MIG-DHL

Migrants Digital Health Literacy

Handbook

Module 4

Turning Digitally Literate

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MIG-DHL Migrants Digital Health Literacy

This handbook for module 4 is a part of the MIG-DHL Programm containing 6 learning modules in total, which has been developed within the Erasmus+ Strategic Partnership **MIG-DHL- Migrants Digital Health Literacy.**

The training contents at a glance:

MIG-DHL Programm

- Module 1: What is Digital Health Literacy and its relevance
- Module 2: Main health issues when landing in a new country
- Module 3: Healthcare Services
- **Module 4: Turning Digitally Literate**
- Module 5: Exploring Digital Health Tools
- Module 6: Being Active in the Digital Health Environment

You can find more information at the homepage: https://mig-dhl.eu/

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Content

4. Turning Digitally Literate

4.1 Digital Literacy

The main definition of Digital Health Literacy, which is even used by the World Health Organization (WHO, 2017), is the one developed by Norman and Skinner. In regard to this definition, Digital Health Literacy is defined as "[…] the ability to seek, find, understand, and appraise health information from electronic sources and to apply the knowledge gained to addressing or solving a health problem" (Norman and Skinner, 2006).

This definition gives a first idea of the meaning of Digital Health Literacy. To gain a better understanding of the concept of Digital Health Literacy, it is worth to have a look on the different competences of the concept of Digital Health Literacy, which were already introduced in module 1. There are six different literacies which are combined by the term Digital Health Literacy: 1) traditional literacy, 2) health literacy, 3) information literacy, 4) scientific literacy, 5) media literacy, and 6) computer literacy (Norman and Skinner, 2006).

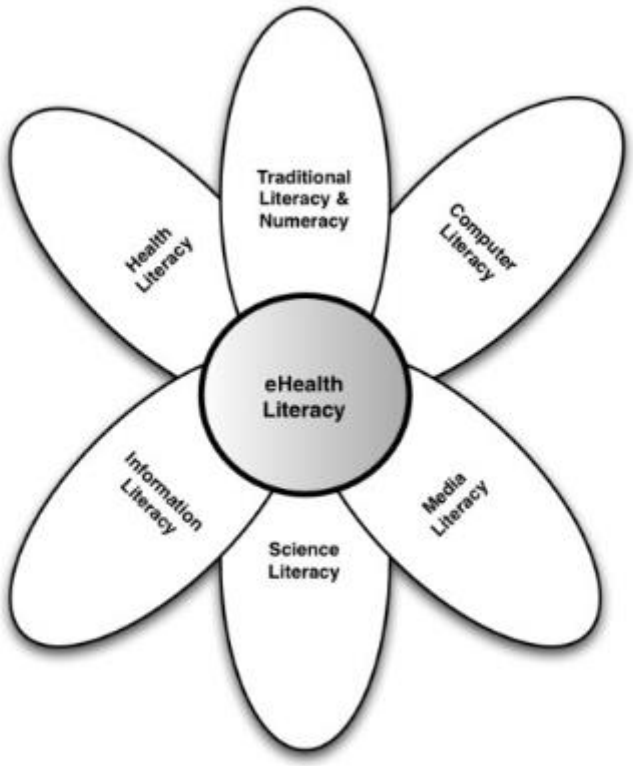

Figure 1: eHealth literacy lily model (Norman and Skinner, 2006)

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In this module 4 “Turning digitally literate” the competences “computer literacy” and “media literacy” play a crucial rule. Therefore, the content provided by the training materials deals on the one hand with information about the use of different digital devices and on the other hand with different competences orientated on the Digital Competence Framework for Citiziens (DigComp). The DigComp offers a tool to improve citizens’ digital competence. This tool deals with five dimensions: 1.) Information and data literacy, 2.) Communication and collaboration, 3.) Digital content creation, 4.) Safety, and 5.) Problem solving (Carretero et al., 2017), whereby the training materials are focusing on the first four dimensions. The module four can be seen as an introduction to these different competences. Module five and six covers these competences in more detail.

The dimension 1 “information and data literacy” combined competences like browsing, searching and filtering data, information and digital content, the evaluation of data, information and digital content, and the management of data, information and digital content.

The dimension 2 “Communication and collaboration” describes the abilities to interact through digital technologies, sharing, engaging and collaborating through digital technologies, netiquette and managing digital identity.

Dimension 3 “Digital Content Creation” summarizes the following competences: developing digital, integrating and re-elaborating digital content, the knowledge about copyright and licences and skills of programming.

The last dimension, which is covered by the training materials, is dimension 4 “Safety”. This dimension consists of the competences regarding protecting devices, protecting personal data and privacy, protecting health and well-being, and protecting the environment (Carretero et al., 2017).

It is important to mention, that these competences, like other literacies, are not static. It is rather a process-oriented skill that evolves over time as new technologies are introduced and the personal, social, and environmental contexts change. The whole concept of Digital Literacy is a discursive practice that endeavours to uncover the ways in which meaning is produced and inherently organizes ways of thinking and acting. It aims to empower individuals and

enable them to fully participate in health decisions informed by eHealth resources (Norman and Skinner, 2006).

4.2 Getting to know digital devices

As there are different digital devices available, it is important to point out the differences between the different devices. Each device has its own advantages and disadvantages. Like in the training materials, the most common digital devices – Computer/Laptop, Smartphone, and Tablet - are mentioned. That does not mean that there are no other devices, which can be used to be digital active.

1. Computer/Laptop

- **Description:** A computer is an electronic device used for a variety of purposes, e.g., browsing the web, writing documents, playing video games, etc.
- **Useful for:** Complex internet research, writing long texts, writing e-mails.
- **Not useful for:** Doing some internet research or writing small texts while you are on the way.

2. Smartphone

- **Description:** A smartphone is a mobile phone, with which it is possible to do a lot more than just making phone calls. For example, smartphones have the possibility to connect with the internet, to make photos or videos. Therefore, it can also be seen as a small computer. The screen of a smartphone is a touchscreen.
- **Useful for:** Writing short messages, do small internet research, using social media, such as WhatsApp, Instagram, etc.
- **Not useful for:** Writing long texts or doing long internet research.

3. Tablet

- **Description:** A tablet is smaller than a computer or laptop but taller than a smartphone. It has a touchscreen but, different to a laptop, no keyboard.
- **Useful for:** Small research activities, download and read books, playing games, watching videos, checking mails

- **Not useful for:** Writing long e-mails or other texts, long research activities.

4.3 Searching on the internet

The topic “searching on the internet” belongs to the competence number 1 of the DigiComp “Information and Data Literacy”. In this part, the trainees should achieve skills regarding the identification of their information needs, the ability to find data, information and content through a simple search in digital environments, to be able to assess the information given in the internet and to identify simple personal search strings. It should also be achieved that the participants are able to detect the credibility and reliability of common sources of data, information and their digital content.

The use of a common web-browser (Google Chrome, Mozilla Firefox, Microsoft Edge, Apple Safari, Opera, etc.) is recommended. Also, the use of a common search engine, like Google.com, Bing.com, or Yahoo.com is advisable, so that the participants get used to the most common tools right from the beginning on.

There are some criteria, which should be considered, while searching for information on the internet. Especially, the way of how to look for information is important. It is recommended to build a search-string with the most relevant keywords, instead of just writing down the information one wants to find. For building a search string, there are some specific search operators, which make the search for information on the internet even easier. The most common search operators are the following:

- **AND**: Linking two or more search terms.
- **OR**: The search results contain one or the other or all of the search terms.
- **Brackets**: Brackets can be used to compose requests with the above-mentioned search operators.

To teach the participants how to identify the needed information and to assess these, it is important to mention the different criteria for assessing information in the digital environment. Especially, as sometimes the first results are not the best ones. It could be, for example, that financial aspects influence the search. Therefore, an evaluation of the

information found to identify the best source is very important. Following, some criteria are listed to decide which source provides the best information (Websitesetup, 2021):

- Who published the content (Authorship)
  - Questions to be considered: Is the website running by an official organization (e.g. the government)? Is the organization/author an expert on the topic?
- When was it published (Currency and Relevance)
  - Questions to be considered: Is the website up-to-date?
- The truthfulness and integrity of the facts (Purpose and Objectivity)
  - Questions to be considered: Are there different sources which proved the same information?

4.4 Security and Privacy

Developing competencies in relation to security and privacy refers to the ability to protect devices, content, personal data, and privacy in the digital environment. The implication of this action also allows the protection of physical and mental health, well-being and social inclusion. This part is related to the competence area 4 “Saftey” of DigiComp.

- The security of personal data is particularly noteworthy. Personal data is any information that relates to an identified or identifiable living individual. Different pieces of information, which are collected together can lead to the identification of a particular person, also constitute personal data. The following personal data is considered ‘sensitive’ and is subject to specific processing conditions:
- personal data revealing racial or ethnic origin, political opinions, religious or philosophical beliefs
- photos, videos
- trade-union membership
- genetic data, biometric data processed solely to identify a human being
- health-related data

- data concerning a person's sex life or sexual orientation

It is distinguished between the safety of a website and the trustworthiness. Safety in this context means that all technical safety criteria are met. The following criteria need to be considered for deciding if a webpage is safe (klicksafe, 2021):

- Does an imprint exist?
- Are the technical requirements completed? E.g. "https" in the beginning of the link, Is the website displayed correctly in the browser and does it work in all sections?
- Compliance with legal requirements (Request consent cookies and privacy policy)?

Privacy is about how to control our personal data and determine how they are used by the remote parties who have received it, in a securely. Recall the privacy policies you're asked to read and agree to when you access a website or you download a new smartphone app. There are some advices for distinguishing between security and privacy. Security is about the safeguarding of data, whereas privacy is about the safeguarding of user identity. For example, hospital and clinic staff use secure systems to communicate with patients about their health, instead of sending information via personal email accounts.

Trustability in this context means that the content and the information given on the website are trustable. The following criteria need to be considered for deciding if a webpage is trustable. These criteria are quite similar to the criteria for evaluating the most relevant information (klicksafe, 2021).

- Who is responsible for the website? Background of the website (e.g. is the site privately or publicly run?)
- Are the information up to date?
- Are there links to sources with further information?
- Are the statements supported by sources?
- Tip: The best way to look for information is on official sites, especially those of government-related organisations.

Regardless of the website which is used to get the information one is interested in, there are some general advices for protecting data and devices:

- **Use a safe password:**
  - Make it long.
  - Use a mix of characters
  - Don't use memorable keyboard paths (like: qwerty)
- **Use the latest versions** of an operating system, install antivirus and firewall software and check for updates regularly.
- **Avoid downloading free software** from sites that are not known or trusted. Download software only from well-known and trusted companies. Many free programs (applications) are delivering adware and spyware to a computer or mobile device.

4.5 Digital communication

This part is about getting to know different digital tools and technologies for collaborative processes, and to gain a first insight on how to decide which tool should be used. It is orientated on the competence area number 2 of DigiComp. There are several ways of communication in the digital environment- from informal options like WhatsApp and social media, to more formal ones like e-mail. There are some criteria, to decide, which communication channel is appropriate:

- Receiver
- Topic
- Data and information sent

As health is a very sensitive topic formal communication channels, such as email, are often more appropriate than informal communication tools, such as WhatsApp. Another way of communication in the digital environment is by the use of an internet forum. An internet forum (also web forum, discussion forum, computer forum, online forum) is a virtual place for exchanging and archiving thoughts, opinions and experiences in a specific topic. An example

can be found at the following link: https://www.healthboards.com/. For more information on writing emails or participating in an Internet forum, see Module 6.

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