IV. DATA PROTECTION LEARNING**

Data protection learning should cover understanding difference between personal and business (corporate) data, threats to the safety of data and IT protocols on data security, measures that each person has to implement to raise awareness of privacy best practise and how to keep personal data secure, online and offline. It should explain GDPR, data subject rights and ways for exercising them.



It has to emphasize that it's not enough for natural person just to rely on GDPR and competence of Data Protection Authority, but to be proactive and take steps toward safety of own personal data like:

- use more complex passwords on Internet services and social networks (minimum 8 digits-small, capital letters, numbers, signs) and not reveal it to anyone,
- not disclose sensitive data on social networks,
- never leave personal IDs to anyone,
- not connect to unknown free wireless networks with private electronic devices and keep updated antivirus and antimalware programs,
- be aware of potential threats that could be received by e-mail, through links or by visiting certain web sites.

Learning has to be informative with facts like; according to most IT annual reports, in average 85% of security breaches in corporate world are caused by human error or non-intended action which in most cases led to lost or compromise personal and business data. Consequently, first step in personal data protection learning should be about ISO 27001 and Information Security Management System (ISMS).

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## **V. PLANING ON NON-FORMAL PRIVACY AND DATA PROTECTION LEARNING**

The organization of the non-formal learning process could be broken down to several basic steps:

### 1. Defining the target groups

Students, practitioners involved in the field of personal data protection through given tasks or in dissemination of public awareness.

### 2. Analysis of needs

What are the expectations of the trainees, their knowledge on the subject, specific topics to be covered throughout the course, their preferences? Analytic activities/collecting information could be done using on-line questionnaire or forms.



### 3. Designing the forms to deliver the training

There should be no limitation in selection of formats for content delivery and technical solutions; virtual classroom, audio/video conferencing, web applications, power point presentations, on-line courses, discussion boards. Content could be linear or interactive with given options for trainee.

### 4. Implementation of the activity

In this stage attention should be paid so that the used language is simple and understandable, sentences – short and clear, content – organized, in parts not longer than trainees are able to take at once. There should be given questions for trainees to interact/respond and examples that facilitate learning process.

### 5. Evaluation

The purpose of evaluation is to receive feedback from the trainees. Among other questions included should be those like;

- Was the training engaging and relevant?
- Did presented materials reached expectations?
- Was the trainer capable for presenting content?

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## **Chapter 2: Transforming paper-based learning modules into interactive content**

There is no doubt that catching the audience's attention in the most important thing in presenting content. "Content is king" to be more precise. Paper-based content is already considered obsolete, giving way to the "new king" – interactive content. It can't be denied that conventional content will be here for many years to come, but interactive content will be more visible due to its impressive features. Moreover, interactive content facilitates a better interaction between the content creator and the audience.

### 1. Paper-based learning modules



Paper-based modules in the field of education and training aim at developing key skills for dealing with different objectives. Paper-based modules are accompanied by tests, exercises, articles, etc. And since we are talking about training modules, there are some basic principles they have to adhere to: accessibility, individual approach, consciousness and durability of knowledge.

Every single module (be it paper-based or digital) comprises of:

- Main objectives – basic knowledge, topics, usage of built-in templates and basic concepts;
- Expected results – will the main objectives be fulfilled;
- Key words – depend on the topic and the objectives;
- Duration – indicates the period of time.

Being a part of a training program, these modules have to indicate the importance of acquiring **knowledge and skills**, examples of good practices, conclusions and recommendations.

It has to be stressed that knowledge and skills are the most valuable qualities of the individual – for example, they can ensure better competitiveness and higher incomes. They also create conditions for free choice, independence, and more effective expression of personality. In addition, in large companies, there is a process, called “knowledge management”, which is focused on the companies’ critical issues of adaptation, survival and competence, by taking into account the continuous changes in the external environment. Knowledge management encompasses all processes in an organisation by creating a synergy of data and the capabilities of the state-of-the-art computer technologies in order to enhance the creativity and innovation in individuals. In this line of thoughts, training modules should be developed to meet the needs of the audience.

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## 2. The term "transforming"

The term “transforming” means converting one thing into another. In order for the process of transforming paper-based modules into interactive content to be successful, two basic approaches should be used - constructivism and connectivity. An expression of constructivism is the active



use of modern technologies as a possible option of active learning. The main goal is to understand the matter, rather than memorizing the correct answers.

Connectivity can be used as another approach in presenting interactive content. Its main aspects are:

- Technology changes the abilities of our brain;
- The means of technology we use can shape the way we think.

### 3. Interactive content

What is important here is to be able to properly select the type of interactive text, while at the same time, taking into account the purpose of the paper-based module. The types could be:

- Static interactive text, which can be a subject to programming;
- Interactivity – in the form of a presentation;
- Pseudo-dynamic interactive text – the content is programmed, but the individual can add data;
- Dynamic interactive text – putting content into the system, modify it, creating additional content, based on the preferences of the individual.

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Transforming paper-based modules in interactive content is in fact the reason for the so called “interactive learning”, which is considered a good learning by individuals.

### 4. What are the benefits of using interactive content?

- A higher engagement rate

Let's just say that even a poorly executed piece of interactive content has a higher engagement rate than a good piece of conventional paper-based content. It makes sense because even the most primitive form of interactive content implies user action, so by its very nature it requires some degree of interaction. Interactive content generally gives people more value.

- Capture more and relevant data

Creating content that thoroughly captivates audiences' attention can make them provide not just more data, but relevant data, which is a win-win situation in a lot of cases! Quizzes, polls and



other interactive content allow the users to provide with an instant feedback, and this means that not only their contact info is available, but it enables the creation of more targeted and useful content for them.

- Increase brand loyalty (restricted to marketing, but interesting to mention)

A good marketer should put him or herself in the shoes of the average Internet user. Ordinary content makes people see the brand as similar to many others — it's hard to stand out from the competitors if creating the same old blog posts. Interactive content not only has a greater chance of being liked and shared by consumers, but it helps develop brand loyalty because people come to see the creator of the content as an expert in his or hers particular niche.

## 5. Types of interactive content

- Interactive infographics

Interactive infographics require more resources than static ones. If executed excellently, they can bring massive traffic, many backlinks and user engagement will go up. They are the proof that mundane and dry topics can be presented in enthusiastic ways. Audiences are happy that the information showcased is enjoyable and engaging.

- Interactive video

The popularity of using video is mainly because it gives more freedom for expressing creativity while getting the message across. However, it has to be born in mind that interactive videos often require many resources and large budget in order to be done properly and serve their purpose.

- Polls and surveys

Polls and surveys are aimed at getting feedback and finding new user data. The great advantage of these forms is their unobtrusiveness. On top of that, polls and surveys are among the oldest forms of interactive content and have been successful across time. The success of polls and surveys resides in their shortness. They have many common elements, but there is a clear difference between them.

Whereas a poll consists of only one multiple choice questions, a survey contains multiple questions. Poll forms are generally situated on the lower part of the screen and require minimal





interaction. On the other hand, surveys are more complex and require greater interaction. In order to fulfil its task, a survey should be engaging enough to convince people to complete all the steps.

- Calculators (related to marketing, but interesting to mention)

Calculators have the potential to make miracles happen when it comes to leads and sales generated. This form of interactive content consists of taking the users' input and, based on a formula, creating an answer which is usually numerical. A calculator provides precise results that are suitable for complex strategies. Instead of writing a lot of content on paper in order to describe a product or service, a calculator offers an accurate output of the gains. Additionally, a calculator requires a small amount of effort from users but provides them with great value.

- Assessments

An assessment is a piece of interactive content in which the audience is required to provide answers to a few questions in order to receive insights based on them. It's an objective form of getting quality feedback. By its very nature, assessments allow creators of content to get plenty of information about the audience, and assessments are the most appreciated form of interactive content.

- Interactive e-books and white papers

There are some clear differences between e-books and white papers, but they have many things in common as well.

Basically, e-books and white papers allow for the sharing of a lot of information, usually in a concise manner. Regardless of the quality of the content and design, digesting a lot of information can be a real chore for users, and taking into account the reduced attention span of most people, there is definitely room for improvement with these two formats. Interactive e-books and white papers captivate the readers and result in a higher engagement rate. Some e-books require users to input data which, of course, leads to higher engagement.



- Interactive e-mails

Rather new type of interactive content, which is currently under development. An interactive email has the functionality for users to take an action within the email that triggers an event within the same email. For instance, interactive email can take the form of:

- ✓ Using dropdowns or navigation within an email
- ✓ Using a photo gallery or carousel within an email
- ✓ Using quizzes, polls, or surveys within an email

(List is not exhausted).

- PowerPoint presentations

PowerPoint presentation is one of the most, if not the most recognizable tool for creating interactive content. It is also very versatile and can always be adjusted to suit the needs of the audience.

It is a form of communication, an interactive dialogue between the presenter and the audience. A really well-done presentation can convey messages and create an impact. Its main purpose is to persuade and encourage fostering a better understanding of the matter at hand.

The purpose of the presentation is defined by its type and content. It has to be defined precisely, realistically and in the light of the expected results.

The main functions of a presentation are:

- informative – conveys message or information to the audience;
- persuasive – the audience is made aware of all the pros and cons of the subject matter;
- lays down the basis for a dialogue.

PowerPoint presentations can be turned into an excellent tool for eLearning experience.

1. Choosing the right eLearning tool

These tools help converting the presentation into dynamic and interactive course, without any additional programming. Sound effects, video, animation, quizzes and rich interactivity can be additionally added to engage the audience. Also there is the possibility of embedding third party



content from across the Internet, including Twitter feeds, YouTube videos, Google Maps and much more, which will increase the immersion of the audience to a new level.

## 2. Reorganising the layout, if needed

Here, page layout templates, links, polls, and other means may be used. Attention-grabbing graphics will also help to make the content more exciting and engaging.

## 3. Creating a branching menu for easy navigation

One of the most effective ways to integrate a healthy dose of interactivity adding a menu at the beginning that allows the audience to access to various modules quickly. Rather than sticking to the linear structure that virtually all presentations follow, content may be organized upon ideas or subject matters and separate them into different modules. That will allow users to gain control over their experience.

## 4. Utilising hyperlinks for integrating videos

In fact, hyperlinks serve a variety of purposes in interactive content. They can be used for integrating videos which gives the audience a chance to expand their knowledge base and explore a topic in depth.

## 5. Integrating characters and audio for greater immersion

Background audio integration or using characters can make the difference. Royalty free music may be used.

## 6. Including stories, scenarios and real life examples in order to boost interactivity

These elements contribute to the effectiveness of the interactive content, but also make it more emotionally-centered. For example, if there currently is a real life example it can be transformed in such a way that will encourage the users to make choices and learn about the consequences based upon the content that is already available. Scenarios that tie into real world situations or challenges might be created, and then the audience may be invited to answer questions based upon the scenario. That will help the users to connect, interact, analyse and find the best solutions possible.



## Chapter 3: Selection of open educational resources and preparation of content for non-formal digital data protection learning

### I. DEFINITION OF OPEN EDUCATIONAL RESOURCES

In order to achieve successful results in the implementation, final and aftermath stages of the project, a very careful, precise, and thoroughly considered and calculated methods and content should be chosen, collected, classified, taught and applied. In this line of thought, open education resources would be largely and primarily used in the preparation of content for the non-formal digital data protection learning. Open Educational Resources or (OER) are freely accessible, openly licensed text, media, and other digital assets that are useful for teaching, learning, and assessing as well as for research purposes. The development and promotion of open educational resources is often motivated by a desire to provide an alternate or enhanced educational framework, and non-conventional and non-formal digital data protection learning. OERs main purposes include the usage, updates, redistribution, moderation, improvement, and sharing of publicly accessible materials, and resources. According to The Open University's repository of research publications and other research outputs, the William and Flora Hewlett Foundation, who founded the MIT project, define OER as: *teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.* (Hewlett Foundation n.d.)<sup>2</sup> In general, the use of OERs leads to greater possibilities, opportunities, new-wave line in educational development, cost-efficiency (OERs are primarily cost-friendly due to their cost saving character), high-quality and speed of performance, security and delivery of learning-objectives material and information. There is a substantial variety and volume of different types of open educational resources.

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OER may be freely and openly available static resources, dynamic resources which change over time in the course of having knowledge seekers interacting with and updating them (such as for

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<sup>2</sup> Weller, Martin; de los Arcos, Bea; Farrow, Rob; Pitt, Beck and McAndrew, Patrick (2015). The Impact of OER on Teaching and Learning Practice. Open Praxis, 7(4) p. 352



example a Wikipedia article), or a course or module with a combination of these resources. The resources help the users and stimulate self-driven and largely independent focus, discipline and pace on the learning process. Some of the OERs which would be used and applied include the following:

- full (online) courses and course materials (e.g. videos, recordings, presentations, PDF documents of lecture notes) – immediate access – free cost and access
- modules
- learning objects – multimedia, video recorders, audio, video, images are of high-quality (HQ/HD)
- open textbooks
- openly licensed (often live streamed) videos
- tests with automated answers, quizzes, surveys – **aim:** feedback for development and updates of the platform, learning materials, lectures, structure of content
- software – online interactive applications
- online calendar, schedule and curriculum
- digital diagrams and graphics
- devices application – for smartphones and tablets
- role-play, game-play inspired design, structure, avatars for easier, more comprehensive, wide-way to comprehend, access and operate with data – this tool is also an attention-grabber due to its entertainment characteristics
- creation of user profiles, forums, blogs – as an interactive way between users to communicate, exchange experience and additional information, share Q&As – in such a way it would be easier also for admins to track the interest in, and usage of the platform, software.

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## II. CHOOSING OPEN EDUCATIONAL RESOURCES

The criteria used to evaluate and select open educational resources and textbooks should be almost the same as for traditional textbooks. It is likely and useful to evaluate OER based on the same standards used to evaluate other course materials. Here are a few applicable criteria and steps to be followed in the selection process:

**Content:** Does the OER cover the main learning-objectives in the course? How the material is overall presented, available or accessible? Does the OER reach the main purposes and the target groups? Is the content easy, clear, accurate, concise, straightforward, and comprehensive enough to understand? Based on psychology findings and facts the minimum attention span is approximately around 10-15 minutes into lectures (Bradbury, NA), therefore, the lectures presented in videos should aim to cover the main points for approximation of 15 minutes. Other interactive banners and related links would be used too in order to focus, direct and collect the attention of the participants/users and learners. The structure of content is a main objective, meaning how the content will be dispositional and located on the main page – buttons, banners, and tabs – what would be horizontal, what would be vertical, colours of content. The focus would be on how the structure can be more interactive, and easier for the target groups to operate with. The content would be also translated in several languages in order to reach broader audience in different countries.

**Accessibility:** Is the content and reading level at the right level for the audience? Is it challenging enough? Is the level of technicality appropriate for the course? The audio and video resources should have a transcript or subtitles. Alternative formats are also available if required (as Word documents or PDFs). An application for devices is favourable for reaching wider range of users and diverse groups.

- Will the software used to view the OER disable the accessibility features of the computer's operating system (Windows, Mac OSX, Linux)? For varied reasons, some software disables operating system accessibility features, such as zoom, text-to-speech, and speech-to-text. Accessible OERs must avoid this software.



- Is there text identification of non-text elements? Text-to-speech screen readers for the blind can read alternative descriptions of items like images. For example, if you are making an OER using HTML, be sure to include the descriptions for images.
- Is all text in the OER recognizable to a computer as text? For PDFs, accurate optical character recognition (OCR) is often required to make text understandable to a computer. Screen-readers and highlighters require textual information, like OCR, for all text displayed.
- Is the OER accessible by the colour-blind? For colour-dependent information, either alternative methods of recognition (such as differing patterns) are present, or the colour, and contrast can be fully adjusted for the colour-blind.
- Design of the devices application – structure of content, visuals, diagrams, images, links, banners, videos

**Use:** Is the license open? Can the content be shared, reused, and remixed freely? Is the interface easy to navigate through? Is there a risk of any potential delays in the usage of other applications, webpages, or crashes?

**Quality:** Is the OER peer reviewed? Can the proposed courses be reviewed from other instructors who teach similar courses, but do not participate in the platform? Are errors corrected or noted? The audio, video, images are of high quality and high dimension.

**Format:** Does the material come in a format the audience can access easily? Is special software required (e.g. for people with disabilities – translations, audio)? Can the material be printed or purchased in print at a low cost?<sup>3</sup>

In addition to keeping the 5Rs (**Retain; Reuse; Revise; Remix; Redistribute**) in mind when adopting, adapting or building OER resources and courses, using rubrics or other evaluative tools to measure effectiveness, accessibility and alignment to student learning outcomes are key.<sup>4</sup>

<sup>3</sup> University of Texas Libraries. (2018, September 20) *Evaluating EOR*, Retrieved from <https://guides.lib.utexas.edu/OER/select>

<sup>4</sup> David, W. *Defining the "Open" in Open Content and Open Educational Resource*. Retrieved from <http://opencontent.org/definition/>



- Retain means that the user would be able to save content or to the level they have reached without losing any data or successful completion of a course.
- Reuse means that any information would be available to be used over and over again. One can easily go back and forth to any available materials for reference all the time.
- Revise means that the available content would be closely monitored, developed and upgraded regularly to meet high standards, to avoid crashes and bugs, and to be helpful to users.
- Remix means that users can also participate in developing data sources, uploading, downloading content, open forums or blogs for discussion
- Redistribute means users can share information and their own experience with each-other for greater flexibility, expertise, sharing best practices is always useful and helpful inside the platform. There one can find like-minded or interested parties, or experts who can provide further aid and answers to queries. The e-OpenSpace platform main goal is to connect people with similar interests, to educate them, and to establish a better communication tool for them. This would be achieved with the careful planning and use of OERs.

The following factors when selecting Open Education Resources to adapt or adopt are also considered:

- Accuracy / Quality of Content
- Relevance
- Production Quality
- Accessibility
- Interactivity
- Cultural Relevance & Sensitivity
- Licensing
- Ease of Adaptability





In addition, the leading lecturers, academics, experts in the taught field and subjects will prepare, structure accordingly, cohere with the main topics and objectives of the rest of the subject matter experts, present their own lecture notes, and made them available on the platform through videos, PDF documents, and Office Power Point presentations. These new, available, easily accessible, and engaging teaching techniques will gain the needed attention, help learners to better, easier and more quickly understand the learning material at any time and location, whenever convenient to the user/targeted audience.

The platform would be developed as a device application for even greater comfort, convenience, easier access, and availability. When developing the application, it would strictly follow the above mentioned criteria, factors and steps in order to achieve the desired outcomes and results. The design and structure of content (e.g. location and distribution of buttons, links, banners) would be key priorities in order to make it enough entertaining and engaging, thus, creating the usefulness, need and curiosity to learn from this gadget. The Play Store for Android and Apple Store are widely available search engines to get the application on each smartphone or tablet devices in the smart-technology era. It would be free of charge. Subsequently, it will reach a wide and diverse target range and groups.

The selection of open educational resources and preparation of content for non-formal digital data protection learning is providing multiple opportunities for the overall processing of information and operations. Some of the main motivations and positives which OERs contribute with are easier and greater availability and access to learning data, radical reduction of costs – OERs are cost-friendly and economic, equal access to knowledge for all, encouragement of translation and localization of content, and promotion for continuous improvement of instruction and personalized learning. OERs are selected in line with centralized criteria, and factors in order to establish and reach the desired outcomes, goals, results, and target groups.

## **Chapter 4: Planning of online delivery of non-formal digital data protection learning**

### **I. Target groups:**

The proposed methodological guidelines aim to help: 1) practitioners in the field of personal data protection, engaged in dissemination and publicity activities; 2) professionals tasked with



organizing non-specialized trainings in accordance with the requirements of the Personal data protection regulation (GDPR and other); 3) administrators, responsible for the capacity building and training within their organizations.

## II. Key notions:

The issue of the key definitions is not a mere theoretical introduction to the Guidelines. It has a very practical dimension: we have to answer the important question, regarding the nature of the product we plan to offer. What do we understand when we state that our organization is giving “non-formal” and “digital learning”?

### Distant learning

First we should make it clear that our ‘data protection’ training targeting broader, non-specialized audience will not be based in a campus or physical, specifically designed for the purpose environment. It will be *distant* in the sense that *all or most of the teaching is conducted by someone removed in time and space from the learner, and that the mission aims to include greater dimensions of openness and flexibility, whether in terms of access, curriculum or other elements of structure* (Moore and Tait 2002: 8). “Digital” and “on-line” are not necessarily “distant” - many campuses *exploit digital technologies* to increase the effectiveness of their facilities, training larger numbers of students, making economy of staff effort and time (Traxler, 2018).

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***So we come to an important decision for planning the training: is it going to be remote, do we envisage intramural elements, what logistical support will be necessary - premises, software, travel?***

In the case of PDP courses, it is probable that trainees (see section III) are a large and physically distant group that the promoter of the training is not an educational institution and therefore remote interaction between trainer and trainees is the only viable solution. If the case is such then technology might facilitate us in finding the proper solution.

### E-learning

The wave of the IT revolution *puts more and more technology in the hands of individual consumers* (Traxler, op. cit.). It has the effect to erode *the institutional monopoly of digital technology and thus of institutional distance learning* (ibid.). In other words the digital tools for



training are more open and accessible to any organization in need to spread knowledge about its products or services. Digital learning solutions come also with a greater degree of *control* on behalf of the learner over the contents (ibid.). It is difficult to describe the e-learning in a single definition, it has not yet been found (Oye, Salleh and Iahad, 2012). In section III we provide some clarification on this matter in relation with the choice of instructional approach.

### **Education beyond the educational institution**

The proposed Guidelines do not aim to give instructions for the organization of a *formal* institutionalized training within the framework of the educational system. It is however subject to a certain degree of planning. In this sense, following the definitions of the Parliamentary Assembly of the Council of Europe, it does not fall within the qualification of *informal*. We are rather aiming to launch a *non-formal* educational process. It will be voluntary, it will be based on a pre-planned program and it could be marked by some uniformity: quality control over the content might be performed (through monitoring and other mechanisms), upon completion trainees might receive certificates, describing their qualifications, other mechanism of organization and control is possible.

Read more about the definitions of *formal*, *informal* and *non-formal education* at the [website](#) of the parliamentary assembly of the Council of Europe.

### **III. The trainees:**

While planning the design of the training the promoter should take into account the profile of the participants. In the case of “Personal data protection” it is highly probable that the target group of the course will consist of **adult learners**. Authors pay attention that *they may have different needs than traditional college learners* (Wuebker, 2013:38). These needs could relate to the organization of their time (familial and professional engagements), their knowledge and inclination to use certain software or media. What makes the adult audience different? (Wuebker, op.cit.):

First, these are *self-directed learners*, hence the content should offer a degree of freedom (options for “further reading”).

Second, their life experience goes *beyond classroom border* and it is advisable to take into account that “personal data protection” cannot be exclusively locked within the margins of the



training course proposed. We should always stress its relevance to the various cross-cutting fields. This also hints at the fact that the interest of the target group to become part of the training is usually related to their role in life, whether social or professional. So, it is important to bridge the training course and this broader area of interest, this specific context. The trainer must keep in mind that adult learners prefer to accumulate knowledge and competences with immediate application.

(For more on 'adult learners' you may refer to Wuebker, op.cit.)

#### IV. Planning instructional and delivery strategies and preparation of learning resources

##### Planning instructional and delivery strategies

While planning is important for every type of educational or training programme, it is even more crucial for online learning projects. In traditional teaching, the most efforts are directed towards the delivery of learning sessions, while in e-learning, it is the planning of the development of course modules and materials that requires more attention.

In order to define the activities that will guide the planning of e-learning projects, a schematic instructional design model can be used. One of the most popular instructional models is the ADDIE model, which is diagrammed below. The ADDIE model comprises five stages: Analysis, Design, Development, Implementation and Evaluation.

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The ADDIE model (Ghirardini, 2011)



Figure 1: Diagram of the ADDIE model from the publication "E-learning methodologies: a guide for designing and developing e-learning courses"



As shown, the planning of the instructional and delivery strategies is part of the design phase. This part of the chapter provides guidelines on how to make decisions about the overall course design.

According to Caplan and Graham (Anderson, 2008) the **first-generation online courses** are typically delivered through a learning management system (LMS), a “software application suite that organizes and standardizes learning content, dividing the course into modules and lessons, supported with quizzes, tests and discussions” (Downes, 2005, quoted from Anderson, 2008 ). Today, most LMSs offer a set of opportunities: the use of text in different formats; email; asynchronous discussion boards; instant-messaging or other chat features; desktop and application sharing; on-demand video clips and demonstrative animations; tools for the creation of interactive activities, simulations, and games; self-grading exercises, quizzes, and other forms of tests or examination; and secure assignment “drop boxes” where learners and teachers exchange assignments and feedback one-on-one (Anderson, 2008). Some examples of Learning Management Systems are Blackboard®, Moodle, Desire2Learn®, Eliademy, Adobe Captivate Prime, Docebo, Forma LMS, G-Cube LMS, LearnUpon LMS, TalentLMS, TheAcademyLMS, AdministrateLMS, ExpertusOne LMS (eLearning Industry, 2017).

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The **second-generation online** courses placed the control of learning itself into the hands of the learner (Marzano, 1992 quoted from (Anderson, 2008)). Called “E-learning 2.0,” this next generation of online learning is characterized primarily by a shared domain of interest where members interact and learn together, and develop a shared repertoire of resources (Wenger, 1998 quoted from Anderson, 2008). The paradigm in learning moved from the teacher-to-learner model to a networked, community-based model of learner-to-learner and this shift had important implications for instructional design and development. This evolution can be also traced in the developments and upgrades of the LMSs that from 2000 onwards started providing more and more tools as well as technological solutions for facilitating engagement in e-learning 2.0.

According to experts, **the third and the expected fourth generation** on online courses (E-learning 3.0 and E-learning 4.0) differ from the two previous waves with the focus on personalized learning and the learner’s behaviour and response to educational content. The semantic web and the effort to ensure active user engagement were the change drivers in online



education in recent years (Winstead, 2016). When trying to define the future of e-learning in terms of software solutions, Pandey lists the following differentiating characteristics:

1. **The focus is on the tracking and analysing the learner's behaviour and performance tracking and analysis.**
2. **The LLMs or the software solutions that are providing the learning infrastructure are developing mobile solutions.** The demand for mobile learning from the learners is on a steady increase and learners want the possibility to switch between devices (Pandey, 2018).
3. **Personalized learning.** The challenge eLearning 4.0 has to face is the right balance between automation, personalization and consistent instructional methodology.
4. **Introduction of gamification as strategic tool.** The world renowned expert on gamification in education Karl Kapp proposes the following definition of gamification: *"Gamification is using game-based mechanics, aesthetics and game thinking to engage people motivate action, promote learning and solve problems"* (Kapp, 2012). According to his research epic learning can occur with the proper use of gamification in education.

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The data protection online learning can fall into one of the four categories above, or it might fit somewhere in between, and it might contain any combination of learning objects. The gamification of data protection learning with special focus on the new GDPR requirement is a serious trend. Here are some examples:

- [Cyber Chronix](#) is mobile game developed by the European Commission to help raise awareness of privacy risks and data protection rights in a fun and interactive way (Joint Research Centre, 2018).
- [Data Dealer](#) is an online game about collecting and selling personal data developed by an Austrian team. It is a **non-profit** project licensed under **Creative Commons**. It has been created by a [small group](#) of developers, game designers and digital rights activists mainly from Vienna, Austria (DataDealer, 2018).
- [DataK](#) is "a serious game about data protection and privacy" in four languages aiming to raise awareness of data collection in all areas of life and how it is used developed by Radio Télévision Suisse (IAPP, 2017).



- [The GDPR data protection challenge](#) by the VinciWorks(VinciWorks, 2017).
- *Journey to GDPR* by Global Learning Systems (Global Learning Systems, 2017).
- A game-based learning experience for GDPR is developed by Sponge UK (Sponge UK, 2017)

## Preparation in practical steps

We should keep in mind that technology comes as a combination between software and hardware. It means that software solutions depend on whether the trainees will use mobile phones or stationary desktop computers. As noted above new generation learning techniques suggest completely new concepts such as “mobile learning”, “gaming” etc. Among this variety of definitions and approaches, the ADDIE model could be summed up to some standard steps in the creation of our on-line course:

### Analysis

For the planning of an online training, just as for the offline courses, a needs analysis is being done: what are the expectations of the trainees, their needs, topical preferences, professional background, level of knowledge on the subject. Questionnaires, on-line forms (e.g. Google and doodle) could facilitate the task.

A team of professionals (subject-matter experts) should be gathered to cover the different topics of the program proposed.

### Design

In the design phase the instruments to deliver content and interact must be selected. They could vary from *synchronous* (virtual classroom, audio and video conferencing, chat etc.), to *asynchronous* (online courses, discussion boards and groups, mails, blogs etc.) or be a blend of the two types. Your team should also make the crucial selection between a web app, stand-alone software application and a PowerPoint plug-in. The web app needs nothing more but a browser, it is more flexible in terms of devices to be launched on and generally allows more democratic approach. The desktop applications are more stable. PowerPoint offers a wide-range of functionalities, being at the same time widely-spread and well-known solution.



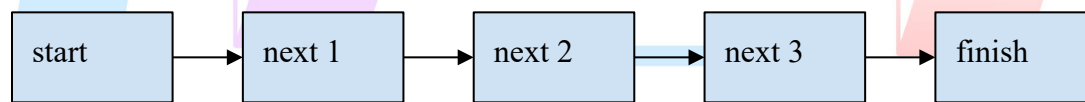
**Examples of content authoring tools:** Adobe Captivate, Elucidat, Obsidian Black, iSpiring, Raptivity, Evolve, 30 Hands Storyteller, Articulate Storyline, Lectora Inspire;

## Development

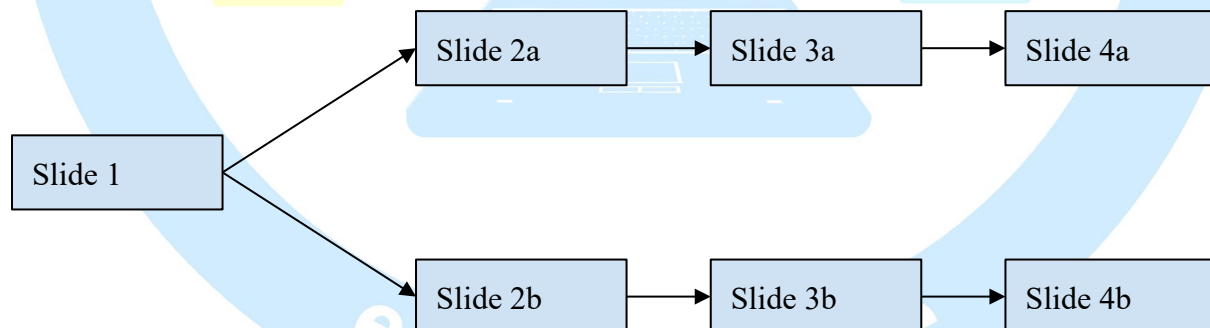
Next you need to select, structure and put in order the information to be presented. The process of planning, designing the building blocks of the course are usually described in a document, called *storyboard*. Borrowing from the film industry it tells us that this is *the visual map to track every step a learner must complete through the course from start to finish* (Pappas, 2016). Here a careful consideration is needed: are we going to make a *linear course*, where the trainee clicks “next” or “continue” following a strict path from the beginning to the end or they follow a more tree-like, *non-linear course*.

Figure 2: Linear and non-linear solutions

*Linear course*



*Non-linear course*



Course development suggests preparation of the content and fine-tuning of the three main elements of the training module:

1) The curriculum tools, which include instructional, administration and student tools. Student tools structure classes, readings, assignments. Administration tools are crucial for managing access, gathering and analysis of user statistics. Instructional tools contain quizzes and





curriculum design. 2) Digital library tools are the course database, where trainees can search, navigate and deepen their knowledge. 3) Knowledge representation tool is the instrument to visualize and learn through visual interactions.

Regardless of how the online instructional materials are defined and prepared, all online courses should contain certain “administrative” documents to help instructors organize, prepare, and orient learners, especially if they are new to the process of online learning (Anderson, 2008).

These documents typically include:

- a template of an email of welcome for each new student (with possibility for personalization)
- general information about the technology requirements, and the resources available to students for technical help, and for obtaining the proper software and Internet services required for the course
- information on how to access the course and how to navigate it successfully
- email with the student log-in and password information for the course web site/platform
- rules, procedures, and available support for use of the interactive tools
- a course syllabus (preferably on public pages so that prospective learners can browse in advance of registration); course overview; course schedule; list of required text and materials (if applicable); learning objectives and course expectations; clearly defined pre-requisite academic and computer skills; instructions on activities, assignments, and deadlines; instructor contact and information;
- administrative regulations, including guidelines on plagiarism, privacy protection etc.

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## Implementation

The art of course delivery is a matter of finding balances: on one hand - between work with the text-based syllabus and multimedia, on the other hand - between individual work and learning through collaboration and sharing. There is no universal recipe, but the right proportion is hidden in the careful analysis. While we *cannot totally simulate a real classroom with synchronous interaction*, asynchronous interaction could provide *time for better reflection, and allows global communication un-bounded by time zone constraints* (Oye, Salleh and Iahad, 2012, opacity.). I.e. learners separated physically and temporally, could still be part of a virtual class, benefiting



from the group communication. The course promoter acts as an orchestra conductor or a film director -- in a real-time situation out of the storyboard he should squeeze out the best of his band. In cases when lecturers communicate synchronously with the training group, their personal presentation strategies, skills and techniques need special attention.

Some tips could aid the lecturers to cope with the task of delivering the presentation:

- information should be broken into digestible chunks on information with logical transitions
- language should be maintained simple and clear
- sentences need to be short and clear
- questions need to keep listeners to the line of the narration
- examples and metaphors facilitate the learning process
- each screen needs space for visualization of the information
- screen text must be short
- special attention is needed to avoid cognitive overload

Read more in: *How To Create eLearning Storyboards: [12 Tips For eLearning Professionals](#)*

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## Evaluation

As discussed above, analysis is crucial for the design and implementation of the online training. It does not only precede, but also follows the course. In the phase of the analysis the end meets the beginning and the cycle starts over again.

There are numerous evaluation approaches. You can develop your own specifically for the purpose of the course you offer. The Kirkpatrick evaluation model presented schematically below summarizes some of the important questions that require the attention of the evaluator:



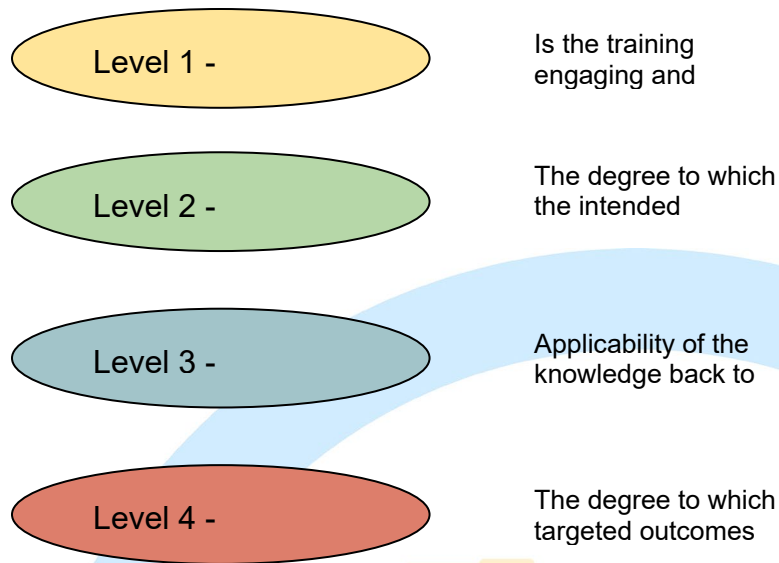


Figure 3: The Kirkpatrick Model

<https://www.kirkpatrickpartners.com/Our-Philosophy/The-Kirkpatrick-Model>

**You can read more about the preparation at:**

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2. E-learning heroes, Overview of E-Learning Authoring Software, <<https://community.articulate.com/series/beginner-s-guide-to-e-learning/articles/overview-of-e-learning-authoring-software>>
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## Chapter 5: Organisation, coordination, conduct and assessing learning activities

Learning activities should be organised according to the following general plan:

- 1) Kick-off event
- 2) Pre-course learning activity
- 3) Learning events proper.

### *Kick-off event*

Once the platform is set up, it is advisable that it is advertised as broadly as possible with the use of a kick-off event. It is meant to attract attention of the possible trainees and give them a general introduction into what the course consists of, the framework of learning and advantages of taking it. It should underscore the significance of the GDPR and proper data protection learning.

Among all the methods which are usually used for kick-off events in digital learning, the most suitable seems to be a brief video (3-4 minutes) which can be uploaded to the website of the project, YouTube, Facebook and social media. It should have attractive and dynamic content, advertising the advantages of taking the course as well as its strong points. It should contain direct links to the platform of the course.

### *Pre-course learning activity*

The website of the course should contain some short introductory material, which will make trainees acquainted with the scope and character of the course. Preferably, it should be a shortened learning module with general information on what data protection is, why it is important and what are the most important data protection rules under the GDPR. To a certain extent, the pre-course learning might overlap with the kick-off video. Nevertheless, it should be already in the final format of the course, although in an abbreviated version.

Accordingly, it should contain video, general information on data protection, a simple case study and should end with a quiz that introduces the idea of final assessment to the participants, although still in a tentative form.



## Learning activities order

This part corresponds to the main body of the teaching content. It should contain all parts of the common curriculum developed into learning modules, consisting of:

- Interactive tasks which demand attention from participants (e.g. Introductory questions about real-life situations in which data protection is involved – with a range of possible answers)
- Case-study approach instead of concentration on general principles
- Problem-solving approach which allows participants to give their intuitive answers to presented problems, which are later confronted with actual legal requirements
- Infographics
- Additional materials, including printable posters for participants

The platform should also offer a special course in the microlearning format (minimodules adapted to participants who can spare only 15 or 30 minutes on the course). It allows those who cannot take the entire training due to time limitations to learn at least some basics about the GDPR.

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## **INTERACTIVE CONTENT: WORKING WITH FACILITATORS**

It is recommendable to open the platform for a possibility of working with facilitators. Their main advantage is adapting the learning content to trainees' concrete demands and thus achieving greater efficiency of learning. It might also provide cooperation and communication between learners. The facilitators take part in:

- Individual assignments and collaborative project work: The facilitator asks learners to conduct project work or an assignment, either in a group or individually. Learners also may be asked to comment on each other's assignments. An assignment should be well-structured and followed by a discussion on the strategies used to complete it.
- Sharing reflections: Learners can comment and exchange ideas about course activities or contribute to group learning by sharing their knowledge about a specific domain. Facilitators might act as moderators and provide expertise on problems to which learners do not find correct answers.



- Asking questions: Learners can ask specific questions to the facilitator.
- Discussions initiated by the online facilitator: The facilitator can ask learners coming from different organizations or contexts to bring concrete examples of how the concepts learned during the course apply to their specific situations.
- Spontaneous discussions: Discussions can be initiated by participants. It is important that the system track conversations so that online facilitators can review them afterwards and evaluate participants' involvement in the course.
- Assessment – both individual and of the course. Facilitators can analyse data gathered in the assessment stage, process them and provide feedback for the course designers.

## ASSESSING LEARNING ACTIVITIES

### *General remarks*

Assessment of learning activities has two main goals:

- (1) providing personal feedback to the trainee,
- (2) evaluating the designed programme, the adopted methods and tools.

The first aspect of assessment concentrates on the trainee's performance in relation to the teaching content. It is meant to measure the trainee's effort, engagement and learning abilities invested into understanding the teaching content. Given the scope and the goals of the course, it should be concentrated on practical skills acquired during the programme.

The second aspect focuses on the quality of the designed course. It is proposed that it should be measured on the basis of two factors: (a) individual assessment of the course as provided by trainees and (b) trainee's performance. The two factors should be co-related, because taken individually they cannot produce a full picture. Trainees' performance, analysed in itself, doesn't allow of abstracting from individual engagement and effort of participants, whereas their opinions on the course might not be sufficient in themselves to measure the extent to which learning goals are achieved. As a result, assessment of the course should be undertaken by including both factors.



According to a broadly used methodology, assessment of learning activities might be undertaken at various stages:

- 1) during the development stage, to improve instructional courses or products (formative evaluation);
- 2) during or immediately after the implementation stage, to measure the effectiveness of education, training and learning (summative evaluation); and
- 3) sometime after the course has been implemented, to understand if it is still valid or needs to be updated or modified (confirmative evaluation).

According to the often used Kirkpatrick model<sup>5</sup>, evaluation can encompass four levels:

- 1) 'Learners' reactions. This level encompasses trainees' attitude to the course, their first impressions (encouraging or discouraging from continuing the course), and the level of activeness which they display. Reactions might be measured with questionnaires and/or surveys, usually at the end of the course.
- 2) Learning. This level concerns the direct achievements of a given course in relation to the goals it attempted to achieve. Knowledge and skills might be assessed separately or simultaneously. In digital non-formal teaching learning is usually assessed through test or assignments.
- 3) Behaviour. This level measures changes in trainees' behaviour during the course as a result of the obtained knowledge and skills. Trainees might develop their path career, adopt new methods in their jobs, perform new tasks or simply carry out the old ones in a more informed and efficient manner. At this level, assessment allows of measuring the most practical effects of digital learning.
- 4) Results. This level corresponds to the (3) in as much as it attempts to measure the concrete objective results of trainees' new skills, language and behaviour. In this respect, the results section relates to the overall goals of the programme and measure its success.

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<sup>5</sup> Kirkpatrick D.L. and Kirkpatrick J.D. (2006). Evaluating Training Programs. The Four Levels. San Francisco: Berrett-Koehler Publishers



## Model of assessment for the e-OpenSpace platform

Basing on the above-mentioned general remarks, the following model for assessment in the e-OpenSpace project is proposed.

1. Assessment should be performed with reference to the two following areas:

(a) Trainees' individual performance,

(b) Assessment of the platform.

2. Trainees' individual performance should be assessed with the use of tests in order to maximise efficiency of performing learning and obtaining feedback.

(a) As usual in self-paced e-learning, assessment tests mainly consist of "closed-ended" questions associated with response options. They should use the methods of multiple choice, multiple responses, matching and ordering. Occasionally, in case of the most strategic concepts of the teaching content, the fill-in-the-blank method should be used.

(b) A small test should be included after the end of each learning module.

(c) At the end of the course, a general test should be provided.

(d) Questions should combine general questions, pertaining to concrete areas of data protection, with short case studies. Case studies should contain a description of a practical situation in the field of data protection, a question about the trainee's desired reaction and a closed list of response options.

(e) An entry test is a recommendable option. It should be very brief and rely only on practical questions (for example, should the trainee demand a person's consent to processing personal data or doesn't have to do it).

3. Assessment of the course should be performed at the end of it. It is recommendable that it consists of two parts: the first one ensuing directly after the completed course and the second one which is performed approximately 4-6 weeks after completing the course. While the first one should be part of the training platform, the second one should be accessed via a link sent to the participant in an automatic reminder e-mail message. With the use of two assessment tools, it is possible to measure not only trainees' reactions and increase in knowledge and skills, but also





long-term effects of the course: gaining practical knowledge, changing one's behaviour, obtaining concrete results.

4. Assessment tools (Part one) should consist of closed-ended questions pertaining to:

(a) Trainee's general assessment of the course (very good / good / mediocre / bad / very bad / no opinion)

(b) Accessibility of the course (as above)

(c) Acquired skills of the participant (very good / good / mediocre / little / no acquired skills / no opinion)

(d) Usefulness of the course (very useful / useful / moderately useful / little useful / not useful / no opinion)

(e) Layout of the course (very good / good / mediocre / bad / very bad / no opinion)

(f) Innovativeness of the course (very innovative / innovative / moderately innovative / hardly innovative / not innovative / no opinion)

- The tools could also include open-ended questions on:

(a) Strengths of the course

(b) Weaknesses of the courses

(c) Suggested improvements.

(d) Free remarks.

5. Assessment tools (Part two, conducted after completing the course) should consist of closed-ended questions pertaining to:

(a) Trainee's general assessment of the course (very good / good / mediocre / bad / very bad / no opinion)

(b) Usefulness of the course (very useful / useful / moderately useful / little useful / not useful / no opinion)

(c) Acquired skills of the participant (very good / good / mediocre / little / no acquired skills / no opinion)



(d) Application of the acquired skills in the trainee's practice (very often / often / seldom / rarely / never / no opinion)

(e) Contribution of the completed course to the trainee's professional career (very much / much / moderately / little / no contribution / no opinion)

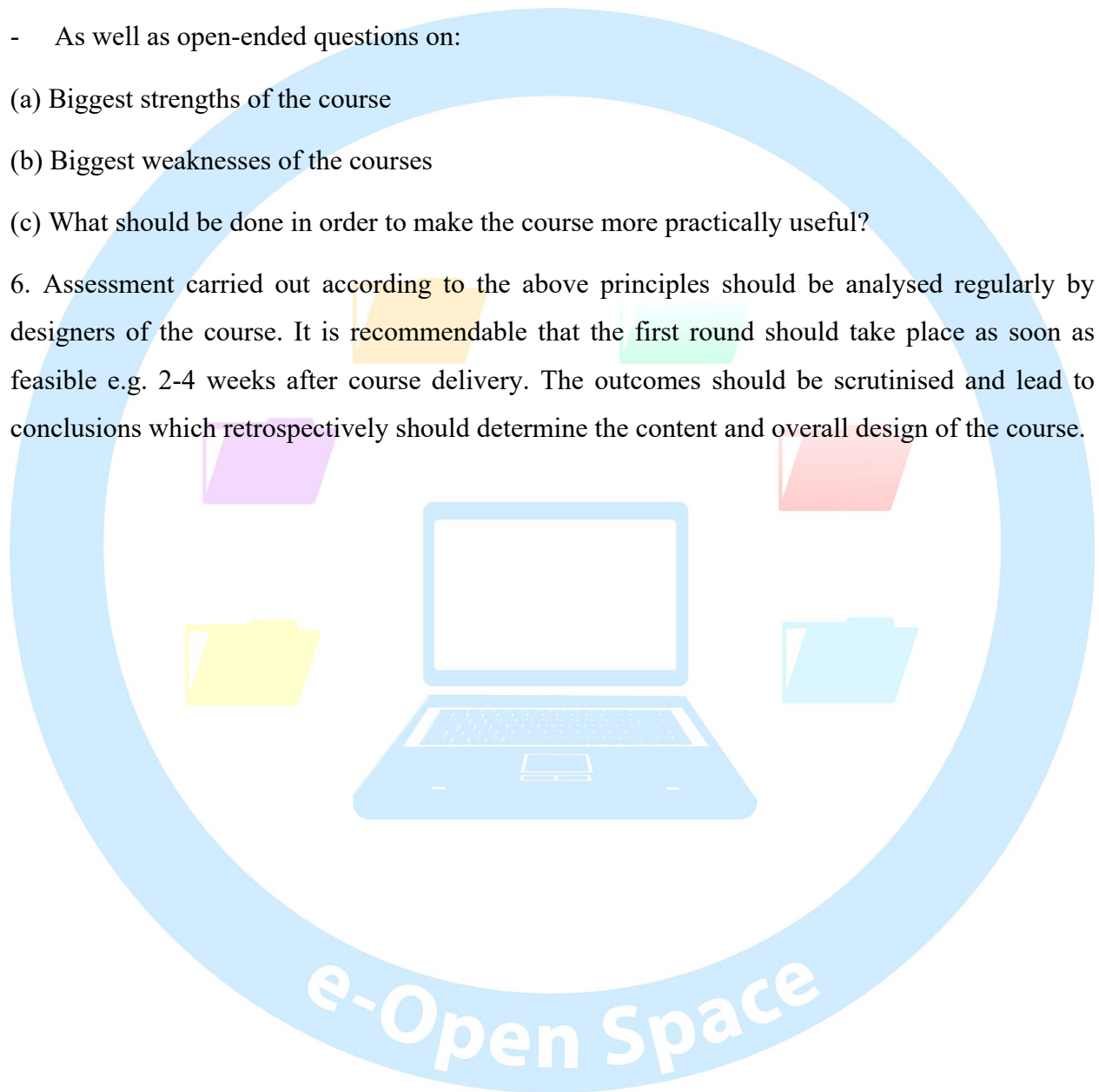
- As well as open-ended questions on:

(a) Biggest strengths of the course

(b) Biggest weaknesses of the courses

(c) What should be done in order to make the course more practically useful?

6. Assessment carried out according to the above principles should be analysed regularly by designers of the course. It is recommendable that the first round should take place as soon as feasible e.g. 2-4 weeks after course delivery. The outcomes should be scrutinised and lead to conclusions which retrospectively should determine the content and overall design of the course.



## Chapter 6: Practical steps in e-learning delivery (including Tips and tricks)

### Summary

Nowadays, as swift technological developments have brought new challenges for the protection of personal data, the need for education in the field of personal data protection is growing even faster than the technology development. Therefore, in order to equip people with the necessary information about data protection, catchy and effective methods of learning should be applied. On one hand they should make the process of learning more efficient, on the other – they should keep the attention of the trainees focused.

To challenge people, attract people's attention and maintain it throughout the course in order to bring them to the end of the offered material as well as to pass the information in an effective manner and last but not least to make the learners "returning visitors" of the e-learning platform, certain steps could be followed. Therefore, the chapter will provide the reader with some practical hints which the e-learning provider should incorporate while designing this electronic tool.

### Successful e-learning delivery

The conducted analysis of good practices in the field of non-formal personal data protection learning in the digital environment which was performed within "e-OpenSpace" project proved that in order to make the e-learning platform content interesting and user-friendly, the provider of the e-learning platform should remember to incorporate:

- interactive tools with content tailored to people's needs (education should be personalised – people chose by themselves what they want to be taught about),
- easy-accessible content and quick access,
- surveys after completing educational modules in order to get feedback and in this way to make the tool works better,
- easily searchable content (e.g. grouped into thematic areas),
- tools accessible in real time so as to enable people to pose questions and get answer immediately, after that archived and available e.g. on the YouTube channel,
- case studies with solutions to the problems,



- content available via Creative Commons licences as re-inventing the wheel wastes resources, whether public or private.
- content devoted to specific groups (age groups, general public or for organisations).

When creating successful e-learning platform it is crucial to remember about the target group to which the content is directed. Therefore, searching the needs of the specific group, their problems which can be solved through the specific content as well as adjusting the language and the level of difficulty of the tasks incorporated in the platform would be of great benefit for the future learners.

### **Practical steps in e-learning delivery**

In order to achieve satisfactory results when delivering an e-learning platform, designers should remember about some practical steps to follow. Therefore, it is advisable to incorporate in the structure of the e-learning platform some crucial elements. Below the reader can find main aspects which should be included while designing the e-Learning platform.

### **Target group**

Performing a needs analysis and specifying goals and objectives of the e-Learning platform would be of benefit when thinking about providing necessary information in an efficient manner. It is important to specify the target group and its state of knowledge as well as the needs of this group. It should be known:

- Learners computer skills and technical expertise (in order to define the complexity of the computer based interactive activities);
- Learners knowledge in order to divide courses for beginners and for more advanced;
- Dividing the e-Learning courses into the parts useful for general public, practitioners, public administration etc. This can be helpful when identifying learning objectives;



## Interactivity

Interactive content will engage learners more effectively in the structure of the course. Not only it will attract attention of the learner into the offered material profoundly and for a longer period of time but it can also provide some useful methods which can facilitate the trainee to master the basic knowledge and skills related to the material. Additionally, interactive content can deliver lots of satisfaction and fun for the learner and make her/him to advertise the e-learning platform to friends.

Interactivity is possible through the application of interactive charts, graphics, videos, presentations, case studies, games, calculators, Q & A sessions.

### *How to put interactivity into practice (case studies example)*

Case studies content provide the description of the real life situations. In order to evoke active participation of the learner, the interactivity should be integrated in the designed case study. It can be done by giving the learner the task to navigate through a situation by choosing different options for solving the encountered problem. Every choice should lead the user down a different path and this should result in a specific outcome. The desired outcome is achieved thanks to giving the learner the necessary knowledge before her/his choosing the next path. Also, using the accumulated knowledge the learner should be able to cope with a situation which was presented as complex and difficult to deal with for the characters presented in the case study.

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## Visual aids

Combination of visual and textual content proved to be the most effective for learners as a huge number of people are visual learners. Visual aids facilitate learning as human brain identifies images very quickly. They can substitute very long text. This is of great benefit as learners can lose their attention when reading long texts or just stop to read them. What is more, the long texts can also be discouraging. Therefore, e-Learning platforms with visual aids make the learning less time consuming and just easier. Other advantages of visual aids include easier navigation through the content. They also provide longer lasting effects as regard the acquired material.

Examples of visual aids include e.g. info slides, animations, flash presentations, videos, infographics, illustrations.



### *How to put the visual aids into practice (illustration example)*

When demonstrating some kind of guidance on the e-Learning platform it is advisable to add an image (that is logical and intuitive) to each step of the guidance. Each image should be supported by the short sentence which is a part of the guidance. Generally speaking it is advisable to put the visual aids near text lines that are related to them.

**Important!** Visual aids must be related to the text. Otherwise they will confuse the learner.

Also, they should be non-intrusive just not to divert the learners' attention from the text.

### **Accessibility (easy access and usage)**

Elimination of potential barriers and making the e-Learning platform accessible for people not only brings advantages to the learners but also to the e-Learning platform providers. Easy access helps to reach wider audience and make the impression of the e-Learning provider socially sensitive and socially responsible. Accessibility makes it clear that every user has secure commitment in the offered material and can find solutions to potential barriers.

See below what is worth to incorporate in the eLearning courses to make it more accessible for users:

- Text scripts for audio;
- Close captioning for video;
- Chromatic contrast for colour-blind learners (also for fonts);
- Avoid too small letters (e.g. in infographics)-just not to force the learner to zoom the text;
- Standard formatting for all headings;
- Simple interactive elements for learners with slow motor skills;
- Simple navigation system;
- HTML5 as it is fast, search engine friendly, and suitable for all mobile devices;
- Simple language and short sentences.

Examples of accessibility include e.g.: simple language, standard formatting, text scripts for audio, close captioning for video.



### *How to put accessibility solutions into practice (navigation system example)*

Effective navigation in the e-Learning is the easy navigation. Drop-down menus may no longer serve it needs, so consistency with navigation icons and descriptions is essential. Use HTML tags, as screen readers can easily identify them. Make sure that your labels, search, sitemap and help buttons are well visible on every page of the course.

### **Motivating**

Not only identifying the target group's needs, interactivity, accessibility and visual aids can attract learners to the e-Learning platform. This can also be done by incorporating in the e-Learning course rewards for completion. On the other side, some kind of "consequences" should be applied when the result is negative. Also, the time needed for the completion of an e-Learning course is worth to be taken into account in the e-Learning module. Research suggests that between 15 and 30 minutes for each topic or module should be considered when designing each module or topic. The timeframe of the course is important just not to lose the learner's attention in the offered material. On the other hand, the course time should be sufficient to present the needed information.

Examples of "incentives" include e.g. certificates, scores, text which summarises the learning progress.

Examples of "negative consequences" include e.g.: text which state that the learner should devote more time for learning the material.

### *How to put motivating into practice (reward system example)*

Score system as a reward system will suit the need to attract learners to the e-Learning content. The system should include:

- simple and clarified criteria,
- points only for proper answers,
- certain level of points will allow the learner to obtain a document which certifies her/his knowledge.



Also, motivating the learners can be boosted by engaging them actively in the offered content. See the next point.

### **Active learning**

In order to engage learners in the e-Learning content actively, they should be offered a variety of the learning strategies as different people learn in different ways (auditory, visual, kinaesthetic types). Attractive and engaging methods should be applied, like: provoking quizzes, storytelling with compelling visual aids like graphics, online discussion, social learning where learners can freely express themselves and interact with each other etc.

Examples of tools for active learning include e.g. videos, debates, critical thinking, social learning, games.

*How to put active learning into practice (mistake-driven learning example)*

“Safe environment”, the one which enables to make mistakes without the fear of failure is a good solution to encourage learners to critical thinking and reflection. This can be done by creating a series of questions to the presented scenario that offer room for making mistakes.

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### **Evaluation**

Evaluation of the e-Learning platform content is of crucial importance just to be able to gather necessary comments of the users about the platform and to be able to improve some elements which will serve better the users’ needs in the future. Therefore, the tests and surveys should be incorporated in this tool where users can express their opinion about the platform content. Evaluation process should take into consideration also the learners’ level of satisfaction.

Learners – the recipients of the e-Learning content should be also evaluated. Statistics shows how many learners have used the platform or how many of them have managed to complete the course. This can give to the e-Learning platform providers crucial information about the usage of this electronic tool.

Examples of evaluation tools include e.g.: Surveys, statistics, opinion polls.

*How to put evaluation into practice (survey example)*

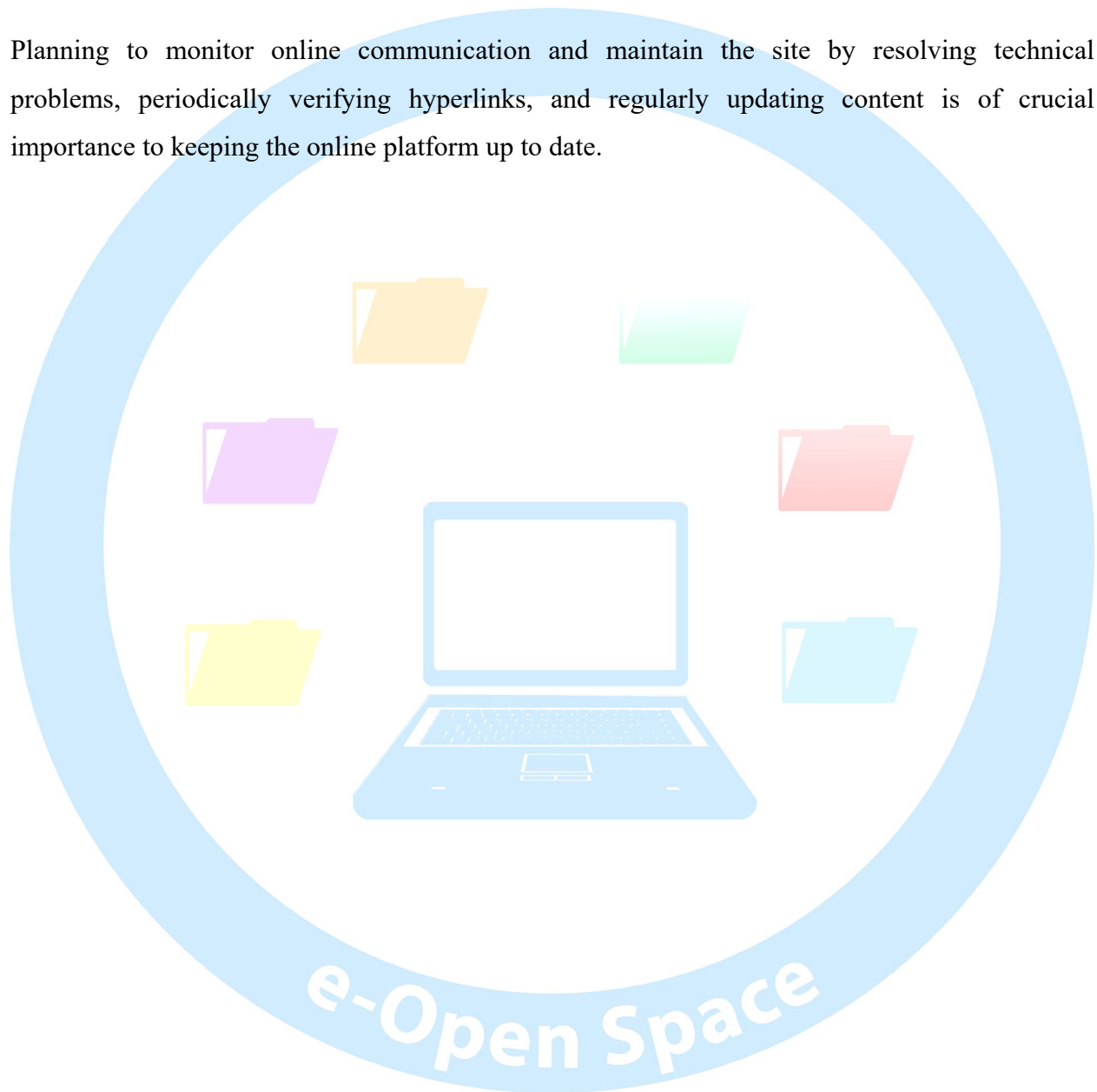




The survey should contain not only questions related to the content of the platform, but also some questions about users' satisfaction.

### **Maintenance**

Planning to monitor online communication and maintain the site by resolving technical problems, periodically verifying hyperlinks, and regularly updating content is of crucial importance to keeping the online platform up to date.



## Chapter 7: Presentations:

### *Erasmus+ (Strategic Partnerships for adult education)*

**Key Action:** Cooperation for innovation and the exchange of good practices

**The Programme in a nutshell:** Erasmus+ is the EU's programme to support education, training, youth and sport in Europe. Set to last until 2020, Erasmus+ doesn't just have opportunities for students. Merging seven prior programmes, it has opportunities for a wide variety of individuals and organisations. The aim of Erasmus+ is to contribute to the Europe 2020 strategy for growth, jobs, social equity and inclusion, as well as the aims of ET2020, the EU's strategic framework for education and training. Erasmus+ aims to promote the sustainable development of its partners in the field of higher education, and contribute to achieving the objectives of the EU Youth Strategy.

Specific issues tackled by the programme include:

- Reducing unemployment, especially among young people
- Promoting adult learning, especially for new skills and skills required by the labour market.
- Encouraging young people to take part in European democracy
- Supporting innovation, cooperation and reform
- Reducing early school leaving
- Promoting cooperation and mobility with the EU's partner countries

Detailed information on these opportunities, including eligibility criteria, is available in the Erasmus+ Programme website.



## *e-OpenSpace - European Innovative Open Platform for Electronic Networking and Sustainable Provision of Adult Centred Education in Privacy and Personal Data Protection*

The project aims at the establishment of a sustainable and long-term Strategic Partnership between national supervisory authorities, academia and civil society organisations for the delivery of knowledge and the development of skills related to privacy and personal data protection. In order to achieve higher impact and to avoid overlap with other activities in this domain, such as digital and privacy education for children, the project outputs are focused on promotion of non-formal digital learning and awareness on privacy and personal data protection for adults, civil servants and practitioners. The contemporary digital environment necessitates new approaches for communication between data protection authorities, academia and society. Furthermore, non-formal education and trainings have already proven themselves as efficient tools with a potential for multiplication of the acquired knowledge.

The project will provide a web-based tool platform for e-meetings and non-formal digital learning, developing new environment for communication between data protection authorities and EU citizens. Based on the fact that today most citizens are active Internet users, the project will provide training content adapted specifically to their needs in the digital era. The platform will ensure unrestricted access to all learning materials, including recorded videos or learning sessions in real time.

Implementing the project activities, the project consortium aims to create opportunities for additional type of education in the field of personal data and privacy protection – short non-formal digital learning. These e-learning curricula will be shorter but at the same time with content focused more on covering the various aspects of the privacy and personal data protection, and would be accessible from everywhere. Meanwhile, already prepared and experienced DPAs trainers will enrich their abilities with new skills for providing e-learning content, including in multinational cross-border environment.

The project aims to provide an innovative way of conducting non-formal digital learning based on synergy between DPAs, which as a rule have the most comprehensive information about data protection, and universities with their extensive experience in providing education for adults. In addition, the participation of a non-governmental organisation with proven experience in the dissemination of awareness raising measures will ensure the validation of the learning content in



line with actual needs of the civil society. The e-OpenSpace platform will provide a possibility for direct communication between the stakeholders regardless of distance or national boundaries.

Moreover, the non-formal digital learning on privacy and personal data protection will help the main target group – adults in active employment age – to be better equipped with the knowledge and skills for the digital age, in line with the "New Skills Agenda for Europe" presented by the European Commission in June 2016. Ultimately, the results of the project will help them to reap the benefits of the upcoming Digital Single Market of the EU which is expected to generate more than 415 billion euro per year.

"e-OpenSpace" project is especially designed to be an effective solution for strategic transnational cooperation for ensuring the security and the free flow of personal data in the EU, providing single space for the national DPAs to implement their tasks in the area of training, in compliance with the new legal framework. The main objective of the proposed project is to promote non-formal digital learning and awareness in a field of privacy and personal data protection. All participants – data protection authorities, higher educational institutions and NGO, join their efforts as a team. The project objective matches perfectly with the main objectives and priorities of the Erasmus+, such as KA2 focusing on knowledge exchange and multidisciplinary teaching and learning between higher education institutions, DPAs and non-profit organisations, more specifically proposition of innovative approach to strengthen the education and training paths through enhancing digital integration and greater degree of coherence between different EU and national education tools. Project partners will look for flexible learning ways for integrating practical and theoretical knowledge for providing skills in the field of data protection and promoting of a common approach and synergy among EU Member States in the delivery of trainings and awareness raising initiatives. The main practical tool to meet this objective will be the development of a web-based solution for providing environment for cooperation and open, innovative and inclusive non-formal digital learning.

The project proposal aims at implementing an innovative approach to development of sustainable strategic partnership between data protection authorities, academia and non-government sector in providing short-term non-formal digital learning. The project is first of its kind unifying DPAs, universities and non-governmental sector from 4 (four) EU Member States – Italy, Poland, Bulgaria and Croatia. It is a cross-sectorial project targeting the horizontal policy of personal



data protection. The number and the type of project partners have been carefully chosen. The project consortium is precisely formed in order to cover all aspects of data protection. Inclusion of 3 different DPAs is crucial for collecting and summarizing all points of view considering data protection in order to examine and reach all possible solutions and training content in compliance with national legal custom and administrative practice and in compliance with the new EU data protection legal framework. Legal, IT, training and international cooperation experts from the participating DPAs will explore all aspects related to awareness raising and training in the field of personal data protection in the EU. The inclusion of two universities will ensure the application of most up-to-date educational methodology, needs assessment and a direct link to the target groups. Last but not least, non-governmental organisation will contribute with its experience and learning content assessment.

A network of DPAs will be another important project result. All project outputs listed below will be designed to encourage inclusion of other DPAs outside the project consortium. The network will reach the general public in several ways – DPAs practice, media, brochures, multiplier events, etc. The role of the universities will be not only transmitting the messages of the future network for exchange of practices in the field but also enriching it with additional viewpoints. Universities will be able to use elaborated training content in some of their courses. As a result knowledge for privacy and personal data protection will become popular and accessible. By attracting organisations from NGO sector all main players will be included in the network.

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### **Activities:**

The project aims at strategic partnership between DPAs, academics and non-governmental sector in promotion of non-formal digital learning and awareness for data controllers, civil servants and practitioners in the field of privacy and personal data protection. After completion, the project will achieve improvement of overall awareness raising of the target groups and better understanding of privacy and personal data protection. A model for civic non-formal digital learning content exchanging will be implemented as a first step for closer exchange of data between DPAs.

In addition, closer connection among DPAs and between DPAs and academics as well as NGO sector will be built as a first step for popularization of data protection officer – job position



stipulated by the new EU legislation in the field of privacy and personal data protection. The project will provide a good practice for sustainable cooperation and collaboration among them.

Proactive and inclusive approach for attracting data controllers in the significance of personal data protection will be proposed. The approach is a process oriented – consecutive steps that can be applied in any other areas of knowledge.

Additional result will be the structured approach for transferring specific knowledge and expertise for privacy and personal data protection, possessed by DPAs, to the general public, as well as to the privacy practitioners. The topic is becoming more and more important due to technological development but currently there are very few providers of relevant learning material.

#### **Consortium:**

Commission for Personal Data Protection (Bulgaria) [www.cpdp.bg](http://www.cpdp.bg)

Urząd Ochrony Danych Osobowych (Poland) – [www.uodo.gov.pl](http://www.uodo.gov.pl)

Agencija za zastitu osobnih podataka (Croatia) – [www.azop.hr](http://www.azop.hr)

Sofia University St. Kliment Ohridski (Bulgaria) – [www.uni-sofia.bg](http://www.uni-sofia.bg)

Uniwersytet Jagiellonski (Poland) – [www.en.uj.edu.pl](http://www.en.uj.edu.pl)

Gruppo di Volontariato per Minori e Adulti Sieropositivi (Italy) – [www.gvm.org](http://www.gvm.org)

**Duration:** 24 months

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