



DAILY PROGRAMME

Digital Literacy: Teaching Students How Platforms Are Designed

DURATION 5 days · 25 hours	DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	LANGUAGE English (B1+)
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		GROUP SIZE Max 20 participants

Week at a glance

DAY 1 What Students Can Already Do, and What They Cannot	DAY 2 What the Account Gives Away Before Anyone Touches It	DAY 3 The Features Built to Hold Attention	DAY 4 The Feed, and the AI Inside It	DAY 5 Teaching It to the Room
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Day by day

Day 1

What Students Can Already Do, and What They Cannot

- **Icebreaker:** each participant writes down the last thing they told a class about being safe online, without naming a rule. The notes come back out at the end of the day
- DigComp 3.0: five areas, twenty-one competences, and the ones this week works in — with an honest note on what it leaves out
- **Why a named competence beats a topic:** what changes when "internet safety" becomes 4.2 Protecting personal data and privacy and 4.3 Supporting wellbeing, two jobs rather than one
- **The guidelines introduced:** what Article 28(1) of the Digital Services Act asks of platforms, and what the Commission says its guidelines are and are not
- **Working session:** each participant marks, competence by competence, what their students can currently do and where the gaps are. That gap list is the specification for everything built this week

Day 2

What the Account Gives Away Before Anyone Touches It

- **Warm-up:** "On, off or no idea?" — the trainer names five settings from today's list, such as read receipts, autoplay and like counts, and participants answer from memory for an app they use; the "no idea" answers are counted, and no one needs to take out a phone
- Age assurance (how a platform checks a user's age) and registration: what a platform is expected to establish before a minor gets an account
- Default settings, compared with the guidelines' list using the platforms' published teen-account defaults (and, optionally, your own device) — autoplay and live streaming, push notifications and core sleep hours, likes and reaction counts, streaks, the "... is typing" indicator, read receipts, account recommendations, filters linked to negative effects on body image
- 4.2 Protecting personal data and privacy: what the account discloses when nobody has changed anything
- **Output:** one lesson in which students audit an app's settings against that list, with its evidence of success — by screenshot or teacher demonstration where students have no accounts

Day 3

The Features Built to Hold Attention

- **The persuasive design features the guidelines name:** scrolling without end, the extra action required to refresh, automatically triggered video, notifications timed to regain attention, notifications that pretend to come from another user, scarcity and urgency cues, and virtual rewards for repeated actions
- 4.3 Supporting wellbeing: teaching this as a competence with observable evidence rather than as advice about screen time
- What the list gives a teacher that a rule does not: a mechanic a student can find, name and switch off
- Time-management tools and nudges — what the guidelines expect platforms to offer, and what actually exists in the apps in the room
- **Output:** a lesson in which students audit an app against the guidelines' own list, by screenshot or teacher demonstration where students have no accounts

Day 4

The Feed, and the AI Inside It

- **Recommender systems:** how a feed is assembled from what a user told the platform and what the platform inferred from behaviour, and why the two produce different feeds
- 1.2 Evaluating information: what a results page and a feed are each selecting for, and what students believe about the order things appear in
- **AI features in the guidelines:** chatbots and filters that should not switch themselves on, should be easy to turn off, and should warn a child that this is not a person and can be factually wrong. Each claim checked against an app in the room
- **Commercial practices, briefly:** what is being sold, and to whom
- **Reporting and user support:** what a platform owes someone who reports something, your own country's Safer Internet Centre, and where a lesson stops and a safeguarding process starts — written down in your school's terms
- **Output:** one lesson on how a feed is assembled and one on what a chatbot must tell a child, each with its evidence of success

Day 5

Teaching It to the Room

- Each participant teaches a fifteen-minute segment of their own unit in small groups, with the rest of the group as the class — the only honest test of a digital-literacy lesson is whether it survives an audience with phones
- Feedback on what the group actually did rather than what the plan intended, and one selected segment taught again to everyone
- **Revision time:** participants amend their unit on the strength of what happened, not on advice
- Course evaluation and reflection on learning
- Certification ceremony

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

ISSUED BY

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COURSE PAGE

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