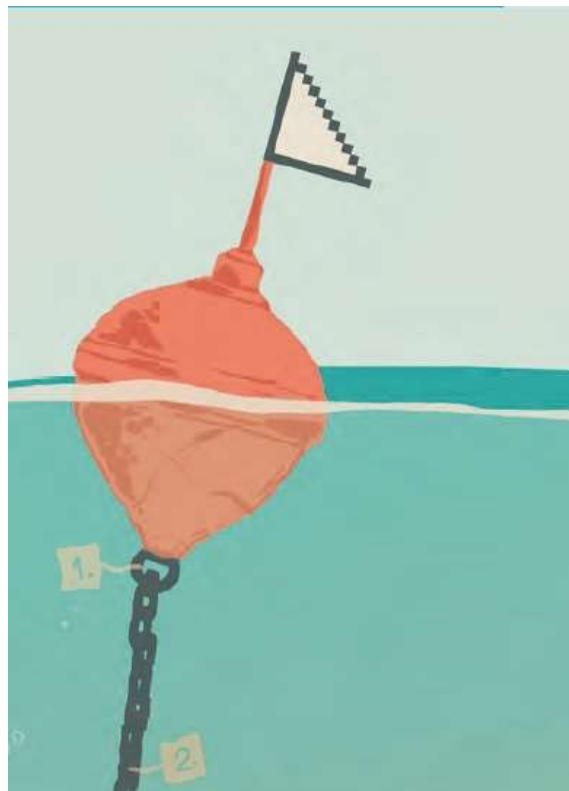




## The Linguacuisine Certification system



THE LINGUACUISINE PROJECT





## Table of Contents

<b>LIST OF FIGURES.....</b>	<b>3</b>
<b>LIST OF TABLES .....</b>	<b>3</b>
<b>ABSTRACT.....</b>	<b>4</b>
<b>1. INTRODUCTION .....</b>	<b>6</b>
1.1 CONTEXT .....	6
1.2 THE DIGCOMP V.2.1 FRAMEWORK .....	7
1.3 STRUCTURE OF THE CERTIFICATION SYSTEM.....	8
1.4 APPLICATION OF THE CERTIFICATION SYSTEM.....	8
<b>2. THE CERTIFICATION FRAMEWORK .....</b>	<b>10</b>
2.1 INTRODUCTION.....	10
2.2 FRAMEWORK DIMENSIONS.....	10
2.2.1 Dimension 1: Competence Areas .....	10
2.2.2 Dimension 2: Competencies.....	10
2.2.3 Dimension 3: Proficiency Levels .....	10
2.2.4 Dimension 4: Knowledge, skills and attitudes applicable to each Competence .....	11
2.2.5 Dimension 5: Examples of use .....	11
2.3 THE MAPPING DIMENSIONS TO DIMENSIONS METHODOLOGY .....	11
2.4 INFORMATION AND DATA LITERACY PROFICIENCY LEVELS- SKILLS MAPPING .....	14
2.4.1 Browsing, searching, filtering data, information and digital content mapping (1.1).....	14
2.4.2 Evaluating data, information and digital content mapping (1.2).....	18
2.4.3 Managing data, information and digital content mapping (1.3) .....	22
2.5 COMMUNICATION AND COLLABORATION PROFICIENCY LEVELS- SKILLS MAPPING .....	26
2.5.1 Interacting through digital technologies mapping (2.1).....	26
2.5.2 Engaging in citizenship through digital technologies mapping (2.3).....	30
2.6 COMPETENCE AREA 3: DIGITAL CONTENT CREATION PROFICIENCY LEVEL -SKILLS MAPPING.....	34
2.6.1 Developing digital content mapping (3.1) .....	34
<b>3. CERTIFICATION TOOLS AND GRADING .....</b>	<b>40</b>
3.1 THE CERTIFICATION TOOLS .....	40
3.1.1 TEST I.....	40
3.1.2 TEST II.....	41
3.2 GRADING METHOD.....	42
3.3 PROFICIENCY LEVEL AWARDING.....	44
3.4 THE SKILLS-QUESTIONS-ANSWERS MATRIX FOR TEST I.....	45
3.4.1 Browsing, searching, filtering data, information and digital content examples of use (1.1) .....	45
3.4.2 Evaluating data, information and digital content (1.2).....	49
3.4.3 Managing data, information and digital content (1.3) .....	52
3.4.4 Interacting through digital technologies (2.1).....	55
3.4.5 Engaging in citizenship through digital technologies (2.3).....	58
3.4.6 Developing digital content (3.1) .....	61
<b>APPENDIX I TEST I- TRAINEE EVALUATION TEST .....</b>	<b>65</b>

<b>APPENDIX II TEST II-OBSERVATION TEST .....</b>	<b>80</b>
<b>APPENDIX III CERTIFICATE AWARD - LIST OF SKILLS .....</b>	<b>98</b>
A-III-1.1: BROWSING, SEARCHING AND FILTERING DATA, INFORMATION AND DIGITAL CONTENT .....	99
A-III-1.2: EVALUATING DATA, INFORMATION AND DIGITAL CONTENT .....	102
A-III-1.3: MANAGING DATA, INFORMATION AND DIGITAL CONTENT G.....	104
A-III-2.1: INTERACTING THROUGH DIGITAL TECHNOLOGIES.....	106
A-III-2.3: ENGAGING IN CITIZENSHIP THROUGH DIGITAL TECHNOLOGIES .....	108
A-III-3.1: DEVELOPING DIGITAL CONTENT.....	110

## LIST OF FIGURES

<b>Figure 1</b> The Framework for mapping Competences to skills to Questions and Answers.....	12
<b>Figure 2</b> Structure of a question of Test I.....	40
<b>Figure 3</b> Structure of a question of Test II.....	42

## LIST OF TABLES

Table 1. Mapping of High level, LinguaCuisine-specific Skills (HL-Skills) .....	13
Table 2. Maximum score for a set of k questions assessing a Competence .....	42
Table 3. Range of values for calculating the Proficiency Level from a Competence score (Test I) .....	43
Table 4. Range of values for calculating the Proficiency Level from a Competence score (Test II) .....	43

## ABSTRACT

This document describes in detail the LinguaCuisine Certification System v1.0, which based on DIGCOMP 2.1. The system is composed of a Framework that maps Competence Areas/Competences to digital and LinguaCuisine-specific skills and describes how questions and answers for the two certification tests are derived. It also contains a grading system for mapping the points gathered from the test to a DIGCOMP certification level. Complete tests (total 72 questions) are presented in the Annexes.



# 1. INTRODUCTION

## 1.1 Context

The LinguaCuisine project is about equality of access and participation in learning, focusing on digital and language skills. It promotes learning of digital literacy, languages, cuisines and cultures. It does this through co-design of downloadable apps and social recipes, using an authoring tool to develop an online community of practice. We are aiming for widespread adoption of these learning materials with a focus on social inclusion.

The development of a certification system for Digital Competences which participants develop, is one of the key objectives of the project. The needs addressed are: improving basic skills, specifically digital Competence, and engaging digitally marginalized groups (including refugees and migrants) with technology; certifying and assessing levels of digital Competence; learning foreign languages, cultures and cuisines.

The LinguaCuisine Certification System v. 1.0 (LCCS) outlines the rules, procedures and management for carrying out a certification of a specific subset of competencies of the DIGICOMP 2.1 framework. It establishes specific requirements for the process used, tools of assessment, grading and certificate awarding procedures.

The current version of the LCCS certifies digital and LinguaCuisine-specific skills derived from the following subset of DIGICOMP 2.1 set of Competence Areas:

### Competence area 1: Information and data literacy

- 1.1 Browsing, searching, filtering data, information and digital content
- 1.2 Evaluating data, information and digital content
- 1.3 Managing data, information and digital content

### Competence area 2: Communication and collaboration

- 2.1 Interacting through digital technologies
- 2.3 Engaging in citizenship through digital technologies

### Competence area 3: Digital content creation

- 3.1 Developing digital content

The LinguaCuisine-specific skills have been designed so as to support the process of learning foreign languages, cultures and cuisines by the trainees. They are purely digital skills related both to the process of learning through the cooking sessions organized by the project and through the use of the LinguaCuisine application (the Recipe Builder<sup>1</sup>).

A significant part of the LCCS is the Framework that maps the skills to competences and to Proficiency Levels (PL). It is also used to derive appropriate certification questions that cover all basic skills at all levels. Scoring functionality is used to calculate the score of the certification and assign a trainee to a PL for each Competence under examination.

The system uses two tests to award a PL certificate to a trainee. The PL is calculated for each Competence independently based on the results of both tests. For each Competence, the set of skills that corresponds to the PL certified, is awarded. Different PLs may be certified for different competences.

---

<sup>1</sup> <https://linguacuisine.com:8000/>

The certification system uses the newest version of DIGCOMP, version 2.1. This version is a significant improvement over version 1:

- Dimension 1 (the Competence Areas) and Dimension 2 (the descriptors and titles) were updated,
- the initial three PLs were replaced by eight levels offering more detail and precision.

The two versions are fully compatible.

## 1.2 The DIGCOMP v.2.1 framework

Version 2.1 of the Digital Competence Framework for Citizens<sup>2</sup> published by the European Commission in 2017, aims to provide evidence-based scientific support to the European policymaking process and has become a reference for the development and strategic planning of digital Competence initiatives. It has 5 dimensions:

Dimension 1: Competence Areas (CA) identified to be part of digital Competence. They include:

- 1) CA1: Information and data literacy: To articulate information needs, to locate and retrieve digital data, information and content. To judge the relevance of the source and its content. To store, manage, and organise digital data, information and content.
- 2) CA2: Communication and collaboration: To interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity. To participate in society through public and private digital services and participatory citizenship. To manage one's digital identity and reputation.
- 3) CA3: Digital content creation: To create and edit digital content To improve and integrate information and content into an existing body of knowledge while understanding how copyright and licences are to be applied. To know how to give understandable instructions for a computer system.
- 4) CA4: Safety: To protect devices, content, personal data and privacy in digital environments. To protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion. To be aware of the environmental impact of digital technologies and their use.
- 5) CA5: Problem solving: To identify needs and problems, and to resolve conceptual problems and problem situations

Dimension 2: Competence descriptors and titles that are pertinent to each area

Dimension 3: Proficiency levels for each Competence

Eight Proficiency Levels for each Competence have been defined through learning outcomes (using action verbs, following Bloom's taxonomy) and inspired by the structure and vocabulary of the European Qualification Framework (EQF):

- 1) Level 1: Foundation- Simple Tasks performed with help
- 2) Level 2: Foundation- Simple Tasks performed with autonomy and guidance when necessary
- 3) Level 3: Intermediate- Well defined, routine tasks
- 4) Level 4: Intermediate- Well defined, non-routine tasks
- 5) Level 5: Advanced- Different tasks and problems
- 6) Level 6: Advanced- Most appropriate tasks
- 7) Level 7: Highly Specialised: Complex problems
- 8) Level 8: Highly Specialised: Complex problems with many interacting factors

Each level description contains knowledge, skills and attitudes, described in one single descriptor for each level of each Competence; this equals to 168 descriptors (8 x 21 learning outcomes).

<sup>2</sup> <https://publications.europa.eu/en/publication-detail/-/publication/3c5e7879-308f-11e7-9412-01aa75ed71a1/language-en>



Dimension 4: Knowledge, skills and attitudes applicable to each Competence

Dimension 5: Examples of use, on the applicability of the Competence to different purposes

### 1.3 Structure of the Certification System

The Certification System is comprised of the following parts:

1. **LinguaCuisine Conceptualization Framework (LCCF).** The framework uses the 5 dimensions of DIGCOMP v2.1 and a subset of Competence Areas to provide a mapping between:
  - The competences and the generic digital skills
  - Generic digital skills and LinguaCuisine-specific examples of use (from which LinguaCuisine-specific skills are derived)
  - Competences-skills and questions/answers for the two tests used for certification.

The framework is extendable since more Competence Areas and Competences can be added and therefore the appropriate generic skills can be derived and mapped to them. The context can also be changed and Examples of Use can be designed to fit new requirements.

The LCCF is presented in Chapter 2.

2. **Certification Tools:** the certification tools include two tests of different type, Test I and Test II. They are designed to assess the PL of a Trainee both by way of a certification test (Test I- a multiple choose quiz of 41 questions) and by observation and rating by a tutor (Test II- observation sheet including 31 assessment tasks). Each test calculates a score for each Competence and based on a predefined range of values, the score is mapped to a PL. Both tests use the same scoring method and they are designed to complement each other. The mapping of questions and answers of the tools to specific skills are presented in Chapter 3. The application of the LCCF in the project domain has produced two tests that are presented in Appendixes I and II (for Test I and Test II respectively).
3. **Grading Methodology:** it provides the scoring ranges and algorithms for calculating the total score for each Competence assessed by the certification tools. The methodology meets the needs for compatibility between the two certification tools and for accurate results.
4. **Certificate Skills award.** The Certification System awards certificates based on the Proficiency Level that was calculated for each Competence. Thus, each time a trainee is certified for a Competence, a specific set of generic and LinguaCuisine-specific skills award is produced. The list of these skills in relation to the Competence Area/Competence and Proficiency Level is presented in Appendix III.

### 1.4 Application of the Certification System

The certification system has been designed so that it can be applied to assess LinguaCuisine trainees. However, the framework used to map Competences to general skills can be used to extract examples of use that will, in turn, produce tests that are appropriate for a variety of scenarios. In this Certification System, questions addressed to the trainees are multiple-choice questions with several correct and some wrong answers. Correct answers are mapped to PLs and receive a score that depicts how advanced the level is (i.e. higher levels receive higher scores than lower levels). This kind of approach requires the design of questions with answers corresponding to all levels, an approach already followed by other DIGCOMP related projects<sup>3,4</sup> as mentioned

<sup>3</sup> ABC DIGITALE: SELF-ASSESSMENT TEST AND DIGITAL LEARNING OPPORTUNITIES

<sup>4</sup> ELENE4WORK SELF-ASSESSMENT TOOL FOR DIGITAL SOFT SKILLS IDENTIFICATION

in the JRC DIGCOMP into Action Guide<sup>5</sup> (May 2018). The LCCF can be applied by designing questions that are Proficiency Level specific, that is they assess a specific level only. The advantages and disadvantages of these methods are discussed in Chapter 3.

---

<sup>5</sup> <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/digcomp-action-get-inspired-make-it-happen-user-guide-european-digital-Competence-framework>

## 2. THE CERTIFICATION FRAMEWORK

### 2.1 Introduction

The LinguaCuisine Conceptualization Framework (LCCF) identifies the skills involved in the LinguaCuisine certification system. It provides a mapping of the skills to Competences (dimension 2 of DIGCOMP) and to Proficiency Levels (dimension 3 of DIGCOMP).

### 2.2 Framework Dimensions

DIGCOMP 2.1 is used as a basis for designing this framework and as such, it follows the same structure.

#### 2.2.1 Dimension 1: Competence Areas

This dimension uses 3 out of 5 Competence areas described in DIGCOMP 2.1, namely:

- Competence area 1: information and data literacy
- Competence area 2: communication and collaboration
- Competence area 3: digital content creation

#### 2.2.2 Dimension 2: Competencies

This dimension uses 6 out of 13 DIGCOMP 2.1 Competence descriptors for the 3 Competence Areas covered, namely:

Competence Area 1: Information and data literacy

- 1.1 Browsing, searching, filtering data, information and digital content
- 1.2 Evaluating data, information and digital content
- 1.3 Managing data, information and digital content

Competence Area 2: Communication and collaboration

- 2.1 Interacting through digital technologies
- 2.3 Engaging in citizenship through digital technologies

Competence Area 3: Digital content creation

- 3.1 Developing digital content

There is a partial use of descriptors from Competence Areas 2 and 3.

#### 2.2.3 Dimension 3: Proficiency Levels

Four (4) out of the eight (8) proficiency levels of DIGCOMP 2.1 are used in the LCCF, namely:

Foundation level, including:

- Level 1: Basic level with guidance
- Level 2: Basic level with autonomy

Intermediate level, including:

Level 3: Well defined, routine tasks

Level 4: Tasks, well defined and non-routine problems

#### **2.2.4 Dimension 4: Knowledge, skills and attitudes applicable to each Competence**

This dimension includes LinguaCuisine –specific skills that are based on DIGCOMP 2.1 but are more targeted to the project’s scope; they are described in section 2.4.

#### **2.2.5 Dimension 5: Examples of use**

Examples of use are LinguaCuisine –specific and are described in section 2.4.

### **2.3 The mapping dimensions to dimensions methodology**

The design of the certification tools requires in turn the design of questions that assess the skills of every Competence Area and Competence included in the LCCF. Digital skills can be either generic or related to the use of LinguaCuisine applications or methods. Both categories of skills need to be mapped to the specific competences of DIGCOMP. There is a one to many (1-N) relationship between a Competence and skills.

Moreover, skills are Proficiency Level – specific, that is, a skill is mapped not only to a Competence but also to a specific Proficiency Level as well. These skills are called PL-Skills (Proficiency Level Skills). PL-Skills are the generic digital skills which the trainees of LinguaCuisine are going to acquire during the programme.

Examples of use are presented for the certification of the LinguaCuisine skills. They are derived based on skills and are LinguaCuisine specific. There is generally a many to one (N-1) relationship between skills and examples of use. From the examples of use, LinguaCuisine-specific skills are derived, these are also included in the skills which LinguaCuisine trainees are intended to acquire during the programme. Generic and LinguaCuisine specific Skills are complementary. They are presented in detail in Appendix III. The Examples of use, along with the PL-Skills are used to derive questions and answers for the certification tools. The skills are described using the specific terms of each Competence and PL, having in mind the goals of each Competence. Terms such as “identify”, “find”, “explain” and others that appear in the descriptors of a Competence in DIGCOMP 2.1 are used to describe the skills and then to derive the examples of use.

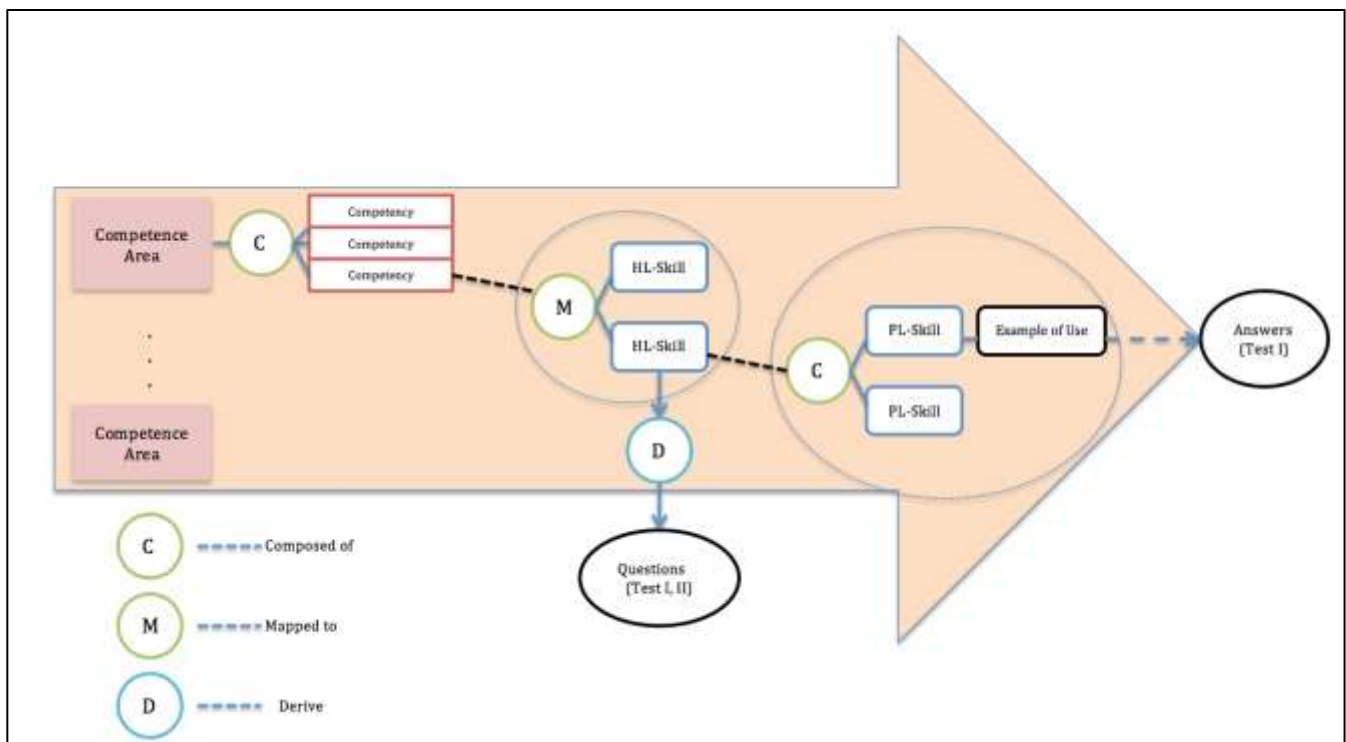
Skills are different at each Proficiency Level of each Competence. The descriptors provided by DIGCOMP are quite general and they permit design flexibility. However this also means a lack in practicality. The LCCF design differentiates the skills between each PL of a Competence in as most clear way as possible. The differentiation of skills between levels 1 and 2 (Foundation level) is based largely on the assistance a trainee needs to perform a task. This is directly and clearly incorporated into the examples of use and the answers that correspond to PL 1 vs. the one that corresponds to PL 2 of a question that assess the knowledge of the skill.

Questions need to be designed so as to uniformly assess each Competence covering as many PL-Skills as possible and all the LinguaSpecific skills. Answers to Test-I (multiple choice quiz for the trainee) are designed so as to rate multiple Proficiency Levels using the same question. Thus, questions of Test I are multi-levelled. This requires not only a micro- but also a macro-management of each Competence. Answers need to cover all PLs (micro-management related to skills) while questions need to cover groups of skills that are relative to each other and they are also multi-levelled (they correspond to different PLs). These skills are called HL-skills and their goal is to help design questions that correspond to different PLs. This is needed because answers to each question do cover all PLs.

HL-skills are internal to the design process of the LCCF. Questions conceptually group the assessment of skills from different PLs based on the semantic resemblance of the descriptors that correspond to each PL. Grouping is performed at a Competence level only. Semantic resemblance is expressed in the descriptors when the same

clause is used for performing tasks and the only difference is the type of the action, e.g. 'identify' for PLs 1 and 'explain' for PL 3 and 'illustrate' for PL 4. This mapping is presented in detail in section 3.3.

The process of mapping dimensions to each other, requires the analysis of each Competence Area into Competencies. This is provided by DIGCOMP 2.1. The next step is to process each Competence separately as follows: based on the descriptors of each PL, a set of HL-Skills is derived. They are used to design the first version of the questions of the certification tools. In parallel, HL-Skills and descriptors are used to derive the PL-Skills for the specific Level of Proficiency Level of the Competence. From each PL-Skill (or wherever possible, from multiple PL-Skills), the next step designs Examples of Use that are LinguaCuisine-specific. By using PL-Skills and Examples of Use, the process a) refines the questions previously designed with a goal to produce the minimum set of questions that cover most skills with the best possible quality of answers and b) design the answers for each question. Questions can be generic or LinguaCuisine-specific, with more focus on the latter. This process is repeated for every Competence included in the LCCF. The design of the mapping between dimensions and the production of the certification tools is depicted in figure 1.



**Figure 1** The Framework for mapping Competences to skills to Questions and Answers

High-Level Skills (HL-Skills) presented in table 1 are used for designing an initial version of the questions of the certification tools. They are actually loosely formed groups of PL-Skills. They express mainly functional tasks in order to permit the design of practical questions (questions that assess the skills of a trainee in a specific context). They are mostly used in the design of Test II questions where the trainee must be given a specific task in a specific context (scenario) to perform and be rated by the trainer. Specific scenarios define, in a concrete way, the goals to be achieved and at the same time allow the trainee to focus on what is assessed and not in secondary tasks that are not under assessment. This guided method of certification reduces the workload of both the trainee and the trainer. Furthermore, it reduces the bias introduced by the distraction of the trainee by

secondary tasks. Test I questions are more detailed (since the set of PL-skills is quite larger than that of the HL-skills), so HL-skills are used for refining the questions and calibration between Test I and Test II questions.

Competence	HL-Skills
<b>1.1: Browsing, searching and filtering data, information and digital content</b>	1.1.1 Define information needs 1.1.2 Access a Search Engine 1.1.3 Search using keywords 1.1.4 Broaden, narrow or refine a search 1.1.5 Search for items in the Recipe Builder 1.1.6 Access data information and content and navigate between them
<b>1.2: Evaluating data, information and digital content</b>	1.2.1 Evaluate objectivity and credibility of online information
<b>1.3: Managing data, information and digital content</b>	1.3.1 Open and save content 1.3.2 Organise and store content
<b>2.1: Interacting through digital technologies</b>	2.1.1 Join apps for on-line interaction. 2.1.2 Make a basic contact 2.1.3 Make group communication 2.1.4 Be aware of on-line risks, code of conduct 2.1.5 Organise/manage on-line communities
<b>2.3: Engaging in citizenship through digital technologies</b>	2.3.1 Find information and services for engaging in citizenship 2.3.2 Publish information relevant to citizenship issues 2.3.3 Register in e-services for citizenship 2.3.4 Use digital services to inform other people
<b>3.1 Developing digital content</b>	3.1.1 Create basic content (image, audio, video) and upload it to Recipe Builder 3.1.2 Edit basic content (image, audio, video, text) 3.1.3 Combine basic media files to produce a multimedia presentation using the Recipe Builder

**TABLE 1.** MAPPING OF HIGH LEVEL, LINGUACUISINE-SPECIFIC SKILLS (HL-SKILLS)

The matrixes of sections 2.4, 2.5 and 2.6 present the mapping between Competencies PL-skills and Examples of use for all Competencies included in the LCCF and for Proficiency Levels 1-4.

## 2.4 Information and data literacy Proficiency Levels- Skills mapping

### 2.4.1 Browsing, searching, filtering data, information and digital content mapping (1.1)

The skills and usage scenarios related to this Competence are identified as follows:

Proficiency lvl	Descriptor	PL-Skills	Examples of use
Foundation	1	<ul style="list-style-type: none"> <li>• Identify appropriate information sources</li> <li>• Know what a web browser is and identify the tasks it can be used for</li> </ul>	<p>With the help of a Web expert, I can:</p> <ul style="list-style-type: none"> <li>• identify a search engine to use</li> <li>• identify a keyword that describes the type of the recipe I am looking for</li> </ul>
	<ul style="list-style-type: none"> <li>• To be able to find data, information and content through a simple search in digital environments,</li> </ul>	<ul style="list-style-type: none"> <li>• Identify keywords that describe the information I need</li> <li>• Find data by performing simple keyword search on text search engines</li> </ul>	<p>With the help of a Web expert I can:</p> <ul style="list-style-type: none"> <li>• open a web browser</li> <li>• use a one keyword text search to find details about a specific type of recipe</li> </ul>
	<ul style="list-style-type: none"> <li>• To be able to find how to access these data, information and content and navigate between them,</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the basic structure of web content (linked documents)</li> <li>• Understand the basic principles of web navigation (browsing)</li> </ul>	<p>With the help of a Web expert I can:</p> <ul style="list-style-type: none"> <li>• access a specific recipe site from a list of search results using hyperlinks</li> <li>• navigate through search results and go back and forth</li> </ul>
	<ul style="list-style-type: none"> <li>• To be able to identify simple personal search strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what a search strategy is and the need to have one</li> </ul>	<p>With the help of a Web expert I can:</p> <ul style="list-style-type: none"> <li>• search by subject using the type of the recipe</li> </ul>

Proficiency lvl	Descriptor	PL-Skills	Examples of use
<b>Foundation</b>	<ul style="list-style-type: none"> <li>To be able to Identify my information needs</li> </ul>	<ul style="list-style-type: none"> <li>Identify appropriate information sources</li> <li>Know what a web browser is and identify the tasks it can be used for</li> </ul>	With the help if necessary of a Web expert I can: <ul style="list-style-type: none"> <li>identify some search engines to use</li> <li>identify some keywords that describe the type of the recipe</li> </ul>
	<ul style="list-style-type: none"> <li>To be able to find data, information and content through a simple search in digital environments,</li> </ul>	<ul style="list-style-type: none"> <li>Identify keywords that describe the information I need</li> <li>Find data by performing simple keyword search on text search engines</li> </ul>	With the help if necessary of a Web expert I can: <ul style="list-style-type: none"> <li>use a text search engine to find details about a specific type of recipe</li> </ul>
	<ul style="list-style-type: none"> <li>To be able to find how to access these data, information and content and navigate between them,</li> </ul>	<ul style="list-style-type: none"> <li>Understand the basic structure of web content (linked documents)</li> <li>Understand the basic principles of web navigation (browsing)</li> </ul>	With the help if necessary of a Web expert I can: <ul style="list-style-type: none"> <li>access a specific recipe site from a list of search results using hyperlinks</li> <li>navigate through search results and go back and forth</li> </ul>
	<ul style="list-style-type: none"> <li>To be able to identify simple personal search strategies</li> </ul>	<ul style="list-style-type: none"> <li>Understand what a search strategy is and the need to have one</li> </ul>	With the help of a Web expert I can: <ul style="list-style-type: none"> <li>search by subject using the type of the recipe</li> </ul>



Proficiency lvl	Descriptor	PL-Skills	Examples of use	
Intermediate	3	<ul style="list-style-type: none"> <li>To be able to explain my information needs</li> </ul>	<ul style="list-style-type: none"> <li>Use different search engines or specific portals</li> <li>Identify most keywords that describe the information I need</li> <li>Know the basic vocabulary that can be used to describe browsing, searching and filtering information</li> </ul>	<p>On my own I can:</p> <ul style="list-style-type: none"> <li>name the search engines or recipe portals I routinely use</li> <li>identify most keywords that describe the type of the recipe</li> </ul>
		<ul style="list-style-type: none"> <li>To be able to perform well-defined and routine searches to find data, information and content in digital environments</li> </ul>	<ul style="list-style-type: none"> <li>Can access a web page directly (i.e. by typing the web address)</li> </ul>	<p>By myself I can:</p> <ul style="list-style-type: none"> <li>directly access a recipe search engine or a recipe blog</li> </ul>
		<ul style="list-style-type: none"> <li>To be able to explain how to access them and navigate between them</li> </ul>	<ul style="list-style-type: none"> <li>Access a specific site from a list of search results</li> <li>Access a resource from a list within a repository</li> <li>Access a video</li> </ul>	<p>By myself I can:</p> <ul style="list-style-type: none"> <li>Access a specific recipe site from a list of search results using hyperlinks</li> <li>Access a specific recipe site from a list of search results using filters</li> <li>Access a video for a recipe I want to find by previewing</li> </ul>
		<ul style="list-style-type: none"> <li>To be able to explain well-defined and routine personal search strategies</li> </ul>	<ul style="list-style-type: none"> <li>Understand the role of keywords and the ways they can be combined to produce correct results</li> <li>Edit keywords to improve the search outcome</li> </ul>	<p>By myself:</p> <ul style="list-style-type: none"> <li>I can evaluate which keywords produce correct results</li> </ul>

Proficiency lvl	Descriptor	PL-Skills	Examples of use
<p><b>Intermediate</b></p>	<ul style="list-style-type: none"> <li>To be able to illustrate information needs</li> </ul>	<ul style="list-style-type: none"> <li>Use different types of search engines</li> <li>Identify all keywords that describe the information I need</li> <li>Extract keywords from a description, specification, or piece of text</li> </ul>	<ul style="list-style-type: none"> <li>I can name video search engines or recipe repositories when searching for recipes</li> <li>I can identify all keywords that describe the type of the recipe</li> </ul>
	<ul style="list-style-type: none"> <li>To be able to organise the searches of data, information and content in digital environments,</li> </ul>	<ul style="list-style-type: none"> <li>Can adjust search according to specific needs</li> <li>Can use online social media tools to locate and view content</li> <li>Can use other online tools (i.e. blogs, forums, social media, digital repositories, maps etc.) to access and retrieve content</li> </ul>	<ul style="list-style-type: none"> <li>I can perform different searches to locate a recipe</li> <li>I can locate forums about specific types of recipes</li> </ul>
	<ul style="list-style-type: none"> <li>To be able to describe how to access to these data, information and content, and navigate between them.</li> </ul>	<ul style="list-style-type: none"> <li>Access and navigate through the resources in a collection</li> </ul>	<ul style="list-style-type: none"> <li>I can access a specific recipe video from a collection using the navigation panel</li> </ul>
	<ul style="list-style-type: none"> <li>To be able to organise personal search strategies</li> </ul>	<ul style="list-style-type: none"> <li>Understand the properties (qualities) of a good search strategy</li> </ul>	<ul style="list-style-type: none"> <li>I can organize the keywords that produce quality results by evaluating the results of past searches</li> </ul>

### 2.4.2 Evaluating data, information and digital content mapping (1.2)

The skills and usage scenarios related to this Competence are identified as follows:

Proficiency lvl	Descriptor	PL-Skills	Examples of use
Foundation	1 To be able to detect the credibility and reliability of common sources of data, information and their digital content	<ul style="list-style-type: none"> <li>Distinguish reputable and reliable information sources from others</li> </ul>	<p>With the help of a Web expert I can:</p> <ul style="list-style-type: none"> <li>Distinguish which recipe resources are more reliable by judging the reputation of the editor or the web host/owner</li> <li>Distinguish which recipe resources are more reliable by using published lists of the most popular web sites</li> </ul>

Proficiency lvl		Descriptor	PL-Skills	Examples of use
Foundation	2	<ul style="list-style-type: none"> <li>To be able to detect the credibility and reliability of common sources of data, information and their digital content</li> </ul>	<ul style="list-style-type: none"> <li>Find the information about a website's owner/provider</li> <li>Detect Internet domain names and how they can help to assess the reliability of a website</li> </ul>	<p>With the help if necessary of a Web expert I can:</p> <ul style="list-style-type: none"> <li>Distinguish which recipe resources are more reliable by judging the reputation of the editor or the web host/owner</li> <li>Distinguish which recipe resources are more reliable by looking at the date of the publishing of the information or how often this information is updated</li> </ul>

Proficiency lvl	Descriptor	PL-Skills	Examples of use
<b>Foundation</b>	3 <ul style="list-style-type: none"> <li>To be able to perform the analysis, comparison and evaluation of the credibility and reliability of well-defined sources of data, information and digital content.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate information or content that I find online may, or may not be reliable, by looking at specific qualities of the content such as language, precision, appearance</li> </ul>	<ul style="list-style-type: none"> <li>Assess the reliability of a recipe site or a blog by checking if the ingredient list of recipes provided match the recipe instructions, if the language used is precise and serious</li> </ul>
	<ul style="list-style-type: none"> <li>To be able to perform the analysis, interpretation and evaluation of well-defined data, information and digital content</li> </ul>	<ul style="list-style-type: none"> <li>Interpret results to improve search procedures</li> <li>Discern the advertisement and promoted content among the results of an online search and on social network pages</li> </ul>	<ul style="list-style-type: none"> <li>Edit keywords to locate more reliable web sites for recipes</li> <li>I can evaluate which adds concerning cooking web sites are worth looking at</li> </ul>

Proficiency lvl	Descriptor	PL-Skills	Examples of use
Foundation	<ul style="list-style-type: none"> <li>To be able to perform the analysis, comparison and evaluation of sources of data, information and digital content</li> </ul>	<ul style="list-style-type: none"> <li>Critically evaluate the credibility and reliability of non-web sources of data, information and content</li> <li>Understand the properties of good quality unstructured content</li> <li>Compare the outcome of different searches</li> </ul>	<ul style="list-style-type: none"> <li>assess the reliability of a recipe Facebook account by looking at the number of users following the account and the type of posts and comments</li> <li>Compare the reliability of different recipe accounts on Facebook by comparing the number of followers and the quality and frequency of comments</li> </ul>
	<ul style="list-style-type: none"> <li>To be able to perform the analysis, interpretation and evaluation of data, information and digital content</li> </ul>	<ul style="list-style-type: none"> <li>Use different information repositories and search strategies</li> </ul>	<ul style="list-style-type: none"> <li>Combine results from searches on Facebook and Google on a specific recipe</li> </ul>

**2.4.3 Managing data, information and digital content mapping (1.3)**

The skills and usage scenarios related to this Competence are identified as follows:

Proficiency lvl	Descriptor	PL-Skills	Examples of use
<p>Foundation</p>	<ul style="list-style-type: none"> <li>To be able to identify how to organise, store and retrieve data, information and content in a simple way in digital environments.</li> </ul>	<ul style="list-style-type: none"> <li>Know the different digital content formats</li> <li>Know the difference between online and offline storage</li> <li>Know the basic content manipulation operations (open and save)</li> </ul>	<p>With guidance, I can:</p> <ul style="list-style-type: none"> <li>identify in which format I can save a recipe</li> <li>identify in which format I can save an image</li> <li>identify in which format I can save an audio file</li> <li>identify in which format I can store the address of a web site</li> <li>identify how to open a recipe/image I stored earlier in my storage device</li> <li>save a web page/image/audio file/web address of a recipe resource to my desktop</li> <li>open a file I saved earlier</li> </ul>
	<ul style="list-style-type: none"> <li>To be able to recognize where to organise them in a simple way in a structured environment</li> </ul>	<ul style="list-style-type: none"> <li>Understand how information is stored on different devices/services</li> <li>Understand how information can be organized in a storage device so as to be easily retrievable</li> </ul>	<p>With guidance, I can:</p> <ul style="list-style-type: none"> <li>understand how to choose the appropriate storage device to store my recipe video files</li> <li>understand how to name the files I am storing so as to easily retrieve them later</li> <li>understand how to name the folders and subfolders that will store my data</li> <li>understand which folders and subfolders I should create to store the files of a digital recipe I am going to put together</li> <li>create a folder to store my recipe files</li> <li>open a folder I created for storing images about a recipe</li> </ul>

Proficiency lvl	Descriptor	PL-Skills	Examples of use
<p>Foundation</p>	<ul style="list-style-type: none"> <li>To be able to identify how to organise, store and retrieve data, information and content in a simple way in digital environments.</li> </ul>	<ul style="list-style-type: none"> <li>Know the different digital content formats</li> <li>Know the difference between online and offline storage</li> <li>Know the basic content manipulation operations (open and save)</li> </ul>	<p>With the help of a friend if necessary I can:</p> <ul style="list-style-type: none"> <li>identify in which format I can save a recipe</li> <li>identify in which format I can save an image</li> <li>identify in which format I can save an audio file</li> <li>identify in which format I can store the address of a web site</li> <li>identify how to open a recipe/image I stored earlier in my storage device</li> <li>save a web page/image/audio file/web address of a recipe resource to my desktop</li> <li>open a file I saved earlier</li> </ul>
	<ul style="list-style-type: none"> <li>To be able to recognise where to organise them in a simple way in a structured environment</li> </ul>	<ul style="list-style-type: none"> <li>Understand how information is stored on different devices/services</li> <li>Understand how information can be organized in a storage device so as to be easily retrievable</li> </ul>	<p>With the help of a friend if necessary I can:</p> <ul style="list-style-type: none"> <li>understand how to choose the appropriate storage device to store my recipe video files</li> <li>understand the benefits/shortcomings of online and offline storage</li> <li>understand how to name the files I am storing so as to easily retrieve them later</li> <li>understand how to name the folders and subfolders that will store my data</li> <li>understand which folders and subfolders I should create to store the files of a digital recipe I am going to put together</li> <li>create a folder to store my files</li> <li>open a folder I created</li> </ul>



Proficiency lvl	Descriptor	PL-Skills	Examples of use
Intermediate	<ul style="list-style-type: none"> <li>To be able to select data, information and content in order to organise, store and retrieve in a routine way in digital environments.</li> </ul>	<ul style="list-style-type: none"> <li>Open, copy and move files or folders inside a digital device</li> <li>Save files and folders on external hard disk, USB memory, memory card</li> <li>Use the browser to save browsing history</li> </ul>	<ul style="list-style-type: none"> <li>Move folder containing recipes for lasagna into a folder that contains all recipes for pasta</li> <li>Save the address of a recipe you like as a bookmark</li> <li>Retrieve a bookmark</li> </ul>
	<ul style="list-style-type: none"> <li>To be able to organise them in a routine way in a structured environment</li> </ul>	<ul style="list-style-type: none"> <li>Structures and classifies information and content according to a standard classification scheme/method</li> <li>Organize folders to use them as file repositories</li> </ul>	<ul style="list-style-type: none"> <li>Create notes about vegetarian salads using text and images and store them in appropriate file formats in different folders</li> </ul>

Proficiency lvl	Descriptor	PL-Skills	Examples of use
Intermediate	<ul style="list-style-type: none"> <li>To be able to organise information, data and content to be easily stored and retrieved.</li> </ul>	<ul style="list-style-type: none"> <li>Understand basic backup policies</li> <li>Save files and folders on a cloud service</li> <li>Organise bookmarks in a browser</li> </ul>	<ul style="list-style-type: none"> <li>Save a folder with images of a recipe to iCloud</li> <li>Create a backup of your files</li> <li>Organise your recipe bookmarks to categories according to the type of the food</li> </ul>
	<p>4</p> <ul style="list-style-type: none"> <li>To be able to organise information, data and content in a structured environment</li> </ul>	<ul style="list-style-type: none"> <li>Uses various classification schemes to store and manage resources and information</li> <li>Tag content</li> </ul>	<ul style="list-style-type: none"> <li>Use tag file properties to mark a folder that contains your most favorable recipes</li> <li>Create and properly name a folder that organizes into subfolders, content of several different files formats (text, images, video, audio, hypertext, pdf) and of three different recipe themes (salads, stew, pasta)</li> </ul>

## 2.5 Communication and collaboration Proficiency Levels- Skills mapping

### 2.5.1 Interacting through digital technologies mapping (2.1)

The skills and usage scenarios related to this Competence are identified as follows:

Proficiency lvl	Descriptor	PL-Skills	Examples of use	
Foundation	1	<ul style="list-style-type: none"> <li>To be able to select simple digital technologies to interact</li> </ul>	<ul style="list-style-type: none"> <li>I can distinguish between synchronous and asynchronous communication media and choose between them the most appropriate to the communication I want exchange.</li> <li>Is aware of different digital communication means (e.g. email, chat, VoIP, video-conference, SMS)</li> <li>Knows how messages and emails are stored and displayed</li> <li>Understand the services offered by social media tools</li> <li>Understand privacy and safety risks associated with the use of digital content</li> <li>Able to find relevant communities, networks, and social media that correspond to his/her interests and needs</li> </ul>	<p>With guidance, I can:</p> <ul style="list-style-type: none"> <li>Select an application that best fits my need to communicate with people sharing the same passion as me in cooking</li> <li>Select the appropriate on-line community for discussing new trends in health foods</li> <li>Select the appropriate mode of discussion when I need to talk privately with a peer</li> <li>Sing-in in as a member in a forum</li> <li>follow an account in Facebook or Twitter</li> <li>Open an email or Skype account</li> </ul>
		<ul style="list-style-type: none"> <li>To be able to identify appropriate simple communication means for a given context.</li> </ul>	<ul style="list-style-type: none"> <li>Is able to send an email, write a blog post</li> <li>Is able to use a chat or a discussion forum to communicate with others</li> <li>Is able to receive and make on-line calls and video calls over the Internet</li> <li>I can send and receive e-mails (send, reply, forward)</li> </ul>	<p>With guidance, I can:</p> <ul style="list-style-type: none"> <li>post a message in a blog</li> <li>make a Skype call</li> <li>send an email</li> <li>tweet a message</li> <li>make comments in forums</li> </ul>

Proficiency lvl	Descriptor	PL-Skills	Examples of use
<p>Foundation</p>	<ul style="list-style-type: none"> <li>To be able to select simple digital technologies to interact</li> </ul>	<ul style="list-style-type: none"> <li>I can distinguish between synchronous and asynchronous communication media and choose between them the most appropriate to the communication I want exchange.</li> <li>Is aware of different digital communication means (e.g. email, chat, VoIP, video-conference, SMS)</li> <li>Knows how messages and emails are stored and displayed</li> <li>Understand the services offered by social media tools</li> <li>Understand privacy and safety risks associated with the use of digital content</li> <li>Able to find relevant communities, networks, and social media that correspond to his/her interests and needs</li> </ul>	<p>With the help of a friend if necessary I can:</p> <ul style="list-style-type: none"> <li>Select an application that best fits my need to communicate with people sharing the same passion as me in cooking</li> <li>Select the appropriate on-line community for discussing new trends in health foods</li> <li>Select the appropriate mode of discussion when I need to talk privately with a peer</li> <li>Sing-in in as a member in a forum for cooks</li> <li>follow an account of a famous cook in Facebook or Twitter</li> <li>Open an email or Skype account</li> <li>Create and save contacts in my digital devices</li> </ul>
	<ul style="list-style-type: none"> <li>To be able to identify appropriate simple communication means for a given context.</li> </ul>	<ul style="list-style-type: none"> <li>Is able to send an email, write a blog post</li> <li>Is able to use a chat or a discussion forum to communicate with others</li> <li>Is able to receive and make on-line calls and video calls over the Internet</li> <li>I can send and receive e-mails (send, reply, forward)</li> </ul>	<p>With the help of a friend if necessary I can:</p> <ul style="list-style-type: none"> <li>post a message in a blog</li> <li>make a Skype call</li> <li>send an email</li> <li>tweet a message</li> <li>make comments in forums</li> </ul>

Proficiency lvl	Descriptor	PL-Skills	Examples of use
Intermediate	<ul style="list-style-type: none"> <li>To be able to perform well-defined and routine interactions with digital technologies</li> </ul>	<ul style="list-style-type: none"> <li>Start a new online community</li> <li>Start a new online discussion</li> <li>Start a new online blog</li> <li>Organise and moderate on-line events</li> </ul>	<ul style="list-style-type: none"> <li>Start a blog about your experience as a cook</li> <li>Organise a Skype meeting with two of your friends that have similar interests in cooking</li> </ul>
	<ul style="list-style-type: none"> <li>To be able to select well-defined and routine appropriate digital communication means for a given context</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use a code of contact</li> </ul>	<ul style="list-style-type: none"> <li>Create a personal profile on Facebook</li> </ul>

Proficiency lvl	Descriptor	PL-Skills	Examples of use
Intermediate	<ul style="list-style-type: none"> <li>To be able to select a variety of digital technologies to interact</li> </ul>	<ul style="list-style-type: none"> <li>select appropriate application from a list of options depending on particular needs</li> <li>select appropriate functions from a list of options of an application depending on particular needs</li> <li>configure application</li> </ul>	<ul style="list-style-type: none"> <li>Configure Skype to use video and chat for showcasing in a live audience how to execute a difficult recipe</li> </ul>
	<p>4</p> <ul style="list-style-type: none"> <li>To be able to select a variety of appropriate digital communication means for a given context</li> </ul>	<ul style="list-style-type: none"> <li>Understand the importance of the virtual intentity and manage its properties</li> <li>Able to identify privacy protection risks and apply measures</li> <li>Manage conflicts that may occur among members in social media, networks and online communities</li> <li>Able to moderate community content in social media</li> <li>Select and use different tools for communicating depending on the purpose of the communication</li> </ul>	<ul style="list-style-type: none"> <li>Modify personal profile in various on-line applications depending on the situation</li> <li>Configure the properties of your discussion group in a forum for cooking</li> <li>Use Instagram to post pictures of your dishes and Facebook to post the recipes and receive comments.</li> </ul>

**2.5.2 Engaging in citizenship through digital technologies mapping (2.3)**

The skills and usage scenarios related to this Competence are identified as follows:

Proficiency lvl	Descriptor	PL-Skills	Examples of use
Foundation	<ul style="list-style-type: none"> <li>To be able to identify simple digital services in order to participate in society.</li> </ul>	<ul style="list-style-type: none"> <li>find and access the websites National and European Food Safety organizations, boards and NGOs</li> <li>access a number of relevant networks and communities for different purposes</li> <li>find relevant communities, networks, and social media that correspond to specific interests and needs</li> </ul>	<p>With guidance, I can:</p> <ul style="list-style-type: none"> <li>find and access the website of the National Food Administration or of the European Food Safety Authority or of the Committee on the Environment, Public Health and Food Safety</li> <li>find and access the Facebook account of the Organic Consumer Association</li> </ul>
	<ul style="list-style-type: none"> <li>To be able to recognise simple appropriate digital technologies to empower myself and to participate in society as a citizen</li> </ul>	<ul style="list-style-type: none"> <li>set up online accounts for private/public services</li> <li>I can set up online accounts for private/public services, if that is requested to use the services</li> </ul>	<p>With guidance, I can:</p> <ul style="list-style-type: none"> <li>follow the Ecological Food and Farm Association on Twitter</li> </ul>

Proficiency lvl	Descriptor	PL-Skills	Examples of use
Foundation	<ul style="list-style-type: none"> <li>To be able to identify simple digital services in order to participate in society.</li> </ul>	<ul style="list-style-type: none"> <li>find and access the websites National and European Food Safety organizations, boards and NGOs</li> <li>access a number of relevant networks and communities for different purposes</li> <li>find relevant communities, networks, and social media that correspond to specific interests and needs</li> </ul>	<p>With the help of a friend if necessary I can:</p> <ul style="list-style-type: none"> <li>find and access the website of the National Food Administration or of the European Food Safety Authority or of the Committee on the Environment, Public Health and Food Safety</li> <li>find and access the Facebook account of the Organic Consumer Association</li> </ul>
	<ul style="list-style-type: none"> <li>To be able to recognise simple appropriate digital technologies to empower myself and to participate in society as a citizen</li> </ul>	<ul style="list-style-type: none"> <li>set up online accounts for private/public services</li> <li>set up online accounts for private/public services, if that is requested to use the services</li> </ul>	<p>With the help of a friend if necessary I can:</p> <ul style="list-style-type: none"> <li>follow the Ecological Food and Farm Association on Twitter</li> </ul>



Proficiency lvl	Descriptor	PL-Skills	Examples of use
Intermediate	<ul style="list-style-type: none"> <li>To be able to select well-defined and routine digital services in order to participate in society</li> </ul>	<ul style="list-style-type: none"> <li>Select an on-line web based service that empowers citizenship</li> </ul>	<ul style="list-style-type: none"> <li>Select and subscribe to the eNews service of the National School Lunch program for unprivileged children</li> </ul>
	<ul style="list-style-type: none"> <li>To be able to indicate well-defined and routine appropriate digital technologies to empower myself and to participate in society as a citizen</li> </ul>	<ul style="list-style-type: none"> <li>fill-in online forms with personal data</li> <li>post an opinion for a review site</li> <li>send a complaint or other feedback to a service provider</li> </ul>	<ul style="list-style-type: none"> <li>sign-in to request to be a member in committee of the International Association of Food Protection and receive their newsletter</li> <li>post a complaint</li> </ul>

Proficiency lvl	Descriptor	PL-Skills	Examples of use
Intermediate	<ul style="list-style-type: none"> <li>To be able to select digital services in order to participate in society.</li> </ul>	<ul style="list-style-type: none"> <li>Select an on-line social medium that empowers citizenship</li> </ul>	<ul style="list-style-type: none"> <li>Select a Twitter campaign that sought to empower the citizens of your city to participate in an event for the ban of synthetic crops</li> </ul>
	<ul style="list-style-type: none"> <li>To be able to discuss appropriate digital technologies to empower myself and to participate in society as a citizen</li> </ul>	<ul style="list-style-type: none"> <li>Inform other people about on-line campaigns and events</li> </ul>	<ul style="list-style-type: none"> <li>Email your friends the details of a Facebook campaign for using less sugar in peoples' everyday diet</li> </ul>

## 2.6 Competence area 3: Digital content creation Proficiency Level -Skills mapping

### 2.6.1 Developing digital content mapping (3.1)

The skills and usage scenarios related to this Competence are identified as follows:

Proficiency lvl	Descriptor	PL-Skills	Examples of use
Foundation	<ul style="list-style-type: none"> <li>To be able to identify ways to create and edit simple content in simple formats</li> </ul>	<ul style="list-style-type: none"> <li>Identify basic categories of software content management applications</li> <li>Identify basic editing functions of text (copy, cut, paste, clear, select, find)</li> <li>Identify basic editing functions of audio (copy, cut, paste, clear, select)</li> <li>Identify basic editing functions of images (copy, cut, paste, clear, select)</li> <li>Identify basic editing functions of video (copy, cut, paste, clear, select)</li> </ul>	<p>With the guidance of my tutor</p> <ul style="list-style-type: none"> <li>I can identify what type of applications I need to create content a video for my digital recipe scenario</li> <li>I can identify what type of applications I need to create audio content for my digital recipe scenario</li> <li>I can identify what type of applications I need to create an image for my digital recipe scenario</li> <li>I can identify what type of applications I need to create text for my digital recipe scenario</li> <li>I can identify what type of applications I need to edit the videos I created for my digital recipe scenario</li> <li>I can identify what type of applications I need to edit the images I created for my digital recipe scenario</li> <li>I can identify what type of applications I need to edit the audio files I created for my digital recipe scenario</li> </ul>

- |  |  |   |  |
|--|--|---|--|
|  | <ul style="list-style-type: none"><li>• To be able to choose how I express myself through the creation of simple digital means</li></ul> | <ul style="list-style-type: none"><li>• choose apps that suit my purpose by identifying the capabilities and services offered by them</li><li>• choose apps that suit my purpose by identifying which apps can be used to produce each content format</li><li>• create an efficient content development task plan by choosing from a list of available tools and devices</li><li>• choose devices that express in other forms my creation</li></ul> | <ul style="list-style-type: none"><li>• With help from a YouTube video I can choose the right video management app for the operating system in my tablet.</li><li>• With help from a tutor I can identify app that manage audio and produce mp3 files as an output.</li><li>• With the help of a tutor I can identify which apps I need to use for managing different content for my digital recipe.</li><li>• With the help of a tutor I can identify apps that let me print my text files</li><li>• With the help of a tutor I can identify apps that permit me to save my text files as web documents</li></ul> |
|--|--|---|--|

Proficiency lvl	Descriptor	PL-Skills	Examples of use
<p>Foundation</p>	<ul style="list-style-type: none"> <li>To be able to identify ways to create and edit simple content in simple formats</li> </ul>	<ul style="list-style-type: none"> <li>Identify basic categories of software content management applications</li> <li>Identify basic editing functions of text (copy, cut, paste, clear, select, find)</li> <li>Identify basic editing functions of audio (copy, cut, paste, clear, select)</li> <li>Identify basic editing functions of images (copy, cut, paste, clear, select)</li> <li>Identify basic editing functions of video (copy, cut, paste, clear, select)</li> <li>Identify how to upload content onto on-line platforms and repositories</li> </ul>	<p>At class, with the help of my tutor who I can consult whenever I need:</p> <ul style="list-style-type: none"> <li>I can identify what type of applications I need to create content a video for my digital recipe scenario</li> <li>I can identify what type of applications I need to create audio content for my digital recipe scenario</li> <li>I can identify what type of applications I need to create an image for my digital recipe scenario</li> <li>I can identify what type of applications I need to create text for my digital recipe scenario</li> <li>I can identify what type of applications I need to edit the videos I created for my digital recipe scenario</li> <li>I can identify what type of applications I need to edit the images I created for my digital recipe scenario</li> <li>I can identify what type of applications I need to edit the audio files I created for my digital recipe scenario</li> <li>I can identify how to upload content onto the LinguaCuisine platform</li> </ul>
	<ul style="list-style-type: none"> <li>To be able to choose how I express myself through the creation of simple digital means</li> </ul>	<ul style="list-style-type: none"> <li>choose apps that suit my purpose by identifying the capabilities and services offered by them</li> <li>choose apps that suit my purpose by identifying which apps can be used to produce</li> </ul>	<p>At class, with the help of my tutor who I can consult whenever I need:</p> <ul style="list-style-type: none"> <li>I can choose the right video management app for the operating system in my tablet</li> </ul>

		<p>each content format</p> <ul style="list-style-type: none"><li>• choose devices that express in other forms my creation</li><li>• create an efficient content development task plan by choosing from a list of available tools and devices</li></ul>	<ul style="list-style-type: none"><li>• I can identify apps that manage audio and produce mp3 files as an output</li><li>• I can identify apps that manage images and produce jpg files as an output</li><li>• I can identify apps that manage text and produce Word files as an output</li><li>• I can identify apps that let me print my text files</li><li>• I can identify apps that permit me to save my text files as web documents</li></ul>
--	--	--	---

Proficiency lvl	Descriptor	PL-Skills	Examples of use
<p>Intermediate</p>	<ul style="list-style-type: none"> <li>To be able to indicate ways to create and edit well-defined and routine content in well-defined and routine formats</li> </ul>	<ul style="list-style-type: none"> <li>apply basic operations (new file, type, save) for text creation</li> <li>apply basic create operations (record, save) for audio creation</li> <li>apply basic operations (record, save) for video creation</li> <li>apply basic operations (record, draw, save) for image creation</li> <li>create text files in in different formats (Word, txt)</li> <li>create audio files in in different formats (mp3, au)</li> <li>create video files in in different formats (mp4, avi)</li> <li>create image files in in different formats (jpg, gif)</li> <li>Edit (copy, cut, paste, clear, select) text files</li> <li>Edit (copy, cut, paste, clear, select) audio files</li> <li>Edit (copy, cut, paste, clear, select) video files</li> <li>Edit (copy, cut, paste, clear, select) image files</li> <li>Upload content onto on-line platforms and repositories</li> </ul>	<ul style="list-style-type: none"> <li>Open a video you created for the execution of your recipe and save it with a new name that includes your name and the title of the recipe</li> <li>Record a video for you recipe and save it using the MP4 format</li> <li>Record audio for your recipe and save it as an MP3 file</li> <li>Take a picture during the execution of your recipe and save it as a JPG file</li> <li>Create a text that describes the exact steps for executing your recipe and save it as a Word file</li> <li>Upload a video you created during the execution of your recipe onto the recipe builder</li> <li>Open a video you created for the execution of your recipe and save it with a new name that includes your name and the title of the recipe</li> <li>Upload a video onto the LinguaCuisine platform</li> </ul>
	<ul style="list-style-type: none"> <li>To be able to express myself through the creation of well-defined and routine digital means</li> </ul>	<ul style="list-style-type: none"> <li>use apps for content creation that suits my purpose by identifying the capabilities and services offered by them</li> <li>use devices that express my creation in other means</li> </ul>	<ul style="list-style-type: none"> <li>Use the default printer to print a Word file that contains text describing your recipe</li> <li>Use Powerpoint to create a presentation of your digital story</li> </ul>

Proficiency lvl	Descriptor	PL-Skills	Examples of use
Intermediate	<ul style="list-style-type: none"> <li>To be ably to indicate ways to create and edit content in different formats</li> </ul>	<ul style="list-style-type: none"> <li>configure the app that creates the content so as to achieve the best quality in relation to the setting</li> <li>choose the right format (to save my files) for the indented purpose</li> <li>manipulate size of output file during content creation by configuring the content attributes</li> <li>upload content onto online platforms depending on its format and size</li> </ul>	<ul style="list-style-type: none"> <li>I can tell a friend what format to choose to save his video depending on its duration</li> <li>I can deal with problems concerning the configuration of the save setting of an image I created</li> <li>I can deal with problems concerning which cloud storage service to use to upload all the pictures I created during the recipe course over a 3G network</li> </ul>
	<ul style="list-style-type: none"> <li>To be able to express myself through the creation of digital means</li> </ul>	<ul style="list-style-type: none"> <li>use apps for content creation that suits my purpose by identifying the capabilities and services offered by them</li> <li>use devices that enchase my creation in other means</li> </ul>	<ul style="list-style-type: none"> <li>I can tell a friend which app to use on his mobile phone so as to record small videos in a room with low light conditions</li> <li>I can deal with problems concerning noise in my recorded audio by using an app that automatically removes background sounds</li> <li>I can find and select a suitable printer in the network to print a Word file that contains text describing my recipe</li> <li>I can use Powerpoint to create an automated presentation of my digital story</li> <li>I can save my text in Acrobat format (pdf)</li> <li>I can use an app to help me add music to my video</li> </ul>



### 3. CERTIFICATION TOOLS AND GRADING

#### 3.1 The Certification tools

##### 3.1.1 TEST I

The goal of this certification tool is to provide detailed information on the Proficiency Level of the trainee by assessing a wide range of PL-Skills according to the mapping of the LCCF. It is a multiple-choice test including questions that are grouped by DigComp's competences. Trainees can only give one answer to the multiple-choice questions. Answers are designed so as to reflect different digital PLs. A question has answers corresponding to all PLs (one for each level) plus answers that are false. Thus, by choosing a specific answer, the trainee is mapped to a PL and awarded specific points (figure 2).

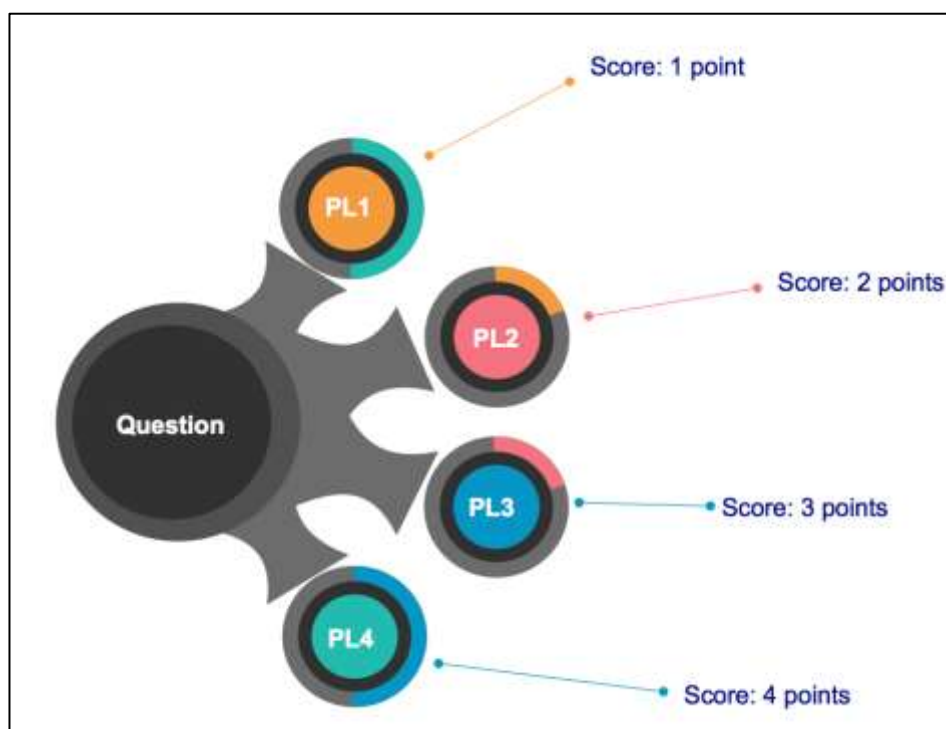


Figure 2 Structure of a question of Test I

Ideally, a scoring strategy should correctly measure the knowledge of the trainee, but trainees may attempt (unconsciously or consciously) to guess answers rather than admit ignorance. Thus, the interplay between the scoring strategy and the student's strategy must be considered. To this end, one or two additionally false answers are added to each question. The score for choosing a false answer is 0. This highlights a need to distinguish between guessing and giving wrong answers in good faith.

This question design strategy has several advantages. Partial knowledge is credited and scoring somewhat straightforward and thus the transformation to a grade on scale for a specific Competence is direct. This means that there is no need to apply calibration as in the case of questions corresponding only to one PL. Furthermore, by assigning all PLs to one question, the test is more compact and less questions are needed in total for the certification. Having in mind the large number of skills identified in the LCCF and the use of two certification tools (Test I and Test II), this is a significant parameter. Finally, it must be noted that the scale used by the LCCF is independent of the number and type of questions used in the assessment tools. If a median score was to be

used then calibration should take place to calculate the exact range of each PL for a specific set of questions. If questions were to be changed, the calibration process should be repeated. It is obvious that when calibration is involved (that is, testing with at least 100 participants to derive the ranges) for each specific set of questions the effort of certifying becomes large. The use of the median method (also discussed in 3.2)

The main disadvantage of this method is the need to design answers for each PL. This is a difficult task since the burden of designing different questions for each PL is shifted to designing different answers for each PL. This method is more easily applied to observation tests. When the number of PLs is large, designing answers get more difficult. This obstacle can be overcome by designing questions that correspond to similar PLs (as defined in DIGCOMP 1 vs. 2.1): Foundation Level (PLs 1/2), Intermediate Level (PLs 3/4), Advanced Level (PLs 4/5) and Highly Specialised (PLs 7/8). This is a two-dimensional organisation of both questions and answers.

The score of a Competence  $C$  which is certified by  $k$  questions  $q_k$  is calculated as follows:

$$Score(C) = \sum_{i=1}^k score(q_i)$$

where

$$score(q_i) = \begin{cases} 1, & \text{if answer is PL1} \\ 2, & \text{if answer is PL2} \\ 3, & \text{if answer is PL3} \\ 4, & \text{if answer is PL4} \\ 0, & \text{if answer is false} \end{cases}$$

Thus the maximum points awarded to an answer is 4 points and the minimum, 0 points. If there are  $k$  questions assigned to a Competence then the maximum points awarded are  $k*4$  and the minimum, 0 points.

Each Competence is generally assessed by the same number of questions. A minimum of 4 questions and a maximum of 8 questions per Competence are used in LinguaCuisine.

The mapping of Competences to PL-Skills and then to questions for Test I is presented in section 3.3.

### 3.1.2 TEST II

This is an observation test where the trainee is asked to perform simple tasks. Each task is assessed by one question. Tasks correspond to PL-skills of various PLs. The trainer observes the reaction of the trainee and assesses the way that the latter executes a task. There are various ways of executing a task, organized into patterns of behaviour. These patterns are, just like the answers of the questions of Test I, mapped to each one of the 4 PLs. The trainer selects the pattern (thus, the Proficiency Level) of the behaviour (the closest one) the trainee has exhibited when executing a task and a score is assigned. Scores range from 1 (for PL 1 related behaviour) to 4 (for PL 4 related behaviour). A score is derived for each question. Competence score is calculated in the same way as in Test I and using a predefined scale, it is translated into a PL for the whole Competence. There is thus conformity between the design principles of Test I and Test 2.

For the successful execution of Test II, the trainer needs to be well informed about the differences between Proficiency Levels in DIGCOMP. He must also be able to distinguish between different patterns of behaviour (ways of executing the task) so as to successfully select the pattern that is closer to the one the trainee actually exhibited. In order to help the trainer in this task, each question contains a brief description of the scenario and context of the task to be performed by the trainee. These scenarios must be designed and tested for practicality (that is, whether they can be performed at some degree even by a Proficiency Level 1 trainee). In contrast to Test I questions, Test II questions are not theoretic but require execution in real conditions.

A question of Test II gives exactly four choices to the trainer. One of the choices is standard and corresponds to Proficiency Level 1 behaviour: ‘Can do with assistance’. The other three choices depend on the Competence and skills under assessment (figure 3).

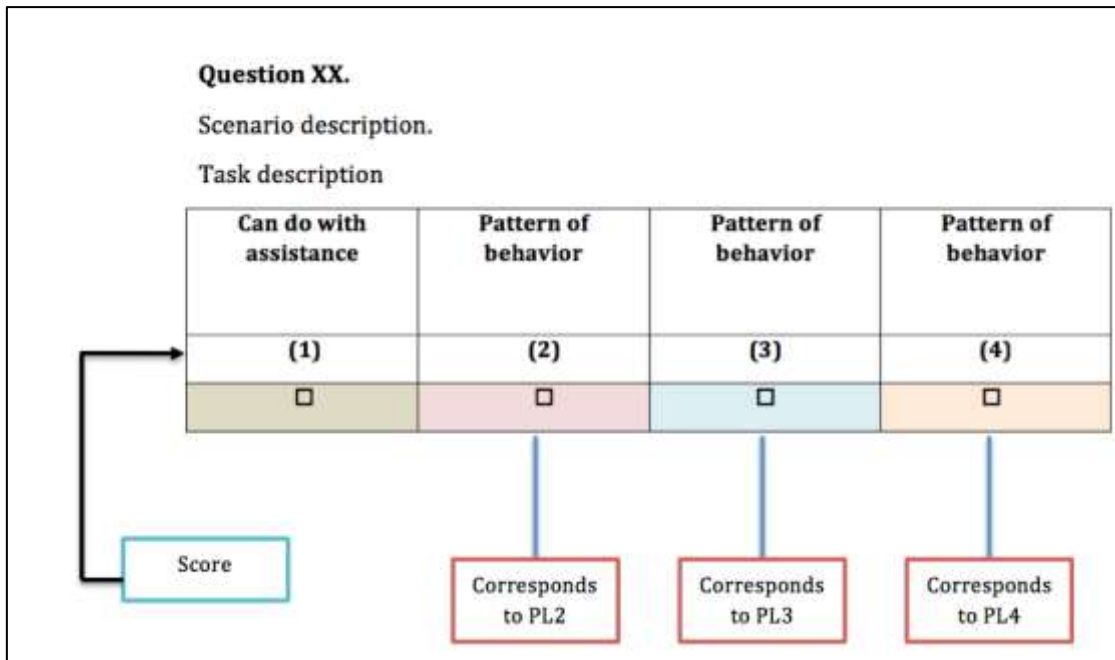


Figure 3 Structure of a question of Test II

Test II is designed to assess each Competence using 5-8 questions.

### 3.2 Grading method

The scoring strategy assigns a numeric score to a Competence, but this must be transformed into a grade on some scale so as to derive a decision about the Proficiency Level. The basic idea behind this transformation is that a threshold of more than 50% of the maximum score (>50%) of a Proficiency Level must be obtained for the Competence to be assigned at that level.

The maximum score of a Proficiency Level *i* in a set of *k* questions assigned to a Competence is calculated by the product:

$$MaxScore(i) = k * i, \text{ with } i=1,2,3,4$$

This result is easily calculated since an answer that corresponds to Proficiency Level *i* is awarded with a score of *i* points (table 2).

Proficiency Level	Max Score of PL
1	$k * 1$
2	$k * 2$
3	$k * 3$
4	$k * 4$

TABLE 2. MAXIMUM SCORE FOR A SET OF K QUESTIONS ASSESSING A COMPETENCE

The threshold of 50% for each level produces a range of values for transforming a Competence score to a Proficiency Level.

The upper limit of the range of level  $i$  of a Competence  $C$  that is certified by  $k$  questions, (where  $k$  is an odd number) is:

$$UpLimit(C_i) = \left\lfloor \frac{k}{2} \right\rfloor i + \left\lfloor \frac{k}{2} \right\rfloor (i + 1)$$

The upper limit of the range of level  $i$  of a Competence  $C$  that is certified by  $k$  questions, (where  $k$  is an even number) is:

$$UpLimit(C_i) = \frac{k}{2} i + \frac{k}{2} (i + 1) - 1$$

For Test I, the minimum score value of a Competence is zero and the maximum is  $k*4$  (table 3):

Proficiency Level (i)	Range
1	[0, Uplimit(C <sub>1</sub> )]
2	[Uplimit(C <sub>1</sub> )+1, Uplimit(C <sub>2</sub> )]
3	[Uplimit(C <sub>2</sub> )+1, Uplimit(C <sub>3</sub> )]
4	[Uplimit(C <sub>3</sub> )+1, k*4]

TABLE 3. RANGE OF VALUES FOR CALCULATING THE PROFICIENCY LEVEL FROM A COMPETENCE SCORE (TEST I)

For Test II, the minimum score value of a Competence is  $k$  and the maximum is  $k*4$  since there are no answers awarding 0 points (table 4):

Proficiency Level (i)	Range
1	[k, Uplimit(C <sub>1</sub> )]
2	[Uplimit(C <sub>1</sub> )+1, Uplimit(C <sub>2</sub> )]
3	[Uplimit(C <sub>2</sub> )+1, Uplimit(C <sub>3</sub> )]
4	[Uplimit(C <sub>3</sub> )+1, k*4]

TABLE 4. RANGE OF VALUES FOR CALCULATING THE PROFICIENCY LEVEL FROM A COMPETENCE SCORE (TEST II)

The threshold for odd numbers practically means that if more than 50% (>50%) of the answers correspond to level  $i$ , then the certificate is awarded to that Proficiency Level. An assumption is made that within the assessment of a Competence, answers usually vary between neighbouring levels (e.g. between Level 1 and 2 or level 2 and 3 etc.). Significant PL variations in answers constitute outlier cases which are difficult to manage.

The threshold for odd numbers practically means that, in the worst case, where half of the answers correspond to level  $i$  and the other half to level  $i+1$ , then the largest level prevails.

The method presented above deals better with marginal cases (as described above) than the more simplistic one of dividing the  $0-k*4$  range to four equal intervals (0-25%, 26%-50%, 51%-75% and 76%-100) or even the modified four-level Danish scale (0-22.5%, 23%-50%, 51%-77,5%, 78%-100%). Cases of outliers cannot be managed well by any method. For example, in a case where a trainee chooses answers that correspond to all five levels within a Competence, a specific PL cannot be easily derived. In this case, the median is calculated.

Outliers are caused when a trainee answers questions in a random way (the presence of false answers reduces significantly the appearance of such outliers) or when the questions are not designed correctly. The presence of outliers is more probable to appear in Test I than in Test II (the latter is conducted by an expert and is thus considered more reliable).

The Score Mapping to PL certification table for the set of 41 questions of the LinguaCuisine Test I is presented along with the Skills-Questions-Answers matrix (section 3.3). The matrix also contains the points awarded from each answer of a question.

The score mapping to level certification table for the set of 31 questions of the LinguaCuisine Test II is presented within the test, after the set of questions assessing a Competence (Appendix II).

### 3.3 Proficiency Level Awarding

Each one of the tests produces a result for each Competence, used to derive the final Proficiency Level. If the results of both tests for a certain Competence are in agreement, then the Certificate is awarded for the common PL derived. If the results are in disagreement, then the result of Test II prevails and the corresponding PL is derived as final.

The reason for choosing the result of Test II over the one of Test I is that, generally, controlled assessments with the participation of experts are more reliable than multiple-choice questions quizzes. Furthermore, it is not safe to combine the results of both tests because a Competence may be assessed by a different number of questions in Test I than in Test II. Range of values for the calculation of the final Proficiency Level will also differ, not only because of the number of the questions but because of the different minimum value of the 1<sup>st</sup> range (tables 3 and 4).

### 3.4 The Skills-Questions-Answers Matrix for Test I

#### Competence 1: Information and data literacy

##### 3.4.1 Browsing, searching, filtering data, information and digital content examples of use (1.1)

Descriptors (DIGCOMP)	Skills	Related Questions	Answers [Score]
<ul style="list-style-type: none"> <li>Identify my information needs (1&amp;2)</li> <li>Explain my information needs (3)</li> <li>Illustrate Information needs (4)</li> </ul>	<ul style="list-style-type: none"> <li>Identify a web browser to use</li> <li>Explain a web browser to use</li> <li>Identify a web browser to use</li> <li>Illustrate a web browser to use</li> </ul>	<p><b>A.1. To start an online search, the first thing you need to do is to open an app. Which one?</b></p>	<ol style="list-style-type: none"> <li>I need help from an expert to understand what to open [1]</li> <li>Internet Explorer or Mozilla [2]</li> <li>I choose any web browsers for all kind of needs [3]</li> <li>Internet Explorer [1]</li> <li>I choose a web browser that is supported in my platform [4]</li> <li>Facebook or Twitter [0]</li> </ol>
	<ul style="list-style-type: none"> <li>Can use a search engine to find data through a simple search</li> <li>Can use a search engine to find data through a simple search in digital environments</li> <li>Can name and use search engines to find data</li> <li>Can organise the searches of data, information and content in digital environments</li> </ul>	<p><b>A.2. You need to select a specific search engine in your tablet. Which application allows you to gain access to the World Wide Web?</b></p>	<ol style="list-style-type: none"> <li>Firefox or Internet Explorer [0]</li> <li>Google [1]</li> <li>Google or Yahoo! [2]</li> <li>There are many search engines to choose from such Google, Bing, AOL etc. [3]</li> <li>Depending on the type of information I looking for I choose different search engines [4]</li> </ol>

<ul style="list-style-type: none"> <li>Find data, information and content through a simple search in digital environments (1&amp;2)</li> <li>Perform well-defined and routine searches to find data, information and content in digital environments (3)</li> <li>Organise the searches of data, information and content in digital environments (4)</li> </ul>	<ul style="list-style-type: none"> <li>Identify keywords that describe the information I need</li> <li>Find data by performing simple keyword search on text search engines</li> <li>Can access a web page directly (i.e. by typing the web address)</li> <li>Can adjust search according to specific needs</li> <li>Can use online social media tools to locate and view content</li> <li>Can use other online tools (i.e. blogs, forums, social media, digital repositories, maps etc.) to access and retrieve content</li> </ul>	<p><b>A.3 You want to search for Italian recipes for pasta with sauce. Which keywords are you going to use?</b></p>	<ol style="list-style-type: none"> <li>I need to use the “Pasta” keyword [2]</li> <li>“Pasta” AND “Italian Recipes” [3]</li> <li>“Pasta” AND “Italian Recipes” AND “sauce” [4]</li> <li>I need help to decide [1]</li> <li>I access a web page directly by typing a web address [0]</li> </ol>
<ul style="list-style-type: none"> <li>Find how to access these data, information and content and navigate between them (1&amp;2)</li> <li>Explain how to access them and navigate between them (3)</li> <li>Describe how to access to these data, information and content, and navigate between them (4)</li> </ul>	<ul style="list-style-type: none"> <li>Can understand the basic structure of web content (linked documents)</li> <li>Can understand the basic principles of web navigation (browsing)</li> <li>Can access a specific site from a list of search results</li> <li>Can access a resource from a list within a repository</li> <li>Can access a video</li> <li>Can access and navigate through the resources in a collection</li> </ul>	<p><b>A.4. You find many websites that contain information about Italian recipes for pasta. You want to visit the first 5 results of the search.</b></p> <p><b>A.5 You want to find videos that display the execution of a recipe for a Greek salad. A friend presents to you a relevant video collection with 50 videos, from YouTube. You:</b></p>	<ol style="list-style-type: none"> <li>I navigate among the pages (backwards, forward) by myself [2]</li> <li>I navigate a website's pages through hyperlinks [3]</li> <li>The buttons of the browser (forward, back) are used for navigating in lists [0]</li> <li>I navigate a website's pages through text, image hyperlinks and menus [4]</li> <li>I need help to navigate among the pages [1]</li> <li>The green letters are used for navigating to a result [0]</li> </ol> <ol style="list-style-type: none"> <li>think it is easier to Skype a Greek person and ask how to make the salad[0]</li> <li>ask a web technician to help you install the software needed to watch the videos [1]</li> <li>navigate through the videos using the collection panel buttons [3]</li> <li>watch all the videos in the collection one after the other until you reach the one that really interests you [2]</li> </ol>

			<ol style="list-style-type: none"> <li>inspect the videos and refine the search to get more accurate results [4]</li> </ol>
		<p><b>A.6 I want to access the recipe builder functions. I open a browser and access the web address of the builder. Then:</b></p>	<ol style="list-style-type: none"> <li>I use my Google account to log-in and access the functions [4]</li> <li>I use my Facebook account to log-in and access the functions [0]</li> <li>I need help from the tutor to access the builder [1]</li> <li>I use an existing account to log-in[3]</li> <li>I need to login to access the functions [2]</li> <li>No login information is needed, the service is free [0]</li> </ol>
		<p><b>A.7 Having logged-in to the Recipe Builder I want to navigate through the resources and structure.</b></p>	<ol style="list-style-type: none"> <li>I navigate using the Back and Forward buttons of the browser [0]</li> <li>I need to use the proper buttons with the symbols [2]</li> <li>I navigate using the buttons on the ribbons of the builder in the top of the screen [3]</li> <li>I navigate using the buttons on the ribbons of the builder in the top, middle and bottom of the screen [4]</li> <li>I navigate using the menu of the builder and in the top of the screen [0]</li> <li>I ask my tutor to help me how to navigate [1]</li> </ol>
<ul style="list-style-type: none"> <li>Identify simple personal search strategies (1&amp;2)</li> <li>Explain well-defined and routine personal search strategies (3)</li> <li>Organise personal search strategies (4)</li> </ul>	<ul style="list-style-type: none"> <li>Understand what a search strategy is and the need to have one</li> <li>Understand the role of keywords and the ways they can be combined to produce correct results</li> <li>Edit keywords to improve the search outcome</li> <li>Understand the properties (qualities) of a good search strategy</li> </ul>	<p><b>A.8 You perform a search for finding the ingredients of 'Pasta Flora' and you end up with results describing the flora of the Sahara desert. What do you do?</b></p>	<ol style="list-style-type: none"> <li>I use another search engine and do the same search [2]</li> <li>I expand the keywords I used for searching to include the keyword 'recipe' [3]</li> <li>I do the search again with the help of an expert [1]</li> <li>I restart the browser to erase the search memory [0]</li> <li>Navigate to the results and try to find the recipe [0]</li> <li>I remember the keywords I used in previous searches with good results and adjust the search</li> </ol>



			terms.[4]
		<b>A.9 You are finalizing the list of ingredients that you want to use in your recipe. You need to search for tomato sauce pictures, your last ingredient. You also need utensils' photos.</b>	<ol style="list-style-type: none"> <li>1. You can search for ingredient pictures in the recipe builder [2]</li> <li>2. You need help from a tutor to decide [1]</li> <li>3. The recipe builder does not contain any utensils repository [0]</li> <li>4. You search for ingredient pictures and utensils in the recipe builder using keywords [4]</li> <li>5. You search for ingredient pictures in the recipe builder using a keyword [3]</li> <li>6. You search for ingredient pictures in the recipe builder using the tags in the pull down menu [0]</li> </ol>

Min Score for certifying this Competence: 0 points. Max Score for this Competence: 36 points

Score mapping to PL certification:

Score range	PL	Result
0-13	1-Basic	<input type="checkbox"/>
14-22	2-Basic	<input type="checkbox"/>
23-31	3-Intermediate	<input type="checkbox"/>
32-36	4-Intermediate	<input type="checkbox"/>

3.4.2 Evaluating data, information and digital content (1.2)

Descriptors (DIGCOMP)	Skills	Related Questions	Answers [Score]
<ul style="list-style-type: none"> <li>To be able to detect the credibility and reliability of common sources of data, information and their digital content (1&amp;2)</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish reputable and reliable information sources from others</li> <li>Find the information about a website's owner/provider</li> <li>Detect Internet domain names and how they can help to assess the reliability of a website</li> </ul>	<p><b>A.10 You are reading an article on a blog stating that consuming meat is dangerous. How could you assess the credibility of the content of this article?</b></p>	<ol style="list-style-type: none"> <li>With the help of an expert I shall check the author's information [1]</li> <li>I shall check when the article was written and how often is the site updated [2]</li> <li>I shall check when the article was written and if the author is famous [2]</li> <li>It is not necessary to assess the content of this article because information on the internet is often credible [0]</li> <li>I shall search on Google to verify the basic facts of the article [3]</li> <li>I shall search in at least two search engines and medical sites using as keywords the title of the article, to verify the facts of the article [4]</li> </ol>
<ul style="list-style-type: none"> <li>To be able to perform the analysis, comparison and evaluation of the credibility and reliability of well-defined sources of data, information and digital content (3)</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate information or content that I find online may, or may not be reliable, by looking at specific qualities of the content such as language, precision, appearance</li> </ul>	<p><b>A.11 A friend recommends an article on a blog on how to prepare vegetarian meals. You evaluate the credibility of the article by:</b></p>	<ol style="list-style-type: none"> <li>the sponsors of the blog [1]</li> <li>the precision of the language used to describe the recipes [3]</li> <li>the number of users commenting the article [2]</li> <li>the ratings for the article as they are provided by the users[4]</li> <li>the number and quality of advertisements in the site [0]</li> </ol>
<ul style="list-style-type: none"> <li>To be able to perform the analysis, comparison and evaluation of sources of data, information and digital content (4)</li> </ul>	<ul style="list-style-type: none"> <li>Critically evaluate the credibility and reliability of non-web sources of data, information and content</li> <li>Understand the properties of good quality unstructured content</li> <li>Compare the outcome of different searches</li> </ul>	<p><b>A.12 An email advertisement prompts you to follow a 'Healthy Recipes' account on Facebook. You want to check its credibility so you:</b></p>	<ol style="list-style-type: none"> <li>check the number of users following the account [2]</li> <li>read the user comments on the first 3 recipes and if they are positive you continue to read more till you are convinced [3]</li> <li>cross-check the content of the recipes with results you found on the subject from other sources like Google and YouTube [4]</li> <li>need help to decide if the posts are credible [1]</li> <li>execute the more recent recipe posted and invite your boss for dinner [0]</li> </ol>

<ul style="list-style-type: none"> <li>To be able to perform the analysis, interpretation and evaluation of well-defined data, information and digital content (3)</li> <li>To be able to perform the analysis, interpretation and evaluation of data, information and digital content (4)</li> </ul>	<ul style="list-style-type: none"> <li>Interpret results to improve search procedures</li> <li>Discern the advertisement and promoted content among the results of an online search and on social network pages</li> <li>Use different information repositories and search strategies</li> </ul>	<p><b>A.13 You want to learn to cook using authentic German recipes for stew. Some of the resources you find are written in German, others are written in English. How are you going to find out, which are appropriate?</b></p>	<ol style="list-style-type: none"> <li>You become member in forums and Facebook groups that publish information that you are interested in to use and ask for advice [4]</li> <li>You ask a friend that speaks German to help you [1]</li> <li>You search for 'German cooking' in Google and then refine the results using subject related keywords. [3]</li> <li>You use automatic translation to evaluate what is appropriate in your case [2]</li> <li>You try to understand what the recipes mean by looking at the accompanying pictures [0]</li> </ol>
		<p><b>A.14 You show a television show hosting a famous cook and you want to learn more about him and his accomplishments. You are eager to talk about what you learned in the cooking lesson next week. What do you do?</b></p>	<ol style="list-style-type: none"> <li>You read the relevant Wikipedia article [2]</li> <li>You Google his name but you need help from a friend to select what to read [1]</li> <li>You join a forum and ask the other users about him [0]</li> <li>You search for articles in electronic newspapers, magazines and official cooking sites [4]</li> <li>You email him and ask for more information [0]</li> <li>You search in Google, Facebook and Cooking blogs to discover what people are saying about him [3]</li> </ol>
		<p><b>A.15 You are using the search function of the recipe builder to find information and pictures of healthy ingredients other people have uploaded onto the app. You enter the search terms 'healthy' and a list of 5 results appears. In which characteristics of each result do you pay attention in order to decide if it is the one you are looking for?</b></p>	<ol style="list-style-type: none"> <li>I need help from a tutor to decide how to assess the quality of the results [1]</li> <li>I examine the video of the ingredient in order to decide [0]</li> <li>I look at the title of each result, I examine the image and listen to the audio describing the ingredient. [4]</li> <li>I look at the title of each results and the image describing the ingredient[3]</li> <li>I look at the title of each result, the image and read carefully the comments made by users to decide [0]</li> <li>I need to look at characteristics that describe</li> </ol>

			the ingredient [2]
--	--	--	--------------------

Min Score for certifying this Competence: 0 points. Max Score for certifying this Competence: 24 points

Score mapping to level certification:

Score range	PL	Result
0-8	1-Basic	<input type="checkbox"/>
9-14	2-Basic	<input type="checkbox"/>
15-20	3-Intermediate	<input type="checkbox"/>
21-24	4-Intermediate	<input type="checkbox"/>

**3.4.3 Managing data, information and digital content (1.3)**

Descriptors (DIGCOMP)	Skills	Related Questions	Answers [Score]
<ul style="list-style-type: none"> <li>To be able to identify how to organise, store and retrieve data, information and content in a simple way in digital environments. (1&amp;2)</li> </ul>	<ul style="list-style-type: none"> <li>Know the different digital content formats</li> <li>Know the difference between online and offline storage</li> <li>Know the basic content manipulation operations (open and save)</li> </ul>	<p><b>A.16 How can you save a blog about Salad recipes in your desktop and then view it offline?</b></p> <p><b>A.17 At last you found the ideal appearance of a green salad in an image that appears in a cooking web site. How can you save it in order to upload it later to the recipe builder?</b></p>	<ol style="list-style-type: none"> <li>I need help to save this information [1]</li> <li>I click on Menu -&gt; File-&gt; Save as... [2]</li> <li>I write down the address of the blog and then type it every time I go online [0]</li> <li>I bookmark the web address of the blog [3]</li> <li>I save the blog address in my favourites and organize it later in my bookmarks [4]</li> </ol> <ol style="list-style-type: none"> <li>You click 'Print' from the menu in order to make it a poster in your room [0]</li> <li>You left click on the image until it downloads completely [0]</li> <li>I need help from an expert to do that! [1]</li> <li>I 'll probably use a Save function but I will ask for help from a friend on how to do that [2]</li> <li>I will right click and save the image on my desktop [3]</li> <li>I will right click and save the image on a folder named "Favourite Recipe Images" [4]</li> </ol>
<ul style="list-style-type: none"> <li>To be able to recognise where to organise them in a simple way in a structured environment (1&amp;2)</li> <li>To be able to select data, information and content in order to organise, store and retrieve in a routine way in digital environments. (3)</li> <li>To be able to organise information, data and</li> </ul>	<ul style="list-style-type: none"> <li>Understand how information is stored on different devices/services</li> <li>Understand how information can be organized in a storage device so as to be easily retrievable</li> </ul>	<p><b>A.18 After a tedious search, at last you have found a lot of information on Thai food. This includes text and images from Google and videos from YouTube. How are you going to store the videos?</b></p>	<ol style="list-style-type: none"> <li>I shall ask my friend to help decide where to store them [1]</li> <li>I 'll probably save them in my desktop after I ask a friend of mine who is a computer expert [2]</li> <li>I shall use the 'Save as...' command to store the videos to my flash disk [0]</li> <li>I shall store the web addresses of the videos to my electronic notes [3]</li> <li>I shall add the addresses as bookmarks to my Recipe Video bookmarks [4]</li> </ol>

<p>content to be easily stored and retrieved. (4)</p>	<ul style="list-style-type: none"> <li>• Open, copy and move files or folders inside a digital device</li> <li>• Save files and folders on external hard disk, USB memory, memory card</li> <li>• Use the browser to save browsing history</li> </ul>	<p><b>A.19 A friend of yours asks you to give him all the data concerning recipes you have stored and organized in folders, in your computer this year. You:</b></p>	<ol style="list-style-type: none"> <li>1. need his help to transfer the files [1]</li> <li>2. shall probably copy them one by one to disk after you ask a computer expert [2]</li> <li>3. shall use the 'Save as...' command to store the videos to my flash disk [0]</li> <li>4. shall copy and paste the data folders to a flash drive [3]</li> <li>5. shall make them temporarily available in your iCloud account for him to download [4]</li> <li>6. shall connect a cable to your computer and transfer the data [0]</li> </ol>
	<p><b>A.20 You return to the course after a break and you continue to design your recipe of 'Hot Spice Lasagna' on the LinguaCuisine builder. Your tablet has restarted. You need continue what you have done before the break, so you access the builder and:</b></p>	<ol style="list-style-type: none"> <li>1. you need to load the recipe and you may need help from a friend to do that [2]</li> <li>2. you need to get help from a friend that has already used the builder more times than yourself [1]</li> <li>3. you choose 'Load' from the File menu and then enter the name of the ingredient Hot Spice [0]</li> <li>4. you choose 'Load' from the File menu and then enter the name of the ingredient Hot Spice [2]</li> <li>5. you press the 'Load' button from the ribbon [3]</li> <li>6. you press the 'Load' button from the ribbon and then tick the field 'Completed recipes only' [0] you press the 'Load' button from the ribbon and then select the name of the recipe from the available recipes[4]</li> </ol>	
	<ul style="list-style-type: none"> <li>• Understand basic backup policies</li> <li>• Save files and folders on a cloud service</li> <li>• Organise bookmarks in a browser</li> </ul>	<p><b>A.21 You have week to create 3 digital stories on how to cook baked lasagna, lasagna ala Muerte and lasagna Napolitana. You will need text, audio files, images and video for each recipe or ingredient to create the stories and you need to organize the content before you upload it to the recipe builder. You:</b></p>	<ol style="list-style-type: none"> <li>1. ask the help of a friend to advice you how to organize the files [1]</li> <li>2. shall probably organize the files by ingredient after you ask a computer expert [2]</li> <li>3. shall store everything on the desktop for easy access [0]</li> <li>4. shall create folders and sub-folders per ingredient and then organize the files by type [3]</li> <li>5. shall decide first on the naming principles of the structure you are going to use and then store the files in subfolders according to the recipe,</li> </ol>

			ingredient and file type [4] 6. shall download the files from the Web when they are needed [0]
<ul style="list-style-type: none"> <li>To be able to organise them in a routine way in a structured environment (3)</li> <li>To be able to organise information, data and content in a structured environment (4)</li> </ul>	<ul style="list-style-type: none"> <li>Structures and classifies information and content according to a standard classification scheme/method</li> <li>Organize folders to use them as file repositories</li> <li>Uses various classification schemes to store and manage resources and information</li> <li>Tag content</li> </ul>	<p><b>A.22 Your wonderful recipe of ‘Lasagna ala Muerte’ is being created in the recipe builder. Your colleagues at the class should be able to access it by using the searching function as easy as possible.</b></p>	<ol style="list-style-type: none"> <li>you create an email by choosing ‘New’ at the email client and write at a text describing the success of your recipe. You then choose send. [0]</li> <li>you need to give the name ‘Pasta-Lasagna’ to your recipe [3]</li> <li>You create tags in the recipe builder named “Lasagna” and “ala Muerte”. You also add the tag ‘Pasta’ which is already available [4]</li> <li>You add two ingredients named “hot sauce” and “Spicy carry” to the recipe using the ‘Add ingredients’ function [0]</li> <li>you need to characterize the content with keywords so that other can find it easily [2]</li> <li>you need help from the tutor on how to make your recipe known to your colleagues [1]</li> </ol>

Min Score for certifying this Competence: 0 points. Max Score for certifying this Competence: 28 points.

Score mapping to level certification:

Score range	PL	Result
0-10	1-Basic	<input type="checkbox"/>
11-17	2-Basic	<input type="checkbox"/>
18-24	3-Intermediate	<input type="checkbox"/>
25-28	4-Intermediate	<input type="checkbox"/>

**Competence 2: Interaction through technologies**

**3.4.4 Interacting through digital technologies (2.1)**

Descriptors (DIGCOMP)	Skills	Related Questions	Answers [Score]
<ul style="list-style-type: none"> <li>To be able to select simple digital technologies to interact (1&amp;2)</li> </ul>	<ul style="list-style-type: none"> <li>Can distinguish between synchronous an asynchronous communication media and choose between them the most appropriate to the communication I want exchange.</li> <li>Is aware of different digital communication means (e.g. email, chat, VoIP, video-conference, SMS)</li> <li>Knows how messages and emails are stored and displayed</li> <li>Understands the services offered by social media tools</li> <li>Understands privacy and safety risks associated with the use of digital content</li> <li>Able to find relevant communities, networks, and social media that correspond to his/her interests and needs</li> </ul>	<p><b>A.23 You have met a group of people that share the same passion as you for cooking but it is difficult to meet them face-to-face to exchange recipes and cooking tips. You...</b></p>	<ol style="list-style-type: none"> <li>chat with them on line with the help of a friend [1]</li> <li>exchange recipes by email [1]</li> <li>chat about cooking tips in Facebook [2]</li> <li>make Skype call to each of one of them separately [3]</li> <li>organize regular Skype group meetings [4]</li> <li>call them on the cell from time to time and talk about the recipes [0]</li> </ol>
		<p><b>A.24 Your are trying to set-up regular meetings with your on-line cooking group of friends. How do you organize these meetings?</b></p>	<ol style="list-style-type: none"> <li>I call every member of the group and ask him/her about his/her availability [0]</li> <li>I organise their addresses in a contact list and I group-email them the details [2]</li> <li>I use a doodle with possible meeting dates for the meetings [3]</li> <li>I set up a group in my email app and set-up automatic reminders for the meeting at the calendar [4]</li> <li>I email each one with the details of the meeting but i need help to contact all of them [1]</li> <li>I access the recipe builder and post a message at the forum [0]</li> </ol>



<ul style="list-style-type: none"> <li>• To be able to identify appropriate simple communication means for a given context. (1&amp;2)</li> <li>• select well-defined and routine appropriate digital communication means for a given context (3)</li> <li>• select a variety of appropriate digital communication means for a given context (4)</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to send an email, write a blog post</li> <li>• Is able to use a chat or a discussion forum to communicate with others</li> <li>• Is able to receive and make on-line calls and video calls over the Internet</li> <li>• I can send and receive e-mails (send, reply, forward)</li> <li>• Understand and use a code of contact</li> <li>• Understand the importance of the virtual identity and manage its properties</li> <li>• Able to identify privacy protection risks and apply measures</li> <li>• Manage conflicts that may occur among members in social media, networks and online communities</li> <li>• Able to moderate community content in social media</li> <li>• Select and use different tools for communicating depending on the purpose of the communication</li> </ul>	<p><b>A.25 A friend of yours from the ‘Cooking Lessons School for Amateurs’ enrolled you to several social media groups about cooking. When interacting with people you don't know on these groups...:</b></p>	<ol style="list-style-type: none"> <li>1. I use the “codes of good conduct” that are accepted on the Internet [3]</li> <li>2. I try to interact online in a respectful manner and sometimes I take advice from friends on how to behave on-line [2]</li> <li>3. I check my messages before sending them in order to ensure that they contain no spelling errors [0]</li> <li>4. I keep up to date with ethical practices in terms of internet use [4]</li> <li>5. I want to have an on-line presence but I need help to understand how to act when using social media apps [1]</li> <li>6. I stay silent and have no worries whatsoever [0]</li> </ol>
		<p><b>A.26 You are excited that your recipes are getting many positive comments and likes in the social groups you are participating. As you are getting more attention on-line, you think that the “virtual identity” that you adopt when publishing online:</b></p>	<ol style="list-style-type: none"> <li>1. should give as much of your personal information to others as possible [0]</li> <li>2. should be configured so as to give modest information and you need the help of a friend to do that [1]</li> <li>3. should be configured and you can change basic information such as the name and the avatar you use [2]</li> <li>4. should be configured and you can change basic and advanced information of your profile [3]</li> <li>5. should be managed so as to have different digital identities, depending on the purpose of the context [4]</li> <li>6. should be made public as much as possible so you start sending emails to your contacts [0]</li> </ol>

<ul style="list-style-type: none"> <li>perform well-defined and routine interactions with digital technologies (3)</li> <li>select a variety of digital technologies to interact (4)</li> </ul>	<ul style="list-style-type: none"> <li>Start a new online community Start a new online discussion</li> <li>Start a new online blog</li> <li>Organise and moderate on-line events</li> <li>select appropriate application from a list of options depending on particular needs</li> <li>select appropriate functions from a list of options of an application depending on particular needs</li> <li>configure application</li> </ul>	<p><b>A.27 Your knowledge on health food has increased and you want to communicate your findings to friends and other people like you.</b></p> <p><b>You can...:</b></p>	<ol style="list-style-type: none"> <li>start sending emails to all the people you know about what you have learned and urge them to learn to cook for themselves [0]</li> <li>start a Facebook account about cooking and start inviting friends by email, or people from cooking forums and blogs [4]</li> <li>locate a forum about cooking and start new discussions with subjects relating to your findings [3]</li> <li>create interest in your work by contacting the people you know with the help of a friend who knows about on-line communication [1]</li> <li>start posting comments on cooking forums and blogs on your own and populate your address book with people with similar interests as yourself [2]</li> <li>post a forum on the social function of the recipe builder [0]</li> </ol>
---	--	--	---

Min Score for certifying this Competence: 0 points. Max Score for certifying this Competence: 20 points.

Score mapping to level certification:

Score range	PL	Result
0-7	1-Basic	<input type="checkbox"/>
8-12	2-Basic	<input type="checkbox"/>
13-17	3-Intermediate	<input type="checkbox"/>
18-20	4-Intermediate	<input type="checkbox"/>

### 3.4.5 Engaging in citizenship through digital technologies (2.3)

Descriptors (DIGCOMP)	Skills	Related Questions	Answers [Score]
<ul style="list-style-type: none"> <li>• To be able to identify simple digital services in order to participate in society. (1&amp;2)</li> <li>• To be able to select well-defined and routine digital services in order to participate in society (3)</li> <li>• To be able to select digital services in order to participate in society.(4)</li> </ul>	<ul style="list-style-type: none"> <li>• find and access the websites National and European Food Safety organizations, boards and NGOs</li> <li>• access a number of relevant networks and communities for different purposes</li> <li>• find relevant communities, networks, and social media that correspond to specific interests and needs</li> <li>• Select an on-line web based service that empowers citizenship</li> <li>• Select an on-line social medium that empowers citizenship</li> </ul>	<p><b>A.28 You are becoming interested on the benefits of organic food and how they improve the health of middle-aged citizens.</b></p>	<ol style="list-style-type: none"> <li>1. you email your friends and talk about the subject regularly [0]</li> <li>2. you need to search for National bodies or associations that are relevant to the subjects and subscribe to their newsletter and forums [2]</li> <li>3. you search on Twitter and Facebook for campaigns that promote organic food and follow them [3]</li> <li>4. you need to search on Google and Bing to find information on people, NGOs and associations that promote the use of organic food [1]</li> <li>5. you search for apps that promote participation and discussion of organic food issues anywhere at anytime using your mobile phone [4]</li> <li>6. you access the recipe builder and search for organic food recipes [0]</li> </ol>
		<p><b>A.29 You uploaded your organic food recipe onto the recipe builder. It is a traditional recipe of your home region, which is well known for its use of organic ingredients. You are eager to provide more details about the history of the region so that people that access your recipe will become acquainted with your culture and language.</b></p>	<ol style="list-style-type: none"> <li>1. You start a discussion in the forum of the recipe builder providing a link to the recipe and links to the most famous landmarks of your region [0]</li> <li>2. You need help from the tutorial of the recipe builder to find out which function to use [1]</li> <li>3. You create a video for the history of your region and upload it to the History area of the recipe [4]</li> <li>4. You need to upload additional information [2]</li> <li>5. You create a video for the history of your region and use the recipe builder to post it[3]</li> </ol>

<ul style="list-style-type: none"> <li>• To be able to recognise simple appropriate digital technologies to empower myself and to participate in society as a citizen (1&amp;2)</li> <li>• To be able to indicate well-defined and routine appropriate digital technologies to empower myself and to participate in society as a citizen (3)</li> <li>• To be able to discuss appropriate digital technologies to empower myself and to participate in society as a citizen (4)</li> </ul>	<ul style="list-style-type: none"> <li>• set up online accounts for private/public services</li> <li>• set up online accounts for private/public services, if that is requested to use the services</li> <li>• fill-in online forms with personal data</li> <li>• post an opinion for a review site</li> <li>• send a complaint or other feedback to a service provider</li> <li>• Inform other people about on-line campaigns and events</li> </ul>	<p><b>A.30 You become more and more concerned about the shortcomings of synthetic crops and you want to participate and change things, if you can. What do you do?</b></p>	<ol style="list-style-type: none"> <li>1. You need to send emails to all the policy makers of your region with the help of a friend[1]</li> <li>2. You open accounts to eDemocracy platforms provided by the Government and you post your opinion on the matter [3]</li> <li>3. You access the recipe builder and start a discussion on the forum concerning synesthetic crops [0]</li> <li>4. You need to fill-in an on-line form that is required for signing-in a Facebook account about health food and crops [2]</li> <li>5. You download and use apps that promote eCitizenship in real time, everywhere and at anytime and you inform you friends how to participate as well [4]</li> <li>6. You search in Google and Bing for more information on the subject using keywords such as ‘food’ and ‘synthetic’ [0]</li> </ol>
		<p><b>A.31 Your colleagues at the cooking class ask you to inform them about the possibilities simple people like them have to change regional and national health food policies through registration to eCitizenship platforms.</b></p>	<ol style="list-style-type: none"> <li>1. You tell them they need to ask an expert on how to register to eCitizenship platforms[1]</li> <li>2. You advise them to [4]</li> <li>3. You need to search in Google on how to fill-in on-line registration forms[2]</li> <li>4. You will access the iMaker app and register as a protester [0]</li> <li>5. You will download the iWhatsUp app and enroll in discussion channels that relate to health and food [0]</li> <li>6. You register in a eCitizenship platform yourself and tell your friends to read the instructions [3]</li> </ol>

		<p><b>A32. You want to set-up an online account in a social media app to represent a group of concerned citizens. Your goal is to increase awareness on health food and non-synthetic ingredients by posting information and engage in discussion with web users. You:</b></p>	<ol style="list-style-type: none"> <li>1. start a Facebook campaign by selecting one of the marketing plans Facebook offers [0]</li> <li>2. You search for the suitable blog hosting service [3]</li> <li>3. You sign in to Wordpress and start a blog [4]</li> <li>4. You use word-of-mouth, or buzz marketing on Viber [0]</li> <li>5. You need to take advice from on-line articles before you make a decision [1]</li> <li>6. You need to select a medium that is suitable for both posting information and group discussion [2]</li> </ol>
--	--	--	---

Min Score for certifying this Competence: 0 points. Max Score for certifying this Competence: 20 points.

Score range	PL	Result
0-7	1-Basic	<input type="checkbox"/>
8-12	2-Basic	<input type="checkbox"/>
13-17	3-Intermediate	<input type="checkbox"/>
18-20	4-Intermediate	<input type="checkbox"/>

**Competence 3: Content creation**

**3.4.6 Developing digital content (3.1)**

Descriptors (DIGCOMP)	Skills	Related Questions	Answers [Score]
<ul style="list-style-type: none"> <li>• To be able to identify ways to create and edit simple content in simple formats (1&amp;2)</li> <li>• To be able to indicate ways to create and edit well-defined and routine content in well-defined and routine formats (3)</li> <li>• To be ably to indicate ways to create and edit content in different formats (4)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify basic categories of software content management applications</li> <li>• Identify basic editing functions of text (copy, cut, paste, clear, select, find)</li> <li>• Identify basic editing functions of audio (copy, cut, paste, clear, select)</li> <li>• Identify basic editing functions of images (copy, cut, paste, clear, select)</li> <li>• Identify basic editing functions of video (copy, cut, paste, clear, select)</li> <li>• apply basic operations (new file, type, save) for text creation</li> <li>• apply basic create operations (record, save) for audio creation</li> <li>• apply basic operations (record, save) for video creation</li> <li>• apply basic operations (record, draw, save) for image creation</li> <li>• create text files in in different formats (Word, txt)</li> <li>• create audio files in in different formats (mp3, au)</li> <li>• create video files in in different formats (mp4, avi)</li> <li>• create image files in in different formats (jpg, gif)</li> <li>• Edit (copy, cut, paste, clear, select) text files</li> <li>• Edit (copy, cut, paste, clear, select) audio files</li> </ul>	<p><b>A.33 You are ready to create the digital story that will give digital life to your cooking experience alive. But wait! You need tools and apps to create pictures the ingredients and the various stages of the creation of the dish. The setting is somewhat dark.</b></p> <p><b>A.34 You took some nice pictures but some parts of the execution of the recipe need to be explained in more detail. You decide to record 3 minutes of video to explain how to cook them oysters. You need:</b></p> <p><b>A.35 A friend of yours asks if you can advice him in which format to save a 15 minutes video he just recorded while preparing the ingredients of his soup. You advice him to:</b></p>	<ol style="list-style-type: none"> <li>1. You will create pictures using the web browser and the screen of your tablet [0]</li> <li>2. You need to use the camera app of the tablet on your own with possible some help of the tutor to adjust the zoom [2]</li> <li>3. You will use the camera app of you smart phone and adjust the flash and resolution [4]</li> <li>4. You will take the picture using the DSLR camera of your friend [0]</li> <li>5. With the help of the tutor you will take snapshots using the camera of the tablet [1]</li> <li>6. You will use an image capture or camera app to take the picture[3]</li> </ol> <ol style="list-style-type: none"> <li>1. A tablet and the iDirector app to stage the scene [0]</li> <li>2. A tablet and a friend to record your actions [2]</li> <li>3. A tablet, a projector (with a 15pin cable) and the Internet Explorer app [0]</li> <li>4. The help of the tutor to decide what kind of equipment is need [2]</li> <li>5. A smartphone with a camera [3]</li> <li>6. A tablet, the iMovie app and a friend to hold the tablet [4]</li> </ol> <ol style="list-style-type: none"> <li>1. better to ask the tutor [1]</li> <li>2. need to be saved in the proper format because of its size [2]</li> <li>3. save it in mp4 format [4]</li> <li>4. save it in mp3 format [0]</li> <li>5. save it in avi format [3]</li> <li>6. save it in jpeg format with the help of a tutor [0]</li> </ol>

	<ul style="list-style-type: none"> <li>• Edit (copy, cut, paste, clear, select) video files</li> <li>• Edit (copy, cut, paste, clear, select) image files</li> <li>• Upload content onto on-line platforms and repositories</li> <li>• configure the app that creates the content so as to achieve the best quality in relation to the setting</li> <li>• choose the right format (to save my files) for the indented purpose</li> <li>• manipulate size of output file during content creation by configuring the content attributes</li> </ul>	<p><b>A.36 To edit and copy your text in Word you select the text to copy. A friend interrupts you and asks urgently your help to do the same think (he has not saved his text and he is afraid of losing it). You</b></p> <p><b>A.37 To edit and copy a part of a video, sound or image in the app you are using, you:</b></p>	<ol style="list-style-type: none"> <li>1. push CTRL-C and then CTRL-V and you tell your friend to do the same[4]</li> <li>2. need to ask your tutor about it and you tell your friend to do the same[1]</li> <li>3. open the Edit menu and select Copy and then Paste and you tell your friend to ask the tutor [3]</li> <li>4. need to go the Edit menu and select an option with the help of the tutor. I tell my friend to do the same [2]</li> <li>5. open the File menu and select CTRL-X then CTRL-Enter and you tell your friend to do the same. [0]</li> <li>6. need to go the File menu and select an option with the help of the tutor. I tell my friend to do the same [0]</li> </ol> <ol style="list-style-type: none"> <li>1. watch a tutorial on YouTube on how to select it [1]</li> <li>2. select an area or a timeline and find the appropriate functions in the Edit menu[3]</li> <li>3. select a timeline for the video/sound or an area for the image and [4]</li> <li>4. first select an area or a timeline and find the appropriate functions in the File menu[0]</li> <li>5. need to go the Edit menu and select an option with the help of the tutor [2]</li> <li>6. need to go the File menu and select an option with the help of the tutor [0]</li> </ol>
--	--	---	--

		<p><b>A.38 You are ready to create you first recipe using the recipe builder. You log-in to the platform and:</b></p>	<ol style="list-style-type: none"> <li>1. you choose "File" from the menu and then you choose the 'New' button [0]</li> <li>2. you need to push the New button from the ribbon [2]</li> <li>3. you need help from the tutor to continue [1]</li> <li>4. you push the New button from the ribbon[3]</li> <li>5. you push the 'New' button from the menu and enter a new name for the recipe [0]</li> <li>6. you push the 'New' button from the ribbon and enter a new name for the recipe[4]</li> </ol>
<ul style="list-style-type: none"> <li>• To be able to choose how I express myself through the creation of simple digital means (1&amp;2)</li> <li>• To be able to express myself through the creation of well-defined and routine digital means (3)</li> <li>• To be able to express myself through the creation of digital means (4)</li> </ul>	<ul style="list-style-type: none"> <li>• upload content onto online platforms depending on its format and size</li> <li>• choose apps that suit my purpose by identifying the capabilities and services offered by them</li> <li>• choose apps that suit my purpose by identifying which apps can be used to produce each content format</li> <li>• create an efficient content development task plan by choosing from a list of available tools and devices</li> <li>• choose devices that express in other forms my creation</li> <li>• use apps for content creation that suits my purpose by identifying the capabilities and services offered by them</li> <li>• use devices that express my creation in other means</li> <li>• use apps for content creation that suits my purpose by identifying the capabilities and services offered by them</li> <li>• use devices that enchase my creation</li> </ul>	<p><b>A.39 To upload a video onto the LinguaCuisine recipe builder you:</b></p>	<ol style="list-style-type: none"> <li>1. need to read the instructions of the recipe builder first [1]</li> <li>2. log-in and go to the recipe methods of a recipe you loaded [3]</li> <li>3. need to log-in and go to the recipe ingredients [0]</li> <li>4. need to log-in to the recipe builder and load a recipe [2]</li> <li>5. log-in to the recipe builder and add an ingredient to the recipe [0]</li> <li>6. log-in to the recipe builder and add a step to a method of a recipe you loaded[4]</li> <li>7. log-in to the recipe builder and add a method to the step of a recipe[0]</li> </ol>
		<p><b>A.40 Your recipe is loaded onto the builder. It is time to add a pallete knife you used details. To upload the image onto the recipe builder:</b></p>	<ol style="list-style-type: none"> <li>1. you need help from the tutor [1]</li> <li>2. you need to configure the view of the recipe [2]</li> <li>3. you select 'Movie View' and add an utensil [3]</li> <li>4. you select either 'Movie' or 'List' view and add an utensil using the Plus icon[4]</li> <li>5. you select the 'Player' view and add an utensil using the 'Add' button [0]</li> <li>6. you select the folder icon in the main screen and select a picture to upload from the dialog box that appears [0]</li> </ol>



	<p>in other means</p>	<p><b>A.41 The pallete knife image has been uploaded. It looks great. Now you need to explain in brief how this utensil is used. You record a 1minute of audio and store it to a file in your device. To upload it to the recipe builder you:</b></p>	<ol style="list-style-type: none"> <li>1. load the recipe, access the utensils in the 'List' mode, find and open the pallete knife utensil, edit it and add the audio using the folder button [4]</li> <li>2. load the recipe, go to Player mode and load the audio using the 'Load' button [0]</li> <li>3. need to upload the file somehow but you need help from the tutor to do it [1]</li> <li>4. need to access the utensils of the recipe and find the specific utensil [2]</li> <li>5. need to load the recipe and find the pallete knife and edit it [3]</li> <li>6. need to load the recipe and access the utensils in 'Text' view mode, then load the file [0]</li> </ol>
--	-----------------------	---	---

Min Score for certifying this Competence: 0 points. Max Score for certifying this Competence: 36 points.

Score range	PL	Result
0-13	1-Basic	<input type="checkbox"/>
14-22	2-Basic	<input type="checkbox"/>
23-31	3-Intermediate	<input type="checkbox"/>
32- 36	4-Intermediate	<input type="checkbox"/>

## APPENDIX I TEST I- TRAINEE EVALUATION TEST



## LinguaCuisine Digital Competences Certification System

Trainee Evaluation Test

v .1.0

July 2018



[linguacuisine.com](http://linguacuisine.com)

This test is used to evaluate the basic digital competences (Proficiency Levels 1-4) of trainees for the following Competence Areas of DIGCOMP v2.1:

1. Information and data literacy
  - 1.1 Browsing, searching and filtering data, information and digital content
  - 1.2 Evaluating data, information and digital content
  - 1.3 Managing data, information and digital content
2. Communication and collaboration
  - 2.1 Interacting through digital technologies
  - 2.3 Engaging in citizenship through digital technologies
3. Digital content creation
  - 3.1 Developing content

For each Competence, a number of questions have been prepared.

The total number of questions is 40. The questions have been grouped into 6 different groups, one for each Competence of DIGCOMP. Only one (1) answer from the available options must be selected.

In order to complete the test, read carefully the description of each situation and picture yourself in it. Mark the answer by circling the number on the left of it. Total time allowed is 45 minutes.

Name of trainee:

.....

Name of tutor:

.....

Date: ..... Location: .....

**A.1. To start an online search, the first thing you need to do is to open an app. Which one?**

- I need help from an expert to understand what to open
- Internet Explorer or Mozilla
- I choose any web browsers for all kind of needs
- Internet Explorer
- I choose a web browser that is supported in my platform
- Facebook or Twitter

**A.2. You need to select a specific search engine in your tablet. Which application allows you to gain access to the World Wide Web?**

- Firefox or Internet Explorer
- Google
- Google or Yahoo!
- There are many search engines to choose from such Google, Bing, AOL etc.
- Depending on the type of information I looking for I choose different search engines

**A.3 You want to search for Italian recipes for pasta with sauce. Which keywords are you going to use?**

- I need to use the "Pasta" keyword
- "Pasta" AND "Italian Recipes"
- "Pasta" AND "Italian Recipes" AND "sauce"
- I need help to decide
- I access a web page directly by typing a web address

**A.4. You find many websites that contain information about Italian recipes for pasta. You want to visit the first 5 results of the search.**

- I navigate among the pages (backwards, forward) by myself
- I navigate a website's pages through hyperlinks
- The buttons of the browser (forward, back) are used for navigating in lists
- I navigate a website's pages through text, image hyperlinks and menus
- I need help to navigate among the pages
- The green letters are used for navigating to a result

**A.5 You want to find videos that display the execution of a recipe for a Greek salad. A friend presents to you a relevant video collection with 50 videos, from YouTube. You:**

- think it is easier to Skype a Greek person and ask how to make the salad
- ask a web technician to help you install the software needed to watch the videos
- navigate through the videos using the collection panel buttons
- watch all the videos in the collection one after the other until you reach the one that really interests you
- inspect the videos and refine the search to get more accurate results

**A.6 I want to access the recipe builder functions. I open a browser and access the web address of the builder. Then:**

- I use my Google account to log-in and access the functions
- I use my Facebook account to log-in and access the functions
- I need help from the tutor to access the builder
- I use an existing account to log-in
- I need to login to access the functions
- No login information is needed, the service is free

**A.7 Having logged-in to the Recipe Builder I want to navigate through the resources and structure.**

- I navigate using the Back and Forward buttons of the browser
- I need to use the proper buttons with the symbols
- I navigate using the buttons on the ribbons of the builder in the top of the screen
- I navigate using the buttons on the ribbons of the builder in the top, middle and bottom of the screen
- I navigate using the menu of the builder and in the top of the screen
- I ask my tutor to help me how to navigate

**A.8 You perform a search for finding the ingredients of 'Pasta Flora' and you end up with results describing the flora of the Sahara desert. What do you do?**

- I use another search engine and do the same search
- I expand the keywords I used for searching to include the keyword 'recipe'
- I do the search again with the help of an expert
- I restart the browser to erase the search memory
- Navigate to the results and try to find the recipe
- I remember the keywords I used in previous searches with good results and adjust the search terms.

**A.9 You are finalizing the list of ingredients that you want to use in your recipe. You need to search for tomato sauce pictures, your last ingredient. You also need utensils' photos.**

- You can search for ingredient pictures in the recipe builder
- You need help from a tutor to decide
- The recipe builder does not contain any utensils repository
- You search for ingredient pictures and utensils in the recipe builder using keywords
- You search for ingredient pictures in the recipe builder using a keyword
- You search for ingredient pictures in the recipe builder using the tags in the pull down menu

**A.10 You are reading an article on a blog stating that consuming meat is dangerous. How could you assess the credibility of the content of this article?**

- With the help of an expert I shall check the author's information
- I shall check when the article was written and how often is the site updated
- I shall check when the article was written and if the author is famous
- It is not necessary to assess the content of this article because information on the internet is often credible
- I shall search on Google to verify the basic facts of the article
- I shall search in at least two search engines and medical sites using as keywords the title of the article, to verify the facts of the article

**A.11 A friend recommends an article on a blog on how to prepare vegetarian meals. You evaluate the credibility of the article by:**

- the sponsors of the blog
- the precision of the language used to describe the recipes
- the number of users commenting the article
- the ratings for the article as they are provided by the users
- the number and quality of advertisements in the site

**A.12 An email advertisement prompts you to follow a 'Healthy Recipes' account on Facebook. You want to check its credibility so you:**

- check the number of users following the account
- read the user comments on the first 3 recipes and if they are positive you continue to read more till you are convinced
- cross-check the content of the recipes with results you found on the subject from other sources like Google and YouTube
- need help to decide if the posts are credible
- execute the more recent recipe posted and invite your boss for dinner

**A.13 You want to learn to cook using authentic German recipes for stew. Some of the resources you find are written in German, others are written in English. How are you going to find out, which are appropriate?**

- You become member in forums and Facebook groups that publish information that you are interested in to use and ask for advice
- You ask a friend that speaks German to help you
- You search for 'German cooking' in Google and then refine the results using subject related keywords.
- You use automatic translation to evaluate what is appropriate in your case
- You try to understand what the recipes mean by looking at the accompanying pictures

**A.14 You show a television show hosting a famous cook and you want to learn more about him and his accomplishments. You are eager to talk about what you learned in the cooking lesson next week. What do you do?**

- You read the relevant Wikipedia article
- You Google his name but you need help from a friend to select what to read
- You join a forum and ask the other users about him
- You search for articles in electronic newspapers, magazines and official cooking sites
- You email him and ask for more information
- You search in Google, Facebook and Cooking blogs to discover what people are saying about him

**A.15 You are using the search function of the recipe builder to find information and pictures of healthy ingredients other people have uploaded onto the app. You enter the search terms 'healthy' and a list of 5 results appears. In which characteristics of each result do you pay attention in order to decide if it is the one you are looking for?**

- I need help from a tutor to decide how to assess the quality of the results
- I examine the video of the ingredient in order to decide
- I look at the title of each result, I examine the image and listen to the audio describing the ingredient.
- I look at the title of each results and the image describing the ingredient
- I look at the title of each result, the image and read carefully the comments made by users to decide
- I need to look at characteristics that describe the ingredient



**A.16 How can you save a blog about Salad recipes in your desktop and then view it offline?**

- I need help to save this information
- I click on Menu -> File-> Save as...
- I write down the address of the blog and then type it every time I go online
- I bookmark the web address of the blog
- I save the blog address in my favourites and organize it later in my bookmarks

**A.17 At last you found the ideal appearance of a green salad in an image that appears in a cooking web site. How can you save it in order to upload it later to the recipe builder?**

- You click 'Print' from the menu in order to make it a poster in your room
- You left click on the image until it downloads completely
- I need help from an expert to do that!
- I 'll probably use a Save function but I will ask for help from a friend on how to do that
- I will right click and save the image on my desktop
- I will right click and save the image on a folder named "Favorite Recipe Images"

**A.18 After a tedious search, at last you have found a lot of information on Thai food. This includes text and images from Google and videos from YouTube. How are you going to store the videos?**

- I shall ask my friend to help decide where to store them
- I 'll probably save them in my desktop after I ask a friend of mine who is a computer expert
- I shall use the 'Save as...' command to store the videos to my flash disk
- I shall store the web addresses of the videos to my electronic notes
- I shall add the addresses as bookmarks to my Recipe Video bookmarks

**A.19 A friend of yours asks you to give him all the data concerning recipes you have stored and organized in folders, in your computer this year. You:**

- need his help to transfer the files
- shall probably copy them one by one to disk after you ask a computer expert
- shall use the 'Save as...' command to store the videos to my flash disk
- shall copy and paste the data folders to a flash drive
- shall make them temporarily available in your iCloud account for him to download
- shall connect a cable to your computer and transfer the data

---

**A.20 You return to the course after a break and you continue to design your recipe of ‘Hot Spice Lasagna’ on the LinguaCuisine builder. Your tablet has restarted. You need continue what you have done before the break, so you access the builder and:**

- you need to load the recipe and you may need help from a friend to do that
- you need to get help from a friend that has already used the builder more times than yourself
- you choose ‘Load’ from the File menu and then enter the name of the ingredient Hot Spice
- you choose ‘Load’ from the File menu and then enter the name of the ingredient Hot Spice
- you press the ‘Load’ button from the ribbon
- you press the ‘Load’ button from the ribbon and then tick the field ‘Completed recipes only’
- you press the ‘Load’ button from the ribbon and then select the name of the recipe from the available recipes

**A.21 You have week to create 3 digital stories on how to cook baked lasagna, lasagna ala Muerte and lasagna Napolitana. You will need text, audio files, images and video for each recipe or ingredient to create the stories and you need to organize the content before you upload it to the recipe builder. You:**

- ask the help of a friend to advice you how to organize the files
- shall probably organize the files by ingredient after you ask a computer expert
- shall store everything on the desktop for easy access
- shall create folders and sub-folders per ingredient and then organize the files by type
- shall decide first on the naming principles of the structure you are going to use and then store the files in subfolders according to the recipe, ingredient and file type
- shall download the files from the Web when they are needed

**A.22 Your wonderful recipe of ‘Lasagna ala Muerte’ is being created in the recipe builder. Your colleagues at the class should be able to access it by using the searching function as easy as possible.**

- you create an email by choosing ‘New’ at the email client and write at a text describing the success of your recipe. You then choose send.
- you need to give the name ‘Pasta-Lasagna’ to you recipe
- You create tags in the recipe builder named “Lasagna” and “ala Muerte”. You also add the ta ‘Pasta’ which is already available
- You add two ingredients named “hot sauce” and “Spicy carry” to the recipe using the ‘Add ingredients’ function
- you need to characterize the content with keywords so that other can find it easily
- you need help from the tutor on how to make your recipe known to your colleagues

**A.23 You have met a group of people that share the same passion as you for cooking but it is difficult to meet them face-to-face to exchange recipes and cooking tips. You...**

- chat with them on line with the help of a friend
- exchange recipes by email
- chat about cooking tips in Facebook
- make Skype call to each of one of them separately
- organize regular Skype group meetings
- call them on the cell from time to time and talk about the recipes

**A.24 You are trying to set-up regular meetings with your on-line cooking group of friends. How do you organize these meetings?**

- I call every member of the group and ask him/her about his/her availability
- I organise their addresses in a contact list and I group-email them the details
- I use a doodle with possible meeting dates for the meetings
- I set up a group in my email app and set-up automatic reminders for the meeting at the calendar
- I email each one with the details of the meeting but i need help to contact all of them
- I acces the recipe builder and post a message at the forum

**A.25 A friend of yours from the 'Cooking Lessons School for Amateurs' enrolled you to several social media groups about cooking. When interacting with people you don't know on these groups...:**

- I use the "codes of good conduct" that are accepted on the Internet
- I try to interact online in a respectful manner and sometimes I take advice from friends on how to behave on-line
- I check my messages before sending them in order to ensure that they contain no spelling errors
- I keep up to date with ethical practices in terms of internet use
- I want to have an on-line presence but I need help to understand how to act when using social media apps
- I stay silent and have no worries whatsoever

**A.26 You are excited that your recipes are getting many positive comments and likes in the social groups you are participating. As you are getting more attention on-line, you think that the “virtual identity” that you adopt when publishing online:**

- should give as much of your personal information to others as possible
- should be configured so as to give modest information and you need the help of a friend to do that
- should be configured and you can change basic information such as the name and the avatar you use
- should be configured and you can change basic and advanced information of your profile
- should be managed so as to have different digital identities, depending on the purpose of the context
- should be made public as much as possible so you start sending emails to your contacts

**A.27 Your knowledge on health food has increased and you want to communicate your findings to friends and other people like you. You can...:**

- start sending emails to all the people you know about what you have learned and urge them to learn to cook for themselves
- start a Facebook account about cooking and start inviting friends by email, or people from cooking forums and blogs
- locate a forum about cooking and start new discussions with subjects relating to your findings
- create interest in your work by contacting the people you know with the help of a friend who knows about on-line communication
- start posting comments on cooking forums and blogs on your own and populate your address book with people with similar interests as yourself
- post a forum on the social function of the recipe builder

**A.28 You are becoming interested on the benefits of organic food and how they improve the health of middle-aged citizens.**

- you email your friends and talk about the subject regularly
- you need to search for National bodies or associations that are relevant to the subjects and subscribe to their newsletter and forums
- you search on Twitter and Facebook for campaigns that promote organic food and follow them
- you need to search on Google and Bing to find information on people, NGOs and associations that promote the use of organic food
- you search for apps that promote participation and discussion of organic food issues anywhere at anytime using your mobile phone
- you access the recipe builder and search for organic food recipes

**A.29 You uploaded your organic food recipe onto the recipe builder. It is a traditional recipe of your home region, which is well known for its use of organic ingredients. You are eager to provide more details about the history of the region so that people that access your recipe will become acquainted with your culture and language.**

- You need to send emails to all the policy makers of your region with the help of a friend
- You open accounts to eDemocracy platforms provided by the Government and you post your opinion on the matter
- You access the recipe builder and start a discussion on the forum concerning synesthetic crops
- You need to fill-in an on-line form that is required for signing-in a Facebook account about health food and crops
- You download and use apps that promote eCitizenship in real time, everywhere and at anytime and you inform you friends how to participate as well  
You search in Google and Bing for more information on the subject using keywords such as 'food' and 'synthetic'

**A.30 You become more and more concerned about the shortcomings of synthetic crops and you want to participate and change things, if you can. What do you do?**

- You need to send emails to all the policy makers of your region with the help of a friend
- You open accounts to eDemocracy platforms provided by the Government and you post your opinion on the matter
- You access the recipe builder and start a discussion on the forum concerning synesthetic crops
- You need to fill-in an on-line form that is required for signing-in a Facebook account about health food and crops
- You download and use apps that promote eCitizenship in real time, everywhere and at anytime and you inform you friends how to participate as well
- You search in Google and Bing for more information on the subject using keywords such as 'food' and 'synthetic'

**A.31 Your colleagues at the cooking class ask you to inform them about the possibilities simple people like them have to change regional and national health food policies through registration to eCitizenship platforms.**

- You tell them they need to ask an expert on how to register to eCitizenship platforms
- You advise them to
- You need to search in Google on how to fill-in on-line registration forms
- You will access the iMaker app and register as a protester
- You will download the iWhatsUp app and enroll in discussion channels that relate to health and food
- You register in a eCitizenship platform yourself and tell your friends to read the instructions

---

**A32. You want to set-up an online account in a social media app to represent a group of concerned citizens. Your goal is to increase awareness on health food and non-synthetic ingredients by posting information and engage in discussion with web users. You:**

- start a Facebook campaign by selecting one of the marketing plans Facebook offers
- You search for the suitable blog hosting service
- You sign in to Wordpress and start a blog
- You use word-of-mouth, or buzz marketing on Viber
- You need to take advice from on-line articles before you make a decision
- You need to select a medium that is suitable for both posting information and group discussion

**A.33 You are ready to create the digital story that will give digital life to your cooking experience alive. But wait! You need tools and apps to create pictures the ingredients and the various stages of the creation of the dish. The setting is somewhat dark.**

- You will create pictures using the web browser and the screen of your tablet
- You need to use the camera app of the tablet on your own with possible some help of the tutor to adjust the zoom
- You will use the camera app of you smart phone and adjust the flash and resolution
- You will take the picture using the DSLR camera of your friend
- With the help of the tutor you will take snapshots using the camera of the tablet
- You will use an image capture or camera app to take the picture

**A.34 You took some nice pictures but some parts of the execution of the recipe need to be explained in more detail. You decide to record 3 minutes of video to explain how to cook them oysters. You need:**

- A tablet and the iDirector app to stage the scene
- A tablet and a friend to record your actions
- A tablet, a projector (with a 15pin cable) and the Internet Explorer app
- The help of the tutor to decide what kind of equipment is need
- A smartphone with a camera
- A tablet, the iMovie app and a friend to hold the tablet

**A.35 A friend of yours asks if you can advice him in which format to save a 15 minutes video he just recorded while preparing the ingredients of his soup. You advice him to:**

- better to ask the tutor
- taste the soup first and the then decide if he wishes to save the video or re-shoot
- save it in mp4 format
- save it in mp3 format
- save it in avi format
- save it in jpeg format with the help of a tutor

**A.36 To edit and copy your text in Word you select the text to copy. A friend interrupts you and asks urgently your help to do the same think (he has not saved his text and his is afraid of losing it). You**

- push CTR-C and then CTRL-V and you tell your friend to do the same
- need to ask your tutor about it and you tell your friend to do the same
- open the Edit menu and select Copy and then Paste and you tell your friend to ask the tutor
- need to go the Edit menu and select an option with the help of the tutor. I tell my friend to do the same
- open the File menu and select CTRL-X then CTRL-Enter and you tell your friend to do the same.
- need to go the File menu and select an option with the help of the tutor. I tell my friend to do the same

**A.37 To edit and copy a part of a video, sound or image in the app you are using, you:**

- watch a tutorial on YouTube on how to select it
- select an area or a timeline and find the appropriate functions in the Edit menu
- select a timeline for the video/sound or an area for the image and
- first select an area or a timeline and find the appropriate functions in the File menu
- need to go the Edit menu and select an option with the help of the tutor
- need to go the File menu and select an option with the help of the tutor

**A.38 You are ready to create you first recipe using the recipe builder. You log-in to the platform and:**

- you choose "File" from the menu and then you choose the 'New' button
- you need to push the New button from the ribbon
- you need help from the tutor to continue
- you push the New button from the ribbon
- you push the 'New' button from the menu and enter a new name for the recipe
- you push the 'New' button from the ribbon and enter a new name for the recipe

**A.39 To upload a video onto the LinguaCuisine recipe builder you:**

- need to read the instructions of the recipe builder first
- log-in and go to the recipe methods of a recipe you loaded
- need to log-in and go to the recipe ingredients
- need to log-in to the recipe builder and load a recipe
- log-in to the recipe builder and add an ingredient to the recipe
- log-in to the recipe builder and add a step to a method of a recipe you loaded
- log-in to the recipe builder and add a method to the step of a recipe you loaded

**A.40 Your recipe is loaded onto the builder. It is time to add a pallete knife you used details. To upload the image onto the recipe builder you:**

- you need help from the tutor
- you need to configure the view of the recipe
- you select 'Movie View' and add an utensil
- you select either 'Movie' or 'List' view and add an utensil using the Plus icon
- you select the 'Player' view and add an utensil using the 'Add' button [
- you select the folder icon in the main screen and select a picture to upload from the dialog box that appears



## APPENDIX II TEST II-OBSERVATION TEST



## LinguaCuisine Digital Competences Certification System

Observation Test

v .1.0

July 2018



linguacuisine.com

This test is used to evaluate the basic digital competences (Proficiency Levels 1-4) of trainees for the following Competence Areas of DigComp v2.1:

1. Information and data literacy
  - 1.1 Browsing, searching and filtering data, information and digital content
  - 1.2 Evaluating data, information and digital content
  - 1.3 Managing data, information and digital content
2. Communication and collaboration
  - 2.1 Interacting through digital technologies
  - 2.3 Engaging in citizenship through digital technologies
3. Digital content creation
  - 3.1 Developing content

For each Competence, the trainee is asked to perform a sequence of actions. The trainer marks the ability of the trainee to complete the task and the degree of independence in carrying out the activities.

For each Competence, a number of questions have been prepared.

The total number of questions is 31. The questions have been grouped into 6 different groups, one for each Competence of DIGCOMP.

Only one (1) answer from the available options must be selected. The points corresponding to each answer (denoted in parenthesis right below the answer) must be summed at the end of the group of questions. A table depicting the ranges corresponding to the certificate level of the trainee can be used to derive the result.

Name of trainee:

.....

Name of tutor:

.....

Date: ..... Location: .....

**Scenario:** Prepare an Italian meal for a special day

### Competence 1: Information and data literacy

Competence 1.1: Browsing, searching and filtering data, information and digital content

To articulate information needs, to search for data, information and content in digital environments, to access them and to navigate between them. To create and update personal search strategies.

#### Task Search for different Italian wines

##### B.1 Select a search engine

Can do with assistance	Knows one search engine	Knows many search engines	Uses text and video search engines
(1)	(2)	(3)	(4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

##### B.2 Use correct keywords for searching

Can do with assistance	Uses 1 keyword	Uses many keywords	Performs different searches
(1)	(2)	(3)	(4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

##### B.3 Visit the web site of three producers of wine from the result list

Can do with assistance	Basic navigation back and forth	Navigate using hyperlinks besides basic ones	Uses image and/or menu hyperlinks to navigate in the web sites
(1)	(2)	(3)	(4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B.4 Update search to find pasta dishes and Italian wines**

Can do with assistance	Uses 3 keywords or less	Uses 4 keywords Pasta AND wine	Uses AND operator with keywords Pasta dishes AND Italian wine
(1)	(2)	(3)	(4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B.5 Try to access the recipe builder**

Can do with assistance	Uses keywords and search engine	Uses Lingua Cuisine project web site	Types the web address to the browser
(1)	(2)	(3)	(4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B.6 Search for a sauce in the recipe builder**

Can do with assistance	Understands where it generally is but needs help to locate it	Can find the search function (can go to Detail or Movie view)	Uses the search function
(1)	(2)	(3)	(4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

---

**Score for Competence 1.1: Browsing, searching and filtering data, information and digital content: \_\_\_\_\_ out of 24 points**

---

<b>Score range</b>	<b>PL</b>	<b>Result</b>
5-8	1-Basic	<input type="checkbox"/>
9-14	2-Basic	<input type="checkbox"/>
15-20	3-Intermediate	<input type="checkbox"/>
21-24	4-Intermediate	<input type="checkbox"/>

**Competence 1.2: Evaluating data, information and digital content**

To analyse, compare and critically evaluate the credibility and reliability of sources of data, information and digital content. To analyse, interpret and critically evaluate the data, information and digital content.

**B.7 Find read and evaluate the credibility of a review about Cabernet Sauvignon**

Can do with assistance	Checks the website provider to evaluate credibility	Consults at least another source of information	Consults at least two other sources of information
(1)	(2)	(3)	(4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B.8 Find and read the recipe posted in a blog about pasta dishes and the wines that go with them. Evaluate the credibility of the article**

Can do with assistance	Checks the website provider to evaluate credibility	Checks language and quality of appearance of blog	Checks language, precision, detailed and critical analysis of recipe execution
(1)	(2)	(3)	(4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B.9 Find an article of a carrot soup recipe. Evaluate the quality of the recipe based on the comments.**

Can do with assistance	Checks the number of the comments	Checks the positive vs negative comments	Cross-analyses the comments and is able to derive conclusion or derive that no conclusion can be produced
(1)	(2)	(3)	(4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B.10 Evaluate information about a famous cook (e.g. Gordon Ramsey). Find information and evaluate basic facts about his cooking ability**

Can do with assistance	Checks one source of information (e.g. Wikipedia)	Checks at least 2 authoritative sources	Checks at least 2 authoritative sources including articles in specialised cooking magazines/blogs
(1)	(2)	(3)	(4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B.11 Search and evaluate information in the recipe builder. Search for the knife utensil in the ingredient and evaluate the first 5 results.**

Can do with assistance	Checks image	Checks image and audio description of each one	Checks image and audio description and compares
(1)	(2)	(3)	(4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

---

**Score for Competence 1.2: Evaluating data, information and digital content:**

\_\_\_\_\_ out of 20 points

---

Score range	PL	Result
5-7	1-Basic	<input type="checkbox"/>
8-12	2-Basic	<input type="checkbox"/>
13-17	3-Intermediate	<input type="checkbox"/>
18-20	4-Intermediate	<input type="checkbox"/>



**Competence 1.3: Managing data, information and digital content**

To organise, store and retrieve data, information and content in digital environments. To organise and process them in a structured environment.

**B.12 Search for a pasta dish. Visit one of the results and save recipe for later use.**

Can do with assistance	Saves html to disk	Saves url or bookmarks address	Adds url to favourites or bookmarks web site or creates folder in which url is saved
(1)	(2)	(3)	(4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B.13 Search for seafood pasta dishes. Save the five results so you may easily access them later.**

Can do with assistance	Saves html to disk	Creates folder to save the files	Bookmarks web pages and organises them in bookmark folder
(1)	(2)	(3)	(4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B.14 In the seafood pasta dishes, save the images of the first three results.**

Can do with assistance	Saves to desktop	Saves to folder	Saves to folder and names the folder
(1)	(2)	(3)	(4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B.15 Save and organize content (including video and audio).**

For seafood pasta, save/store three different recipes (text and at least an image for each one) including a video for each one. Organise your save policy so you can easily find them later.

Can do with assistance	Saves recipes in 3 folders. Needs help to store video	Saves recipes in 3 main folders. Creates subfolders for images and text.	Uses folders and subfolders. Stores video url to disk or bookmarks.
(1)	(2)	(3)	(4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B.16 Open files stored in own device.**

Can do with assistance	Saves to desktop	Saves to folder	Saves to folder and names the folder
(1)	(2)	(3)	(4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

---

**Score for Competence 1.3: Managing data, information and digital content**

\_\_\_\_\_ out of 20 points

---

Score range	PL	Result
5-7	1-Basic	<input type="checkbox"/>
8-12	2-Basic	<input type="checkbox"/>
13-17	3-Intermediate	<input type="checkbox"/>
18-20	4-Intermediate	<input type="checkbox"/>

## Competence 2: Interaction through technologies

### Competence 2.1: Interacting through digital technologies

To interact through a variety of digital technologies and to understand appropriate digital communication means for a given context.

#### B.17 Join apps for on-line interaction. Choose off-line and/or on-line apps.

Join/enrol in an app to discuss your opinion about a famous cook TV show with your friends using your device.

Can do with assistance	Logs in or opens email account	Joins off-line app (e.g. forum, blog, iChat)	Joins real time com app (e.g. Skype, Viber)
(1)	(2)	(3)	(4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### B.18 Make a basic contact (on line or off-line).

Exchange opinions about the show with one of your friends using an app.

Can do with assistance	Sends email	Uses off-line app, posts message (e.g. forum, blog, iChat)	Uses real time com app (e.g. makes Skype call)
(1)	(2)	(3)	(4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B.19 Organise your contacts. Make group communication. Choose appropriate app depending on the context. More friends join the conversation! Organise the communication of the group.**

Can do with assistance	Group email addresses	Open conversation in or group talk in off-line app (e.g. forum conversation, iChat with more than 2 participants)	Real time group com  (e.g. Skype call with more than 2 participants)
(1)	(2)	(3)	(4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B.20 Be aware of on-line risks, code of conduct.**

**Set up an on-line account in Google+ (or similar service) and join a cooking community. Configure personal settings. Post a message introducing yourself to the community and create some attention.**

Can do with assistance	Provides some personal information. Message is brief	Provides very little personal information. Message is somewhat interesting.	Provides only necessary information, configures advanced settings. Message is interesting within the rules of conduct.
(1)	(2)	(3)	(4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B.21 Organise/manage on-line communities**

**Set up an on-line account in Google+ (or similar service) and ask your friends to join a new cooking community about wines. Create interest for your members.**

Can do with assistance	Creates one community, needs help to engage members	Creates community, creates at least one conversations about the topic	Creates community, creates at least two conversations about the topic with interesting content that creates interest (e.g. asking opinions about a recipe that is posted)
(1)	(2)	(3)	(4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Score for Competence 2.1: Interacting through digital technologies**

\_\_\_\_\_ out of 20 points

Score range	PL	Result
5-7	1-Basic	<input type="checkbox"/>
8-12	2-Basic	<input type="checkbox"/>
13-17	3-Intermediate	<input type="checkbox"/>
18-20	4-Intermediate	<input type="checkbox"/>

**Competence 2.3: Engaging in citizenship through digital technologies**

**B.22 Find information and services for engaging in citizenship.**

**Find information or services on food safety policies and risks.**

Can do with assistance	Uses a search engine to find relevant information	Uses a search engine to find relevant information and services	Uses a search engine to find relevant information and at least one e-service on the Web. Searches for apps in mobile device. Signs in newsletter or other information service
(1)	(2)	(3)	(4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B.23 Publish information relevant to citizenship issues**

**Publish information on a specific topic of food safety policies and risks (e.g. your opinion on organic ingredients).**

Can do with assistance B	Posts opinion on forum	Posts comments in social media (e.g. Facebook, Twitter)	Sends a complaint or other feedback to an eGovernment service
(1)	(2)	(3)	(4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B.24 Register in e-services for citizenship**

**Set up accounts to e-services about food safety policies. Fill-in forms needed for registration.**

Can do with assistance	Sets-up account to social media	Sets up accounts in at least one private service (e.g. NGO)	Sets up accounts in at least one public and at least in one private service (e.g. National Association of Food and Safety)
(1)	(2)	(3)	(4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B.25 Use digital services to inform other people**

**Inform other people about the food safety policies.**

Can do with assistance	Sends emails to friends	Posts messages to social media	Starts a blog or a dedicated Social media account
(1)	(2)	(3)	(4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Score for Competence 2.3: Engaging in citizenship through digital technologies**

**\_\_\_\_\_ out of 16 points**

Score range	PL	Result
4-5	1-Basic	<input type="checkbox"/>
6-9	2-Basic	<input type="checkbox"/>
10-13	3-Intermediate	<input type="checkbox"/>
14-16	4-Intermediate	<input type="checkbox"/>

### Competence 3: Content creation

#### 3.1 Developing digital content

##### B.26 Create pictures and upload it to Recipe Builder

Take a picture of a recipe ingredient save and upload the file to the Recipe Builder.

Can do with assistance	Takes picture with tablet or mobile, needs help to save it	Takes picture with tablet or mobile, saves it	Takes picture with tablet or mobile, saves it and uploads it to the recipe builder
(1)	(2)	(3)	(4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

##### B.27 Create video and upload it to the Recipe Builder

Record a video for a recipe step and upload it to the recipe builder

Can do with assistance	Records video with tablet or mobile, needs help to save it and upload it	Records video with tablet or mobile, saves it	Records video with tablet or mobile, saves it and uploads it to the recipe builder
(1)	(2)	(3)	(4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

##### B.28 Create audio and upload it to the Recipe Builder

Record audio describing an ingredient and upload it to the recipe builder

Can do with assistance	Records audio with tablet or mobile, needs help to save it and upload it	Records audio with tablet or mobile, saves it	Records audio with tablet or mobile, saves it and uploads it to the recipe builder
(1)	(2)	(3)	(4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**B.29 Edit an image**

Open an image of a recipe ingredient you took earlier with your camera and delete areas that need not be in the picture

Can do with assistance	Selects the appropriate app and opens the image. Needs help to continue	Opens the image, and selects an area.	Opens the image, selects and cuts at least two areas. Saves file.
(1)	(2)	(3)	(4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B.30 Edit a video**

Open a video of a recipe step you recorded earlier with your camera and delete scenes that need not be in the video.

Can do with assistance	Selects the appropriate app and opens the video. Needs help to continue	Opens the video, and selects a timeline.	Opens the video, selects and cuts at least two timelines. Saves file.
(1)	(2)	(3)	(4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B.31 Edit audio**

Open an audio file of a description of an utensil you recorder earlier and delete parts that are too noisy.

Can do with assistance	Selects the appropriate app and opens the audio file. Needs help to continue	Opens the audio file, and selects a timeline.	Opens the audio file, selects and cuts at least two timelines. Saves file.
(1)	(2)	(3)	(4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B.31 Combine basic media files to produce a multimedia presentation**

**Combine media files in the recipe builder to produce a multimedia presentation. Use at least one video, one image and one audio file to describe a step of the recipe, the basic ingredients and the basic utensils used.**

Can do with assistance	Creates recipe, uploads an image	Creates a recipe, creates ingredients or utensils list (uploads images, audio)	Creates a recipe, creates ingredients or utensils list, completes a step (uploads video)
(1)	(2)	(3)	(4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

---

**Score for Competence 3.1: Developing digital content: \_\_\_\_\_ out of 28 points**

---

Score range	PL	Result
7-10	1-Basic	<input type="checkbox"/>
11-17	2-Basic	<input type="checkbox"/>
18-24	3-Intermediate	<input type="checkbox"/>
25-28	4-Intermediate	<input type="checkbox"/>

## APPENDIX III CERTIFICATE AWARD - LIST OF SKILLS

## A-III-1.1: Browsing, searching and filtering data, information and digital content

### Competence Area 1: Information and data literacy

Competence:	1.1: Browsing, searching and filtering data, information and digital content
Proficiency Lvl:	1- Foundation
Generic Skills award:	<p>With help can:</p> <ul style="list-style-type: none"> <li>• identify appropriate information sources</li> <li>• identify what a web browser is and identify the tasks it can be used for</li> <li>• identify keywords that describe the information I need</li> <li>• find data by performing simple keyword search on text search engines</li> <li>• identify the basic structure of web content (linked documents)</li> <li>• identify the basic principles of web navigation (browsing)</li> <li>• identify what a search strategy is and the need to have one</li> </ul>
LinguaCuisine-specific award:	<p>Skills</p> <p>With help can:</p> <ul style="list-style-type: none"> <li>• identify a search engine to use</li> <li>• identify a keyword that describes the type of the recipe</li> <li>• access a specific recipe site from a list of search results using hyperlinks</li> <li>• navigate through search results and go back and forth</li> <li>• search by subject using the type of the recipe</li> </ul>

### Competence Area 1: Information and data literacy

Competence:	1.1: Browsing, searching and filtering data, information and digital content
Proficiency Lvl:	2- Foundation
Generic Skills award:	<p>Independently can:</p> <ul style="list-style-type: none"> <li>• identify appropriate information sources</li> <li>• know what a web browser is and identify the tasks it can be used for</li> <li>• identify keywords that describe the information needed</li> <li>• Find data by performing simple keyword search on text search engines</li> <li>• understand the basic structure of web content (linked documents)</li> <li>• understand the basic principles of web navigation (browsing)</li> <li>• understand what a search strategy is and the need to have one</li> </ul>
LinguaCuisine-specific award:	<p>Skills</p> <p>Independently can:</p> <ul style="list-style-type: none"> <li>• identify appropriate keywords to search for recipe-related information</li> <li>• search for recipe-related information</li> </ul>

Competence Area 1: Information and data literacy

Competence:	1.1: Browsing, searching and filtering data, information and digital content
Proficiency Lvl:	3- Intermediate
Generic Skills award:	<p>Autonomously can:</p> <ul style="list-style-type: none"> <li>• use different search engines or specific portals</li> <li>• identify most keywords that describe the information I need</li> <li>• identify the basic vocabulary that can be used to describe browsing, searching and filtering information</li> <li>• access a web page directly</li> <li>• access a specific site from a list of search results</li> <li>• access a resource from a list within a repository</li> <li>• access a video</li> <li>• understand the role of keywords and the ways they can be combined to produce correct results</li> <li>• edit keywords to improve the search outcome</li> </ul>
LinguaCuisine-specific award:	<p>Skills</p> <p>Autonomously can:</p> <ul style="list-style-type: none"> <li>• name the search engines or recipe portals I routinely use</li> <li>• identify most keywords that describe the type of the recipe</li> <li>• directly access a recipe search engine or a recipe blog</li> <li>• access a specific recipe site from a list of search results using hyperlinks</li> <li>• access a specific recipe site from a list of search results using filters</li> <li>• access a video for a recipe I want to find by previewing</li> <li>• evaluate which keywords produce correct results</li> </ul>

Competence Area 1: Information and data literacy

Competence:	1.1: Browsing, searching and filtering data, information and digital content	
Proficiency Lvl:	4- Intermediate	
Generic Skills award:	<p>Autonomously can:</p> <ul style="list-style-type: none"> <li>• use different types of search engines</li> <li>• identify all keywords that describe the information needed</li> <li>• adjust search according to specific needs</li> <li>• use online social media tools to locate and view content</li> <li>• access and navigate through the resources in a collection</li> <li>• understand the properties (qualities) of a good search strategy</li> </ul>	
LinguaCuisine-specific award:	Skills	<p>Autonomously can:</p> <ul style="list-style-type: none"> <li>• name video search engines or recipe repositories when searching for recipes</li> <li>• identify all keywords that describe the type of the recipe</li> <li>• perform different searches to locate a recipe</li> <li>• locate forums about specific types of recipes</li> <li>• access a specific recipe video from a collection using the navigation panel</li> <li>• organize the keywords that produce quality results by evaluating the results of past searches</li> </ul>

## A-III-1.2: Evaluating data, information and digital content

### Competence Area 1: Information and data literacy

Competence:	1.2: Evaluating data, information and digital content
Proficiency Lvl:	1- Foundation
Generic Skills award:	With help can: <ul style="list-style-type: none"> <li>distinguish reputable and reliable information sources from others</li> </ul>
LinguaCuisine-specific Skills award:	With help can: <ul style="list-style-type: none"> <li>distinguish which recipe resources are more reliable by judging the reputation of the editor or the web host/owner</li> <li>distinguish which recipe resources are more reliable by using published lists of the most popular web sites</li> </ul>

### Competence Area 1: Information and data literacy

Competence:	1.2: Evaluating data, information and digital content
Proficiency Lvl:	2- Foundation
Generic Skills award:	Independently can: <ul style="list-style-type: none"> <li>find the information about a website's owner/provider</li> <li>detect Internet domain names and how they can help to assess the reliability of a website</li> </ul>
LinguaCuisine-specific Skills award:	Independently can: <ul style="list-style-type: none"> <li>distinguish which recipe resources are more reliable by judging the reputation of the editor or the web host/owner</li> <li>distinguish which recipe resources are more reliable by looking at the date of the publishing of the information or how often this information is updated</li> </ul>

Competence Area 1: Information and data literacy

Competence:	1.2: Evaluating data, information and digital content
Proficiency Lvl:	3- Intermediate
Generic Skills award:	Autonomously can: <ul style="list-style-type: none"> <li>Evaluate information or content that I find online may, or may not be reliable, by looking at specific qualities of the content such as language, precision, appearance</li> <li>Interpret results to improve search procedures</li> <li>Discern the advertisement and promoted content among the results of an online search and on social network pages</li> </ul>
LinguaCuisine-specific award:	Skills Autonomously can: <ul style="list-style-type: none"> <li>assess the reliability of a recipe site or a blog by checking if the ingredient list of recipes provided match the recipe instructions, if the language used is precise and serious</li> <li>edit keywords to locate more reliable web sites for recipes</li> <li>evaluate which adds concerning cooking web sites are worth looking at</li> </ul>

Competence Area 1: Information and data literacy

Competence:	1.2: Evaluating data, information and digital content
Proficiency Lvl:	4- Intermediate
Generic Skills award:	Autonomously can: <ul style="list-style-type: none"> <li>critically evaluate the credibility and reliability of non-web sources of data, information and content</li> <li>understand the properties of good quality unstructured content</li> <li>compare the outcome of different searches</li> <li>use different information repositories and search strategies</li> </ul>
LinguaCuisine-specific award:	Skills Autonomously can: <ul style="list-style-type: none"> <li>assess the reliability of a recipe Facebook account by looking at the number of users following the account and the type of posts and comments</li> <li>compare the reliability of different recipe accounts on Facebook by comparing the number of followers and the quality and frequency of comments</li> <li>combine results from searches on Facebook and Google on a specific recipe</li> </ul>



### A-III-1.3: Managing data, information and digital content g

#### Competence Area 1: Information and data literacy

Competence:	1.3: Managing data, information and digital content	
Proficiency Lvl:	1- Foundation	
Generic Skills award:	With help can: <ul style="list-style-type: none"> <li>• identify the different digital content formats</li> <li>• identify the difference between online and offline storage</li> <li>• identify the basic content manipulation operations (open and save)</li> <li>• Understand how information is stored on different devices/services</li> <li>• Understand how information can be organized in a storage device so as to be easily retrievable</li> </ul>	
LinguaCuisine-specific award:	Skills	With help can: <ul style="list-style-type: none"> <li>• identify in which format to save recipe-related content (images, audio, video, text, web address)</li> <li>• identify how to open a recipe/image stored earlier in a storage device</li> </ul>

#### Competence Area 1: Information and data literacy

Competence:	1.3: Managing data, information and digital content	
Proficiency Lvl:	2- Foundation	
Generic Skills award:	Independently can: <ul style="list-style-type: none"> <li>• identify appropriate information sources</li> <li>• know what a web browser is and identify the tasks it can be used for</li> <li>• identify keywords that describe the information needed</li> <li>• Find data by performing simple keyword search on text search engines</li> <li>• understand the basic structure of web content (linked documents)</li> <li>• understand the basic principles of web navigation (browsing)</li> <li>• understand what a search strategy is and the need to have one</li> </ul>	
LinguaCuisine-specific award:	Skills	Independently can: <ul style="list-style-type: none"> <li>• identify appropriate keywords to search for recipe-related information</li> <li>• search for recipe-related information</li> </ul>

Competence Area 1: Information and data literacy

Competence:	1.3: Managing data, information and digital content
Proficiency Lvl:	3- Intermediate
Generic Skills award:	Autonomously can: <ul style="list-style-type: none"> <li>• open, copy and move files or folders inside a digital device</li> <li>• save files and folders on external hard disk, USB memory, memory card</li> <li>• use the browser to save browsing history</li> <li>• structure and classify information and content according to a standard classification scheme/method</li> <li>• organize folders to use them as file repositories</li> </ul>
LinguaCuisine-specific award:	Skills Autonomously can: <ul style="list-style-type: none"> <li>• organize recipe files of different formats to appropriate folders</li> </ul>

Competence Area 1: Information and data literacy

Competence:	1.3: Managing data, information and digital content
Proficiency Lvl:	4- Intermediate
Generic Skills award:	Autonomously can: <ul style="list-style-type: none"> <li>• understand basic backup policies</li> <li>• save files and folders on a cloud service</li> <li>• organise bookmarks in a browser</li> <li>• uses various classification schemes to store and manage resources and information</li> </ul>
LinguaCuisine-specific award:	Skills Autonomously can: <ul style="list-style-type: none"> <li>• save images of a recipe to Recipe Builder</li> <li>• create a backup of own files</li> <li>• organise recipe bookmarks to categories according to the type of food</li> <li>• organize recipes of different types and containing different media to appropriate folders and subfolders</li> <li>• tag content in the Recipe Builder</li> </ul>

## A-III-2.1: Interacting through digital technologies

### Competence Area 2: Communication and collaboration

Competence:	2.1: Interacting through digital technologies	
Proficiency Lvl:	1- Foundation	
Generic Skills award:	With help can: <ul style="list-style-type: none"> <li>• distinguish between synchronous and asynchronous communication media</li> <li>• identify how messages and emails are stored and displayed</li> <li>• identify the services offered by social media tools</li> <li>• send an email, write a blog post</li> <li>• use a chat or a discussion forum to communicate with others</li> </ul>	
LinguaCuisine-specific award:	Skills	With help can: <ul style="list-style-type: none"> <li>• select applications suitable for communicating cooking information</li> <li>• select the appropriate on-line community for communicating with others with the same interests in cooking</li> </ul>

### Competence Area 2: Communication and collaboration

Competence:	2.1: Interacting through digital technologies	
Proficiency Lvl:	2- Foundation	
Generic Skills award:	Independently can: <ul style="list-style-type: none"> <li>• distinguish between synchronous and asynchronous communication media</li> <li>• identify how messages and emails are stored and displayed</li> <li>• identify the services offered by social media tools</li> <li>• send an email, write a blog post</li> <li>• use a chat or a discussion forum to communicate with others</li> </ul>	
LinguaCuisine-specific award:	Skills	Independently can: <ul style="list-style-type: none"> <li>• select applications suitable for communicating cooking information</li> <li>• select the appropriate on-line community for communicating with others with the same interests in cooking</li> </ul>

Competence Area 2: Communication and collaboration

Competence:		2.1: Interacting through digital technologies
Proficiency Lvl:		3- Intermediate
Generic Skills award:		Autonomously can: <ul style="list-style-type: none"> <li>• start a new online community</li> <li>• start a new online discussion</li> <li>• start a new online blog</li> <li>• organise and moderate on-line events</li> <li>• understand and use a code of contact</li> </ul>
LinguaCuisine-specific award:	Skills	Autonomously can: <ul style="list-style-type: none"> <li>• start a blog about cooking</li> <li>• organise a Skype meeting with other peers that have similar interests in cooking</li> <li>• create a personal profile on Facebook</li> </ul>

Competence Area 2: Communication and collaboration

Competence:		2.1: Interacting through digital technologies
Proficiency Lvl:		4- Intermediate
Generic Skills award:		Autonomously can: <ul style="list-style-type: none"> <li>• select appropriate application from a list of options depending on particular needs</li> <li>• select appropriate functions from a list of options of an application depending on particular needs</li> <li>• configure application</li> <li>• understand the importance of the virtual intentity and manage its properties</li> <li>• moderate community content in social media</li> <li>• select and use different tools for communicating depending on the purpose of the communication</li> </ul>
LinguaCuisine-specific award:	Skills	Autonomously can: <ul style="list-style-type: none"> <li>• configure Skype to use video and chat for showcasing in a live audience how to execute a difficult recipe</li> <li>• modify personal profile in various on-line applications depending on the situation</li> <li>• configure the properties of discussion group in a forum for cooking</li> </ul>

**A-III-2.3: Engaging in citizenship through digital technologies**

Competence Area 2: Communication and collaboration

Competence:	2.3: Engaging in citizenship through digital technologies	
Proficiency Lvl:	1- Foundation	
Generic Skills award:	With help can: <ul style="list-style-type: none"> <li>• find and access the websites National and European Food Safety organizations, boards and NGOs</li> <li>• access a number of relevant networks and communities for different purposes</li> <li>• find relevant communities, networks, and social media that correspond to specific interests and needs</li> </ul>	
LinguaCuisine-specific award:	Skills	With help can: <ul style="list-style-type: none"> <li>• find and access the website of the National Food Administration or of the European Food Safety Authority or of the Committee on the Environment, Public Health and Food Safety</li> <li>• find and access the Facebook account of the Organic Consumer Association</li> </ul>

Competence Area 2: Communication and collaboration

Competence:	2.3: Engaging in citizenship through digital technologies	
Proficiency Lvl:	2- Foundation	
Generic Skills award:	Independently can: <ul style="list-style-type: none"> <li>• find and access the websites National and European Food Safety organizations, boards and NGOs</li> <li>• access a number of relevant networks and communities for different purposes</li> <li>• find relevant communities, networks, and social media that correspond to specific interests and needs</li> <li>• set up online accounts for private/public services</li> <li>• set up online accounts for private/public services</li> </ul>	
LinguaCuisine-specific award:	Skills	Independently can: <ul style="list-style-type: none"> <li>• follow Food and Safety Association on Twitter</li> </ul>

Competence Area 2: Communication and collaboration

Competence:	2.3: Engaging in citizenship through digital technologies
Proficiency Lvl:	3- Intermediate
Generic Skills award:	Autonomously can: <ul style="list-style-type: none"> <li>• select an on-line web based service that empowers citizenship</li> <li>• fill-in online forms with personal data</li> <li>• post an opinion for a review site</li> <li>• send a complaint or other feedback to a service provider</li> </ul>
LinguaCuisine-specific award:	Skills Autonomously can: <ul style="list-style-type: none"> <li>• select and subscribe to the eNews services</li> <li>• sign-in to request to be a member in committees and receive newsletters</li> <li>• post complaints</li> </ul>

Competence Area 2: Communication and collaboration

Competence:	2.3: Engaging in citizenship through digital technologies
Proficiency Lvl:	4- Intermediate
Generic Skills award:	Autonomously can: <ul style="list-style-type: none"> <li>• select an on-line social medium that empowers citizenship</li> <li>• inform other people about on-line campaigns and events</li> </ul>
LinguaCuisine-specific award:	Skills Autonomously can: <ul style="list-style-type: none"> <li>• select a Twitter campaign that sought to empower the citizens of your city to participate in an event for the ban of synthetic crops</li> <li>• email to friends the details of a Facebook campaign for using healthy food</li> </ul>

**A-III-3.1: Developing digital content**

Competence Area 3: Digital Content Creation

Competence:	3.1: Developing digital content	
Proficiency Lvl:	1- Foundation	
Generic Skills award:	With help can:	
	<ul style="list-style-type: none"> <li>• identify basic categories of software content management applications</li> <li>• identify basic editing functions of text, audio, video and image (copy, cut, paste, clear, select, find)</li> </ul>	
LinguaCuisine-specific award:	Skills	With help can:
		<ul style="list-style-type: none"> <li>• identify what type of applications are needed to create content for digital recipe scenarios</li> <li>• identify how to upload content onto the LinguaCuisine Recipe Builder</li> </ul>

Competence Area 3: Digital Content Creation

Competence:	3.1: Developing digital content	
Proficiency Lvl:	2- Foundation	
Generic Skills award:	Independently can:	
	<ul style="list-style-type: none"> <li>• identify basic categories of software content management applications</li> <li>• identify basic editing functions of text, audio, video and image (copy, cut, paste, clear, select, find)</li> </ul>	
LinguaCuisine-specific award:	Skills	Independently can:
		<ul style="list-style-type: none"> <li>• identify what type of applications are needed to create content for digital recipe scenarios</li> <li>• identify how to upload content onto the LinguaCuisine Recipe Builder</li> </ul>

Competence Area 3: Digital Content Creation

Competence:	3.1: Developing digital content
Proficiency Lvl:	3- Intermediate
Generic Skills award:	<p>Autonomously can:</p> <ul style="list-style-type: none"> <li>• apply basic operations (new file, type, save) for basic content (text, image, audio, video) creation</li> <li>• create basic content (text, image, audio, video) in different formats</li> <li>• Edit (copy, cut, paste, clear, select) basic content (text, image, audio, video) files</li> <li>• Upload content onto on-line platforms and repositories</li> </ul>
LinguaCuisine-specific award:	<p>Skills</p> <p>Autonomously can:</p> <ul style="list-style-type: none"> <li>• Record a video for <math>\alpha</math> recipe and save it using the MP4 format</li> <li>• Record audio for <math>\alpha</math> recipe and save it as an MP3 file</li> <li>• Take a picture during the execution of <math>\alpha</math> recipe and save it as a JPG file</li> <li>• Create a text that describes the exact steps for executing a recipe and save it as a Word file</li> <li>• Upload a video that was created during the execution of your recipe onto the recipe builder</li> <li>• Upload a video onto the LinguaCuisine platform</li> <li>• Use the default printer to print a Word file that contains text describing a recipe</li> </ul>



Competence Area 3: Digital Content Creation

Competence:	3.1: Developing digital content
Proficiency Lvl:	4- Intermediate
Generic Skills award:	<p>Autonomously can:</p> <ul style="list-style-type: none"> <li>• configure the app that creates the content so as to achieve the best quality in relation to the setting</li> <li>• choose the right format (to save own files) for the indented purpose</li> <li>• manipulate size of output file during content creation by configuring the content attributes</li> <li>• upload content onto online platforms depending on its format and size</li> <li>• use apps for content creation that suits a purpose by identifying the capabilities and services offered by them</li> <li>• use devices that enchase own creation in other means</li> </ul>
LinguaCuisine-specific award:	<p>Skills</p> <p>Autonomously can:</p> <ul style="list-style-type: none"> <li>• advice another person what format to choose to save his video depending on its duration</li> <li>• deal with problems concerning the configuration of the save setting of an image I created</li> <li>• deal with problems concerning which cloud storage service to use to upload all the pictures that were created during the recipe course over a 3G network</li> <li>• deal with problems concerning noise in recorded audio by using an app that automatically removes background sounds</li> <li>• find and select a suitable printer in the network to print a Word file that contains text describing a recipe</li> <li>• I can use Powerpoint to create an automated presentation of my digital story</li> <li>• combine basic media files to produce a multimedia presentation using the Recipe Builder</li> </ul>