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THE DIGITAL EPIC OF THE ELDERLY

QR CODE E-BOOK

75 QR CODES

VIDEO - AUDIO
ACTIVITIES

VIDEO • SES • ETKİNLİK
İTERAKTİF İÇERİK

55+

FOR AGES 55+

DIGITAL LIFE
IS BETTER
TOGETHER



15 INSPIRING
STORIES

SAFE DIGITAL
BEHAVIOUR

PRACTICAL
GUIDES

LIFELONG
LEARNING



HAYAT BOYU
ÖĞRENME

75 VERIFIED QR CODES - DIGCOMP 2.2 ALIGNED - LIFELONG LEARNING



THE ELDERLY DIGITAL EPIC

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TÜRKİYE ULUSAL AJANSI
TURKISH NATIONAL AGENCY

This publication has been prepared under the Erasmus+ Programme, funded by the European Union. The views and opinions expressed herein are solely those of the author(s) and do not necessarily reflect the views of the European Union, the European Commission, or the Turkish National Agency. The European Union, the European Commission, and the Turkish National Agency cannot be held responsible for the information in this publication or its use.



Copyright and Publication Information

Book title	The Digital Epic of the Elderly: QR Code E-Book
Author / Compiler	Digital Epic of the Elderly Project Team
Publisher	The ISBN will be finalized before the application process begins.
ISBN	ISBN reference field
Editor	Editor information area
Design and layout	Design knowledge area
Cover design	Cover design information area
Publication type	QR code-supported education and lifelong learning book
Dimension	A4 - 210 x 297 mm
Publication date	2026

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Erasmus+ and EU support statement

This publication has been prepared under the Erasmus+ Programme, funded by the European Union. The views and opinions expressed herein are solely those of the author(s) and do not necessarily reflect the views of the European Union, the European Commission, or the Turkish National Agency. The European Union, the European Commission, and the Turkish National Agency are not responsible for any information contained in this publication or for any use therein. cannot be held responsible for its use.

Statement from the Turkish National Agency

The Turkish National Agency is the national body supporting the implementation of the Erasmus+ Programme in Türkiye. The views expressed in this publication are those of the project authors and should not be interpreted as the official views of the Turkish National Agency.

Preface

Learning is too vibrant to be confined to a specific period of human life. It is a transformative process. Curiosity, which begins in childhood, is enriched by experience in adulthood; and in later years, it gains new meanings with the knowledge accumulated throughout life. The concept of lifelong learning acknowledges that age is not a limit but a different starting point. This book aims to do more than simply tell individuals aged 55 and over, who feel hesitant at the doorstep of the digital world, that learning is still possible: it wants to show that this door can be opened together, safely, and at one's own pace.

Digital transformation is no longer just about using a computer. It's about making health appointments, having video calls with loved ones, accessing public services, evaluating the accuracy of news, shopping, finding your way, and cultural activities. Preserving memories has become a digital aspect of daily life. While this change offers new conveniences, it also brings responsibilities such as privacy, fraud, misinformation, accessibility, and digital well-being. Therefore, digital literacy is not simply about memorizing the location of a button; it's about being able to use it correctly. It is the ability to find resources, recognize risks, seek help, and make informed decisions.

Older adults are not passive observers of digital transformation. Their family memory, professional experience, cultural heritage, social solidarity, and life skills are powerful contributions. Technology education cannot be inclusive if it ignores this accumulated knowledge and focuses only on deficiencies. The Digital Epic of Older Adults treats each protagonist as the master of their own decisions. They make mistakes, pause, try again, set boundaries, and share their knowledge with others. Success isn't about completing a task the fastest; it's about becoming confidently independent by understanding what you're doing.

The book's fifteen stories originate from familiar scenes of everyday life. From video calls with family to online shopping, from suspicious messages to digital health services, from map applications to oral history recording, each chapter addresses technical steps alongside interpersonal relationships and ethical responsibilities. Information boxes, QR codes, activities, vocabulary sections, and life lessons following the stories make it easy for the reader to move from narrative to application. Thus, the book becomes not just a learning tool to be read, but also to be used and shared.



QR codes bridge the gap between printed and digital content. However, this bridge needs to be secure, accessible, and permanent. Therefore, each QR code is uniquely identified and planned in the form of video, audio, guides, events, and reviews. Once the final links are added, each code will contain a short, human-readable address, providing subtitles for videos, transcripts for audio content, and alternative text for images. A QR code will never be the only way to access content.

The pedagogical framework of the book is based on the European Digital Competence Framework DigComp 2.2. It creates a framework in which information and data literacy, communication and collaboration, digital content creation, security, and problem-solving are naturally embedded in the stories. The framework helps us address learning not only in terms of skills but also in terms of knowledge and attitudes. While using an application, the reader also considers the value of data, the responsibility of sharing, the limits of digital identity, and the environmental impact of technology.

The Erasmus+ Programme focuses on inclusion and diversity, digital transformation, environment and The book's approach is guided by priorities such as combating climate change, participation in democratic life, and shared values. The right to learn for individuals of different ages, skills, health, and access conditions is not just an educational issue, but a fundamental value of European cooperation. International partnerships allow countries to compare rather than compete with their experiences, adapt best practices, and work together to find solutions to common problems.

This study is also supported by the United Nations Sustainable Development Agreement. It is related to their goals. Quality education, health and well-being, reducing inequalities, sustainable cities, strong institutions and partnerships for these goals make the social aspect of digital inclusion visible. A senior citizen being able to securely schedule a health appointment is not only a personal convenience but also an indicator of equal access to services. Solving a neighborhood problem through a digital application is a small but tangible example of participatory urban life.

The most important message of this book is patience. The teacher should put the task before the person. It requires waiting patiently without taking action; learners not hesitating to ask questions where they don't understand; institutions offering accessible alternatives; and families respecting privacy while providing assistance. Digital skills are not a competition. Some readers scan their first QR code today, some learn about security signs, and some share the method they've learned with their neighbors. Every step counts.



We hope that every reader who opens The Digital Epic of Seniors will also make room for their own story. Carry the power of your life experience with you as you explore the world behind the screen. Stop when you need to, verify, ask for help, try again, and share what you've learned.

Technology is valuable not for replacing humans, but for supporting human independence, connections, and participation. On this journey, the most powerful tool is curiosity; the most reliable guide is conscious solidarity.



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15 STORIES



Safe, inclusive, and hopeful journeys in the digital world.

STORY 01 · VISUAL OPENING

Love shortens distances.



The QR panel in the image is for illustrative purposes only; verified print codes are in the QR boxes within the story.

Story 01

Love shortens distances.

"A screen, when used correctly, becomes a window that lessens the longing."

DigComp 2.2	2.1 Interaction with digital technologies; 2.5 Digital etiquette; 4.2 Personal data and privacy
Erasmus+	Digital transformation; inclusion and diversity; lifelong learning
UN SKA	SDG 3 Health and quality of life; SDG 4 Quality education; SDG 10 Reducing inequalities.

For Mrs. Nermin, Sundays had a special charm. In the past, from afternoons...

Then, when the house phone rang, she would rush to the living room, holding the receiver with both hands to hear the voice of her daughter Zeynep, who lived in Germany. In recent years, phone conversations had become shorter; her grandson Efe was growing up, rushing from school to courses, and the time difference and daily worries were getting in the way. Mrs. Nermin heard their voices, but she felt she was missing the change in their expressions. In every conversation, Zeynep would say, "Mom, let's teach you how to make video calls; Efe can show us the pictures he's drawn too." Mrs. Nermin, however, was afraid that she might accidentally touch the wrong spot on the screen and break the phone, sending the image to everyone without warning.

One day, she saw a notice on the bulletin board of the neighborhood community center that read, "Digital Cafe: The First Step Towards Video Calling." Below the notice, in large letters, it said, "You can bring your own phone or tablet; every step together."

"It will be implemented," it said. Mrs. Nermin first read the announcement and moved on. As she walked home, she remembered the photograph taken on Efe's last birthday. In the photo, her grandson's front tooth had fallen out, creating a large gap in his face. She realized she wanted to see that smile in person. The next day, she went to the center with her tablet. Instructor Derya introduced the device not as "a machine that will break," but as a tool whose rules could be learned.

In the first lesson, no one immediately started searching. First, they discussed the camera icon at the top of the screen, the microphone icon, and the red power button. Derya showed each icon on a large card. Participants found the same icon on their tablets. When Nermin touched the microphone icon, she saw a line appear on it. "This means my voice isn't going through," she said. Derya nodded. Then they turned the camera on and off, adjusted the volume, and used the tablet.

They made a small support out of books to bring it to eye level. As Mrs. Nermin progressed step by step, she thought none of the steps were frightening.

Derya established an important rule in the security section: Even if the video call link came from someone you knew, instead of immediately clicking on an unexpected link, you would first ask the sender. Applications would only be downloaded from the official store, and camera and microphone permissions would only be kept open as needed. The meeting ID and password would not be posted on public social media. Nermin Hanım wrote in her notebook, "Verify the connection - check the permissions." "Hang up when the call is over," he wrote. Those three lines told him not only what to do, but also when to stop.

When she got home, she didn't rush to call Zeynep. First, she checked the Wi-Fi indicator, fully charged her tablet, and opened the curtain so the living room light would shine on her face. She sent Zeynep a regular message: "Shall we try a video call tomorrow at 4 PM Turkish time?" This little planning kept them both calm. The next day, as the time approached, Mrs. Nermin became excited. She found Zeynep's name in the app and tapped the camera icon.

The screen went dark for a moment. Then Efe's face appeared: "Grandma, can you see me?" Mrs. Nermin smiled and said, "I can both see and hear you."

The first few minutes weren't perfect. Efe's voice cut off, the image froze. Mrs. Nermin felt her old fear return, but she remembered Derya's words: "When there's a problem, first check the connection and the sound; don't change everything at once." She saw that her microphone was on. Zeynep had also said that the internet at home had slowed down briefly. A few seconds later, the picture cleared. For the first time, Mrs. Nermin understood so clearly that the technical malfunction wasn't her fault. The screen might freeze, the sound might be delayed; the important thing was to read the signal calmly and restart the call if necessary.

Efe ran to his room and brought out the model he had made. He had made a bridge out of cardboard and drawn Turkish and German flags on either side of it. "This bridge goes all the way to your house," he said. Mrs. Nermin opened the family album on the table and showed the camera Zeynep's first drawing from her childhood. The tablet not only carried new images but also brought old memories back to life. The three of them decided to make Tokat bread together at their next meeting. Mrs. Nermin would show them the ingredients, and Zeynep and Efe would follow the same steps in their own kitchens.



Nermin Haným practiced throughout the week. Before turning on the camera, she looked behind...

He checked the plan to make sure there wasn't a single private document or anything he didn't want to appear as family information. Instead of holding the tablet, he placed it on a steady surface.

During the call, he lowered the notification sound so as not to be distracted by other notifications on his phone. Most importantly, when the call ended, he pressed the red button to confirm that the camera was off. Each step increased his self-confidence a little more. Driving a vehicle correctly isn't about controlling the vehicle;

It was about knowing your limits.

On the second Sunday, the three separate counters in the kitchen were transformed into a single table. Mrs. Nermin She brought the dough's consistency closer to the camera, and bursts of laughter erupted when Efe added too much flour. Zeynep jotted down her mother's recipe on her phone. At the end of the call, Efe showed her unbaked bun and said, "I'll tell the story of this at school's cultural day." At that moment, Mrs. Nermin realized that the digital call not only lessened the longing but also carried family knowledge, traditions, and love between generations. A recipe she had been making for years was now coming to life again in another country.

A month later, at a meeting in the neighborhood center, Derya explained microphone and camera signals to the new participants while Nermin Haným helped Ayşe Haným, who was sitting next to her. However, she didn't touch the screen for her. "I'll show you, you do it yourself," she said. Because she understood that true learning wasn't about someone else completing the process, but about one's own hand remembering the new way. Both were happy when Ayşe Haným successfully concluded her first session.

Nermin Haným no longer made video calls every day. Digital proximity...

He had learned that there was a limit to what one should do and how to be polite. He would set a time beforehand, ask about the other party's availability, and take breaks during long meetings.

Sometimes she simply sent a voice message, sometimes shared a photo, and sometimes quietly carried her longing until they could meet face-to-face. Technology hadn't replaced love; it had opened a new path for love to reach.

The bridge on the screen wasn't real, but it made the distance between the two homes more bearable.

Five Safe Steps for Video Calls

Schedule the call time in advance. Install the app from the official store. Verify the sender of the unexpected connection. Check the background and permissions before turning on the camera. At the end of the call, press the red power button to confirm that the camera and microphone are turned off.

Explore with QR Codes

 QR-001	Zoom https://zoom.us Accessing the Zoom resource. The actual QR code is recorded, along with the target connection and parsing test results.
 QR-002	Google Meet https://meet.google.com Access to the Google Meet resource. The actual QR code is recorded, along with the target connection and parsing test results.
 QR-003	WhatsApp https://www.whatsapp.com Accessing the WhatsApp source. The actual QR code is recorded, along with the target connection and parsing test results.
 QR-004	Microsoft Teams https://www.microsoft.com/microsoft-teams Accessing Microsoft Teams resources. The actual QR code is recorded, along with the target connection and parsing test results.
 QR-005	BTK Academy https://www.btkakademi.gov.tr Access to BTK Academy resources. The actual QR code is recorded, along with the target connection and parsing test results.

Activity

First Safe Interview Rehearsal



1. Choose a trusted person and a specific time for your meeting.
2. Locate the camera, microphone, and power-off icons before the call.
3. Check the background, lighting, internet connection, and device battery level.
4. Make a three-minute test call; mute and unmute the sound once.
5. At the end of the session, close the application and describe your experience in one sentence.
Evaluate it.

My Vocabulary

Term	Explanation
Video call	A form of communication in which sound and image are transmitted simultaneously over the internet.
Microphone permission	The permission granted for an application to use the device's microphone.
Camera permission	A setting that allows an application to access the device's camera.
Connection	An internet address that provides access to a conversation or digital content.
Digital etiquette	Rules for respectful, measured, and safe behavior in online communication.

From Story to Digital Life

At the heart of the "Love Shortens Distances" story isn't just a device or app. The real issue is enabling individuals to meet a daily need at their own pace and safely. The principles, grouped under the heading "Five Safe Steps in Video Calling," allow users to see key decision points rather than memorizing the process. The reader learns what to touch on the screen, when to stop, what information not to share, and which channel to use for verification. This approach creates lasting digital competence that can be used even if the app changes.

This section of DigComp 2.2 focuses on the areas of '2.1 Interaction with digital technologies; 2.5 Digital etiquette; 4.2 Personal data and privacy'.

Competence is not measured solely by successfully completing a task; knowledge, skills, and attitude are evaluated together. Individuals are expected to protect their password when requesting help, obtain permission when sharing content, examine problems step-by-step instead of panicking when encountering errors, and apply what they've learned to a different context. Every application should provide accessibility options, readable text, sufficient time, and alternative support methods.

From an Erasmus+ perspective, the section is 'Digital transformation; inclusion and diversity; life'. It contributes to the priorities of 'long-term learning'; its connection with the United Nations Sustainable Development Goals is defined as 'SDG 3 Health and quality of life; SDG 4 Quality education; SDG 10 Reducing inequalities'. This mapping makes the societal impact of an individual digital skill visible.



Safe communication impacts not only family relationships but also inclusivity; accurate information influences not only personal decisions but also democratic participation; and sustainable device use affects not only budgets but also the environment. Readers sharing their own experiences fosters a learning partnership across generations and communities.

Safe Practice Guide

Before you begin, define your goal in a single sentence: First Safe

Interview Rehearsal. If actual personal data, card information, passwords, or health records will be used, ensure the process is conducted in a formal and secure environment; use sample data in the training rehearsal. Follow the steps sequentially, not all at once. After each step, read the on-screen result aloud.

If an unexpected warning appears, instead of proceeding, check that the screenshot does not contain any personal information, make a note of it, and consult a trusted support person. When the process is complete, log out and review permissions and logs.

In learning, repetition is more important than speed. Doing the same task twice on different days is a stronger measure of success than just that moment. The person assisting should not complete the task on behalf of the user; they should provide guidance without touching the screen and allow the user to explain the steps in their own words.

After the process, the following questions should be answered: 'What did I do?', 'What did I verify?', 'What information did I protect?', 'Who should I contact if there are any problems?'

These four questions are a brief check of secure digital independence.

I am evaluating myself.

- I can explain the order in which I would perform the basic operation in this section on my own device.
 - I recognize the sign that indicates I should stop in a suspicious or unexpected situation.
 - I know which personal information I shouldn't share.
 - I can verify the official or reliable source through another channel.
 - I will teach a relative the method I learned without touching their device without permission.
- I can explain it.

Life Lesson

LIFE LESSON

Intimacy isn't just about being in the same room. Technology, used correctly, can carry the sound and face of love across long distances; security is the sturdy railing of this bridge.



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STORY 02 · VISUAL OPENING

Independence through e-Government



Story 02

Independence through e-Government

"Secure digital public services enable independence and equal access in daily life."

"It strengthens."

DigComp 2.2	1.3 Data, information and digital content management; 3.1 Digital content development; 4.2 Privacy
Erasmus+	Digital transformation; inclusivity; supporting cultural heritage and intergenerational learning.
UN SKA	SDG 4 Quality education; SDG 10 Reducing inequalities; SDG 11 Sustainable cities and communities.

Section A · Independence Through e-Government

MRS. ZEHRA	70 years old · Retired civil servant
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Public Services Are Now Just a Click Away

Ms. Zehra needs different services for her retirement procedures, address information, and tax payments. They had to go to various institutions. Long queues and transportation difficulties made even simple tasks tiring.

Her daughter introduced her to the e-Government Portal. Together they checked the official address; she learned how to view her Social Security service record, verify her address information, and generate a barcode document without sharing her login password with anyone.

After a while, Ms. Zehra started handling the transactions on her own. PTT, He accessed the services of institutions such as the Social Security Institution (SGK) and the Revenue Administration through secure connections, and logged out of his account at the end of the transaction.

Access to digital public services has not only saved time; it has also provided its own. It also restored her confidence in being able to do things on her own.

ZEHRA HANIM'S WORDS

"I can complete my tasks safely without having to go from institution to institution."

Digital Skills Acquisitions

Skills learned in this story



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ğ Log in to the e-Government system

ğ Viewing your SGK (Social Security Institution) service record

ğ Creating barcode documents

ğ Check address information

ğ Secure access to public services

Explore with QR Codes



QR-006

e-Government

<https://www.turkiye.gov.tr>

Accessing the e-Government resource.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-007

PTT

<https://www.ptt.gov.tr>

Access to PTT resources.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-008

Digital Transformation Office

<https://cbddo.gov.tr>

Access to the Digital Transformation Office resource.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-009

SGK

<https://www.sgk.gov.tr>

Access to SGK (Social Security Institution) resources.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-010

Revenue Administration

<https://www.gib.gov.tr>

Access to the Revenue Administration's resources.

The actual QR code is recorded, along with the target connection and parsing test results.

Safe e-Government Usage

- Please use only turkiye.gov.tr.
- Do not share your password and verification code.
- Log out at the end of the process on shared devices.
- Share barcoded documents only with the necessary individuals or organizations.

Chapter B · Memories Never Fade

The following original narrative complements this expanded theme while retaining the content from the previous edition of the book.

The item that Kemal Bey values most in his house is made of walnut wood.

It was a small chest. Inside the chest were military photographs, a wedding invitation, school photos of his children, and a few letters his wife had written in her youth. The corners of the photographs were curled, and some had faded with age. Mr. Kemal

Every holiday, she would open her chest, choose a photograph for her grandchildren, and tell them the story of that day. One evening, when her phone suddenly turned off and wouldn't turn on again, she thought all the photos she had taken in the last two years were lost. The phone was repaired, but that fear remained as vividly in her mind as the papers in the chest.

When his granddaughter Elif said, "Grandpa, let's back up the photos," Mr. Kemal initially thought of it as making a copy of an object. Elif explained that backing up meant storing a second, secure copy of a file elsewhere. However, the idea of every photo on the phone being automatically uploaded to the internet made Mr. Kemal uneasy. He wanted to know who could see them and where they were stored. Instead of acting on his behalf, Elif devised a plan together: first, they would select which photos to protect, then ensure account security, and finally, check the sharing settings.

Their first task was to create three albums in the phone's photo app: "Family", "Slap" and "Not Documents". That was the title of the last album in particular; a photo album of screenshots containing IDs, bank cards, prescriptions, or passwords.



She was reminding them that they shouldn't be kept. While Mr. Kemal was deleting unnecessary and blurry photos, Elif showed him that the deleted items didn't disappear immediately; they could remain in the trash for a while. This feature could recover an accidentally deleted photo, but when a special image really needed to be removed, the trash bin also needed to be emptied.

They created a long and unique password for the backup account. Elif didn't type the password into her own phone; together they chose a method that Mr. Kemal would securely store. They turned on two-step verification and reviewed the recovery options. The app was configured to back up photos only over Wi-Fi, not mobile data, to avoid unexpected internet charges. When Mr. Kemal saw "Backup complete" on the screen, he thought the job was done. Elif said the final step of security was to try restoring the backup.

They selected a photo from the album and logged into the account on another device. [Photo] He was there. Mr. Kemal learned a great deal from this little experiment: having a backup wasn't just about having a switch turned on; it meant being able to access the file again when needed. Then they examined the sharing options. Instead of the "Anyone with the link" option, they added only the email addresses of specific family members. Mr. Kemal realized that sharing an album didn't mean sharing the entire account. Separate permissions could be granted for each album.

The process of digitizing the old photographs progressed more slowly. First, Mr. Kemal... She read the notes on the back of the photograph. Elif held the phone parallel to the photo, making sure there was no light reflection. They cropped the images but didn't use filters that artificially altered the faces. They wrote the date and subject in the file names, such as "1974_Wedding_Kemal_Aysel". The photograph should be understandable not only to those who know who it is today, but also to those who will look at it years later. The digital format is like a small library card added to the family memory.

It was like that.

Kemal Bey didn't want to share every photograph. His wife's letters and some private family photos remained in an album that only his children could see. He considered donating the street and shopkeeper photos, which showed the history of the neighborhood, to the local cultural center. However, he learned that he would first need to obtain permission from the people in the photos or their relatives. Just because a photograph is old doesn't mean it can be shared by everyone. Memories also have their own privacy.



A week later, a storage space warning appeared on her phone. I used to panic.

Just before deciding to delete everything, this time she checked to make sure the backup was complete.

Then she reviewed unnecessary videos, duplicate shots of the same image, and files automatically downloaded by messaging apps. Instead of deleting everything, she made her decision by understanding where everything was located. The storage graph in the phone's settings showed how much space photos and videos were taking up.

Mr. Kemal, there's a strong parallel between digital cleaning and organizing cupboards at home.

He found it.

When the holiday arrived, the chest was opened again; but this time, the grandchildren were only on the table. He wasn't around. Relatives living far away also added their own comments to the shared family album. Years later, the identity of the unnamed child in one of the photos was revealed. Mr. Kemal felt that the photos hadn't shrunk on the phone screen; on the contrary, they had grown with new voices. Nevertheless, he closed the box and put it back in its old place. The digital copy didn't diminish the value of the original; it protected it from the risks of fire, loss, and being forgotten.

From then on, Mr. Kemal designated the first Sunday of each month as "memory check" day. New She sorted the photos into albums, checked the backup status, and reviewed sharing permissions. She deleted unnecessary files, but before making a decision, she would open and examine what they were. She told her grandchildren the same thing: "Keeping everything is not memory; what matters is preserving what is important in an organized, secure way, with explanations." The photos in the chest now looked not only to the past, but also to the future.

The Golden Rule of Backing Up Your Photos

Keep at least two copies of important photos. Do not keep copies on the same device. Protect your account with a unique password and two-factor authentication. Only attempt access from a different device after completing a backup. Regularly check who has access to your shared albums.

Activity

Family Album Security Check

6. Choose five photos to preserve and give them meaningful file names.
7. Create at least two albums; separate private and shareable content.
8. Check the backup account password and two-step verification.
9. Try opening the photo again from another device or from the web.

10. Review sharing permissions and share the album only with the person you've selected.

Share it.

My Vocabulary

Term	Explanation
Backup	The practice of keeping a second copy of a file so that it can be recovered if lost.
Cloud storage	The files are stored on remote servers accessible via the internet.
Album	A digital folder that groups photos and videos by subject, date, or person.
Permission to share.	The permissions that determine who can view or edit a file.
Trash can.	The area where deleted files are temporarily stored before being permanently removed.

From Story to Digital Life

At the heart of the e-Government and Independence story is not just a device or application. The real issue is enabling individuals to meet their daily needs at their own pace and securely. The principles, grouped under the title "The Golden Rule of Photo Backup," allow users to see the decision points instead of memorizing the process. The reader learns not only what to touch on the screen but also when to stop, what information not to share, and which channel to use for verification. This approach creates lasting digital competence that can be used even if the application changes.

This section's DigComp 2.2 link is '1.3 Data, information and digital content management;' It focuses on the areas of 3.1 Digital content development and 4.2 Privacy. Competence is not measured solely by successfully completing a task; knowledge, skills, and attitude are evaluated together. Individuals are expected to protect their password when requesting help, obtain permission when sharing content, examine problems step-by-step instead of panicking when encountering errors, and apply what they've learned to a different context. Every application should provide accessibility options, readable text, sufficient time, and alternative support methods.

From an Erasmus+ perspective, the section is 'Digital transformation; inclusivity; cultural heritage and It contributes to the priorities of 'supporting intergenerational learning'; United The connection with the United Nations' Sustainable Development Goals is defined as 'SDG 4 Quality education; SDG 10 Reducing inequalities; SDG 11 Sustainable cities and communities'. This pairing makes visible the societal impact of an individual digital skill. Safe communication affects not only family relationships but also inclusivity, accurate information affects not only personal decisions but also democratic participation, and sustainable device use affects not only the budget but also the environment.



Readers sharing their own experiences forge a learning partnership across generations and communities.

Safe Practice Guide

Before you begin, define your goal in a single sentence: Family Album

Security Check. If actual personal data, card information, passwords, or health records are to be used, ensure the process is conducted in a formal and secure environment; use sample data during the training rehearsal. Follow the steps sequentially, not all at once. After each step, read the on-screen result aloud.

If an unexpected warning appears, instead of proceeding, check that the screenshot does not contain any personal information, make a note of it, and consult a trusted support person. When the process is complete, log out and review permissions and logs.

In learning, repetition is more important than speed. Doing the same task twice on different days is a stronger measure of success than just that moment. The person assisting should not complete the task on behalf of the user; they should provide guidance without touching the screen and allow the user to explain the steps in their own words.

After the process, the following questions should be answered: 'What did I do?', 'What did I verify?', 'What information did I protect?', 'Who should I contact if there are any problems?'

These four questions are a brief check of secure digital independence.

I am evaluating myself.

- I can explain the order in which I would perform the basic operation in this section on my own device.
 - I recognize the sign that indicates I should stop in a suspicious or unexpected situation.
 - I know which personal information I shouldn't share.
 - I can verify the official or reliable source through another channel.
 - I will teach a relative the method I learned without touching their device without permission.
- I can explain it.

Life Lesson

LIFE LESSON

Memories are not silent objects from the past. When preserved in an orderly, secure, and respectful manner, they become part of the shared memory of families and cities.



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TÜRKİYE ULUSAL AJANSI
TURKISH NATIONAL AGENCY

STORY 03 · VISUAL OPENING

Digital Communication and Health Monitoring



Story 03

Digital Communication and Health Monitoring

"Digital communication reduces loneliness; safe usage strengthens bonds."

DigComp 2.2	1.2 Data and content evaluation; 2.2 Sharing digital content; 4.2 Personal data and privacy
Erasmus+	Digital transformation; inclusivity; democratic participation, critical thinking, and media literacy.
UN SKA	SDG 4 Quality education; SDG 10 Reducing inequalities; SDG 16 Peace, justice and strong institutions

Section A · Social Communication via WhatsApp Groups

MRS. FATMA	75 years old · Retired nurse · Nursing home resident
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From Solitude to Sharing

Fatma Hanım lived in a nursing home and spent most of her days in her room. Although she occasionally chatted with friends, being away from her family and her shrinking social circle made her feel lonely.

One day, the nursing home management decided to improve the residents' digital communication skills. To this end, a WhatsApp Usage Training was organized. The training covered practical aspects such as installing applications on smartphones, sending messages, making voice and video calls, sharing photos, and joining group chats.

Although Fatma was initially hesitant, she quickly learned how to use the application. A WhatsApp group was created with her friends at the nursing home. Daily chats, birthday celebrations, sharing old photos, and planning shared activities revitalized her social life.

Now she starts each morning with messages from her friends and with her family. She has regular video calls and feels happier.

FATMA HANIM'S WORDS

"I don't feel alone anymore. Even a small message on my phone makes me feel valued."



Digital Skills Acquisitions

Skills learned in this story

📱 WhatsApp setup
📱 Sending a message
📱 Sharing photos
📱 Group creation
📱 Making video calls

Explore with QR Codes

 QR-011	WhatsApp https://www.whatsapp.com Accessing the WhatsApp source. The actual QR code is recorded, along with the target connection and parsing test results.
---	--

 QR-012	e-Nabız https://enabiz.gov.tr Accessing the e-Nabız resource. The actual QR code is recorded, along with the target connection and parsing test results.
---	--

 QR-013	MHRS https://mhirs.gov.tr Accessing the MHRS resource. The actual QR code is recorded, along with the target connection and parsing test results.
---	--

 QR-014	Ministry of Health https://www.saglik.gov.tr Access to Ministry of Health resources. The actual QR code is recorded, along with the target connection and parsing test results.
---	---



QR-015

Google Meet

<https://meet.google.com>

Access to the Google Meet resource.

The actual QR code is recorded, along with the target connection and parsing test results.

Section B · Mr. Ahmet, Who Monitors His Health with e-Nabız

MR. AHMET

70 years old · Retired teacher

I am now in control of my own health.

Mr. Ahmet is having difficulty keeping track of his doctor's appointments and test results. He had to go to the hospital to find out. He forgot to take his medication on time and couldn't keep up with his health records.

Her daughter introduced her to the e-Nabız system. Together they logged into the system and made an appointment. They learned how to view their information, lab results, prescriptions, and past health records.

After a while, Mr. Ahmet started doing all his transactions on his own. Now she keeps track of her doctor's appointments, checks her test results on her phone, and takes her medication regularly.

AHMET BEY'S WORDS

"I can access my health information whenever I want. That gives me confidence."

Digital Skills Acquisitions

Skills learned in this story

👤 Log in to e-Nabız

👤 Viewing laboratory results

👤 Tracking MHRS appointments

👤 View prescriptions

👤 Reviewing medical history



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tarafından finanse edilmektedir.
Erasmus+ Programı

Erasmus+
Zenginleştirir, ufuk açar.



Explore with QR Codes



QR-011

WhatsApp

<https://www.whatsapp.com>

Accessing the WhatsApp source.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-012

e-Nabız

<https://enabiz.gov.tr>

Accessing the e-Nabız resource.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-013

MHRS

<https://mhrs.gov.tr>

Accessing the MHRS resource.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-014

Ministry of Health

<https://www.saglik.gov.tr>

Access to Ministry of Health resources.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-015

Google Meet

<https://meet.google.com>

Access to the Google Meet resource.

The actual QR code is recorded, along with the target connection and parsing test results.



Chapter C · The Truth Behind a Message

While social media brings people closer together, safe messaging habits are also becoming increasingly important. Fatma Hanım's second experience demonstrates how to verify a message that seems familiar.

While Fatma Hanım was having her morning coffee, she received a message on her phone: "Your package "Delivery failed. If you don't pay 12.50 TL by 2 PM today, it will be refunded." At the end of the message was a link that looked like a shipping company's address. Since she had ordered a book for her grandchild online two days earlier, the message seemed legitimate. Moreover, the deadline was very short. Just as she was about to click the link, she noticed a typo on the screen; the company name was missing a letter. "Maybe they wrote it in a hurry," she thought. Then she remembered a phrase she'd heard in security training at the neighborhood center: "A message that rushes you wants to steal your thinking time."

He put the phone down on the table and took three deep breaths. First, he wondered if he was actually expecting a package. Yes, he was; but that didn't prove the message was true. Scammers predict people's common actions.

She could have done that, she could have sent the same message to hundreds of people. Without clicking the link in the message, Mrs. Fatma opened the shopping app she had ordered from using its own icon. The order page said "In distribution center," and no payment request was visible. This initial discrepancy made her suspect the message was unreliable.

Still, he wanted to be sure. He included the shipping company's number in the message. She didn't call; she found the company's official website herself and dialed the customer service number there. The representative asked for the tracking number and said the shipment was proceeding as usual. They added that the company doesn't request card information via text message. Ms. Fatma closely examined the address in the fake message. She saw an address that resembled the official domain name but with meaningless letters added to the end. She remembered that the presence of a lock symbol alone didn't guarantee trustworthiness; HTTPS could encrypt the connection, but it didn't guarantee the other party was honest.

Before deleting the message, she took a screenshot to ensure no personal information was visible. She then reported the message as spam and blocked the sender. He checked his phone's security update. He didn't touch the link.



She hadn't entered any information; therefore, she didn't need to change her password. However, the mere thought that she might have entered her card number sent a shiver down her spine. She decided not to let this fear turn into shame. Fraud attempts...

not so much due to carelessness, but rather to the attackers' use of emotional and time pressure.

It was gaining strength.

That afternoon, she told her neighbor Meryem about the incident. Meryem had received the same message, but had deleted it immediately because she didn't have the package. The two of them examined the message together. Fatma wrote down the headings "sender," "request," "link," and "time pressure" on a piece of paper. The sender was unknown; the request was about money and card information; the link didn't resemble an official address; and the message was urgent. When these four signs came together, the risk was clearly visible. This method is used not only in delivery messages.

It would also work in messages using the names of banks, hospitals, municipalities, or social welfare organizations.

A few days later, this time in the family group, a message appeared saying, "For free health support, call now." A link titled "Fill out the form" was shared. The sender was Fatma Hanım's cousin; in other words, the person was someone she knew. However, this didn't necessarily mean the link was accurate. Her cousin might have shared the misinformation in good faith. Before sharing the link, Fatma Hanım checked the official announcements of the Ministry of Health and couldn't find such a campaign. She politely wrote to her cousin privately: "This announcement..."

I haven't seen the official source; shall we verify it together before sharing it?

His cousin was initially a little offended, then realized the connection was also with another group. He said it had arrived. When they searched together, they found the warning messages. Fatma Hanım shared a brief statement in the family group without blaming anyone: The link should not be opened, personal information should not be entered, and official announcements should be checked on the institution's own website. This approach was important; humiliating someone while combating misinformation could lead people to hide subsequent warnings. The goal was not to be proven right, but to stay safe together.

Over time, Fatma learned to categorize the messages on her phone into three groups. Expected and verified messages could be processed. Suspicious but non-urgent messages should be held back and verified through another channel. Messages requesting passwords, verification codes, card information, or identification were high-risk; they should be ignored and the relevant institution's official channels contacted. This classification simplified decision-making. It wasn't necessary to decipher every message in detail; it was sufficient to identify risk indicators and choose a safe approach.



At the next meeting in the neighborhood center, participants were given different message examples. Ms. Fatma was surprised to see a fake message with a corporate logo that had no spelling errors. The instructor said that the new scam messages could be prepared very neatly. Therefore, it wasn't enough to just look for spelling errors. The context of the message, the request, the link, and the verification method had to be evaluated together. Ms. Fatma added a fifth heading to the four in her notebook: "Verification through official channels."

His grandson's book was delivered without any problems two days later. The delivery man was at the door. No additional payment was requested. As Mrs. Fatma opened the package, she thought she shouldn't be fooled by the seemingly small 12.50 lira in the first message. The fake page might be targeting not only this money but also card information and account access. A small payment request could open a big door. From now on, her first action when a message arrived would be to pause, not tap.

Fatma Hanım posted the method she learned on the refrigerator: "Stop - Check the source - Verify through another channel – report if necessary." These four steps taught him to be cautious without fear. It was impossible to know all the dangers in the digital world beforehand; but it was possible to slow down, question the request for information, and return to official channels. The truth often doesn't scream, doesn't scare, and doesn't force a decision in a matter of minutes.

STOP Rule for Suspicious Messages

D: Do not touch. U: Open the app or official website yourself. R: Verify through official channels. Do not respond to messages requesting passwords, card information, ID, or one-time codes; verify the connection even if the sender is someone you know.

Activity

Message Detective

11. A sample message should include the sender, the requested action, the link, and the time pressure.
Mark it.
12. Link to the official application or website of the organization mentioned in the message.
Open without touching.
13. Check if the same announcement is available on official channels.
14. Practice reporting a suspicious message and blocking the sender.
15. Create your own reminder card to display the STOP rule in a visible place.
Prepare it.

My Vocabulary

Term	Explanation
Fishing	Trying to obtain information or money from someone by deceiving them with fake messages or websites.
Domain name	The main part of a website's address that identifies the organization or service.
Official channel	The organization's verified website, app, or announced communication channel.
One-time code	A code that is briefly generated to verify a transaction and should not be shared with anyone.
Reporting	The process of reporting a suspicious message or account to the service provider for review.

From Story to Digital Life

At the heart of the Digital Communication and Health Tracking story is not just a device or The app doesn't exist. The main point is that a person can meet a daily need at their own pace and safely. The principles, grouped under the heading "Stop Rule for Suspicious Messages," allow users to see decision points instead of memorizing the process. The reader learns what to touch on the screen, as well as when to stop, what information not to share, and which channel to verify. This approach creates lasting digital competence that can be used even if the app changes.

This section's DigComp 2.2 link is '1.2 Evaluating data and content; 2.2 Digital content sharing focuses on the area of '4.2 Personal data and privacy'. Competence is not measured solely by successfully completing the process; knowledge, skills, and attitude are evaluated together. Individuals are expected to protect their password when requesting help, obtain permission when sharing content, examine problems step-by-step instead of panicking when an error occurs, and apply what they have learned to another context. Accessibility options, readable text, sufficient time, and alternative support methods should be provided in every application.

From an Erasmus+ perspective, the section contributes to the priorities of 'Digital transformation; inclusivity; democratic participation, critical thinking and media literacy'; its connection with the United Nations Sustainable Development Goals is defined as 'SDG 4 Quality education; SDG 10 Reducing inequalities; SDG 16 Peace, justice and strong institutions'. This pairing makes visible the societal impact of an individual digital skill. Safe communication affects not only family relationships but also inclusivity, accurate information affects not only personal decisions but also democratic participation, and sustainable device use affects not only the budget but also the environment. Readers sharing their own experiences forge a learning partnership across generations and communities.

Safe Practice Guide

Before you begin, define your goal in a single sentence: The message.

Detective. If real personal data, card information, passwords, or health records are to be used, ensure the process is conducted in a formal and secure environment; use sample data during the training rehearsal. Follow the steps sequentially, not all at once. After each step, read the on-screen result aloud.

If an unexpected warning appears, instead of proceeding, check that the screenshot does not contain any personal information, make a note of it, and consult a trusted support person. When the process is complete, log out and review permissions and logs.

In learning, repetition is more important than speed. Doing the same task twice on different days is a stronger measure of success than just that moment. The person assisting should not complete the task on behalf of the user; they should provide guidance without touching the screen and allow the user to explain the steps in their own words.

After the process, the following questions should be answered: 'What did I do?', 'What did I verify?', 'What information did I protect?', 'Who should I contact if there are any problems?' These four questions are a brief check of secure digital independence.

I am evaluating myself.

- I can explain the order in which I would perform the basic operation in this section on my own device.
 - I recognize the sign that indicates I should stop in a suspicious or unexpected situation.
 - I know which personal information I shouldn't share.
 - I can verify the official or reliable source through another channel.
 - I will teach a relative the method I learned without touching their device without permission.
- I can explain it.

Life Lesson

LIFE LESSON

Being cautious is not the same as being afraid. It's about slowing down the rush, verifying the source, and taking action when necessary. In the digital world, the person seeking help is in control of their own decisions.



STORY 04 · VISUAL OPENING

Memories are safe, the internet is safe.



Story 04

Memories are safe, the internet is safe.

*"Preserving memories keeps the past alive; safe habits secure the digital future."
protects."*

DigComp 2.2	2.6 Managing digital identity; 4.1 Protecting devices; 4.2 Personal data and privacy
Erasmus+	Digital transformation; inclusivity; safe and responsible digital participation.
UN SKA	SDG 4 Quality education; SDG 10 Reducing inequalities; SDG 16 Strong institutions

Section A · Digitizing the Photo Archive

MRS. ZEYNEP

72 years old · Retired housewife

Memories Come Back to Life

Zeynep Hanım carefully preserved the family albums she had collected over the years. These albums contained photos of her children's first steps, wedding pictures, holiday gatherings, and her grandchildren's birthdays. However, over time, some of them...

The photographs began to fade, wear out, and get damaged.

His grandson suggested a digital way to preserve these precious memories. Together they looked at the old ones. They scanned the photos and transferred them to a computer. Then they organized the photos chronologically, separated them into folders, and backed them up to a secure cloud storage location.

Ms. Zeynep had the opportunity to re-examine many photographs she hadn't seen in years. She found it. By creating digital albums, she was able to easily share them with her children and grandchildren.

MRS. ZEYNEP'S WORDS

"My memories no longer live only in the album; they also live on in the phones of my children and grandchildren."

Digital Skills Acquisitions

Skills learned in this story



📷 Photo scanning

📷 Creating a digital album

📷 Using cloud storage

📷 File organization

📷 Photo sharing

Explore with QR Codes



QR-016

Google Photos

<https://photos.google.com>

Accessing the Google Photos resource.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-017

Google Drive

<https://drive.google.com>

Accessing the Google Drive source.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-018

BTK Academy

<https://www.btkakademi.gov.tr>

Access to BTK Academy resources.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-019

(Personal Data Protection Law (KVKK))

<https://www.kvkk.gov.tr>

Access to the KVKK (Personal Data Protection Law) resource.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-020

Google Security Check

<https://myaccount.google.com/security-checkup>

Access the Google Safety Check resource.

The actual QR code is recorded, along with the target connection and parsing test results.

Section B · The Key to Secure Passwords

The following original narrative complements this expanded theme while retaining the content from the previous edition of the book.

Hasan Bey had been using the same password for years. Birth with the name of his first grandchild. This password, combining the year and year, was the same on her email account, shopping site, and social media app. It was easy to remember; she didn't need to write it down. One morning, she received a message on her email account indicating that someone had logged in from another city. She received a warning. At first, she thought it was an advertisement, then she saw messages in her inbox that she hadn't written. Fake investment links had been sent to her friends. What bothered her most was the thought that her acquaintances might have trusted her and suffered losses.

His son immediately wanted to change the account password. Instead of handing him the phone, Mr. Hasan insisted on doing it himself. First, they opened the official email service application. In the "Security" section, he closed the session he didn't recognize. He checked the recovery phone and email address. Then he sent a brief warning to his friends: the recent messages weren't his, and the links shouldn't be touched. Although making this statement seemed embarrassing, acting quickly would protect others. The account breach was too serious to be kept secret.

On the new password creation screen, the system required at least eight characters. Hasan Mr. Bey said he couldn't remember a sequence of random symbols. His son showed him the password method: a long phrase could be formed from a few unrelated words, numbers, and symbols. Mr. Hasan chose four words that only he could make sense of; he didn't use his real name, date of birth, team name, or address. The password itself wasn't written in this story; because a good password shouldn't be shared, even as an example. Length and uniqueness were more valuable than appearing complicated.



The most difficult decision was to use a different password for each account. Mr. Hasan wondered how he would remember fifteen different phrases. They narrowed it down to two options: using a reliable password manager or storing the account list in a secure way that didn't reveal the password itself. He chose the password manager.

He downloaded the app from the official store, created a strong master password, and enabled two-step verification. He read how to recover his account if his master password was lost. He didn't want to use the security tool without understanding it first.

When two-step verification was enabled, a code was sent to the phone. Mr. Hasan gave the code. He was about to read it to his son. His son said, "Don't even tell me; just enter the code on your own screen." That sentence stuck in Mr. Hasan's mind. No one claiming to be a bank employee, police officer, delivery person, technical support person, or family member should ever ask for this code. The code was the second lock after the password. If an attacker learned the password...

Even without a second verification, logging into the account would become difficult.

Recovery codes were generated in the account settings. Mr. Hasan didn't leave these as screenshots in his phone album. He printed the codes and placed them in a locked compartment among his documents. He indicated which code belonged to which account but didn't write down the master password. His son knew what to do in an emergency; however, he didn't have constant access to the accounts. This arrangement struck a balance between support and privacy. An elderly person receiving assistance shouldn't mean handing over their entire digital identity to someone else.

In the following days, Mr. Hasan changed the passwords, starting with the most important accounts: email, e-Government, bank, and social media. After each change, he reverted to the old one. He logged out of the sessions. He also listed the low-priority sites where he used the same password. He closed accounts he didn't use because forgotten accounts could also contain personal data. The security check in the password manager showed duplicate or weak passwords. As the list dwindled, Mr. Hasan felt relieved, like he had sorted through his extra keys at home.

A week later, someone claiming to be from the bank called him, stating there were suspicious transactions in his account and asking for the code sent to his phone. Mr. Hasan is now faced with this situation... He recognized the request. He didn't argue with the caller, didn't provide any information, and hung up. He himself called the bank's official number on the card. The actual customer representative said that no such call had been made. Mr. Hasan blocked the number.



And he told his family about the incident. His security knowledge had helped him make decisions not only after his account was compromised, but also during the attack itself.

His friends in the neighborhood initially laughed at the idea of a long password. One of them said he wrote all his passwords inside his phone case. Mr. Hasan didn't scold anyone. He recounted his own experience and the fake messages he received. Together, they had a "password health day." Everyone first secured their email accounts because password reset links for other accounts often arrived via email. Then they reviewed two-step verification options.

Mr. Hasan no longer viewed security as a one-time job. Every three months... He checked the account list, recovery information, and unrecognized sessions. He didn't constantly change passwords just because the deadline approached; he immediately renewed them if there was a suspicion of a breach, sharing, or reuse. He didn't delay device updates and didn't leave the screen unlocked. Although each precaution seemed small, together they formed a powerful safeguard.

One evening, his grandson asked, "What is the symbol of security?" for his homework. Hasan Bey was about to say "a key," but then thought for a moment and said, "The real symbol is attention." A key might be lost, a lock might be broken; but if a person knows what not to share with whom, and where to check for unusual warnings, they can find a new solution. A secure password was the key to conscious choice, not fear.

Password Security Checklist

Use different, long passwords for each important account. Avoid personal information and easily guessable patterns. Turn on two-factor authentication. Never share your one-time code with anyone. Keep your recovery information up-to-date and log out of sessions you don't recognize.

Activity

Account Security Scan

16. List your five most important accounts; check your password confirmation.
17. Verify the recovery phone number and address for your email account.
18. Enable two-step verification on at least one account.
19. Close any unrecognized devices or sessions.
20. Store your recovery codes in a safe place, separate from your phone's gallery.

My Vocabulary

Term	Explanation
Password phrase	A long, memorable password method consisting of multiple words and characters.
Password manager	An application that stores different account passwords in encrypted form.
Two-step verification	A security method that requires a second verification in addition to the password.
Recovery code	A one-time backup code that can be used when the second verification tool is unavailable.
Session	The connection status of a device indicating that it is open and authorized for a specific account.

From Story to Digital Life

At the heart of the story "Memories Safe, Internet Safe" is a lone device.

Or, the app may not be available. The main point is that a person can meet a daily need at their own pace and securely. The principles, grouped under the title "Password Security Checklist," allow users to see decision points instead of memorizing the process. The reader learns what to touch on the screen, as well as when to stop, what information not to share, and which channel to use for verification. This approach creates a lasting digital competence that can be used even if the app changes.

This section's connection to DigComp 2.2 is '2.6 Managing Digital Identity; 4.1 Devices'.

Protection focuses on the areas of '4.2 Personal data and privacy'. Competence is not measured solely by successfully completing a task; knowledge, skills, and attitude are evaluated together. Individuals are expected to protect their passwords when requesting help, obtain permission when sharing content, examine problems step-by-step instead of panicking when an error occurs, and apply what they have learned to another context. Accessibility in every application. Options, readable text, sufficient time, and alternative support methods should be provided.

From an Erasmus+ perspective, the section is 'Digital transformation; inclusivity; safe and responsible'. It contributes to the priorities of 'digital inclusion'; its connection with the United Nations Sustainable Development Goals is defined as 'SDG 4 Quality education; SDG 10 Reducing inequalities; SDG 16 Strong institutions'. This twinning makes the societal impact of an individual digital skill visible.

Safe communication impacts not only family relationships but also inclusivity; accurate information influences not only personal decisions but also democratic participation; and sustainable device use affects not only budgets but also the environment. Readers sharing their own experiences fosters a learning partnership across generations and communities.



Safe Practice Guide

Before starting the process, define the objective in a single sentence: Account Security Scan. If real personal data, card information, passwords, or health records will be used, ensure the process is conducted in a formal and secure environment; use sample data during the training rehearsal. Follow the steps sequentially, not all at once. After each step, read the on-screen result aloud.

If an unexpected warning appears, instead of proceeding, check that the screenshot does not contain any personal information, make a note of it, and consult a trusted support person. When the process is complete, log out and review permissions and logs.

In learning, repetition is more important than speed. Doing the same task twice on different days is a stronger measure of success than just that moment. The person assisting should not complete the task on behalf of the user; they should provide guidance without touching the screen and allow the user to explain the steps in their own words.

After the process, the following questions should be answered: 'What did I do?', 'What did I verify?', 'What information did I protect?', 'Who should I contact if there are any problems?'

These four questions are a brief check of secure digital independence.

I am evaluating myself.

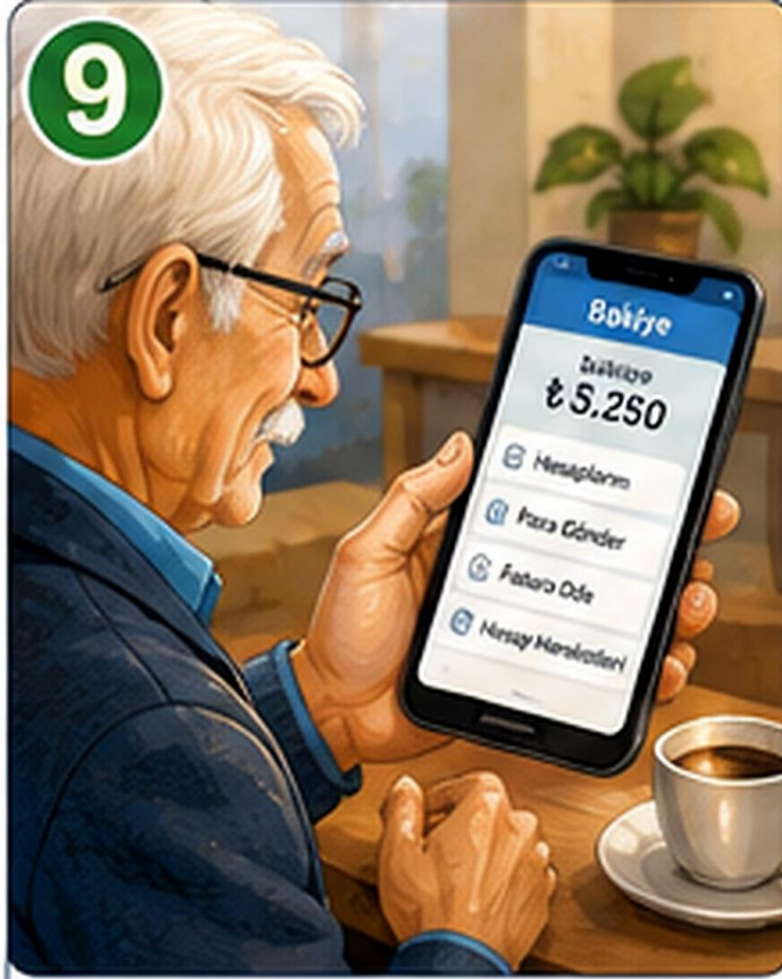
- I can explain the order in which I would perform the basic operation in this section on my own device.
 - I recognize the sign that indicates I should stop in a suspicious or unexpected situation.
 - I know which personal information I shouldn't share.
 - I can verify the official or reliable source through another channel.
 - I will teach a relative the method I learned without touching their device without permission.
- I can explain it.

Life Lesson

LIFE LESSON

Trust isn't about sharing passwords; it's about everyone protecting their own boundaries and guiding each other when needed.

New Friendships in the Digital World and Financial Independence



Story 05

New Friendships in the Digital World and Financial Independence

"Secure technology both revitalizes friendships and improves daily life."

It strengthens independence."

DigComp 2.2	1.1 Information seeking; 2.3 Digital citizenship; 4.2 Personal data; 4.3 Health and well-being
Erasmus+	Digital transformation; inclusion and diversity; access to essential digital services for individuals of all ages.
UN SKA	SDG 3 Health and quality of life; SDG 4 Quality education; SDG 10 Reducing inequalities.

Chapter A · Finding New Life on Social Media

Ms. Elif	65 years old · Retired teacher
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Greetings to Old Friends Again

Elif Hanım, after retiring, met with her friends with whom she had worked for many years. He had largely lost contact with his friends. Moving, changing phone numbers, and his busy life had meant he couldn't see many of them anymore. From time to time, he would look through old photo albums, fondly remembering the good times they had spent together.

One day, her daughter told her that social media isn't just for sharing photos, but also for sharing old memories. They explained that it could also be used to find friends and reconnect. Together, they created a secure Facebook account, edited their profile information, and adjusted their privacy settings.

Elif quickly found her old school friends and colleagues. The first video call in years moved him deeply. Afterward, he formed a group with his old friends and they began sharing memories. His retirement days were now more vibrant and social.

ELIF HANIM'S WORDS

"Thanks to technology, I reunited with friends I hadn't seen in years. It felt like time hadn't passed at all."



Digital Skills Acquisitions

Skills learned in this story

👤 Creating a social media account
👤 Finding and adding friends
👤 Managing privacy settings
👤 Share safely
👤 Creating and managing groups

Explore with QR Codes

 QR-021	Facebook https://www.facebook.com Accessing the Facebook feed. The actual QR code is recorded, along with the target connection and parsing test results.
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 QR-022	Instagram https://www.instagram.com Accessing the Instagram feed. The actual QR code is recorded, along with the target connection and parsing test results.
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 QR-023	WhatsApp https://www.whatsapp.com Accessing the WhatsApp source. The actual QR code is recorded, along with the target connection and parsing test results.
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 QR-024	Turkish Banks Association https://www.tbb.org.tr Access to Turkish Banks Association source. The actual QR code is recorded, along with the target connection and parsing test results.
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Erasmus+ Programı

Erasmus+
Zenginleştirir, ufuk açar.



QR-025

BDDK

<https://www.bddk.org.tr>

Access to BDDK (Banking Regulation and Supervision Agency) resources.

The actual QR code is recorded, along with the target connection and parsing test results.

How to Stay Safe on Social Media

- Do not share your personal information publicly.
- Don't accept friend requests from people you don't know.
- Enable two-step verification.
- Change your password regularly.
- Do not click on suspicious links.

Section B · Convenience with Mobile Banking

Mr. Halil

69 years old · Retired worker

The Bank Moved into My Pocket

Mr. Halil needs to withdraw his salary, pay bills, or send money every month. She had to go to the bank branch. Waiting in long queues was both time-consuming and tiring for her.

One day, his son downloaded a mobile banking app to his phone. First, they learned how to log in, check their account balance, and securely log out. Then, they practiced transferring money, paying bills, and viewing account activity.

Initially afraid of making mistakes, Mr. Halil, after a few attempts... They started using the app with confidence. Now they can complete many banking transactions in minutes without leaving their homes.

HALIL BEY'S WORDS

"I used to spend hours going to the bank. Now I do my work from home, safely and easily."

Digital Skills Acquisitions

Skills learned in this story



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👤 Log in to mobile banking

👤 View account balance

👤 Bill payment

👤 Money transfer (EFT/Wire Transfer)

👤 Check your transaction history

Explore with QR Codes



QR-021

Facebook

<https://www.facebook.com>

Accessing the Facebook feed.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-022

Instagram

<https://www.instagram.com>

Accessing the Instagram feed.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-023

WhatsApp

<https://www.whatsapp.com>

Accessing the WhatsApp source.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-024

Turkish Banks Association

<https://www.tbb.org.tr>

Access to Turkish Banks Association source.

The actual QR code is recorded, along with the target connection and parsing test results.

 QR-025	BDDK https://www.bddk.org.tr Access to BDDK (Banking Regulation and Supervision Agency) resources. The actual QR code is recorded, along with the target connection and parsing test results.
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Section C · Health Appointment in My Pocket

The following original narrative complements this expanded theme while retaining the content from the previous edition of the book.

Mrs. Emine wanted to make a hospital appointment for the pain in her knee. Previously... She would call the phone line early in the morning, listen to music for a long time, and if a suitable day couldn't be found, she would try again the next morning. Her neighbor told her that appointments could be made through a phone application. Mrs. Emine had accessed e-Government a few times before, but the idea of her health information being visible online made her uneasy. The question of "Who can see my test results?" had become more important than the appointment itself. That's why she attended the digital health session at the neighborhood center.

The instructor first separated the services. The appointment system was used to select the hospital, department, doctor, and date. The personal health system could display sensitive information such as test results, prescriptions, reports, and visit history. Each application should only be downloaded from the official store. Instead of clicking on the first advertisement that appears in the search engine, the institution's official domain name and the application developer should be checked. Ms. Emine learned that the application icon alone was not sufficient; fake applications might use similar colors and names.

While logging into the account, he stood in a place where no one could see his screen. She didn't tell the instructor her password; the instructor only described from a distance which button to press. She also entered the verification code sent to her phone herself. Emine Hanım's hands trembled at first, but doing the process herself increased her confidence. After logging in, he checked that his profile information was correct. If his old phone number had been registered, he might have experienced problems with the recovery or notification processes.

The appointment steps were written on a piece of paper: province, district, hospital, clinic, doctor, and date. Mrs. Emine reread the information at the top after each election. It was noted that there could be two hospitals with the same name, and some clinics provided services in different buildings.



She explained. When she found a suitable date, she considered travel time and other commitments before immediately confirming. Making an appointment wasn't just about choosing an available time; it was about making a realistic plan of how she could go. Instead of constantly keeping a screenshot of the final confirmation screen in her personal album, she saved the appointment to her calendar.

The app sent a notification the day before the appointment. The message contained a link, but instead of tapping the notification directly, Ms. Emine opened the app using its own icon. She confirmed the date and time. She learned that canceling the appointment she couldn't attend was important for both herself and other patients. Digital responsibility in healthcare begins with a small act of kindness, like not leaving an inconvenient appointment empty.

After the doctor's appointment, the test results were uploaded to the system. When Mrs. Emine saw the red and green markers on the results page, she wanted to diagnose herself. When she searched online, she found that the same value could be associated with many different diseases. She saw that it was being linked and became worried. Then she remembered the warning in training: the lab results should be evaluated by a specialist along with age, medical history, medications used, and other findings. The application provided access to information; it did not replace a doctor. Emine Hanım received an explanation from her family doctor.

He wanted it.

The family doctor explained that the results did not indicate an urgent problem and that minor changes in diet and exercise would be sufficient. Emine Hanım's interview... She wrote the note in her notebook. She didn't send the health information to the family group. She knew that well-meaning comments could increase anxiety and that the test result was sensitive personal data. When she needed to share it with her daughter, she checked if the app had a timed and controlled sharing option instead of a screenshot; otherwise, she only conveyed the necessary information verbally.

After a while, her neighbor Hatice said, "You can make my appointment too." Emine The woman didn't ask for her password. They sat side-by-side, and she described the steps; Hatice entered the information herself. She explained that official power of attorney or close access features could be used when necessary, and that sharing accounts simply for convenience wasn't the right approach. Helping didn't mean having constant access to someone else's health account. This boundary protected both parties.

Emine Hanım reviewed the notification settings in the app. She turned off sensitive notification previews because she didn't want the test name or appointment details to appear on the lock screen. She also set a screen lock on her device and changed the operating system settings.



She updated her account and decided not to log in to her health account on public Wi-Fi networks.

He noted how to use the remote find or wipe feature if he lost his phone. Privacy required the device to be secure, not just the app.

On the day of her check-up appointment, Mrs. Emine arrived at the hospital on time.

She had a calendar alert on her phone, her ID in her bag, and three questions to ask her doctor. The digital system had made things easier, but it hadn't replaced preparation.

Walking home after the examination, she thought about how the device hadn't left her alone with her illness; when used correctly, it facilitated access to information, experts, and a plan. She was still the master of her own health decisions.

In the next session at the neighborhood center, Mrs. Emine addressed the new participants. He said it in a single sentence: "The app schedules the appointment, the doctor explains its meaning, and you maintain its confidentiality." This sentence had become the essence of the digital health experience. Technology opens the door, but once inside, the individual determines what information to share with whom, what to verify, and when to seek professional help.

Privacy in Digital Health

Do not share your health account password and verification code. Do not post results in public groups. Do not log into your account on public networks. Hide sensitive information in notification previews. Discuss test results and symptoms with a healthcare professional, not through online reviews.

Activity

Secure Appointment Rehearsal

21. Check the official application and developer information.
22. Review the hospital, clinic, and date selection screens for testing purposes; do not give final approval.
23. Check that the contact information in your profile is up-to-date.
24. Practice turning off the sensitive notification preview on the lock screen.
25. Write down three questions you will ask for your doctor's appointment.

My Vocabulary

Term	Explanation
Sensitive personal data	Special categories of information, such as health information, that disclosing it could affect a person.
Verification code	A short security code sent to log in to your account or confirm a transaction.



Term	Explanation
Notification preview	The short summary of the message from the app that appears on the lock screen.
Official practice	A verifiable application issued by an authorized institution or service provider.
Digital health literacy	The ability to find, understand, evaluate, and safely use health information.

From Story to Digital Life

The story of New Friendships and Financial Independence in the Digital World isn't centered on a single device or app. The real issue is being able to meet a daily need at your own pace and securely. The principles grouped under the heading of privacy in digital health allow users to see decision points rather than memorizing the process. The reader learns not only what to touch on the screen, but also when to stop, what information not to share, and which verification channel to use. This approach remains consistent even as the app changes.

It creates a lasting digital competence that can be used.

This section of DigComp 2.2 links '1.1 Information Searching; 2.3 Digital Citizenship; 4.2 Personal data; 4.3 Health and well-being are the focus areas. Competence is not measured solely by successfully completing a task; knowledge, skills, and attitude are evaluated together. Individuals are expected to protect their password when requesting help, obtain permission when sharing content, examine problems step-by-step instead of panicking when an error occurs, and apply what they have learned to another context. Accessibility in every application. Options, readable text, sufficient time, and alternative support methods should be provided.

From an Erasmus+ perspective, the section is 'Digital transformation; inclusion and diversity; every It contributes to the priorities of 'access to basic digital services for individuals of all ages'; and its connection with the United Nations Sustainable Development Goals is 'SDG 3 Health and quality of life; SDG 4 Quality education; SDG 10 Reducing inequalities'.

This pairing makes visible the societal impact of an individual digital skill. Safe communication affects not only family relationships but also inclusivity, accurate information affects not only personal decisions but also democratic participation, and sustainable device use affects not only the budget but also the environment. Sharing one's own experience creates a learning partnership across generations and communities.

Safe Practice Guide

Before starting the practice, define the goal in a single sentence: Secure Appointment Rehearsal. If real personal data, card information, passwords, or health records will be used, ensure the process is conducted in a formal and secure environment; use sample data in the training rehearsal. Perform the steps sequentially, not all at once.



Follow the steps. After each step, read the on-screen result aloud.

If an unexpected warning appears, instead of proceeding, check that the screenshot does not contain any personal information, make a note of it, and consult a trusted support person. When the process is complete, log out and review permissions and logs.

In learning, repetition is more important than speed. Doing the same task twice on different days is a stronger measure of success than just that moment. The person assisting should not complete the task on behalf of the user; they should provide guidance without touching the screen and allow the user to explain the steps in their own words.

After the process, the following questions should be answered: 'What did I do?', 'What did I verify?', 'What information did I protect?', 'Who should I contact if there are any problems?' These four questions are a brief check of secure digital independence.

I am evaluating myself.

- I can explain the order in which I would perform the basic operation in this section on my own device.
 - I recognize the sign that indicates I should stop in a suspicious or unexpected situation.
 - I know which personal information I shouldn't share.
 - I can verify the official or reliable source through another channel.
 - I will teach a relative the method I learned without touching their device without permission.
- I can explain it.

Life Lesson

LIFE LESSON

Quick access to health information is valuable; however, the best decision is an informed one that protects privacy and prioritizes expert opinion.



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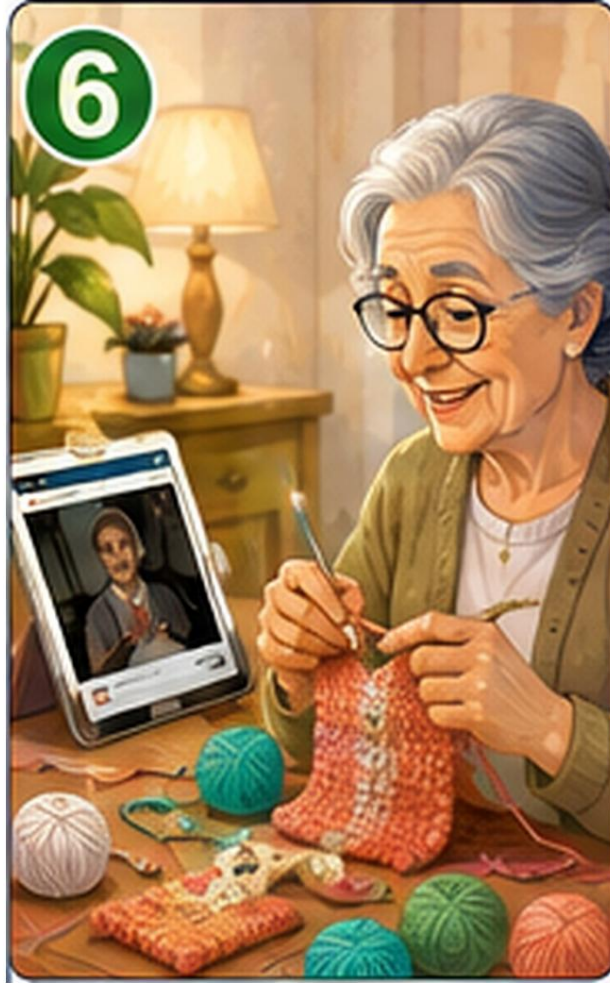
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TÜRKİYE ULUSAL AJANSI
TURKISH NATIONAL AGENCY

STORY 06 · VISUAL OPENING

Digital Hobby and Self-Confidence Journey



Story 06

Digital Hobby and Self-Confidence Journey

"A willingness to learn opens the door to a new beginning at any age."

DigComp 2.2	1.2 Information processing; 2.3 Participation in digital services; 4.2 Privacy; 5.2 Technological solutions select
Erasmus+	Digital transformation; inclusivity; consumer awareness and local economic participation.
UN SKA	SDG 8 Decent work and economic growth; SDG 10 Reducing inequalities; SDG 12 Responsible production and consumption

Section A · Adding Color to Life with Digital Design

MARY

71 years old · Retired housewife

A New Hobby, A New Beginning

Mrs. Meryem will be looking for new ways to spend her free time during her retirement years. She was looking for something to do. Although she enjoyed handicrafts, she wanted to try something different. One day, her granddaughter introduced her to Canva, a free design app.

At first, he thought designing on a computer would be difficult. But he was ready. Thanks to templates and easy-to-use tools, she quickly started creating birthday cards, invitations, and thank-you letters.

Sharing her designs with her children and grandchildren and receiving positive feedback motivated her even more. Over time, she began creating posters and greeting cards for neighborhood events.

MARY'S WORDS

"I never thought I could design anything. Now I make my loved ones happy with the cards I create myself."

Digital Skills Acquisitions

Skills learned in this story

 Creating a Canva account



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👉 Using ready-made templates

👉 Add text and images

👉 Saving the design as a PDF

👉 Sharing designs

Explore with QR Codes



QR-026

Canva

<https://www.canva.com>

Accessing the Canva source.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-027

BTK Academy

<https://www.btkakademi.gov.tr>

Access to BTK Academy resources.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-028

Google Digital Workshop

<https://grow.google/intl/tr>

Access to the Google Digital Workshop resource.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-029

YouTube

<https://www.youtube.com>

Access to the YouTube source.

The actual QR code is recorded, along with the target connection and parsing test results.



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QR-030

Pinterest

<https://www.pinterest.com>

Accessing Pinterest resources.

The actual QR code is recorded, along with the target connection and parsing test results.

What can you do with Canva?

- You can prepare invitations.
- You can create a greeting card.
- You can design a photo album.
- You can prepare a presentation.
- You can create social media images.
- You can design a family album cover.

Chapter B · From “I Can’t” to “I Can”

Mr. Fatih

74 years old · Retired worker

The First Step of Courage

Mr. Fatih sees technology as a job for young people, not wanting to touch a computer. He was even hesitant. He constantly avoided learning new things, saying, "I can't do it."

One day, she decided to enroll in a Digital Literacy Course offered at the community education center in her neighborhood. In the first lesson, she learned how to turn on a computer, use a mouse, and search the internet.

In the following weeks, we learned to send emails, prepare documents, and use the internet securely. She learned to use it. With the support of her instructors and the encouragement of her friends. Thanks to this, his self-confidence increased day by day.

By the end of the course, they will be able to use a computer independently and access information on the internet. He was able to do research and communicate with his family via email.

FATİH BEY'S WORDS

"It's not about being young, it's about being willing to learn."



Digital Skills Acquisitions

Skills learned in this story

🔄 Turning the computer on and off
🖱 Using mouse and keyboard
🔍 Searching the internet safely
✉ Sending emails
💾 Creating and saving files

Explore with QR Codes

 QR-026	Canva https://www.canva.com Accessing the Canva source. The actual QR code is recorded, along with the target connection and parsing test results.
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 QR-027	BTK Academy https://www.btkakademi.gov.tr Access to BTK Academy resources. The actual QR code is recorded, along with the target connection and parsing test results.
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 QR-028	Google Digital Workshop https://grow.google/intl/tr Access to the Google Digital Workshop resource. The actual QR code is recorded, along with the target connection and parsing test results.
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 QR-029	YouTube https://www.youtube.com Access to the YouTube source. The actual QR code is recorded, along with the target connection and parsing test results.
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QR-030

Pinterest

<https://www.pinterest.com>

Accessing Pinterest resources.

The actual QR code is recorded, along with the target connection and parsing test results.

Chapter C · The Neighborhood Market in My Pocket

The following original narrative complements this expanded theme while retaining the content from the previous edition of the book.

Mrs. yükriye preferred to shop by seeing and touching the products. Feeling the thickness of the fabric, smelling the tomatoes, and exchanging a few words with the seller gave her a sense of security. However, going to the market became difficult during the harsh winter days. When the pain in her knee worsened, her neighbor showed her an online marketplace where local producers sold their goods. Mrs. yükriye liked the colorful photos on the screen but asked, "How can I pay for a product I haven't seen?" This question was the perfect starting point for online shopping: trust first, then payment.

The application can be accessed not through a message link, but from the municipality's official website. They opened it without redirection. They checked that the website address was spelled correctly, and verified the contact and distance selling information. The seller's name, tax or business information, clear contact channel, and return conditions were visible. Ms. yükriye didn't just look at the five-star rating; she also checked reviews written on different dates, the consistency between the product photos and the reviews, and how the seller responded to problems.

He examined it. The fact that hundreds of similar comments had been found in such a short time didn't seem natural to him.

For her first order, she chose a low-cost, durable item: a small, hand-woven tablecloth. The product description included measurements, material, washing instructions, and delivery time. She didn't add items to her cart that had vague descriptions despite having nice photos. Although the "last two items" alert on the screen tried to urge her to hurry, she double-checked the measurements. The discount counter only showed the promotion, not the time to decide; even if an item she didn't need was discounted, it wouldn't count as saving money.

He reread the address bar and the amount on the payment page. Card information
He didn't send a message to the seller. He set a temporary limit equal to the purchase amount using his bank's virtual card feature. When the payment verification code arrived...



He simply entered the code into the bank's secure screen. He would have abandoned the transaction if the vendor or so-called customer representative had asked for the code. He left the option to save the card in the app disabled; it was a bit cumbersome to re-enter it for each purchase, but it wouldn't create an additional risk if someone else used the device.

Once the order was completed, the confirmation screen, order number, and distance selling document were saved. Instead of clicking on the links in the email, the order status was saved. She tracked it through the app. A day later, she received a message saying, "Your address is incomplete, please pay an extra fee." As she had learned from previous stories, Ms. yükriye stopped; there was no such warning in the app. She asked the seller through the official messaging section. It turned out the message was fake. In online shopping, the risk can continue not only at the time of payment but also during the delivery process.

When the package arrived, he checked the outside of the shipping bag before opening it. The product The size was as advertised, but there was a small tear in one corner. Mrs. yükriye thought, "It's not worth the trouble," then considered exercising her consumer rights. She remembered that it wasn't a fight. She photographed the defect in daylight and created a return or exchange request with the order number. The seller kindly apologized and sent a new one. Since the correspondence remained within the application, the process is recorded and... It was traceable.

The new product arrived without any problems. Ms. yükriye shared her experience. They rated not only the product but also the process: the description was adequate, delivery was on time, and the issue was resolved. They didn't include their personal address or phone number in their review. While they included a real photo of the product, they omitted any private details inside the house. They saw that constructive feedback could help other buyers. In the digital marketplace, trust is built through responsible information sharing between buyers as well as sellers.

After some time, an advertisement appeared on social media offering the same product at half price. She saw it. The page had just opened, there was no contact information, and it only accepted bank transfers. Comments were closed. Despite the allure of the low price, Ms. yükriye did not make a purchase. When they checked the image using reverse image search, it turned out that the photo belonged to another manufacturer. Price comparison only It required comparing not just the numbers, but also the seller's identity, guarantees, return policies, and total cost.

Over time, Mrs. yükriye used the online marketplace to discover local producers. However, she never gave up on visiting the actual neighborhood market. Digital

The service was an option during days when movement was difficult; it wasn't the only substitute for social life. Sometimes, they would browse products online and then meet the seller face-to-face on Sunday. When the two environments complemented each other, shopping became both more accessible and more human.

While describing her experience at the neighborhood center, she wrote three words on the board: "Need - Trust - Record." First, they would decide if there was a real need, then check the seller and payment security, and finally, keep records of documents and correspondence. For Ms. Yükrîye, online shopping was no longer about sending money to an unknown person; it was about making choices while protecting her rights through traceable steps.

Secure Online Shopping

Check the seller's full identification and contact information. Read the product description, total price, delivery, and return conditions. Do not send card information via message; use a virtual card and a limited amount if possible. Keep all correspondence with the cardholder. Avoid excessively cheap offers that only require bank transfer payment.

Activity

Secure Basket Comparison

26. Compare the same product from two reliable sellers with their price, shipping, return, and contact information. Compare them.
27. Find one example each of positive, negative, and solution-included seller reviews.
28. Set your virtual card or payment limit in your bank's official application. Examine it.
29. Indicate the information that should be kept in a sample order confirmation.
30. Practice stopping and finding the official vendor for any suspicious advertisement.

My Vocabulary

Term	Explanation
Distance selling	A sale conducted without the buyer and seller being in the same physical location.
Virtual card	An online payment card linked to the main card, with a customizable limit.
return policy	Under certain conditions, you have the right to return a purchased product and receive a refund.
Seller verification	Verifying the seller's identity, contact information, background, and assurance details.
Order record	A document showing the transaction number, amount, date, product, and delivery information.

From Story to Digital Life

At the heart of the Digital Hobby and Self-Confidence Journey story is a single device. or no application is available. The main issue is that a person's daily need is their own.



The key is to meet customer needs quickly and securely. The principles, grouped under the heading of secure online shopping, allow users to visualize decision points rather than memorizing the process. The reader learns not only what to touch on the screen but also when to stop, what information not to share, and which channel to use for verification. This approach creates lasting digital competence that can be used even if the application changes.

This section of DigComp 2.2 links '1.2 Evaluating information; 2.3 Digital'.

The focus is on areas such as participation in services; 4.2 Privacy; and 5.2 Choosing technological solutions. Competence is not measured solely by successfully completing a task; knowledge, skills, and attitude are evaluated together. Individuals are expected to protect their password when requesting help, obtain permission when sharing content, examine problems step-by-step instead of panicking when an error occurs, and apply what they have learned to another context. Every application should provide accessibility options, readable text, sufficient time, and alternative support methods.

From an Erasmus+ perspective, the section is 'Digital transformation; inclusivity; consumer awareness and It contributes to the priorities of 'local economic participation'; its connection with the United Nations Sustainable Development Goals is 'SDG 8 Decent work and economic growth; SDG 10 Reducing inequalities; SDG 12 Responsible production and development.'

It has been defined as 'consumption'. This pairing makes visible the societal impact of an individual digital skill. Secure communication affects not only family relationships but also inclusivity, accurate information affects not only personal decisions but also democratic participation, and sustainable device use affects not only the budget but also the environment.

Readers sharing their own experiences forge a learning partnership across generations and communities.

Safe Practice Guide

Before you begin, define your goal in a single sentence: Secure Shopping Cart

Comparison. If real personal data, card information, passwords, or health records are to be used, ensure the process is conducted in a formal and secure environment; use sample data during the training rehearsal. Follow the steps sequentially, not all at once. After each step, read the on-screen result aloud.

If an unexpected warning appears, instead of proceeding, check that the screenshot does not contain any personal information, make a note of it, and consult a trusted support person. When the process is complete, log out and review permissions and logs.



In learning, repetition is more important than speed. Doing the same task twice on different days is a stronger measure of success than just that moment. The person assisting should not complete the task on behalf of the user; they should provide guidance without touching the screen and allow the user to explain the steps in their own words.

After the process, the following questions should be answered: 'What did I do?', 'What did I verify?', 'What information did I protect?', 'Who should I contact if there are any problems?' These four questions are a brief check of secure digital independence.

I am evaluating myself.

- I can explain the order in which I would perform the basic operation in this section on my own device.
 - I recognize the sign that indicates I should stop in a suspicious or unexpected situation.
 - I know which personal information I shouldn't share.
 - I can verify the official or reliable source through another channel.
 - I will teach a relative the method I learned without touching their device without permission.
- I can explain it.

Life Lesson

LIFE LESSON

Conscious shopping isn't just about finding the lowest price; it's about considering need, labor, safety, and rights all together.

Learning in the Digital World and The Joy of Reading



Story 07

Learning in the Digital World and The Joy of Reading

"An individual who continues to read and learn will have a lifelong presence in the digital world."

It continues to develop."

DigComp 2.2	2.1 Digital communication; 4.2 Personal data; 4.1 Device and account security; 5.1 Problem solving
Erasmus+	Digital transformation; inclusivity; critical thinking and safe social participation.
UN SKA	SDG 4 Quality education; SDG 10 Reducing inequalities; SDG 16 Peace, justice and strong institutions

Chapter A · The Joy of Reading Again with E-books

EMINE HANIM

73 years old · Retired teacher

My love for books never ended.

Emine Hanım had instilled a love of books in her students for years. Even after retirement, she wanted to continue reading. However, as she got older, she found it difficult to carry thick books and read small print.

On her birthday, her daughter gave her an e-reader as a gift. At first, she had difficulty using the device. Together, they learned how to increase the font size, download books, and navigate between pages.

Now he can carry hundreds of books on a single device. He can write whenever he wants. He can enlarge the book, and thanks to night mode, he can read without straining his eyes. He started reading books regularly for at least half an hour every day.

EMINE HANIM'S WORDS

"I used to have trouble carrying books. Now I have my whole library at my fingertips."

Digital Skills Acquisitions

Skills learned in this story



📖 ebook download

📖 Adjusting font size

📖 Book search

📖 Bookmarking

📖 Using night mode

Explore with QR Codes



QR-031

Project Gutenberg

<https://www.gutenberg.org>

Access to Project Gutenberg resources.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-032

Google Books

<https://books.google.com>

Accessing the Google Books resource.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-033

BTK Academy

<https://www.btkakademi.gov.tr>

Access to BTK Academy resources.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-034

Google Digital Workshop

<https://grow.google/intl/tr>

Access to the Google Digital Workshop resource.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-035

Coursera

<https://www.coursera.org>

Access to Coursera resources.

The actual QR code is recorded, along with the target connection and parsing test results.

Advantages of E-books

- Font size can be increased.
- Hundreds of books can be carried on the same device.
- Night mode is available.
- Search is possible.
- Notes can be taken.
- Can be bookmarked.

Section B · New Horizons with Online Education

Mr. Hasan

76 years old · Retired teacher

There is no age limit to learning.

After retiring, Mr. Hasan greatly missed learning new things.
Her granddaughter told her that free courses could be taken online.

He first attended a basic computer course. Later, he began taking online courses in history, photography, and foreign languages.

He could pause and rewatch the videos whenever he wanted, and take notes.
Sharing what he learned with his friends brought him great joy.

HASAN BEY'S WORDS

"Now I learn something new every day. I feel like a student again."

Digital Skills Acquisitions

Skills learned in this story

• Register for the online course

• Watching video lessons



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📄 Certificate download

📝 Taking notes

🗣️ Communicating with instructors

Explore with QR Codes



QR-031

Project Gutenberg

<https://www.gutenberg.org>

Access to Project Gutenberg resources.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-032

Google Books

<https://books.google.com>

Accessing the Google Books resource.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-033

BTK Academy

<https://www.btkakademi.gov.tr>

Access to BTK Academy resources.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-034

Google Digital Workshop

<https://grow.google/intl/tr>

Access to the Google Digital Workshop resource.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-035

Coursera

<https://www.coursera.org>

Access to Coursera resources.

The actual QR code is recorded, along with the target connection and parsing test results.

Section C · Digital Security Training

Ms. Leyla

75 years old · Retired nurse

Becoming a Conscious User

Leyla enjoyed spending time on the internet. However, news of scams occasionally worried her. She attended the Digital Security Training organized by the municipality.

Here, they learned how to create strong passwords, recognize fake emails, use two-factor authentication, develop safe online habits, and protect personal data.

People are now much more conscious about what they do online.

LEYLA HANIM'S WORDS

"Having the information reduced my fears."

Digital Skills Acquisitions

Skills learned in this story

🔗 Creating a strong password
🔗 Two-factor authentication
🔗 How to identify fake emails
🔗 Safe internet use
🔗 Personal data protection

Explore with QR Codes

 QR-031	Project Gutenberg https://www.gutenberg.org Access to Project Gutenberg resources. The actual QR code is recorded, along with the target connection and parsing test results.
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QR-032

Google Books

<https://books.google.com>

Accessing the Google Books resource.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-033

BTK Academy

<https://www.btkakademi.gov.tr>

Access to BTK Academy resources.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-034

Google Digital Workshop

<https://grow.google/intl/tr>

Access to the Google Digital Workshop resource.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-035

Coursera

<https://www.coursera.org>

Access to Coursera resources.

The actual QR code is recorded, along with the target connection and parsing test results.

Application Effectiveness

Try doing the following activities this week.

- Download a free e-book to your phone. •
- Choose a course from BTK Academy that interests you. •
- Strengthen the password of one of your accounts. •
- Read a book for at least 20 minutes every day. •
- Share what you've learned with a friend.

Let's think about it.

31. How has Mrs. Emine's reading habit changed?
32. Why did Mr. Hasan feel like a student again?

33. How has Ms. Leyla's perspective on digital security changed?
34. What are the most important advantages of digital education?
35. What subject would you like to learn online?

Digital Dictionary

Concept	Explanation
E-book	Books that can be read electronically
Online Education	Online education
Webinar	Online seminar
Digital Certificate	Electronic document issued upon completion of the training.
Two-Factor Authentication	An additional verification method that enhances account security.

DIGITAL LIFE LESSON

The easiest way to access information is now the digital world. Individuals who continue to read, learn, and use the internet safely will continue to develop and produce throughout their lives. Digital literacy is not just about using technology; it's about accessing information safely, accurately, and consciously.

Chapter D · The Trap on the Other End of the Phone

The following original narrative complements this expanded theme while retaining the content from the previous edition of the book.

Mr. Mehmet's phone rang at lunchtime. The name of his bank was displayed on the screen. The caller, speaking in a fast, serious voice, said a large sum of money was about to be withdrawn from his account. To stop the transaction, he needed to verify his identity and scan a code that would be sent shortly. Mr. Mehmet's heart raced.

The caller knew the last four digits of the account number and was using formal language. "If you hang up, you'll be held responsible," he said. This statement both frightened and aroused suspicion in Mr. Mehmet.

At a digital security meeting he attended last month, he was told that the name displayed on the screen of a caller ID could be impersonated. Even if the number looked like a bank's, it didn't guarantee the call was secure. Mr. Mehmet didn't give the caller any information. He said, "I'll call my bank myself." The other party...

Her suspicions grew when he raised his voice and said there wasn't time. She hung up the phone. A few seconds later, the same number called again; there was no answer.

First, he sat down to calm himself. He dialed the bank's number from the incoming call list. No, he found it on the back of his card. He called official customer service and was connected to the security department. There was a suspicious transaction pending in his account.



It wasn't visible. The employee stated that the bank wouldn't ask for a password or one-time code over the phone. Mr. Mehmet noted the time of the call and what was said, and provided the number. He realized that the bank name appearing on the screen might be misleading.

He understood it through experience.

How did the caller know the last digit of the account number? This question puzzled him.

It kept me thinking for a long time. The information could have come from an old transaction document, a data breach, a social media post, or a random guess. Just because an attacker knew some of the information didn't make the whole conversation real.

Mr. Mehmet checked the security settings in the bank application, corrected the outdated contact address, and confirmed that there were no unfamiliar device sessions.

That same evening, the person who called sent another message: "Transaction cancellation link." Mehmet Bey didn't open the message. He checked his inbox on the bank's official app; there were no alerts. He reported the message as spam and blocked the number. Then he told his close circle about the incident. He thought that hiding the attempt to target him would give the attackers an advantage. Shame was a second trap the scammers used; as long as people didn't talk, the methods would continue to reach others.

His neighbor Salih gave money to a person who claimed to be a "prosecutor" during a similar phone call. He explained that he had made the deposit. Mr. Mehmet didn't accuse him. Accusatory words could prevent the injured party from seeking official help. Together, they contacted the bank and the relevant law enforcement agency. They compiled transaction documents, phone numbers, and screenshots of messages. While prompt notification didn't guarantee the money would be recovered, it was crucial for the investigation and account security.

They practiced "turning off the phone" in the neighborhood center. The instructor introduced himself. He introduced himself as a bank employee and said things that rushed the participants. Everyone took turns saying, "I won't share any information in this meeting. I'll call the institution myself using its official number," and then hung up. At first, they felt like they were being rude. The instructor emphasized that ending the meeting when there was a security concern was not rudeness but their right.

Mr. Mehmet established a promise of security within the family. An unexpected request for money. If the person called, even if they were genuinely a family member, they would be called from a different number and asked a simple question known only to the family. The possibility of voice impersonation, and the thought "You recognize my voice," would not be sufficient on its own.



It was discussed. Money or emergency messages would be verified through multiple channels. Thus, trust was linked to a common method rather than blind belief.

A month later, Mr. Mehmet actually received a security call from the bank. He used the same method again: He didn't provide any information during the call, hung up, and called the official number himself. The bank employee found this behavior acceptable and confirmed the real transaction through the app. The security rule applied not only to the fake call but also to the real one. If the institution was genuinely calling, contacting them again through the official channel could resolve the issue.

Mehmet Bey no longer looked at the phone with fear, but with measured caution. He didn't consider every unknown number a threat, but he stopped at calls requesting money, passwords, codes, or confidentiality. He looked not at the caller's title, the name on the screen, or a few pieces of information he knew, but at the nature of the request and the verification method. He had learned that the strongest protection he had was the red hang-up button.

He frequently repeated this sentence to his friends: "The real officer doesn't care about you..." It doesn't force you to make a decision; it doesn't ask for your code; it doesn't tell you to transfer your money to a secure account." Digital security sometimes stemmed not from complex settings, but from a very simple right: ending the conversation, finding the official number yourself, and asking for help.

Red Lines in Phone Scams

Banks, police, prosecutors, or public officials will never ask you for passwords, card PINs, one-time codes, or to transfer money to a "secure account" over the phone. Do not trust the number on the screen. End the call; contact the institution yourself using the verified number on your card, official website, or in your contact list.

Activity

Phone Disconnection and Verification Procedure

36. Recreate the rushed, fake phone call scenario with a partner.
37. Say aloud the safe sentence that will end the conversation without sharing information.
Tell me.
38. Save the official numbers of banks and important institutions in a secure directory.
39. The second verification method to be used for urgent fund requests with your relatives.
determine it.

40. Record the time, number, and request information of the suspicious call.

Practice it.

My Vocabulary

Term	Explanation
Fake phone number	Enabling the caller to display a different number or company name on the screen.
Social engineering	Persuading someone to make a transaction by exploiting feelings of fear, trust, or urgency.
Official number	The phone number published by the organization on its own card, website, or verified channel.
The secure account lie	A scam where the perpetrator attempts to transfer money to another person's account under the pretext of protecting it.
Event log	Documenting the time, number, message, and transaction information of the suspicious conversation.

From Story to Digital Life

At the heart of the story is "The Joy of Learning and Reading in the Digital World".

It's not just about a device or an app. The real issue is being able to meet a daily need at your own pace and securely. The principles, grouped under the heading "Red Lines in Phone Scams," allow users to see the decision points instead of memorizing the process. The reader learns what to touch on the screen, when to stop, what information not to share, and which channel to use for verification. This approach creates lasting digital competence that can be used even if the app changes.

This section's DigComp 2.2 link is '2.1 Digital communication; 4.2 Personal data; 4.1 Device and account security focuses on the areas of '5.1 Problem Solving'. Competence is not measured solely by successfully completing a task; knowledge, skills, and attitude are evaluated together. Individuals are expected to protect their password when requesting help, obtain permission when sharing content, examine problems step-by-step instead of panicking when encountering errors, and apply what they've learned to a different context. Every application should provide accessibility options, readable text, sufficient time, and alternative support methods.

From an Erasmus+ perspective, the section is 'Digital transformation; inclusivity; critical thinking'. It contributes to the priorities of 'safe and secure social participation'; its connection with the United Nations Sustainable Development Goals is defined as 'SDG 4 Quality education; SDG 10 Reducing inequalities; SDG 16 Peace, justice and strong institutions'. This pairing makes visible the societal impact of an individual digital skill. Safe communication enhances not only family relationships but also inclusivity, accurate information enhances not only personal decision-making but also democratic participation, and sustainable device usage.



Its use affects not only the budget but also the environment. Readers sharing their own experiences fosters a learning partnership between generations and communities.

Safe Practice Guide

Before starting the practice, define the objective in a single sentence: Phone Shutdown and Verification Practice. If real personal data, card information, passwords, or health records are to be used, ensure the process is conducted in a formal and secure environment; use sample data in the practice training. Follow the steps sequentially, not all at once. After each step, read the on-screen result aloud.

If an unexpected warning appears, instead of proceeding, check that the screenshot does not contain any personal information, make a note of it, and consult a trusted support person. When the process is complete, log out and review permissions and logs.

In learning, repetition is more important than speed. Doing the same task twice on different days is a stronger measure of success than just that moment. The person assisting should not complete the task on behalf of the user; they should provide guidance without touching the screen and allow the user to explain the steps in their own words.

After the process, the following questions should be answered: 'What did I do?', 'What did I verify?', 'What information did I protect?', 'Who should I contact if there are any problems?'

These four questions are a brief check of secure digital independence.

I am evaluating myself.

- I can explain the order in which I would perform the basic operation in this section on my own device.
- I recognize the sign that indicates I should stop in a suspicious or unexpected situation.
- I know which personal information I shouldn't share.
- I can verify the official or reliable source through another channel.
- I will teach a relative the method I learned without touching their device without permission.

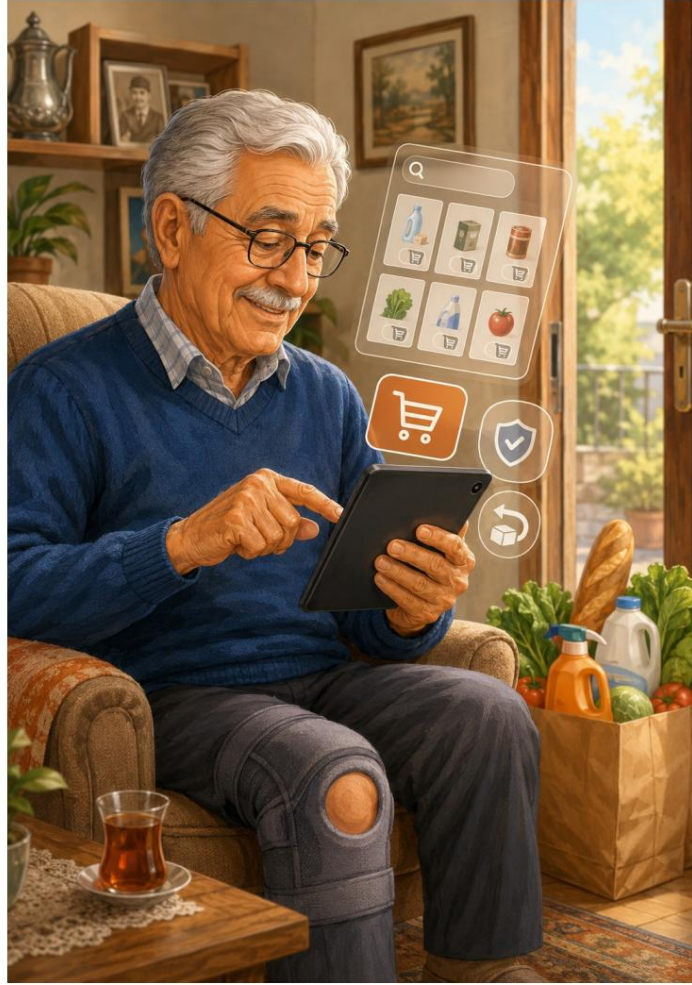
I can explain it.

Life Lesson

LIFE LESSON

Saying no and hanging up the phone is not disrespectful. The boundary that protects one's own safety is respect for a person's right to make their own decisions.

The Convenience of Online Shopping



Story 08

The Convenience of Online Shopping

*"The right steps make online shopping a safe experience that simplifies daily life."
transforms it into support."*

DigComp 2.2	3.1 Digital content development; 3.2 Content integration; 3.3 Copyright and licensing; 4.2 Privacy
Erasmus+	Digital transformation; inclusivity; cultural heritage and intergenerational learning.
UN SKA	SDG 4 Quality education; SDG 11 Sustainable communities; SDG 16 Inclusive society; SDG 17 Partnerships

Section A · The Convenience of Online Shopping

Mr. Orhan	72 years old · Retired worker
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Shopping Now Comes to My Home

After working for many years, Mr. Orhan had retired and begun to lead a quiet life. However, with advancing age, his knee pain had increased, making it difficult for him to walk long distances and carry heavy bags.

Grocery shopping had become a tiring chore. She especially didn't want to leave the house on rainy and cold days, and had to rely on her children to get what she needed.

One day, her daughter explained that safe online shopping was possible. First, they downloaded a reliable grocery store app to her phone. Together, they learned how to search for products, compare prices, add items to the cart, and place orders.

In his first order, he chose his basic needs. On delivery day, the grocery store employee brought the products right to his door. This experience changed Mr. Orhan's perspective on technology. Shopping was no longer a tiring chore for him.

ORHAN BEY'S WORDS

"Going to the grocery store used to take me hours. Now, everything I need is delivered to my door with just a few taps."

Digital Skills Acquisitions

Skills learned in this story

🛒 Use a reliable shopping app
🔍 Product search
💰 Price comparison
🛒 Add products to the cart
📦 Place an order
📦 Track your delivery
📦 View order history

Explore with QR Codes

 QR-036	Hepsiburada https://www.hepsiburada.com Accessing Hepsiburada resources. The actual QR code is recorded, along with the target connection and parsing test results.
 QR-037	Trendyol https://www.trendyol.com Accessing Trendyol resources. The actual QR code is recorded, along with the target connection and parsing test results.
 QR-038	PTTAVM https://www.pttavm.com Accessing the PTTAVM resource. The actual QR code is recorded, along with the target connection and parsing test results.



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QR-039

Ministry of Commerce

<https://www.ticaret.gov.tr>

Access to Ministry of Trade resources.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-040

BTK Secure Internet

<https://www.guvenliweb.org.tr> Access

the BTK Secure Internet resource.

The actual QR code is recorded, along with the target connection and parsing test results.

Advantages of Online Shopping

• You don't need to carry heavy loads. • You can easily compare prices. • You can keep track of promotions. • You can shop without leaving home. • You can read product reviews. • You can track your orders. • You can save time.

EXPERT ADVICE

Ask three questions before making a purchase: Is this site trustworthy? Is there enough information about the seller? Have I read the product reviews?

Checklist

- The website address starts with https://.
- A lock icon is visible.
- The seller has a high rating.
- Product reviews have been read.
- Return conditions have been reviewed.
- The payment page is secure.
- Card information is only entered on the official payment screen.

Application Effectiveness

41. Open a shopping app.



42. Search for a product.
43. Review user ratings.
44. Read at least three product reviews.
45. Add the product to your cart; you don't have to buy it.
46. Review the estimated delivery date.

Let's think about it.

47. What difficulties did Mr. Orhan encounter while shopping?
48. Why was hesitant at first?
49. How can you identify a trustworthy online shopping site?
50. Why is it important to read product reviews?
51. Which products do you prefer to buy online the most?

Digital Dictionary

Concept	Explanation
E-commerce	Online shopping system
Basket	The area where products to be purchased are collected.
Order	Purchase process
Delivery	Delivering the product to the user.
Campaign	Discount sale period
Product Review	Experiences of other users

Let's try it at home.

- Search for a product on a trusted online shopping site and note its price.
- Find the same product on a different, reputable website and compare prices.
- Read product reviews to determine what information you should pay attention to.
- Talk to a family member about safe online shopping.

DIGITAL LIFE LESSON

Digital shopping is more than just a convenience. When used correctly, it increases the independence of older adults, simplifies daily life, and improves their quality of life.

Chapter B · Memories in Digital Album

The following original narrative complements this expanded theme while retaining the content from the previous edition of the book.

Gülsüm Hanım's voice was recognizable to everyone in the family. She would often use it when recounting an event. She didn't rush her words; she would describe people's faces and even the smell of the air. Her grandson, Deniz, wanted to record his grandmother's memories for his oral history class at university. Gülsüm Hanım was initially pleased, then asked where the recording was.



She asked how it would be used. "Will it be listened to in class, put on the internet, or will everyone see it?" Deniz understood that these questions needed to be answered before the project began.

Creating digital content wasn't just about pressing the record button.

They made a little plan together. The subject of the recording, its duration, who could listen to it. It was also stipulated that Mrs. Gülsüm had the right to change her mind later. It was agreed that any private details about other family members, living or deceased, would not be published. If Mrs. Gülsüm wanted to stop a part of the recording, she would raise her hand, and Deniz would delete that section. This wasn't a one-time, unlimited permission; it was an ongoing agreement throughout the process.

On the first attempt, the phone was too far from the table, and the sound of the clock in the room drowned out the conversation. Deniz placed the device about an arm's length away from Mrs. Gülsüm, closed the window, and muted the notifications. Before starting the recording, the date, location, and speaker information were given. Mrs. Gülsüm recounted a holiday morning she spent by the neighborhood fountain during her childhood. When her voice occasionally lowered, Deniz didn't interrupt her; he simply moved the phone a little closer.

They didn't share the file right away after the recording was finished. Together, from start to finish. They listened. Mrs. Gülsüm requested that some names be removed and a date corrected. Deniz only shortened unnecessary silences; she did not make any cuts that would alter the meaning of the sentences. When she wanted to add dramatic music to make the sound more impactful, they considered copyright issues. With permission or explicitly... Licensed music could have been found, but for the sake of narrative simplicity, they decided to use only a very short introductory audio track.

They added a few of the old photos to a digital album to accompany the recording. Each. They wrote down the owner of the photo and the approximate date. They obtained permission from the family regarding the sharing of the people appearing in the photo. They didn't add random images they found online to the album just because "everyone else is using them." The source, license, and terms of use of the image were recorded. Creating digital content also required respecting the work of others.

The maritime files were recorded with meaningful names: date, speaker, and subject. Main. The record, the edited copy, and the version to be published were kept in separate folders. Ms. Gülsüm requested that the main record not be deleted because a mistake was made during the editing process. If a mistake was made, it was possible to undo it. The files were backed up on two separate media.



The sharing link is only accessible to the course teacher and classmates, and access is restricted for a limited time.

Before the class presentation, Mrs. Gülsüm listened one last time. Hearing her own voice on the recording felt strange to her; she thought she had said some words too slowly. Deniz said that the value of storytelling lay not in speaking like a radio presenter, but in maintaining its own rhythm. Mrs. Gülsüm agreed. In the presentation, the students learned not only about their past lives, but also how to ethically and with permission record a memory.

Later, the women of the neighborhood wanted to record their own memories of folk songs and recipes. Gülsüm Hanım first asked them not "What will we tell?" but "Whose permission has been obtained and who will listen?" Some recordings remained within the family, while others were given to the local cultural archive. The same level of openness was not appropriate for all content. Digital visibility can add value, but it can also be harmful if privacy and cultural sensitivities are not protected.

One day, Mrs. Gülsüm made a short voice recording on her phone. Without needing Deniz's help, she named the file and added it to the family album. At the end of the recording, "Whoever listens to this story should not forget that what is being told is a human life," he said. This sentence was placed at the beginning of the album. The digital archive consisted not only of files, but also of the responsibility that those files carried.

Years later, when a grandchild opened this recording, they heard the voice of Mrs. Gülsüm... He would be able to hear the pauses, the changing tone of his voice when he laughed, and the words specific to Tokat. But it wasn't just technology that made this possible. Without explicit consent, reliable sources, orderly file management, and respectful arrangement, the recording couldn't become a trustworthy legacy. The bridge carrying the past to the future was carefully built before the cables were laid.

Ethical Digital Memory Recording

Before recording, explain the purpose, audience, and sharing area. Obtain explicit consent; the person can then proceed. Allow them to withdraw. Do not publish proper names and information without permission. Editing should not alter the meaning. Record the source and license of photographs, music, and text. Keep the original file and the published copy separate.

Activity

Three-Minute Oral History Recording



52. Establish boundaries regarding topic, duration, audience, and sharing with the speaker.
53. Conduct a sound test; check ambient noise and device distance.
54. Record the three-minute segment and listen to it from beginning to end with the speaker.
55. Make the requested corrections; avoid cuts that alter the meaning.
56. Name the file in the format date-subject-speaker and add a permission note.

Keep it safe.

My Vocabulary

Term	Explanation
Explicit consent	Giving consent freely and for a specific purpose, while understanding what one is allowing.
Oral history	The recording of lived experiences in the person's own words.
Open license	A license that permits the reuse of content under specific conditions.
Master record	An original, unedited audio or video file.
Metadata	Identifying information about the file, such as date, person, subject, source, and permissions.

From Story to Digital Life

At the heart of the "Convenience of Online Shopping" story isn't just a device or app. The real issue is enabling individuals to meet a daily need at their own pace and securely. The principles, grouped under the heading of ethical digital record keeping, allow users to see decision points rather than memorizing the process.

As the reader learns what to touch on the screen, they also learn when to stop, what information not to share, and which channel to verify. This approach creates lasting digital competence that can be used even if the application changes.

This section of DigComp 2.2 focuses on the following areas: '3.1 Digital content development; 3.2 Content integration; 3.3 Copyright and licensing; 4.2 Privacy'.

Competence is not measured solely by successfully completing a task; knowledge, skills, and attitude are evaluated together. Individuals are expected to protect their password when requesting help, obtain permission when sharing content, examine problems step-by-step instead of panicking when encountering errors, and apply what they've learned to a different context. Every application should provide accessibility options, readable text, sufficient time, and alternative support methods.

From an Erasmus+ perspective, the section is 'Digital transformation; inclusion; cultural heritage and It contributes to the priorities of 'intergenerational learning'; its connection with the United Nations Sustainable Development Goals is defined as 'SDG 4 Quality education; SDG 11 Sustainable communities; SDG 16 Inclusive society; SDG 17 Partnerships'. This mapping highlights how an individual digital skill contributes to societal development.

It makes its impact visible. Safe communication affects not only family relationships but also inclusivity; accurate information affects not only personal decisions but also democratic participation; and sustainable device use affects not only the budget but also the environment. Readers sharing their own experiences creates a learning partnership between generations and communities.

Safe Practice Guide

Before you begin, define your goal in a single sentence: Three Minutes

Oral History Recording. If real personal data, card information, passwords, or health records are to be used, ensure the process is conducted in a formal and secure environment; prefer sample data in the training rehearsal. Follow the steps sequentially, not all at once. After each step, read the on-screen result aloud.

If an unexpected warning appears, instead of proceeding, check that the screenshot does not contain any personal information, make a note of it, and consult a trusted support person. When the process is complete, log out and review permissions and logs.

In learning, repetition is more important than speed. Doing the same task twice on different days is a stronger measure of success than just that moment. The person assisting should not complete the task on behalf of the user; they should provide guidance without touching the screen and allow the user to explain the steps in their own words.

After the process, the following questions should be answered: 'What did I do?', 'What did I verify?', 'What information did I protect?', 'Who should I contact if there are any problems?'

These four questions are a brief check of secure digital independence.

I am evaluating myself.

- I can explain the order in which I would perform the basic operation in this section on my own device.
- I recognize the sign that indicates I should stop in a suspicious or unexpected situation.
- I know which personal information I shouldn't share.
- I can verify the official or reliable source through another channel.
- I will teach a relative the method I learned without touching their device without permission.

I can explain it.

Life Lesson

LIFE LESSON

Recording a memory is not the same as owning it. It depends on the narrator's words, limitations, and effort. A record that shows respect becomes a true legacy.



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TÜRKİYE ULUSAL AJANSI
TURKISH NATIONAL AGENCY

STORY 09 · VISUAL OPENING

Health Applications and Control



Story 09

Health Applications and Control

*"Regular digital monitoring enhances access to healthcare and the confidence of independent living."
"It strengthens."*

DigComp 2.2	2.3 Digital citizenship; 1.1 Access to information; 4.2 Privacy; 5.2 Technological solutions tailored to needs.
Erasmus+	Digital transformation; inclusivity and diversity; participation in democratic life and shared values.
UN SKA	SDG 10 Reducing inequalities; SDG 11 Sustainable cities; SDG 16 Strong institutions; SDG 17 Partnerships

Chapter A · Mr. Ziya's Digital Health Journey

Mr. Ziya	74 years old · Retired worker
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Managing My Health is Now Easier

After working at the factory for many years, Mr. Ziya is now enjoying his retirement. It had started. However, as she got older, chronic conditions such as hypertension and diabetes emerged. Following doctor's appointments, taking her medications on time, and getting her test results became increasingly difficult.

Sometimes he forgot his appointments, and sometimes he missed his medication times. She had to carry her old test results with her every time she went to the hospital, and she had difficulty accessing her health information.

One day, her daughter installed the e-Nabız application on her phone. First, she wanted to know how to log in to the system. They demonstrated how to do it. Later, together they learned how to view lab results, review prescriptions, check doctor's appointments, and use medication reminders.

Although her daughter was with her in the first few weeks, she soon learned to handle all the procedures herself. She has become able to do it all. Now, after doctor's check-ups, she can comfortably review her results at home. Her medication times are reminded to her via notifications on her phone. In case of an emergency, she can quickly access her medical history. This change has not only improved her health management but also boosted her self-confidence.



ZIYA BEY'S WORDS

"It used to be very difficult to keep track of my health information. Now it's all in my pocket and I feel much safer."

Digital Skills Acquisitions

Skills learned in this story

📱 Log in to the e-Nabız system
📱 Viewing laboratory results
📱 Reviewing prescriptions
📱 Tracking MHRS appointments
📱 Using medication reminders
📱 Viewing your medical history
📱 Access to emergency information

Explore with QR Codes

 QR-041	e-Nabız https://enabiz.gov.tr Accessing the e-Nabız resource. The actual QR code is recorded, along with the target connection and parsing test results.
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 QR-042	MHRS https://mhirs.gov.tr Accessing the MHRS resource. The actual QR code is recorded, along with the target connection and parsing test results.
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Erasmus+
Zenginleştirir, ufuk açar.



QR-043

Ministry of Health

<https://www.saglik.gov.tr>

Access to Ministry of Health resources.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-044

World Health Organization

<https://www.who.int> Access

to World Health Organization resources.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-045

Mayo Clinic

<https://www.mayoclinic.org>

Access Mayo Clinic resources.

The actual QR code is recorded, along with the target connection and parsing test results.

What can you do with e-Nabız?

• You can view your laboratory results. • You can review your radiology reports. • You can view your prescriptions. • You can review your past health records. • You can view your vaccination information. • You can update your emergency information. • You can track your doctor's visits. • You can securely store your health data.

EXPERT ADVICE

For individuals with chronic illnesses, regularly monitoring blood pressure, blood sugar, medication times, doctor appointments, and laboratory results facilitates effective health management.

Checklist

- I don't share my e-Nabız password with anyone.
- My phone is protected with a screen lock.



- İ only access my health information through official applications.
- İ do not use any treatment methods I find online without a doctor's recommendation.
- İ use a phone reminder for my medication times.
- İ don't miss my regular health checkups.

Weekly Implementation Plan

Day	I took my medication on time.	I drank water.	I went for a walk.
Monday	İ	İ	İ
Tuesday	İ	İ	İ
Wednesday	İ	İ	İ
Thursday	İ	İ	İ
Friday	İ	İ	İ
Saturday	İ	İ	İ
Sunday	İ	İ	İ

Let's think about it.

57. What health problems was Mr. Ziya experiencing during his follow-up?
58. What conveniences did e-Nabÿz provide him?
59. What are the benefits of medication reminders?
60. What are the advantages of storing health information digitally?
61. Why are only official procedures preferred in healthcare practices?
should be done?

Digital Dictionary

Concept	Explanation
e-Nabÿz	An official digital system for managing personal health records.
MHRS	Central Physician Appointment System
Prescriptions	Medication information written by the doctor.
Laboratory Result	Analysis and test results
Notification	A reminder that the phone sends at a specific time.
Digital Health	Supporting healthcare services with digital technologies.

Let's try it at home.

- Try setting up a medication reminder on your phone.
- Save your next doctor's appointment date to your digital calendar.
- Create a simple list to note your daily water intake.
- Review the e-Nabÿz services together with a family member.

DIGITAL LIFE LESSON

Our health is our most valuable asset. Digital health applications support regular monitoring, informed health management, and quick access to services; they do not replace expert advice.

Section B · Just a Click Away from the Municipality

The following original narrative complements this expanded theme while retaining the content from the previous edition of the book.

Months ago, one of the paving stones on the street where Aliye Hanım lives had come loose. When it rained, the hole filled with water, posing a danger to her neighbor who uses a cane. Aliye Hanım had called the municipality several times, waiting until she was connected to the correct department. Her granddaughter told her that the request could be submitted through the municipality's digital service portal with a photo and location. Aliye Hanım asked, "Why should I create an account just to complain?" Her granddaughter explained that this wasn't just a complaint, but a registered citizen's request.

First, they found the municipality's official website address. The search results showed similar pages that appeared as advertisements; they compared the domain name to the address on the institution's printed invoice. They increased the font size and tried high contrast mode using the accessibility options on the site. Mrs. Aliye also saw information indicating that the page could be used with a keyboard or screen reader.

A public service becoming digital shouldn't mean it's designed solely for young and agile users.

The request form did not ask for unnecessary personal information. Instead of her full address, Mrs. Aliye wrote... He selected the location of the problem on the map. While taking the photo, he made sure not to include the faces of passersby or vehicle license plates in the frame. He wrote a short and measurable explanation: "The paving stone is loose, creating a pothole when it rains; there is a risk of falls for those using canes and wheelchairs." Instead of insulting or exaggerating, he stated the situation, location, and impact.

When the form was submitted, an application number appeared on the screen. Ms. Aliye noted this number in her notebook and calendar. The application number would allow her to track her request without having to explain it again. Three days later, the system showed "Forwarded to field team." Instead of clicking the link in the email, she accessed the portal from her own address. In digital citizenship, tracking was as important as submitting the application.

A week later, the stone was repaired. Mrs. Aliye received the closure notice and the problem was resolved. He confirmed that the issue had been resolved. The same system also included information on cultural events for the elderly, water bill details, and transportation announcements. However, he was more cautious when proceeding with payment transactions. He only entered his bank card information for official payments.



He logged into the system, double-checked the amount and subscriber number. He did not make the payment on the public computer and kept the transaction document in his personal folder.

Aliye Haným saw the "participatory budgeting" announcement on the portal. Neighborhood residents could submit suggestions for small projects and prioritize them. She prepared a proposal for a shaded resting area for the elderly. She did not add neighbors' phone numbers to the form without permission; she ensured that supporters participated with their own consent. Digital participation wasn't about collecting vast amounts of personal data, but about transparently conveying people's views to the process.

During the meeting, some neighbors said they couldn't access the digital system. (Aliye Haným) The municipality argued that its in-person service point should not be closed. Digital channels should increase options, not eliminate other avenues. He suggested setting up support desks in neighborhood centers. There, staff wouldn't perform the transaction for the individual, but would explain the steps and protect privacy. The measure of inclusive transformation would be access by the person most in need of support, not the fastest user.

One day, a post titled "The municipality is paying all pensioners" appeared on social media. She saw the post. The link requested identity and bank information. Ms. Aliye saw the portal. He couldn't find such a program in their announcements. He called the municipality's call center from the official number; it was confirmed that the post was fake. He reported the screenshot to the municipality without providing any personal information. The names of public institutions could be used to exploit trust in fraudulent activities.

Over time, Aliye Haným created a small digital service guide for the neighborhood. The directory included official addresses, phone numbers, in-person support points, and accessibility options. The links were checked for accuracy every three months. When sharing the directory in message groups, it avoided requesting unnecessary information from users. The aim wasn't for everyone to use the same method, but for them to know the safe options.

After the sidewalk was repaired, her neighbor, who uses a cane, was able to walk comfortably. Aliye The woman saw that the digital application helped to put a tangible stone in place in the real world. The form on the screen had made the problem in the neighborhood visible. Technology didn't automatically amplify the voice of the citizen; however, by transforming it into an open, recorded, and traceable channel, it facilitated participation in governance.

For Aliye Haným, the phrase "just a click away" no longer meant everything was easy. Finding the correct address, protecting privacy, keeping the application number safe, and tracking the result were all necessary. However, once these steps were learned, the digital service could transform the elderly individual from a waiting citizen into a demanding, monitoring, and participating citizen in decision-making processes.

Recognizing Official Digital Public Services

Verify the address on the institution's printed document or verified website. Do not share unnecessary personal data. Keep your application number and track the result on the official portal. Payment
Verify the upfront cost and service information. Maintain in-person and telephone options for those without digital access.

Activity

Neighborhood Service Application Practice

62. Verify the municipality's official digital service address from a reliable source.
63. Find options for text enlargement, contrast, or accessibility.
64. Write a brief description of a sample problem in the format location-effect-desired solution.
65. Practice leaving faces, license plates, and personal information out of the frame in the photo.
66. Select an application number and a personal tracking method for monitoring the results.

My Vocabulary

Term	Explanation
Digital citizenship	Rights and responsibilities, and safe and effective participation in digital services.
Application number	A unique record that allows a request to be found and tracked within the system.
Accessibility	The service should be accessible to people of different ages, skill levels, and disabilities.
Participatory process	Citizens' involvement in decision-making processes through suggestions, opinions, or votes.
Data minimization	Only personal information that is truly necessary for the transaction should be shared.

From Story to Digital Life

At the heart of the Health Apps and Control story isn't just a device or app. The real issue is enabling individuals to meet a daily need at their own pace and securely. The principles, grouped under the heading of recognizing official digital public services, allow users to see decision points rather than memorizing the process. The reader learns what to touch on the screen, as well as when to stop, what information not to share, and which verification channel to use. This approach creates lasting digital competence that can be used even if the app changes.



This section of DigComp 2.2 is linked to '2.3 Digital citizenship; 1.1 Access to information;' The focus is on areas such as 4.2 Privacy and 5.2 Appropriate technological solutions. Competence is not measured solely by successfully completing a task; knowledge, skills, and attitude are evaluated together. Individuals are expected to protect their password when requesting help, obtain permission when sharing content, examine problems step-by-step instead of panicking when an error occurs, and apply what they have learned to another context. Every application should provide accessibility options, readable text, sufficient time, and alternative support methods.

From an Erasmus+ perspective, the chapter contributes to the priorities of 'Digital transformation; inclusion and diversity; democratic participation and shared values'; its connection to the United Nations Sustainable Development Goals is defined as 'SDG 10 Reducing inequalities; SDG 11 Sustainable cities; SDG 16 Strong institutions; SDG 17 Partnerships'. This pairing makes visible the societal impact of an individual digital skill. Safe communication affects not only family relationships but also inclusion, accurate information affects not only personal decisions but also democratic participation, and sustainable device use affects not only budgets but also the environment. Sharing the reader's own experience establishes a learning partnership between generations and communities.

Safe Practice Guide

Before starting the practice, define the objective in a single sentence: Neighborhood Service Application Practice. If real personal data, card information, passwords, or health records are to be used, ensure the process is conducted in a formal and secure environment; use sample data in the practice training. Follow the steps sequentially, not all at once. After each step, read the on-screen result aloud.

If an unexpected warning appears, instead of proceeding, check that the screenshot does not contain any personal information, make a note of it, and consult a trusted support person. When the process is complete, log out and review permissions and logs.

In learning, repetition is more important than speed. Doing the same task twice on different days is a stronger measure of success than just that moment. The person assisting should not complete the task on behalf of the user; they should provide guidance without touching the screen and allow the user to explain the steps in their own words.

After the application, questions like 'What did I do?', 'What did I verify?', 'What information did I obtain?'



The questions 'How have I protected myself?' and 'Who do I contact if a problem arises?' need to be answered. These four questions are a brief check of secure digital independence.

I am evaluating myself.

- I can explain the order in which I would perform the basic operation in this section on my own device.
 - I recognize the sign that indicates I should stop in a suspicious or unexpected situation.
 - I know which personal information I shouldn't share.
 - I can verify the official or reliable source through another channel.
 - I will teach a relative the method I learned without touching their device without permission.
- I can explain it.

Life Lesson

LIFE LESSON

A good city is livable not only because of its roads, but also because of the channels that reach everyone's voice. Digital participation gains meaning when it makes rights visible and traceable.

Virtual Reality Travel Experience



Story 10

Travel with Virtual Reality experience

“Digital discovery opens a new window to the world beyond physical boundaries.”

DigComp 2.2	1.1 Access to information; 2.2 Location sharing; 4.2 Privacy; 5.2 Choosing the right technological solution.
Erasmus+	Digital transformation; inclusion and access to mobility; independent living.
UN SKA	SDG 3 Health and quality of life; SDG 10 Reducing inequalities; SDG 11 Sustainable cities

Section A · Travel Experience with Virtual Reality

Ms. Aysel	78 years old · Retired nurse
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Exploring the World From Home

Aysel Hanım has wanted to see different countries around the world since her youth. He dreamed of it. He longed to visit the Eiffel Tower in Paris, the Colosseum in Rome, the Egyptian Pyramids, and Cappadocia. However, due to his advanced age, health problems, and limited mobility, he was unable to realize these dreams.

One day, her grandson brought her a virtual reality (VR) headset as a birthday present. At first, she had difficulty understanding how the technology worked. His granddaughter carefully put on the glasses and started the 360-degree virtual tour of the Eiffel Tower in Paris.

As Aysel turned her head, she felt as if she were truly walking the streets of Paris. Later, she began to virtually visit many different cities such as London, Rome, Tokyo, Istanbul, and Cappadocia.

Discovering a new country every day became one of the most enjoyable moments of his daily life. He researched the places he visited, learned about their cultures, and shared his experiences with his friends. Thanks to virtual tours, he not only saw different cities but also rekindled his curiosity about the world.



AYSEL HANIM'S WORDS

"Even though I can't go outside, I continue to explore the world. Technology has opened a new window for me."

Digital Skills Acquisitions

Skills learned in this story

👁️ Using virtual reality glasses
👁️ 360° video viewing
👁️ Taking virtual museum tours
👁️ Exploring cultural heritage sites
👁️ Using digital maps
👁️ Learning about new countries

Explore with QR Codes

 QR-046	Google Arts & Culture https://artsandculture.google.com Access to Google Arts & Culture resources. The actual QR code is recorded, along with the target connection and parsing test results.
 QR-047	Louvre Virtual Tour https://www.louvre.fr/en/online-tours Access the Louvre Virtual Tour resource. The actual QR code is recorded, along with the target connection and parsing test results.
 QR-048	British Museum https://britishmuseum.withgoogle.com Access to British Museum resources. The actual QR code is recorded, along with the target connection and parsing test results.

 QR-049	Eiffel Tower https://www.tou Eiffel.paris Accessing the Eiffel Tower resource. The actual QR code is recorded, along with the target connection and parsing test results.
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 QR-050	UNESCO https://whc.unesco.org Access to UNESCO resources. The actual QR code is recorded, along with the target connection and parsing test results.
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What is Virtual Reality (VR)?

• You can travel to different cities around the world. • You can explore historical sites. • You can visit museums. • You can go on nature walks. • You can learn educational content more effectively. • You can discover new cultures.

EXPERT ADVICE

Virtual reality can support cognitive stimulation and social engagement. Individuals with dizziness or balance problems should start with short sessions and consult a healthcare professional if necessary.

Checklist

- Use the VR headset while seated.
- Do not exceed 10-15 minutes during initial use.
- Take a break if you experience dizziness.
- Remove any objects that could cause tripping in the usage area.
- Use the headset cleanly and hygienically.

Application Effectiveness

67. Eiffel Tower, Colosseum, Hagia Sophia, Cappadocia, Statue of Liberty, or Egypt
Choose one of the pyramids.

68. Write down which building interested you the most.
69. Note down any new information you learned about that country.
70. Explain whether you would like to see this in real life.

Let's think about it.

71. Why couldn't Mrs. Aysel travel?
72. What opportunities did virtual reality offer him?
73. Which country would you like to visit virtually?
74. What are the educational benefits of virtual museums?
75. How can technology reduce physical barriers?

Digital Dictionary

Concept	Explanation
Virtual Reality (VR) 360°	Technology that transports the user into a three-dimensional digital environment.
Video	A type of video that can be viewed in any direction.
Virtual Tour	A digital tour of a place
Cultural Heritage	Historical and cultural values passed down from the past to the present.
Digital Discovery	Learning about new places and information through technology.

Let's try it at home.

- Take a virtual tour of a museum via Google Arts & Culture.
- Explore your city on Google Earth.
- Note down three new things you learned during the trip.
- Watch a virtual tour of a different country with your family.

DIGITAL LIFE LESSON

Technology not only enables us to communicate, but also allows us to realize our dreams. Every digital discovery opens a new window into our lives.

Chapter B · My Travel Companion: Maps

The following original narrative complements this expanded theme while retaining the content from the previous edition of the book.

Mr. Rıza was taking his wife to her check-up appointment at the newly opened city hospital. He knew the hospital's location roughly, but he didn't know which bus was closest to the entrance. He didn't know it had stopped. A relative had described it earlier, saying, "Turn right after you cross the bridge." "Turn back," he had said; they had taken the wrong turn because there were two bridges in the city. This time he decided to use the map app on his phone. The route line



She was afraid of being controlled, and she was afraid of missing her surroundings while looking at the screen.

While at home, he wrote down the name of the hospital. Private hospitals and clinics with similar names. The list was compiled. Mr. Rıza compared the exact address on the appointment slip and checked the location link on the hospital's official website. He learned that simply selecting a name on the map wasn't enough. The city, district, neighborhood, and building number had to be verified. Choosing the wrong location could lead a seemingly correct route to the wrong destination.

They compared transportation options: walking, public transport, car, and They took a taxi. Since Mrs. Aysel couldn't walk long distances, they chose the route with the fewest transfers and the shortest walk from the taxi stand to the hospital entrance. The map gave an estimated time; however, it couldn't know every detail, such as elevators, pedestrian crossings, air conditions, and the need for rest. They decided to leave forty minutes before their appointment time. The digital plan was completed with a real-life component.

Mr. Rıza reviewed the location permissions. He chose to allow the app to access his location only when he was using it, not "always." There was no need for continuous background location tracking after the trip ended. They used live location sharing to inform their families of the route, but limited it to one hour. They sent the link only to their daughter, not to the family group. Location information should be considered sensitive, as it can reveal a person's whereabouts and daily routine.

They turned the phone up loud enough to hear it on the bus, but it wasn't disturbing to those around them. To avoid distractions, they didn't use headphones; they considered either a single earphone or the vibrating notification option. Instead of constantly watching the screen, Mr. Rıza turned on the upcoming stop notification. He put the phone in his bag and followed the route and announcements. The map was a helpful tool; looking at the screen at a pedestrian crossing, reading the route on stairs, or holding the phone while driving wasn't safe.

At one point, the application led them to a closed side road. Mr. Rıza crossed the line. He didn't insist on following it. He saw the roadwork sign, asked the operator, and chose an alternative route. The app calculated the new route within seconds. This incident showed that digital guidance isn't absolute instruction. Outdated data, construction, weather, or accessibility issues could affect the route. Real-world signs always took precedence.



When they arrived at the hospital, the main entrance and the outpatient clinic entrance were different. The building was on the map. Although it was marked, they followed the directional signs inside. Mr. Rıza later wanted to add the information "there is a sloping road from the public transport stop to the polyclinic entrance" to his map comment. He did not share any health-related information, appointment time, or personal details in the comment. He drew a line between helpful location information and privacy.

The internet connection weakened on the return journey. Mr. Rıza learned that if he had downloaded an offline map of the area beforehand, he could have seen the basic route and streets. For the next trip, he downloaded the map while on a Wi-Fi network; the phone... He checked the storage space and the update date. He also wrote down the important address on a piece of paper and in his contact list. Not being tied to a single vehicle prevented the journey from coming to a complete halt in case of a technical problem.

A week later, they rehearsed a short walk around the neighborhood. The participants were He created a route to the pharmacy, changed location permissions, started and ended timed sharing. He compared the on-screen directions with the street sign. Mr. Rıza explained how the application showed north and the direction of travel. Some people lost their bearings when rotating the map; everyone chose the view that suited them. There wasn't one single correct interface.

Rıza Bey was now using three sources when going to his new address: official address, digital address. A map and real-world landmarks were used. He informed a relative of his travel plans, kept his location shared for a limited time, and checked the device's battery. This preparation gave him a sense of independence. The map eliminated the need to constantly ask others for directions; it made it easier to ask the right question when necessary.

Aysel chose her own route for her next appointment. As she approached the bus stop, a notification on her phone vibrated, but she checked the curb first. "The phone tells me the way, I take the steps myself," she said. That was the essence of digital navigation: Technology offers options, people assess their surroundings and choose a safe route.

He makes the decision.

Safe Digital Route

Verify your destination with an official address. Choose your mode of transport based on your mobility and accessibility needs. Grant location permission only during use; share your live location with a specific person and for a limited time. Do not look at the screen while walking or driving. Actual road signs and safety warnings precede the app.

Activity

Safe Route Planning

76. Find the official address of a nearby public service and compare it to the result on the map.
Compare them.
77. Evaluate walking and public transport routes in terms of time, transfers, and accessibility.
Compare them.
78. Set location permission to be enabled only when the app is in use.
Get it.
79. Start a fifteen-minute live location share with someone you trust.
Finish on time.
80. On this route, consider digital wayfinding, street signage, and perimeter safety together.

My Vocabulary

Term	Explanation
Location permission	The permission granted to an application to use the location of a device.
Live location	The act of sharing one's moving location with a selected person for a specific period of time.
Offline map	A pre-downloaded map for use without an internet connection.
Route	The suggested path between the starting point and the destination.
Redirection	The application calculates a new path when a deviation or obstacle occurs.

From Story to Digital Life

At the heart of the Virtual Reality Travel Experience story isn't just a device or app. The real issue is enabling individuals to meet a daily need at their own pace and safely. The principles, grouped under the heading of a secure digital route, allow users to see decision points rather than memorizing the process. The reader learns what to touch on the screen, as well as when to stop, what information not to share, and which channel to use for verification. This approach creates lasting digital competence that can be used even if the application changes.

This section of DigComp 2.2 links '1.1 Accessing information; 2.2 Sharing location;' The text focuses on areas such as 4.2 Privacy and 5.2 Selecting Appropriate Technological Solutions. Competence is not measured solely by successfully completing a task; knowledge, skills, and attitude are evaluated together. Individuals are expected to protect their password when requesting help, obtain permission when sharing content, examine problems step-by-step instead of panicking when an error occurs, and apply what they have learned to another context. Every application should provide accessibility options, readable text, sufficient time, and alternative support methods.



From an Erasmus+ perspective, the section is 'Digital transformation; inclusion and mobility'.

Access contributes to the priorities of 'independent living'; its connection to the United Nations Sustainable Development Goals is defined as 'SDG 3 Health and quality of life; SDG 10 Reducing inequalities; SDG 11 Sustainable cities'. This pairing makes visible the societal impact of an individual digital skill. Safe communication affects not only family relationships but also inclusion, accurate information affects not only personal decisions but also democratic participation, and sustainable device use affects not only the budget but also the environment. Sharing the reader's own experience creates a learning partnership between generations and communities.

Safe Practice Guide

Before you begin, define your goal in a single sentence: Safe Route Planning. If actual personal data, card information, passwords, or health records are to be used, ensure the process is conducted in a formal and secure environment; use sample data during the training rehearsal. Follow the steps sequentially, not all at once. After each step, read the on-screen result aloud. If an unexpected warning appears, instead of proceeding, check that the screenshot does not contain any personal information, make a note of it, and consult a trusted support person. When the process is complete, log out and review permissions and logs.

In learning, repetition is more important than speed. Doing the same task twice on different days is a stronger measure of success than just that moment. The person assisting should not complete the task on behalf of the user; they should provide guidance without touching the screen and allow the user to explain the steps in their own words.

After the process, the following questions should be answered: 'What did I do?', 'What did I verify?', 'What information did I protect?', 'Who should I contact if there are any problems?' These four questions are a brief check of secure digital independence.

I am evaluating myself.

- I can explain the order in which I would perform the basic operation in this section on my own device.
 - I recognize the sign that indicates I should stop in a suspicious or unexpected situation.
 - I know which personal information I shouldn't share.
 - I can verify the official or reliable source through another channel.
 - I will teach a relative the method I learned without touching their device without permission.
- I can explain it.



Life Lesson

LIFE LESSON

Independence is not about receiving no help; it's about being able to use resources, resources, and human support together at the right time.

Creating a Digital Memory Book



Story 11

Creating a Digital Memory Book

"Today's small digital record can become tomorrow's most precious family heirloom."

DigComp 2.2	2.1 Interaction; 2.4 Collaboration; 2.5 Digital etiquette; 4.3 Digital well-being
Erasmus+	Inclusion and diversity; digital transformation; shared values and intergenerational solidarity.
UN SKA	SDG 3 Health and quality of life; SDG 4 Quality education; SDG 10 Reducing inequalities.

Section A · Creating a Digital Memory Book

Mr. Hasan	76 years old · Retired worker
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Memories are a legacy for the future.

Mr. Hasan loved to share the fond memories he had experienced over the years with his children and grandchildren. The events from his time working at the factory in his youth, his military service memories, the births of his children, and the holidays they celebrated as a family were all very precious to him.

But as time went on, she began to worry that these memories would be forgotten. El Writing long texts by hand had become tiring for him. He also felt that he didn't know how to use a computer well enough.

One day, her daughter showed her an easy-to-use digital memory app. First She began by writing short memoirs. Later, she added old photographs, created audio recordings, and noted important dates.

Their grandchildren also participated in this study. They looked through old family photos and videos. They added to it and recorded the stories told by their elders. A few months later, Hasan Bey's life story had been transformed into a digital family archive.

Now his children and grandchildren can read his memoirs whenever they want. He was able to listen to their voices and get to know their family history more closely.

HASAN BEY'S WORDS

"My memories will now live not only in my mind, but also in the future of my family."

Digital Skills Acquisitions

Skills learned in this story

📝 Creating a digital journal
📷 Add photo
🗣️ Creating a voice recording
📄 File editing
☁️ Using cloud storage
👨👩👧👦 Creating a family archive
📱 Digital sharing

Explore with QR Codes

 QR-051	Google Photos https://photos.google.com Accessing the Google Photos resource. The actual QR code is recorded, along with the target connection and parsing test results.
 QR-052	Google Drive https://drive.google.com Accessing the Google Drive source. The actual QR code is recorded, along with the target connection and parsing test results.
 QR-053	Microsoft OneDrive https://onedrive.live.com Accessing Microsoft OneDrive resources. The actual QR code is recorded, along with the target connection and parsing test results.



QR-054

Canva

<https://www.canva.com>

Accessing the Canva source.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-055

FamilySearch

<https://www.familysearch.org>

Accessing the FamilySearch resource.

The actual QR code is recorded, along with the target connection and parsing test results.

What is a Digital Memory Book?

• You can preserve your family history. • You can safely store old photos. • You can create audio recordings. • You can edit your videos. • You can leave a lasting legacy for future generations.

EXPERT ADVICE

Recalling past memories can boost memory and positive emotions; it can strengthen family bonds and intergenerational communication. Permission should be obtained before sharing.

Checklist

- Give your files meaningful names.
- Back up regularly.
- Organize your photos chronologically.
- Save audio recordings with descriptive names.
- Obtain permission from family members before sharing.

Application Effectiveness

81. Write about the happiest day of your childhood.
82. Describe your first day at work.
83. Record a holiday you can't forget.
84. Describe the person who inspires you.
85. Write down the most important lesson you've learned in life.

Let's think about it.

86. Why did Mr. Hasan want to digitize his memoirs?
87. What is the most important advantage of a digital memory book?
88. Which family memories would you like to pass on to future generations?
89. Why are photographs and audio recordings important?
90. What's the first moment you'd like to record today?

Digital Dictionary

Concept	Explanation
Digital Archive	Storing documents and memories electronically.
Cloud Storage	Storing files securely on the internet.
Backup	Creating a second copy of the data
Digital Album	Editing photographs electronically.
Audio Recording	Digital recording of sounds
Digital Heritage	Digital content left for future generations.

Let's try it at home.

- Digitize an old family photo.
- Create a short audio recording about your childhood.
- Write down a memorable day as a digital note.
- Back up your files to a secure cloud storage service.

DIGITAL LIFE LESSON

Memories are a family's most precious treasure. A small digital record created today could be tomorrow's most valuable family legacy.

Section B · Online Dinner

The following original narrative complements this expanded theme while retaining the content from the previous edition of the book.

Necla Hanım's family lived in three different cities. Sharing meals together during holidays had become increasingly difficult. Her daughter wrote in the family message group, "Everyone prepare their own meal on Sunday evening, and let's meet for a virtual dinner." The idea was good, but the group became chaotic within the first hour. People kept sending stickers, the same question was asked repeatedly, and late-night notifications woke Necla Hanım up. While digital communication reduced distance, it created a need for a new system.

Necla didn't want to turn off notifications completely; she might miss urgent family news. She muted the group and left separate notifications for important people. Message



They hid the preview on the lock screen. They established simple rules with the family: no non-urgent messages after 10 PM, no sending the same content repeatedly, and no discussing private matters with the entire group. Permission would be requested before sharing someone's photo.

The connection for the online dinner was created by only one person in the family and shared only within the group. Everyone used their real name. The microphone, camera, and speaker were tested before the meeting began. Mrs. Necla did not place the tablet too close to the food; the hot steam could have damaged the device. Documents in the house or areas she didn't want others to see were not included in the camera angle. The technical preparation ensured that attention was focused on the people, not the devices, when the meeting started.

In the first few minutes, everyone spoke at the same time. The young grandchildren called out to each other, while the adults spoke from the next room with the microphone on. Mrs. Necla suggested giving everyone a turn to speak, just like at a face-to-face dinner. Those who weren't speaking turned off their microphones, and those who wanted to speak used hand gestures. Due to internet latency, they waited briefly to avoid interrupting before someone finished their sentence. Digital etiquette was the new form of old politeness in the new environment.

During the conversation, one of the cousins showed an old, funny family photo on the screen. The person in the photo didn't smile; they said they didn't want the image shared. The group fell silent. Mrs. Necla said, "Even if a memory makes us laugh, if it bothers the person who saw it, we should stop." The photo was deleted from the group. Everyone understood that being part of a family doesn't give unlimited permission to share. Privacy applied to close relatives as much as it did to strangers.

After a while, a discussion arose over a political news item. Messages became faster, and capital letters were used. Ms. Necla asked about the source of the news and suggested verifying the connection later rather than trying to resolve the issue immediately. People can express their opinions without raising their voices, but offensive language would make the shared space unsafe. The group administrator used the message deletion authority not as a tool for punishment, but as a responsibility to uphold the clear rules.

The most beautiful moment of the meal was the sharing of recipes. Each household shared a short story about the dish they made. Mrs. Necla wrote her recipe in a document and sent it to the group as a file. She named the file "Aunt Necla_Stuffed_Leaf" and added the date to avoid confusion. Instead of editing the document, family members commented on it.



They left suggestions. This allowed for the addition of shared notes while preserving the original recipe. The digital collaboration wasn't about everyone messing with the same file, but about ensuring that the contribution was traceable.

After the meeting lasted over an hour, Mrs. Necla realized she was tired. Looking at the screen for so long had dried out her eyes, and the device's noise was giving her a headache. They took a short break, reduced the screen brightness, and decided to limit future meetings to forty-five minutes. Digital well-being wasn't about staying online for as long as possible; it was about listening to your body and taking timely breaks.

The connection was closed when the call ended. Ms. Necla was still using the application in the background. They checked to make sure the camera wasn't being used. Everyone's approval was obtained before sharing the dinner photo in the family group. No details revealing the children's school, address, or location were added to the photo. Together, they maintained the line between sharing a moment and showcasing personal life.

Online dinners became a family tradition in the following months. Sometimes alone They made voice calls, sometimes the two of them spoke privately, and sometimes they hung up and listened in silence. The same tool and intensity weren't necessary for every communication. Mrs. Necla learned that the most important condition for technology to bring the family closer was not more messages, but more careful words.

As everyone waved goodbye to their screens at the end of the holiday, Mrs. Necla thought the empty chairs now looked less sad. The screen couldn't replace the real dinner table; but it kept the connection alive on days when they couldn't meet face-to-face. When there were rules of respect, permission, time, and rest, the digital dinner table became a place where one could sit comfortably with peace of mind.

Digital Etiquette in Family Groups

Pay attention to the time and frequency of messages. Obtain permission before sharing photos, videos, and private information. Avoid using all caps and sending consecutive messages to create pressure. Focus on the information, not the person, in discussions. In video calls, take turns speaking, mute the microphone when necessary, and take screen breaks.

Activity

Online Meeting Agreement

91. Create a five-point messaging rule with family or learning group.
92. Check the notification mute and lock screen preview settings.
93. Rehearse the permission statement to be used before sharing the photo.

94. Practice taking turns speaking and muting the microphone during a ten-minute meeting.

95. At the end of the interview, evaluate your physical and emotional state.

My Vocabulary

Term	Explanation
Group manager	The person authorized to manage the group's membership and some organizational settings.
Mute notifications	Keep receiving messages but stop the sound or vibration alert.
Digital etiquette	Rules of respect, permission, moderation, and responsibility in online communication.
Screen break	Planned screen time to rest your eyes, body, and mind.
Joint document	A digital file to which multiple people can contribute with specific permissions.

From Story to Digital Life

The story of creating a Digital Memory Book isn't just about a device or app. The real issue is enabling a person to meet a daily need at their own pace and safely. The principles gathered under the heading of digital etiquette within the family group allow for understanding decision points rather than memorizing the process.

As the reader learns what to touch on the screen, they also learn when to stop, what information not to share, and which channel to verify. This approach creates lasting digital competence that can be used even if the application changes.

This section of DigComp 2.2 focuses on the areas of '2.1 Interaction; 2.4 Collaboration; 2.5 Digital etiquette; 4.3 Digital well-being'. Competence is not measured solely by successfully completing a task; knowledge, skills, and attitude are assessed together.

People are expected to protect their passwords when asking for help, obtain permission when sharing content, examine problems step-by-step instead of panicking when an error occurs, and apply what they've learned to another context. Accessibility options are available in every application. Readable text, sufficient time, and alternative support options should be provided.

From an Erasmus+ perspective, the section is 'Inclusion and diversity; digital transformation; partnership'. It contributes to the priorities of 'values and intergenerational solidarity'; United Nations' Sustainable Development Goals is defined as 'SDG 3 Health and quality of life; SDG 4 Quality education; SDG 10 Reducing inequalities'. This pairing makes visible the societal impact of an individual digital skill. Safe communication affects not only family relationships but also inclusivity, accurate information affects not only personal decisions but also democratic participation, and sustainable device use affects not only budgets but also the environment. Sharing one's own experience creates a learning partnership between generations and communities.

Safe Practice Guide

Before starting the process, define the objective in a single sentence: Online Meeting Agreement. If real personal data, card information, passwords, or health records are to be used, ensure the process is conducted in a formal and secure environment; use sample data during the training rehearsal. Follow the steps sequentially, not all at once. After each step, read the on-screen result aloud.

If an unexpected warning appears, instead of proceeding, check that the screenshot does not contain any personal information, make a note of it, and consult a trusted support person. When the process is complete, log out and review permissions and logs.

In learning, repetition is more important than speed. Doing the same task twice on different days is a stronger measure of success than just that moment. The person assisting should not complete the task on behalf of the user; they should provide guidance without touching the screen and allow the user to explain the steps in their own words.

After the process, the following questions should be answered: 'What did I do?', 'What did I verify?', 'What information did I protect?', 'Who should I contact if there are any problems?'

These four questions are a brief check of secure digital independence.

I am evaluating myself.

- I can explain the order in which I would perform the basic operation in this section on my own device.
 - I recognize the sign that indicates I should stop in a suspicious or unexpected situation.
 - I know which personal information I shouldn't share.
 - I can verify the official or reliable source through another channel.
 - I will teach a relative the method I learned without touching their device without permission.
- I can explain it.

Life Lesson

LIFE LESSON

The value of communication is measured not by the number of messages, but by the attention and respect we give each other.



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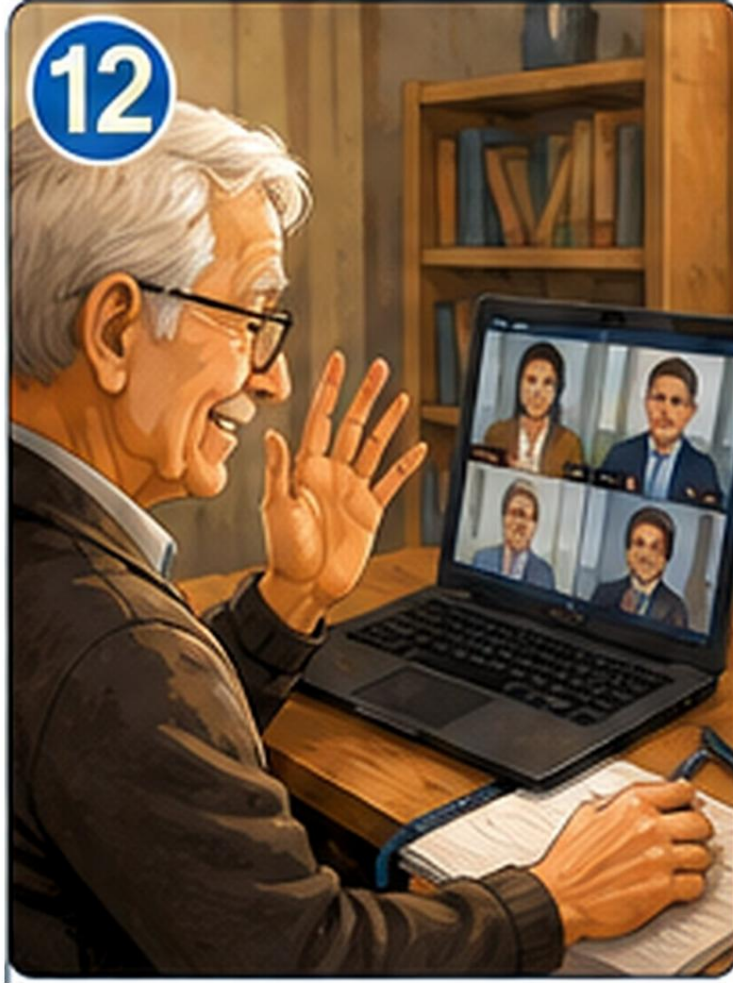
Erasmus+
Zenginleřtirir, ufuk açar.



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STORY 12 · VISUAL OPENING

Participation in Online Social Clubs



Story 12

Participation in Online Social Clubs

"Shared interests, new friendships in the digital world, and active aging."

"It opens the door."

DigComp 2.2	1.1 Information searching; 1.2 Evaluating information and content; 2.2 Responsible sharing; 5.3 Creative use of technology.
Erasmus+	Digital transformation; democratic participation; critical thinking and media literacy.
UN SKA	SDG 4 Quality education; SDG 16 Peace, justice and strong institutions; SDG 17 Partnerships

Section A · Participation in Online Social Clubs

MR. EMRE

73 years old · Retired engineer

A New Beginning for New Friendships

After Emre Bey retired, his social circle gradually narrowed. He used to work... While she used to frequently get together with her friends, she now spent most of her days at home. She sometimes felt lonely and didn't get the chance to meet new people.

One day, her daughter told her about social clubs that operated online. Although she was initially hesitant to join online meetings, she first joined a book club.

Each month she read a designated book, then exchanged ideas with other members in video meetings. Meeting people from different cities and even different countries made her very happy.

After a while, he became interested in photography as a hobby and started an online... He joined a photography club. There, he learned how to take better photos with his cell phone, participated in nature walks, and began sharing his work in digital photography competitions.

She now attended online meetings on certain days of the week, chatted with new friends, and shared common interests. The feeling of loneliness... It gave way to productivity, sharing, and friendship.



EMRE BEY'S WORDS

"I'm not alone anymore. I have many new friends who share my interests."

Digital Skills Acquisitions

Skills learned in this story

👤 Joining Zoom meetings
👤 Using Microsoft Teams
👤 Video calling with Google Meet
👤 Microphone and camera management
👤 Using the chat section
👤 File sharing
👤 Register for online events

Explore with QR Codes

 QR-056	Meetup https://www.meetup.com Access to the Meetup resource. The actual QR code is recorded, along with the target connection and parsing test results.
 QR-057	Zoom https://zoom.us Accessing the Zoom resource. The actual QR code is recorded, along with the target connection and parsing test results.



QR-058

Google Meet

<https://meet.google.com>

Access to the Google Meet resource.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-059

TED

<https://www.ted.com>

Access to the TED resource.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-060

BTK Academy

<https://www.btkakademi.gov.tr>

Access to BTK Academy resources.

The actual QR code is recorded, along with the target connection and parsing test results.

What are online social clubs?

• You can read books.

• Photography can be learned. • Music can be listened to.

• You can draw

pictures. • You can share information about gardening. • You can play brain games. • You can make new friends.

EXPERT ADVICE

Regular social interaction can reduce feelings of loneliness, support cognitive function and psychological well-being, and increase life satisfaction.

Checklist

- Check your camera and microphone.
- Choose a quiet environment.
- Use your real name.
- Check your internet connection.

- Join the meeting a few minutes early.
- Turn off your microphone when you're not speaking.
- Do not take screenshots without permission.
- Do not share the meeting link with people you don't know.

Weekly Implementation Plan

Day	Activity	Completed
Monday	Reading books,	✓
Tuesday	online chatting.	✓
Wednesday	Taking photos	✓
Thursday	Hobby sharing	✓
Friday	Video meeting	✓
Saturday	Chatting with new friends	✓
Sunday	Weekly review	✓

Let's think about it.

- Why did Mr. Emre feel lonely?
- What did the book club bring her?
- What is the most important advantage of online clubs?
- Which hobby club would you like to join?
- How can friendships formed online enrich daily life?

Digital Dictionary

Concept	Explanation
Online Community	A group that came together online
Webinar	Online seminar
Video Meeting	Online conversation with camera and microphone
Digital Community	A group of users with shared interests
Chat	Text messaging section
Meeting Link	A private link that allows participation in the online meeting.

Let's try it at home.

- Create a test meeting in a video conferencing application.
- Write a short review of a book that interests you.
- Take a photo of a view you like in your neighborhood.
- Have a video call with a family member.

DIGITAL LIFE LESSON

Humans are social beings. Digital communities offer new opportunities to forge friendships, share common interests, and foster lifelong learning.

Section B · Is the News True?

The following original narrative complements this expanded theme while retaining the content from the previous edition of the book.

Mr. Yhsan never started his day without reading the news in the mornings. He used to read the same newspaper every day. For years, he had subscribed to the radio's hourly news bulletin, never missing a beat. After he started using a smartphone, the amount of news increased; however, it became difficult to distinguish which was important from which was true. One day, a video titled "All banks are closing tomorrow, withdraw your money immediately" was shared in the family group.

The person in the video spoke confidently, and the word "URGENT" was written in large letters on the screen. Mr. Yhsan became worried and got ready to go to the bank.

Before leaving, he checked the video's date. It had been shared that day, but the video itself had been uploaded two years earlier. The explanation lacked a source. The speaker's name and expertise were not specified. Mr. Yhsan checked the official announcements of the banking regulator and his bank; no such decision was found.

There was no information on reliable news channels on television either. For the first time, it was so clear that the date of the post was not the date of the incident.

He searched a sentence from the video in a search engine using quotation marks. He found that the same phrase had circulated in different countries in previous years and had been debunked by fact-checking organizations. However, he didn't blindly trust a single fact-checking page. He examined the page's methodology, source links, and correction policy. A reliable assessment doesn't just say "false"; it shows the evidence on which it reached its conclusion.

Mr. Yhsan called the friend who sent the video. His friend said, "I got it from a relative; I shared it just in case." Mr. Yhsan didn't belittle him. "The fear grows as you share with good intentions. Let's find the source together," he said. He sent the official announcements and asked him to share a correction in the group. Deleting the misinformation wasn't enough; those who saw it might continue to believe the old claim was true. The correction had to be as visible as the first message.

During a media literacy session at the neighborhood center, they learned that a news story can be analyzed using five questions: Who published it? When was it published?

What evidence is it based on? What do other reliable sources say? Is the headline consistent with the content?

Some sites present accurate information with exaggerated headlines, while others present opinions in a biased way.



Some presented it as news, while others confused advertising with information. Mr. Yhsan rediscovered the difference between reading the headline and reading the news itself.

Another day, he saw a striking photograph related to the flood disaster. The image was real. But it belonged to another country and was from five years earlier. A reverse image search revealed older publications of the photograph. Even a genuine image could produce misinformation when used in the wrong context. Mr. Yhsan began to question what the photograph left out of the frame, its explanation, and its original source. Seeing wasn't always knowing.

Mr. Yhsan was surprised when the topic of AI-generated audio and video came up. Content could be created that made it appear as if a politician or well-known person had said things they never actually said. Mouth movements, lighting, and sound errors could be clues; however, as technology advanced, it became increasingly difficult to discern anything visually. The most reliable method remained to consult the source, the complete recording, official statements, and independent, trustworthy news reports.

Mr. Yhsan changed his news reporting style. He reduced the number of apps sending notifications; the constant "breaking news" alerts were increasing his anxiety. He followed a few reliable sources with different editorial policies, covering topics such as health, finance, and disasters. On high-impact topics, they sought official institutional announcements. Unable to verify the information, they refrained from sharing it, thinking, "Maybe it's true." This reluctance was also a conscious digital action.

She started a weekly "news check" section in the family group. Everyone They would bring in content they suspected, and together they would apply five questions. The goal wasn't to find out who was being deceived, but to learn the method. Young people learned from the experience of older people, Older people benefited from the digital skills of younger generations. They verified health rumors by linking them to their family doctor, bank claims by referring them to official institutions, and local news stories by checking municipal announcements.

Over time, Mr. Yhsan also learned that some news couldn't be immediately classified as definitively true or false. Information might be incomplete, events might be unfolding, and reliable sources might offer different details. In such cases, saying "Not yet confirmed" was not a weakness but an act of honesty. Accepting uncertainty was crucial. It was safer than certainty.

One morning, another striking message arrived. Mr. Yhsan no longer rushed to the door wearing his coat. He opened the message, checked the date and source, and verified official announcements. The claim...

It wasn't true. As he put the phone down, he thought that knowing the news wasn't just about being fast. Getting the right information sometimes took a few extra minutes; but those few minutes could protect one from fear, wrong decisions, and harming others.

Five Questions for the News

Who published it? When was it published, and what is the historical context? What evidence and original sources does it rely on? Do other reliable sources corroborate the same information? Are the headline, image, and content consistent? Do not share unverified information; make the correction as visible as the initial message.

Activity

Verify a News Story with Five Questions

101. Choose a suspicious news story or image; make sure it does not contain personal data.
102. Answer the questions regarding publisher, date, source, evidence, and title consistency.
103. Verify the claim from at least two reliable and independent sources.
104. Check for previous uses of the image using reverse search.
105. The result is justified as true, false, or not yet verified.

in summer.

My Vocabulary

Term	Explanation
Misinformation	Information that is incorrect or out of context, spread intentionally or unintentionally.
Disinformation	False information that is deliberately produced and disseminated with the aim of deceiving or harming.
Reverse image search	A method for finding the previous uses and sources of an image on the internet.
Source verification	Verify the source of the information and the document or evidence it comes from.
Synthetic media	Sound, images, and video that have been generated or modified by artificial intelligence or software.

From Story to Digital Life

At the heart of the story of joining online social clubs is a single device. Or, the app may not be available. The main point is that a person can meet a daily need at their own pace and securely. The principles, grouped under the heading "Five Questions for News," allow for visualization of decision points rather than memorizing the process. The reader learns what to touch on the screen, as well as when to stop, what information not to share, and which channel to verify. This approach creates lasting digital competence that can be used even if the app changes.



This section of DigComp 2.2 focuses on the following areas: '1.1 Information searching; 1.2 Evaluating information and content; 2.2 Responsible sharing; 5.3 Creative use of technology'. Competence is not measured solely by successfully completing a task; knowledge, skills, and attitude are assessed together. Individuals are expected to protect their password when requesting help, obtain permission when sharing content, examine problems step-by-step instead of panicking when encountering errors, and apply what they have learned to another context. Accessibility options, readable text, sufficient time, and alternative support methods should be provided in every application.

From an Erasmus+ perspective, the program contributes to the priorities of 'Digital transformation; democratic participation; critical thinking and media literacy'; and its connection to the United Nations Sustainable Development Goals is defined as 'SDG 4 Quality education; SDG 16 Peace, justice and strong institutions; SDG 17 Partnerships'. Matching makes the societal impact of an individual digital skill visible. Safe communication impacts not only family relationships but also inclusivity; accurate information influences not only personal decisions but also democratic participation; and sustainable device use affects not only budgets but also the environment. Readers sharing their own experiences fosters a learning partnership across generations and communities.

Safe Practice Guide

Before you begin, define your goal in a single sentence: One News Story to Five Confirm with a question. If real personal data, card information, password, or health records are to be used, ensure the process is conducted in a formal and secure environment; use sample data during the training rehearsal. Follow the steps sequentially, not all at once. After each step, read the on-screen result aloud. If an unexpected warning appears, instead of proceeding, check that the screenshot does not contain any personal information, make a note of it, and consult a trusted support person. When the process is complete, log out and review permissions and logs.

In learning, repetition is more important than speed. Doing the same task twice on different days is a stronger measure of success than just that moment. The person assisting should not complete the task on behalf of the user; they should provide guidance without touching the screen and allow the user to explain the steps in their own words. After the process, the following questions should be answered: 'What did I do?', 'What did I verify?', 'What information did I protect?', 'Who should I contact if there are any problems?' These four questions are a brief check of secure digital independence.

I am evaluating myself.

- I can explain the order in which I would perform the basic operation in this section on my own device.
- I recognize the sign that indicates I should stop in a suspicious or unexpected situation.
- I know which personal information I shouldn't share.
- I can verify the official or reliable source through another channel.
- I will teach a relative the method I learned without touching their device without permission.
I can explain it.

Life Lesson

LIFE LESSON

Respect for accurate information protects not only ourselves but also the society in which we live.
Stopping before sharing is a small but powerful form of public responsibility.



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STORY 13 · VISUAL OPENING

Creativity Through Online Painting Courses



Story 13

Creativity Through Online Painting Courses

"Art recognizes the limits of imagination, not age; digital learning produces

"It supports his courage."

DigComp 2.2	1.3 Digital content management; 4.1 Device security; 4.4 Environmental protection; 5.2 Choosing the right solution
Erasmus+	Environmental and climate change mitigation; digital transformation; intergenerational learning.
UN SKA	SDG 4 Quality education; SDG 7 Accessible and clean energy; SDG 12 Responsible consumption; SDG 13 Climate action

Section A · Creativity Through an Online Painting Course

Ms. Leyla	75 years old · Retired teacher
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Rediscovering Colors

Leyla loved painting in her youth. Due to her teaching profession and the demands of daily life, she had to give up this hobby for many years.

Although she wanted to paint again after retirement, she didn't know where to start. One day, her granddaughter showed her that there were free painting courses available online.

In the first lessons, we'll cover basic topics such as pencil grip, shading, and color harmony. He learned. He could pause and replay videos as many times as he wanted, and work at his own pace.

Over time, he began experimenting with watercolor, pastel, and acrylic techniques. She photographed the finished artwork with her phone and shared it with her family and friends.

As she received positive feedback, her self-confidence increased. In fact, the things she experienced... She participated in a group exhibition organized by the district's public education center with one of her paintings. Now she paints regularly on certain days of the week and experiments with different techniques in each new work.

LEYLA HANIM'S WORDS

"Painting has given me the joy of recreating and learning."

Digital Skills Acquisitions

Skills learned in this story

📌 Registering for online courses
📌 Watch training videos
📌 Digital note-taking
📌 Photographing the completed works
📌 Editing files
📌 Sharing artwork online
📌 Creating a digital portfolio

Explore with QR Codes

 QR-061	Canva https://www.canva.com Accessing the Canva source. The actual QR code is recorded, along with the target connection and parsing test results.
 QR-062	YouTube https://www.youtube.com Access to the YouTube source. The actual QR code is recorded, along with the target connection and parsing test results.
 QR-063	Google Arts & Culture https://artsandculture.google.com Access to Google Arts & Culture resources. The actual QR code is recorded, along with the target connection and parsing test results.



QR-064

Coursera

<https://www.coursera.org>

Access to Coursera resources.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-065

Khan Academy

<https://www.khanacademy.org>

Access to Khan Academy resources.

The actual QR code is recorded, along with the target connection and parsing test results.

Advantages of Online Art Education

- You can watch the lessons anytime you want.
- You can watch the lessons repeatedly.
- You can progress at your own learning pace.
- You can receive training from artists from all over the world.
- You can learn new techniques.
- You can store and share your work digitally.

EXPERT ADVICE

Artistic activities can foster creativity, attention and focus, positive emotions, and social interaction. Having a regular hobby is an important part of active aging.

Weekly Implementation Plan

Day	Study	Completed
Monday	Line drawing	•
	Shading	•
Tuesday Wednesday	Color work	•
Thursday	Landscape painting	•
Friday	Freelancing	•
Saturday	Photographing the artwork	•
Sunday	Sharing with family	•

Application Effectiveness

106. Spring flowers, a sunset, a childhood home, a favorite tree, a bird, or Choose one of your dream vacation themes.
107. Photograph your work and organize it by date.

108. Add a brief description and back it up to the cloud.

Let's think about it.

109. Why did Leyla Hanım start painting again?
110. What advantages did online education provide him/her?
111. How does painting contribute to self-expression?
112. Which picture would you like to draw?
113. What are the advantages of sharing work in a digital environment?

Digital Dictionary

Concept	Explanation
Digital Portfolio	The artwork file created in a digital environment.
Online Course	Online education
Virtual Exhibition	Digitally accessible art exhibition
Design	The process of creating visual content.
Portfolio	A collection that brings together the works of one person.
Creativity	The ability to generate new ideas and original work.

Let's try it at home.

- Draw a landscape picture and take a photograph of it.
- Store the image in a digital folder.
- Share this with your family and get their opinions.
- Review an artwork on Google Arts & Culture and note what you like about it.

DIGITAL LIFE LESSON

Art recognizes no age limits, only the limits of imagination. Every new work is a beautiful way to express ourselves and continue learning.

Section B · Environmentally Friendly Digital Steps

The following original narrative complements this expanded theme while retaining the content from the previous edition of the book.

Sabiha Hanım kept her electricity, water, and telephone bills in separate files each month. The orderliness of the papers gave her a sense of security; however, the cupboard had filled up over the years. When the telephone company suggested switching to e-invoicing, she initially thought it would only benefit the company. E-invoicing could reduce paper, but there were concerns about lost files, fake billing messages, and reliance on screens.

A digital option should be environmentally friendly, safe, and accessible.

It should have been evaluated.



Sabiha Haným first tried a service. She used the company's e-invoice address.

He identified it through the official application; he didn't use the link that came with the message.

He checked to make sure the invoice was visible in his secure account and not as an email attachment.

He saved the file to a folder named by month and backed up important documents. He set a

calendar reminder for the payment due date. When the paper invoice didn't arrive...

He balanced the risk of forgetting with digital reminders.

The energy consumption graph caught his attention. He noticed that usage increased in the evening hours. He considered the television, modem, tablet charger, and kitchen appliances. Constantly unplugging devices wasn't always convenient; safety and user manuals should be considered. However, it was possible to avoid leaving a fully charged tablet plugged in for days, to reduce screen brightness as needed, and to put unused devices into sleep mode. Saving energy shouldn't become excessive and impair the device's functionality.

He learned that the digital world also uses energy. Photos and videos are stored on the cloud. Storing files on servers, constantly watching high-resolution videos, and repeatedly sending unnecessary files relied on an invisible infrastructure. Sabiha Haným didn't delete important memories; she simply organized the repetitive, blurry, and unnecessary files. Instead of re-uploading the same video to the message group, she shared a trusted link. Digital cleaning wasn't a huge solution for the environment on its own, but it was part of a conscious usage habit.

The old phone was sitting in the drawer. The day he bought the new device, the seller threw the old one in the trash. She had said she could throw it away. Sabiha learned that electronic waste contains batteries and metal and should not be thrown into household waste. First, she logged out of the accounts on the phone, backed up the data, and reset it to factory settings. She removed the SIM and memory card. Then she handed it over to the municipality's licensed electronic waste collection point. Data security and environmental responsibility came together in the same process.

He saw a very cheap charger on a shopping site. The product's safety certificate and seller information were unclear. Cheap electronic goods with a short lifespan could mean both a fire risk and more waste. He chose a product that was suitable for his device, reliable, and repairable. Extending the lifespan is sometimes the most environmentally friendly purchase.

That was his decision. Instead of changing devices for every new feature, he explored the options of updating and replacing the battery.

In the neighborhood group, exaggerated statements like "Sending an email destroys a tree" were made. Information was shared. Sabiha Haným's environmental messages were also confirmed.



He remembered that it was necessary to measure the digital impact, which depended on the energy source, data center, file size, and many other variables. Instead of sharing uncertain figures in a way that would create fear, he looked to the recommendations of reputable institutions: extending device usage, energy efficiency, reducing unnecessary data traffic, and proper recycling were more solid steps.

He also saw the accessibility advantage of e-invoicing. He could enlarge the text, make payments... He could find his billing history by searching and compare consumption across months. However, he kept offline copies of selected bills so he could access important documents if the internet went down. Digitalization wasn't about banning paper entirely; it was about choosing the most suitable and resource-efficient method according to need.

Sabiha Hanım organized a "Digital and Green Week" with her granddaughter. They took walks outdoors to reduce screen time, took old devices to a collection point, canceled unnecessary subscription emails, and reviewed their home energy consumption graph. Her granddaughter taught her about organizing files, and she, in turn, explained the value of extending the lifespan of appliances by repairing them. Sustainability became a life skill taught across generations.

A year later, the number of invoice files in the cupboard had decreased, but Sabiha Hanım's sense of control had not. The documents were organized, backed up, and searchable. Devices weren't left on unnecessarily, and old electronics were in their proper places. He was leaving. He knew that small steps alone wouldn't save the world; yet he saw that every choice touched the production, energy, and waste chain.

For Sabiha Hanım, an eco-friendly digital lifestyle didn't mean avoiding technology altogether. It meant using technology only as needed, in a long-lasting, safe, and measured way. When he closed the screen and opened the window, the two worlds didn't seem so opposed. When used consciously, digital tools could also be a part of a simpler and more responsible life.

Five Steps Towards Digital Sustainability

Use the device for as long and as safely as possible. Evaluate update, maintenance, and repair options.

Organize unnecessary files and subscriptions. Check e-invoices and digital services.

Use the document with a secure backup. After wiping the data, hand over the old device to an authorized electronic waste disposal point.

Activity

Digital and Green Home Control

114. Download a digital invoice from the official account and save it to the organized folder.
115. Control the screen, sleep, and charging settings of devices according to your usage needs.
Get it.
116. After verifying the backup status of duplicate or unnecessary files
Edit it.
117. Data cleaning and authorized delivery plan for unused electronic devices.
Prepare it.
118. Set a small digital sustainability goal for one week and note the result.

My Vocabulary

Term	Explanation
E-invoice	An invoice that is created and stored electronically instead of on paper.
Electronic waste	Electrical and electronic devices and parts that have reached the end of their service life.
Factory settings	Restoring the device to its initial setup state by deleting user data.
Energy efficiency	Providing the same service with less energy and fewer losses.
Digital footprint	The sum of all data and resource usage impacts left by digital activities.

From Story to Digital Life

With the Online Painting Course, at the heart of the creativity story is not just a device. The application is not the only option. The main point is that a person can meet a daily need at their own pace and safely. The principles, grouped under the title "Five Steps to Digital Sustainability," allow users to see decision points instead of memorizing the process. While the reader learns what to touch on the screen, they also learn when to stop, what information not to share, and which channel to verify. This approach creates lasting digital competence that can be used even if the application changes.

This section's DigComp 2.2 link is '1.3 Digital content management; 4.1 Device'. It focuses on the areas of 4.4 Security; 4. Environmental Protection; and 5.2 Selecting the Appropriate Solution. Competence is not measured solely by successfully completing the task; knowledge, skills, and attitude are evaluated together. Individuals are expected to protect their password when requesting help, obtain permission when sharing content, examine problems step-by-step instead of panicking when an error occurs, and apply what they have learned to another context. Accessibility options, readable text, sufficient time, and alternative support methods should be provided in every application.



From an Erasmus+ perspective, the section is 'Environment and climate change response; digital Transformation contributes to the priorities of 'intergenerational learning'; United Nations Its connection to the Sustainable Development Goals is 'SDG 4 Quality education; SDG 7 Accessible and clean energy; SDG 12 Responsible consumption; SDG 13 Climate action have been identified. This pairing makes visible the societal impact of an individual digital skill. Secure communication affects not only family relationships but also inclusivity, accurate information affects not only personal decisions but also democratic participation, and sustainable device use affects not only budgets but also the environment. Sharing one's own experience creates a learning partnership between generations and communities.

Safe Practice Guide

Before you begin implementing, define your goal in a single sentence: Digital and Green. Home Verification. If actual personal data, card information, passwords, or health records are to be used, ensure the process is conducted in a formal and secure environment; use sample data during the training rehearsal. Follow the steps sequentially, not all at once. After each step, read the on-screen result aloud. If an unexpected warning appears, instead of proceeding, check that the screenshot does not contain any personal information, make a note of it, and consult a trusted support person. When the process is complete, log out and review permissions and logs.

In learning, repetition is more important than speed. Doing the same task twice on different days is a stronger measure of success than just that moment. The person assisting should not complete the task on behalf of the user; they should provide guidance without touching the screen and allow the user to explain the steps in their own words.

After the process, the following questions should be answered: 'What did I do?', 'What did I verify?', 'What information did I protect?', 'Who should I contact if there are any problems?' These four questions are a brief check of secure digital independence.

I am evaluating myself.

- I can explain the order in which I would perform the basic operation in this section on my own device.
 - I recognize the sign that indicates I should stop in a suspicious or unexpected situation.
 - I know which personal information I shouldn't share.
 - I can verify the official or reliable source through another channel.
 - I will teach a relative the method I learned without touching their device without permission.
- I can explain it.

Life Lesson

LIFE LESSON

Responsibility is evident in daily habits before grand pronouncements. Using a device carefully, organizing data, and disposing of waste properly are silent acts of kindness for the future.



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TURKISH NATIONAL AGENCY

STORY 14 · VISUAL OPENING

Digital Heritage Project



Story 14

Digital Heritage Project

"Memories don't just tell the story of the past; when carefully preserved, they are a journey into the future."

"It builds bridges."

DigComp 2.2	3.1 Content development; 3.2 Re-editing; 3.3 Copyright; 4.2 Privacy; 5.3 Creative technology
Erasmus+	Digital transformation; cultural heritage; inclusivity; international cooperation
UN SKA	SDG 4 Quality education; SDG 10 Reducing inequalities; SDG 11 Sustainable communities; SDG 17 Partnerships

Section A · Digital Heritage Project

Ms. Aysel	79 years old · Retired nurse
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A Bridge Spanning from the Past to the Future

Aysel Hanım had accumulated unforgettable memories with her family throughout her life. Childhood photos, wedding albums, old letters, and videos taken over the years were incredibly precious to her. However, she worried about these valuable memories deteriorating and being lost over time.

One day, her grandchild explained the concept of digital heritage to her. Together, they scanned old photographs, recorded stories told by their elders as audio files, and digitized important documents.

Aysel Hanım didn't just keep the photographs. She made short videos for her children and grandchildren, wrote down recipes for family meals, and compiled her life experiences into a digital file.

This digital archive was safely shared with family members. In this way, knowledge and memories from the past were passed on to future generations.

AYSEL HANIM'S WORDS

"Even if I'm not around one day, my memories, my voice, and my life story will continue to live on with my family."

Digital Skills Acquisitions

Skills learned in this story



📷 Photo scanning

📄 Digitizing documents

🗣️ Creating a voice recording

📹 Video recording

☁️ Using cloud storage

📁 Folder organization

📁 File sharing

📁 Creating a digital archive

Explore with QR Codes



QR-066

Google Photos

<https://photos.google.com>

Accessing the Google Photos resource.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-067

Google Drive

<https://drive.google.com>

Accessing the Google Drive source.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-068

Microsoft OneDrive

<https://onedrive.live.com>

Accessing Microsoft OneDrive resources.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-069

Internet Archive

<https://archive.org>

Access to the Internet Archive resource.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-070

FamilySearch

<https://www.familysearch.org>

Accessing the FamilySearch resource.

The actual QR code is recorded, along with the target connection and parsing test results.

What is Digital Heritage?

• Photos, videos, and audio recordings can be stored. • Diaries, documents, and family tree information can be preserved. • Family recipes and memories can be passed on to future generations. • Content can be shared with permission, in an organized, and backed-up manner.

EXPERT ADVICE

Store files in organized folders, back them up in at least two locations, include date information, do not share personal content without permission, and update the archive regularly.

Checklist

• Childhood and family photos • Audio and video recordings • Old letters and important documents • Family recipes and memories

• Family tree information •
At least two backup copies

Let's think about it.

119. Why did Aysel Hanım want to create a digital legacy?
120. Who could benefit from digital heritage in the future?
121. Which of your memories would you like to leave to future generations?
122. What should be considered when creating a digital archive?
123. What is the significance of photographs and audio recordings for family history?



Digital Dictionary

Concept	Explanation
Digital Heritage	Content left for future generations in the digital environment.
Digital Archive	An electronic environment where documents are stored systematically.
Cloud Storage	Secure storage of files on the internet.
Digitalization	Transferring printed documents to electronic format
Backup	Creating a second copy of the data
Archiving	Organized storage of information.

Let's try it at home.

- Digitize five old family photos.
- Record a short audio interview with the oldest member of your family.
- Write down an unforgettable memory from your childhood.
- Back up your files to secure cloud storage.
- Create a shared folder with your family called "Family Memories".

DIGITAL LIFE LESSON

Memories don't just tell the story of the past; they are one of the most precious gifts we can leave for the future. A small digital archive could be a precious family treasure for tomorrow.

Chapter B · Voices from Past to Future

The following original narrative complements this expanded theme while retaining the content from the previous edition of the book.

Feride Haným kept the folk songs sung at village weddings memorized for years. When the local cultural center announced they were going to produce a podcast called "Voices from Past to Future," they invited her to participate. The word podcast was unfamiliar to her. The staff explained that it was an audio program that could be listened to online at any time. Feride felt both proud and anxious at the thought of her voice being heard from anywhere in the world. She wanted to know who might copy the recording once it was uploaded to the internet.

The project team clearly explained the publication permission process. They specified which platforms the recording would be published on, how long it would be kept, whether excerpts would be used on social media, and which parts Feride Haným could withdraw if she wished. These questions were answered in a simple, written consent form. Feride Haným took the form home, read it, and returned the next day with her questions. The fact that they didn't ask for her signature immediately gave her confidence. The approval wasn't a hastily obtained piece of paper; it was a mutually agreed-upon decision.



On the day of recording, the microphone amplified the sound, but the truth came naturally.

She saw that she hadn't produced anything. The presenter asked open-ended questions, and Feride Hanım's explanation...

He didn't interfere with its rhythm. Before reciting the verse, he explained from whom he learned it, in which region it was used, and why some words might be understood differently today. The cultural content was not just an entertaining sound, but a heritage with context.

After recording, the team automatically transcribes the text using an AI-powered tool.

He created it. The text came out quickly, but some of the regional words were misspelled.

Ms. Feride and the language expert checked the transcript line by line. Artificial intelligence had saved time, but it hadn't guaranteed accuracy. An uncorrected text could pass on incorrect words to future researchers. The final decision was...

The responsibility remained with the individual.

Another tool reduced the noise, automatically cutting out the quiet sections. The team first made a copy of the main file. When excessive noise removal made Ms. Feride's voice sound metallic, they reversed the setting. They removed all the breaths and pauses.

Deleting it disrupted the natural rhythm of the narrative. Technical cleanup shouldn't erase human traces. The revised version was published after Mrs. Feride listened to it and approved it.

Having AI draw a traditional wedding scene for the program cover.

The idea was put forward. Feride Hanım was concerned about the misrepresentation of the clothing and motifs. Instead, an authorized photograph from the local archive was selected, and source information was added. If artificial intelligence was to be used, it had to be clearly stated that the generated image was not a real document. It was necessary to avoid confusing historical reality with creative representation.

When a podcast was published, the description section included the speaker, recording date, project purpose, music license, photo source, and editing information. Automatically
The transcript was presented in an accessible format. Those with hearing impairments could read the text, and those with visual impairments could use the compatible player. The accessibility of the content was not only about reaching a wider audience, but also about ensuring that everyone was treated as an equal listener.

A social media account took a thirty-second snippet from the podcast and presented it out of context. She shared it with a detached title. Feride Hanım's words began to be misunderstood. The project team submitted a copyright and context notice to the platform, and published a description directing users to the full recording. The short excerpts were noteworthy, highlighting the speaker's...

It did not grant the right to alter its meaning. The responsibility of digital publishing did not end with publication; it also required monitoring the circulation of the content.

Mrs. Feride listened to the program with her granddaughter. Her granddaughter heard some words for the first time and asked about their meanings. Together, they created a small dictionary. Her granddaughter wanted to write a comment under the audio recording; Mrs. Feride first reminded her that comments were open to everyone. Instead of writing private family details, she wrote her thoughts about the narrative itself. In digital participation, sharing limits were as important as good intentions.

The cultural center invited more elderly people for the next session. Mrs. Feride. Before explaining microphone techniques to the new participants, he explained their rights: the right to refuse to answer a question, to stop the recording, to request corrections, and to know the scope of the broadcast. People should own their own voices. Technology could only serve cultural heritage when it protected this ownership.

Months later, the podcast was listened to by project partners in different countries. Feride Hanım's folk song was explained in other languages, but its original sound was preserved. New tools had facilitated translation, transcription, and distribution. Yet, at the heart of the program was a person's life and their own words. A voice stretching from the past to the future was amplified by technology; and thanks to ethics, it did not lose its meaning.

Human Control in AI-Powered Content

Automated transcription, translation, noise removal, and visual production results must be checked by humans. Do not present artificial content as genuine documents. Preserve the master record. Maintain the speaker's explicit consent and right to correction. Transparently cite the source, license, and artificial tools used.

Activity

Ethics Podcast Episode Outline

124. A recording schedule describing the topic, speaker, audience, and broadcast area.
Prepare it.
125. Questions including explicit consent and the right to later correction should be discussed with the speaker.
your opinion.
126. Record a one-minute test and automatically transcribe it; identify errors with the human eye.
Correct it.
127. Create a source license record for the music, visuals, and tools used.

128. Complete speaker approval and accessibility checks before broadcasting.

My Vocabulary

Term	Explanation
Podcast	A segmented audio broadcast that can be listened to online at any time.
Automatic casting	Speech is converted to text by software.
Synthetic content	Content that has been generated or significantly altered by artificial intelligence or software.
Context	Environmental information and conditions that enable a statement or event to be understood correctly.
Publication approval	The individual's conscious consent for their record to be published within the specified scope.

From Story to Digital Life

At the heart of the Digital Heritage Project story is not just a device or application.

It is not found. The main point is that a person can meet a daily need at their own pace and safely.

The principles grouped under the heading of human control in AI-powered content allow for the visualization of decision points instead of memorizing the process. While the reader learns what to touch on the screen, they also learn when to stop, what information not to share, and which channel to verify. This approach creates a lasting digital competence that can be used even if the application changes.

This section's DigComp 2.2 link is '3.1 Content development; 3.2 Re-engineering'.

The focus is on the areas of 3.3 Copyright; 4.2 Privacy; and 5.3 Creative Technology. Competence is not measured solely by successfully completing a task; knowledge, skills, and attitude are evaluated together. Individuals are expected to protect their password when requesting help, obtain permission when sharing content, examine problems step-by-step instead of panicking when encountering errors, and apply what they have learned to another context. Every application should provide accessibility options, readable text, sufficient time, and alternative support methods.

From an Erasmus+ perspective, the section is 'Digital transformation; cultural heritage; inclusion; It contributes to the priorities of 'international cooperation'; its connection with the United Nations Sustainable Development Goals is defined as 'SDG 4 Quality education; SDG 10 Reducing inequalities; SDG 11 Sustainable communities; SDG 17 Partnerships'. This twinning makes visible the societal impact of an individual digital skill. Safe communication affects not only family relationships but also inclusion, accurate information affects not only personal decisions but also democratic participation, and sustainable device use affects not only the budget but also the environment. Readers sharing their own experiences forge a learning partnership across generations and communities.

Safe Practice Guide

Before you begin, define your goal in a single sentence: Ethical Podcast

Section Draft. If actual personal data, card information, passwords, or health records are to be used, ensure the process is conducted in a formal and secure environment; use sample data in the training rehearsal. Follow the steps sequentially, not all at once. After each step, read the on-screen result aloud.

If an unexpected warning appears, instead of proceeding, check that the screenshot does not contain any personal information, make a note of it, and consult a trusted support person. When the process is complete, log out and review permissions and logs.

In learning, repetition is more important than speed. Doing the same task twice on different days is a stronger measure of success than just that moment. The person assisting should not complete the task on behalf of the user; they should provide guidance without touching the screen and allow the user to explain the steps in their own words.

After the process, the following questions should be answered: 'What did I do?', 'What did I verify?', 'What information did I protect?', 'Who should I contact if there are any problems?' These four questions are a brief check of secure digital independence.

I am evaluating myself.

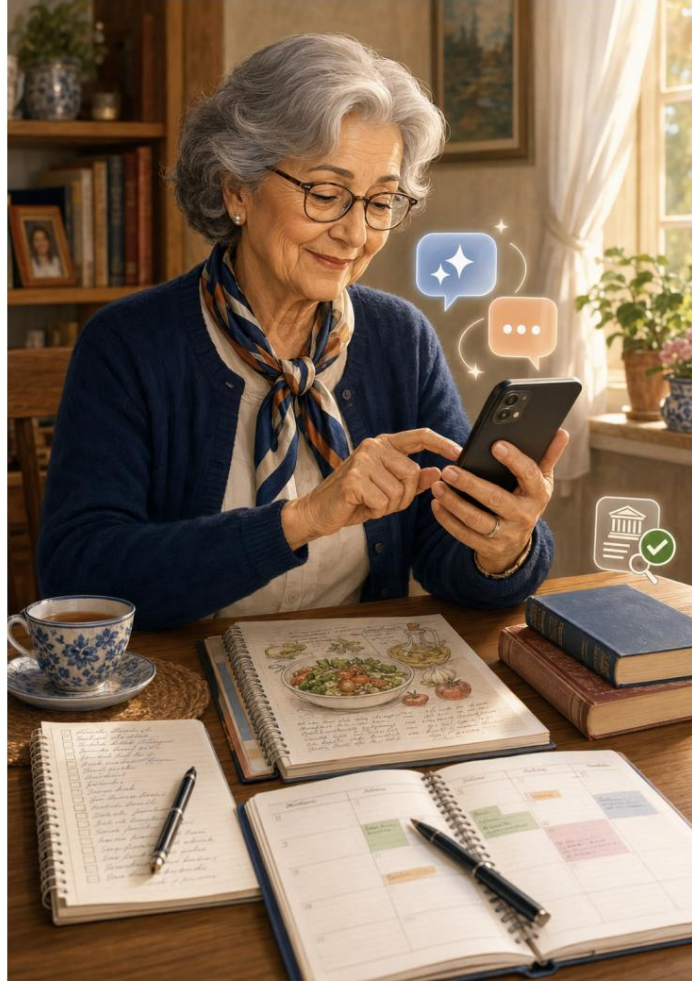
- I can explain the order in which I would perform the basic operation in this section on my own device.
 - I recognize the sign that indicates I should stop in a suspicious or unexpected situation.
 - I know which personal information I shouldn't share.
 - I can verify the official or reliable source through another channel.
 - I will teach a relative the method I learned without touching their device without permission.
- I can explain it.

Life Lesson

LIFE LESSON

No matter how new the device, respect for a person's word, effort, and consent never fades. Technology should amplify the voice, not overshadow the meaning of its owner.

Artificial Intelligence in Daily Life Facilitate



Story 15

Artificial Intelligence in Daily Life Facilitate

"Artificial intelligence can help; verifying the information and making the final decision will still be the task."

"It belongs to humanity."

DigComp 2.2	Integration of all DigComp 2.2 areas; in particular 2.4 Cooperation and 5.4 Capabilities gap. recognition
Erasmus+	The entirety of the four horizontal priorities: inclusivity, digital transformation, environment, democratic participation, and shared values.
UN SKA	SDG 3, SDG 4, SDG 10, SDG 11, SDG 16 and SDG 17

Section A · Making Daily Life Easier with Artificial Intelligence

Nermin Hanım

72 years old · Retired bank clerk

Instead of being afraid of technology, let's get to know it.

Nermin Hanım had always kept her distance from technology. On the internet... He struggled to find the right information, grew tired of reading long texts, and sometimes couldn't be sure which information was correct.

One day, her grandson introduced her to an AI-powered chat application. The first... She initially asked about recipes she was curious about. Later, she began using the app for other things such as travel tips, general health information, book recommendations, and daily planning.

His grandson said that artificial intelligence might not always be accurate, posing important health and safety risks. He also explained that it is essential to seek expert opinion on legal matters. Taking these warnings into account, Mrs. Nermin learned to use technology responsibly.

Now she's making shopping lists, getting ideas for new hobbies, and checking her emails. He organizes and plans his daily life with the help of artificial intelligence.

NERMIN HANIM'S WORDS

"Technology helps me with the things I need to think about, but I still make the final decision."

Digital Skills Acquisitions

Skills learned in this story

🧐 Asking questions with artificial intelligence
🧐 Information verification
🧐 Creating a daily plan
🧐 Text generation
🧐 Preparing a shopping list
🧐 Recipe search
🧐 Using artificial intelligence for learning purposes

Explore with QR Codes

 QR-071	ChatGPT https://chatgpt.com Accessing the ChatGPT resource. The actual QR code is recorded, along with the target connection and parsing test results.
 QR-072	Google Gemini https://gemini.google.com Accessing the Google Gemini resource. The actual QR code is recorded, along with the target connection and parsing test results.
 QR-073	Microsoft Copilot https://copilot.microsoft.com Access to Microsoft Copilot resources. The actual QR code is recorded, along with the target connection and parsing test results.



QR-074

BTK Academy

<https://www.btkakademi.gov.tr>

Access to BTK Academy resources.

The actual QR code is recorded, along with the target connection and parsing test results.



QR-075

UNESCO AI

<https://www.unesco.org/en/artificial-intelligence>

Access to the UNESCO AI resource.

The actual QR code is recorded, along with the target connection and parsing test results.

What is Artificial Intelligence?

• It can answer your questions. • It

can help you with text preparation. • It can generate ideas.

• It can help you

summarize. • It can support your learning

process. • Important information should still be verified from reliable sources.

EXPERT ADVICE

When using artificial intelligence, do not share personal information, passwords, or bank details. For matters such as health and law, do not rely solely on AI; compare information with official sources.

Let's think about it.

129. For what purposes did Ms. Nermin begin using artificial intelligence?

130. What are the advantages offered by artificial intelligence?

131. What safety rules should be observed when using artificial intelligence?

132. In what area would you like to receive help from artificial intelligence?

133. Why is it necessary to verify important information?

Digital Dictionary

Concept	Explanation
Artificial intelligence	Computer systems that can perform human-like tasks.
Chatbot	Software that answers written or spoken questions.
Command (Prompt)	Questions or instructions given to artificial intelligence



Concept	Explanation
Verification	Verifying information from reliable sources.
Digital Assistant	Software that helps with daily tasks.

Let's try it at home.

- Ask artificial intelligence for a recipe for your favorite dish.
- Create a weekly walking plan.
- Get book recommendations for the books you want to read.
- Compare the information you receive with reliable sources.

DIGITAL LIFE LESSON

Artificial intelligence, when used correctly, is a powerful tool that facilitates learning. Conscious
With proper use and critical thinking, technology can be a reliable support in daily life.

Chapter B · Hand in Hand on the Digital Bridge

The following original narrative complements this expanded theme while retaining the content from the previous edition of the book.

In the large hall of the neighborhood community center, fifteen tables were lined up side by side. On each table was a phone, a tablet, a printed control card, and a small QR label. "Digital Bridge Day" was written on the wall. This event wouldn't be just about the elderly learning and the young teaching. Everyone would share what they knew and ask about what they didn't know. Mrs. Nermin had set up the video call table, Mr. Kemal the digital album table, and Mrs. Fatma the suspicious message check table.

The first rule of the activity was simple: No one would take another person's device without permission. Instead of touching the screen, the person assisting would describe the steps, and the user would perform the action themselves. Passwords and verification codes would not be spoken aloud, and no real banking or health information would be used in the example transactions. These rules might seem to slow down learning; in fact, because they protected independence and privacy, they accelerated lasting learning.

Ece, one of the young volunteers, answered the elderly participants' questions very quickly. She noticed. She would open an app, change the setting immediately, and then say, "That's it!" When Mr. Hasan said, "It's done, but I didn't see how," Ece stopped. She wrote the steps on a piece of paper, waited after each step, and watched Mr. Hasan's reaction.



She asked him to repeat it in his own words. That day, Ece realized that patience in teaching was just as important a skill to learn as technical knowledge.

The older participants also taught the younger ones a great deal. Ms. Yükrîye was shopping... While examining the advertisement, she questioned the craftsmanship and repairability of the product beyond the price. Ms. Sabiha explained the environmental value of maintaining the old device instead of immediately replacing it. Ms. Feride explained in an audio recording why the permission was continuous. Young people drive fast, while older people weigh the consequences of their decisions based on life experience. When these two types of information were combined, more powerful solutions emerged.

In one corner of the hall, there is an online connection with project partners in Europe. It was established. Participants from different countries shared their digital learning examples. Subtitling and translation tools were used to reduce language barriers, but errors in automatic translation were corrected together. Each country had different public services and practices; the principles of security, privacy, accessibility, and respect were common. Erasmus+ collaboration is not just about the journey, but about solving common problems together.

It was to produce.

A hybrid option was prepared for those who could not attend the event. Printed cards and phone support were provided for participants without internet access. Subtitles were used for the hearing impaired, and large text and audio descriptions were used for the visually impaired. The tables in the hall were arranged to be wheelchair accessible. Inclusion was not an afterthought, but the starting point of the design.

In the afternoon, participants developed small projects for the neighborhood. One group created a guide to reliable digital public services. Another group planned to collect oral history recordings of seniors with their explicit consent. A third group proposed a solidarity hotline where suspicious messages could be reported. None of the projects spoke on behalf of the seniors; the seniors had an equal say at the decision-making table. Digital inclusion was about shaping the system together, not fitting one group into it.

When a QR code didn't open, everyone initially thought the connection was broken. Mr. Rıza checked the phone's camera focus, Ms. Sabiha adjusted the light, and Ece manually tried the short connection. The problem was that the code was too small in the printout. The design team scaled up the code, increased the surrounding space, and tested it on different devices. The error became part of quality control, not a failure. Finding the solution together embodied the method learned throughout the stories in the book.



At the end of the day, participants filled out a card asking, "What did I learn today, and what did I teach whom?" They filled it out. Ms. Nermin had shared her video call information and learned how to download offline routes on the map. Ece had learned how to provide support without asking for a password code, and Ms. Feride had seen how to correct automatic subtitles. There was a two-way movement on each card. Information didn't flow from one side to the other; they met on the bridge.

The center did not limit the event to a single day. There was an open support hour once a month, and every three months... A security update meeting and an annual joint review were planned. Participants chose which skills they wanted to develop. Assessment focused on monitoring the individual's ability to take confident, independent steps, rather than counting errors. Training would change as needs evolved.

At the closing of Digital Bridge Day, everyone wanted to be in the same photo. Before the photo was taken, it was announced and approved where it would be published. Those who did not want to be in the frame were left out; this choice did not reduce their participation in the event. A single sentence was written under the photograph: "Learning is walking together." This sentence was more enduring than all the tools of the project.

On their way home, participants had different devices in their hands but a common thought in their minds. There was trust. None of them had solved all the problems of the digital world. But they knew how to connect securely, find the right source, respect privacy boundaries, ask for help, and patiently support others. The bridge wasn't a finished structure; it was strengthened with each new lesson. This journey, defined not by age but by curiosity and solidarity, was now truly beginning.

Protect Independence While Providing Support

Do not touch the device without authorization. Do not ask for passwords or codes. State your name and allow the person time to complete the process themselves. Use examples instead of actual personal data.

Ask the individual about their accessibility needs. Determine the learning objective and assessment together with the participant.

Activity

Digital Bridge Learning Meeting

134. Write down one digital skill you know and one you would like to learn.

135. Establish rules of assistance with your spouse; ensure the device owner handles the process themselves.

Make him do it.

136. A QR code combines a security, accessibility, or public service function.

Complete it.

137. At the end of the task, provide two-way feedback: what did I learn, and what did I teach?

138. A small and measurable personal learning goal for the next meeting.

determine it.

My Vocabulary

Term	Explanation
Intergenerational learning	Sharing knowledge and experiences between different age groups.
Digital inclusion	Everyone should have access to digital tools and services, as well as the skills and voice to be heard.
Hybrid participation	Offering both in-person and online participation options.
Facilitative	A person who supports the learning process without doing the task for the individual.
Learning objective	A clear achievement that a person wants to be able to accomplish or understand by the end of a specific period of time.

From Story to Digital Life

At the heart of the story "Making Daily Life Easier with Artificial Intelligence" is loneliness.

There is no specific device or application involved. The main point is that a person can meet a daily need at their own pace and safely. The principles, grouped under the heading "Maintain Independence While Providing Support," allow users to see decision points instead of memorizing the process. The reader learns what to touch on the screen, as well as when to stop, what information not to share, and which channel to verify through. This approach continues even if the application changes.

It creates a lasting digital competence that can be used.

This section's DigComp 2.2 connection focuses on 'Integrating all DigComp 2.2 areas; specifically areas 2.4 Collaboration and 5.4 Recognizing competency gaps'. Competency is not measured solely by successfully completing a task; knowledge, skills, and attitude are assessed together. Individuals are expected to protect their password when requesting help, obtain permission when sharing content, examine problems step-by-step instead of panicking when an error occurs, and apply what they have learned to another context. Accessibility options, readable text, sufficient time, and alternative support methods should be provided in every application.

From an Erasmus+ perspective, the section is 'The whole of the four horizontal priorities: inclusion, digital It contributes to the priorities of 'transformation, environment, democratic participation and shared values'; its connection with the United Nations Sustainable Development Goals is defined as 'SDG 3, SDG 4, SDG 10, SDG 11, SDG 16 and SDG 17'. This mapping makes the societal impact of an individual digital skill visible.

Safe communication fosters not only family relationships but also inclusivity, and accurate information is not just personal.



Democratic participation, not just decision-making, and sustainable device use impacts not only the budget but also the environment. Readers sharing their own experiences fosters a learning partnership across generations and communities.

Safe Practice Guide

Before starting the exercise, define the objective in a single sentence: Digital Bridge Learning Meeting. If real personal data, card information, passwords, or health records are to be used, ensure the process is conducted in a formal and secure environment; use sample data during the training rehearsal. Follow the steps sequentially, not all at once. After each step, read the on-screen result aloud.

If an unexpected warning appears, instead of proceeding, check that the screenshot does not contain any personal information, make a note of it, and consult a trusted support person. When the process is complete, log out and review permissions and logs.

In learning, repetition is more important than speed. Doing the same task twice on different days is a stronger measure of success than just that moment. The person assisting should not complete the task on behalf of the user; they should provide guidance without touching the screen and allow the user to explain the steps in their own words.

After the process, the following questions should be answered: 'What did I do?', 'What did I verify?', 'What information did I protect?', 'Who should I contact if there are any problems?' These four questions are a brief check of secure digital independence.

I am evaluating myself.

- I can explain the order in which I would perform the basic operation in this section on my own device.
- I recognize the sign that indicates I should stop in a suspicious or unexpected situation.
- I know which personal information I shouldn't share.
- I can verify the official or reliable source through another channel.
- I will teach a relative the method I learned without touching their device without permission. I can explain it.

Life Lesson

LIFE LESSON

Knowledge doesn't diminish when shared; it multiplies through patience, respect, and reciprocity. The strongest digital society is one that learns together, leaving no one behind.

Dictionary

Term	Explanation	Story
Domain name	The main part of a website's address that identifies the organization or service.	3
Album	A digital folder that groups photos and videos by subject, date, or person.	2
Master record	An original, unedited audio or video file.	8
Open license	A license that permits the reuse of content under specific conditions.	8
Explicit consent	Giving consent freely and for a specific purpose, while understanding what one is allowing.	8
Context	Environmental information and conditions that enable a statement or event to be understood correctly.	14
Connection	An internet address that provides access to a conversation or digital content.	1
Application number	A unique record that allows a request to be found and tracked within the system.	9
Mute notifications	Keep receiving messages but stop the sound or vibration alert.	11
Notification preview	The short summary of the message from the app that appears on the lock screen.	5
Reporting	The process of reporting a suspicious message or account to the service provider for review.	3
Cloud storage	The files are stored on remote servers accessible via the internet.	2
Live location	The act of sharing one's moving location with a selected person for a specific period of time.	10
Disinformation	False information that is deliberately produced and disseminated with the aim of deceiving or harming.	12
Digital footprint	The entirety of the data and resource usage impacts left by digital activities. Rules for respectful, measured, and safe behavior in online communication.	13
Digital etiquette		1, 11
Digital inclusion	Everyone should have access to digital tools and services, as well as the skills and voice to be heard.	15
Digital health literacy	The ability to find, understand, evaluate, and safely use health information.	5
Digital citizenship	Rights and responsibilities, and safe and effective participation in digital services.	9
Verification code	A short security code sent to log in to your account or confirm a transaction.	5
E-invoice	An invoice that is created and stored electronically instead of on paper.	13
Screen break	Planned screen time to rest your eyes, body, and mind.	11
Electronic waste	Electrical and electronic devices and parts that have reached the end of their service life.	13
Energy efficiency	Providing the same service with less energy and fewer losses.	13
Accessibility	The service should be accessible to people of different ages, skill levels, and disabilities.	9
Factory settings	Restoring the device to its initial setup state by deleting user data.	13
Group manager	The person authorized to manage the group's membership and some organizational settings.	11
Video call	A form of communication in which sound and image are transmitted simultaneously over the internet.	1
The secure account lie	A scam where the perpetrator attempts to transfer money to another person's account under the pretext of protecting it.	7
Sensitive personal data	Special categories of information, such as health information, that disclosing it could affect a person.	5
Hybrid participation,	Offering both in-person and online participation options.	15
refund policy, two-step verification.	Under certain conditions, you have the right to return a purchased product and receive a refund.	6
Camera permission	A security method that requires a second verification in addition to the password.	4
Participatory process	A setting that allows an application to access the device's camera.	1
Source verification	Citizens' involvement in decision-making processes through suggestions, opinions, or votes.	9
Facilitator	Verifying the source of the information and the documents or evidence used. A person who supports the learning process without performing the task themselves.	12
Location permission	The permission granted to an application to use the location of a device.	15
Recovery code	A one-time use available when the second verification tool is unavailable. backup code.	10
Intergenerational learning	Sharing knowledge and experiences between different age groups.	4
Distance selling	A sale conducted without the buyer and seller being in the same physical location.	15
Metadata	Identifying information about the file, such as date, person, subject, source, and permissions.	6
Microphone permission	The permission granted for an application to use the device's microphone.	8
Fake phone number	The caller should not display another number or company name on the screen. to ensure.	1
Event log	Documenting the time, number, message, and transaction information of the suspicious conversation.	7



Term	Explanation	Story
Fishing	Trying to obtain information or money from someone by deceiving them with fake messages or websites.	3
Joint document	A digital file to which multiple people can contribute with specific permissions.	11
Automatic casting	Speech is converted to text by software.	14
Session	The connection status of a device indicating that it is open and authorized for a specific account.	4
Password phrase	A long, memorable password method consisting of multiple words and characters.	4
Password manager	An application that stores different account passwords in encrypted form.	4
Permission to share	Determines who can view or edit a file. authority.	2
Podcast	A segmented audio broadcast that can be listened to online at any time.	14
Official channel	Verified website, app, or communication announced by the institution line.	3
Official number	The phone number published by the organization on its own card, website, or verified channel.	7
Official practice	A verifiable application issued by an authorized institution or service provider.	5
Route	The suggested path between the starting point and the destination.	10
Virtual card	An online payment card linked to the main card, with a customizable limit.	6
Seller verification	Verifying the seller's identity, contact information, background, and assurance details.	6
Synthetic content	Content that has been generated or significantly altered by artificial intelligence or software.	14
Synthetic media	Sound, images, and video that have been generated or modified by artificial intelligence or software.	12
Order record	A document showing the transaction number, amount, date, product, and delivery information.	6
Social engineering	Persuading someone to make a transaction by exploiting feelings of fear, trust, or urgency.	7
Oral history	The recording of lived experiences in the person's own words.	8
One-time code	A code that is briefly generated to verify a transaction and should not be shared with anyone.	3
Reverse image search	A method for finding the previous uses and sources of an image on the internet.	12
Data minimization	Only personal information that is truly necessary for the transaction should be shared.	9
Misinformation	Information that is incorrect or out of context, spread intentionally or unintentionally.	12
Publication approval	The individual's conscious consent for their record to be published within the specified scope.	14
Backup	The practice of keeping a second copy of a file so that it can be recovered if lost.	2
Redirection Offline map	The app calculates a new route when there is a deviation or obstacle. Pre-downloaded map for use without an internet connection.	10
Trash can	The area where deleted files are temporarily stored before being permanently removed.	10
Learning objective	A clear achievement that a person wants to be able to accomplish or understand by the end of a specific period of time.	2
		15

Source

1. European Commission, Joint Research Centre. DigComp 2.2: The Digital Competence Framework for Citizens - With new examples of knowledge, skills and attitudes. 2022.
<https://publications.jrc.ec.europa.eu/repository/handle/JRC128415>
2. European Commission. Erasmus+ Program Guide 2026. <https://erasmus-plus.ec.europa.eu/programme-guide>
3. European Commission. Priorities of the Erasmus+ Programme. <https://erasmus-plus.ec.europa.eu/programme-guide/part-a/priorities-of-the-erasmus-program>
4. United Nations. Transforming our world: the 2030 Agenda for Sustainable Development.
<https://sdgs.un.org/2030agenda>
5. United Nations. The 17 Sustainable Development Goals. <https://sdgs.un.org/goals>
6. World Health Organization. Age-friendly environments and healthy aging resources.
<https://www.who.int/teams/social-determinants-of-health/demographic-change-and-healthy-ageing/age-friendly-environments>
7. UNESCO Institute for Lifelong Learning. Lifelong learning resources and publications.
<https://www.uil.unesco.org/>
8. European Commission. Digital Education Action Plan 2021-2027.
<https://education.ec.europa.eu/focus-topics/digital-education/action-plan>
9. ISO/IEC 18004. Information technology - Automatic identification and data capture techniques - QR Code bar code symbology specification.
<https://www.iso.org/standard/62021.html>
10. ISO 15930-7. Graphic technology - Prepress digital data exchange using PDF - Complete exchange of printing data (PDF/X-4). <https://www.iso.org/standard/37828.html>

Access and version information for online resources are re-verified during final publication control.

Instructor's Guide

The Purpose of the Guide

This guide covers individual learning, small group work, adult education, and senior citizens. It supports safe use in community centers, libraries, school-family activity centers, and intergenerational learning environments. The educator is not a technical staff member who performs the task for the participant; rather, they are a facilitator who clarifies the question, makes the steps visible, protects privacy, and allows the individual time to make their own decision.

The goal of each session is not simply to complete the QR code content. Participants are expected to explain the purpose of the process, recognize the risk warning, return to a trusted source, ask for help if needed, and apply what they have learned to their daily lives. Differences in age, education level, device type, visual and hearing status, manual dexterity, language, and internet access are considered as initial data points in the training; they are not evaluated as deficiencies or failures.

Immutable Facilitation Principles

- Obtain permission: Do not access a participant's device, photos, account, or personal information without authorization.
- Let the person do it: Instead of touching the screen, describe the step; the device owner will perform the operation. Let him finish.
- Use sample data: In the training rehearsal, use a real password, card, health information, or ID. Don't use the information.
- Give one step at a time: Do not give multiple instructions at once; wait until the result is seen. Then proceed.
- Offer alternatives: In addition to the QR code, provide a short link, printed instructions, audio description, and Human support should be provided.
- Normalize mistakes: Consider going back, canceling, retrying, and asking for help as part of success.
- Monitor fatigue: Screen breaks, volume, lighting, seating arrangement, and posture. Set the duration with the participant.
- Don't judge: Fraud, misposting, or forgotten passwords. Avoid using accusatory language in your experience.

Suggested 90-Minute Session Outline

Duration	Stage	APPLICATION
0-10 min	Welcome	The goal is to build upon previous experience, accessibility, and security limitations.
10-25 minutes	Story	Reading aloud/shared, the protagonist's decision points.
25-40 minutes	Screening	One-step modeling with sample data on a large screen.
40-60 minutes	APPLICATION	Partner operation; the device owner performs the operation.
60-70 minutes	Break	Stepping away from the screen, resting your eyes and body.
70-82 min	Activity	QR content, mini-task or security scan
82-90 min	Evaluation	Exit ticket, personal goal, support source

Story-Based Learning Plan

No	Story	Main Competency	Recommended Product
01	Love Shortens Distances;	2.1 Interaction with digital technologies	First Safe Interview Rehearsal
02	Independence Through e-Government	1.3 Data, information and digital content management	Family Album Security Control
03	Digital Communication and Health Monitoring	1.2 Data and content evaluation	Message Detective
04	Memories are safe, the internet is safe.	2.6 Managing Digital Identity Account	Security Scan
05	New Friendships in the Digital World and Financial Independence	1.1 Information Search Secure Appointment	Rehearsal
06	Digital Hobby and Self-Confidence Journey	1.2 Information Evaluation 2.1	Secure Basket Comparison
07	Learning in the Digital World and The Joy of Reading	Digital Communication	Turning Off and Verifying the Phone Rehearsal
08	The Convenience of Online Shopping	3.1 Digital content development	Three-Minute Oral History Recording
09	Health Applications and Control	2.3 Digital citizenship 1.1	Neighborhood Service Application Practice
10	Virtual Reality Travel Experience	Access to information	Safe Route Planning
11	Creating a Digital Memory Book,	2.1 Interaction	Online Meeting Agreement
12	Participating in Online Social Clubs.	1.1 Information	Verify a News Story with Five Questions
13	Creativity Through Online Painting Courses	search 1.3 Digital content	Digital and Green Home Control
14	Digital Heritage Project	management 3.1 Content	Ethics Podcast Episode Outline
15	Artificial Intelligence in Daily Life Facilitate	development Integration of all DigComp 2.2 areas	Digital Bridge Learning Meeting

Accessibility and Support

Printed books use 12-point main text, high contrast, and a clear heading hierarchy. Digital content is prepared with subtitles, transcripts, alternative text, keyboard access, and magnification support. If a participant indicates a need for assistance with hearing, vision, movement, attention, or literacy, a solution will be chosen together with them. The support person will not take over the participant's account; they will provide temporary and limited assistance.

Educational Safety Protocol

PERSONAL DATA LIMIT

Passwords, one-time codes, bank cards, identification documents, health results, and private messages are not displayed on the training screen. In case of suspected fraud or financial loss, evidentiary records are preserved; the individual is directed to the official channel of the bank, platform, or authorized institution.

Measurement and Evaluation

Assessment and evaluation are not about ranking elderly individuals, but about determining which support is effective.

It is used to see how it works and how secure independence develops.

Participants are not forced to disclose personal experiences they do not wish to disclose. Results are protected with a clear purpose, limited access, and the necessary retention period.

Preliminary and Final Assessment Scale

Scoring: 1 = I can't do it yet · 2 = I do it with support · 3 = I am partially independent · 4 = I am confidently independent

Expression	1	2	3	4	Notes
I can find basic accessibility settings on my phone or tablet.	✓	✓	✓	✓	
I can open the official application myself without touching the unexpected link.	✓	✓	✓	✓	
I can recognize the signs of urgency, requests for money, and requests for information in a suspicious message.	✓	✓	✓	✓	
I should not share my password and one-time code with anyone. I know.	✓	✓	✓	✓	
During a video call, turn off the camera, microphone, and power button. I can use it.	✓	✓	✓	✓	
I can add the photo to an album and check its backup status.	✓	✓	✓	✓	
I can evaluate a news story's source, date, and evidence.	✓	✓	✓	✓	
I can recognize the official channel for digital health or public services.	✓	✓	✓	✓	
When shopping online, I can check the seller's payment and return conditions.	✓	✓	✓	✓	
I can manage location permissions and timed location sharing.	✓	✓	✓	✓	
I ask for permission before sharing photos, audio, or stories.	✓	✓	✓	✓	
I can recognize screen fatigue and take a break.	✓	✓	✓	✓	
I can wipe the data from the old device and hand it over to an authorized waste disposal point.	✓	✓	✓	✓	
When a problem arises, I can check each item individually without panicking.	✓	✓	✓	✓	
I can confidently explain the digital skills I've learned to someone else.	✓	✓	✓	✓	

End of Story Exit Ticket

The most important security step I learned today:

I will try the same process again on my own:

Here's where I need support:

Where I will use this skill in daily life:



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Personal information I need to protect when sharing:

Educational Observation Rubric

Dimension	Observable behavior	Beginning	It is developing.	Independent
Preparation	It explains the objective and the necessary security checks.	ȳ	ȳ	ȳ
Application	He/She completes the steps sequentially on his/her own device.	ȳ	ȳ	ȳ
Validation	The official source is checking the address or result.	ȳ	ȳ	ȳ
Privacy	It protects passwords, codes, and personal data.	ȳ	ȳ	ȳ
Problem Solving	When an error occurs, it stops, checks them one by one, and requests help if necessary.	ȳ	ȳ	ȳ
Transfer	It relates the skill to another everyday life situation.	ȳ	ȳ	ȳ

QR Guide

The book contains a total of 75 unique identifiers, from QR-001 to QR-075. Each The story is supported by five real and scannable QR codes. The codes have been verified against their target addresses using an image-independent decoder; the final PDF should be further tested under different device, lighting, and camera conditions.

Unchanging Technical Rules

- Code IDs are unique between QR-001 and QR-075, even if the destination changes.
It remains the same.
- Print size preferably at least 25 x 25 mm; at least four modules of blank space around it.
It is found.
- The code is dark, the background is plain white; no inverted colors, textures, photographs, or low contrast are used.
- Each code is accompanied by a descriptive title and a short, human-readable caption.
The link is included.
- Video subtitles, audio transcripts, visual alternative text, and accessible documentation.
It is prepared.
- The target uses HTTPS; avoids unnecessary memberships, personal data collection, and unauthorized tracking.
It cannot be done.
- The connection change is made at the routing layer; the printed code's identity.
It is protected.
- Test date, device, operating system, result, and responsible person are entered into the QR code sheet.
is processed.

QR Registration Chart

QR	Story	Contents	Target URL / short address	Test
QR-001	01	Zoom	https://zoom.us	Coded
QR-002	01	Google Meet	https://meet.google.com	Coded
QR-003	01	WhatsApp	https://www.whatsapp.com	Coded
QR-004	01	Microsoft Teams	https://www.microsoft.com/microsoft-teams	Coded
QR-005	01	BTK Academy	https://www.btkakademi.gov.tr	Coded
QR-006	02	e-Government	https://www.turkiye.gov.tr	Coded
QR-007	02	PTT	https://www.ptt.gov.tr	Coded
QR-008	02	Digital Transformation Office	https://cbddo.gov.tr	Coded
QR-009	02	SGK	https://www.sgk.gov.tr	Coded
QR-010	02	Revenue Administration	https://www.gib.gov.tr	Coded
QR-011	03	WhatsApp	https://www.whatsapp.com	Coded
QR-012	03	e-Nabız	https://enabiz.gov.tr	Coded
QR-013	03	MHRS	https://mhrs.gov.tr	Coded



QR	Story	Contents	Target URL / short address	Test
QR-014	03	Ministry of Health	https://www.saglik.gov.tr	Coded
QR-015	03	Google Meet	https://meet.google.com	Coded
QR-016	04	Google Photos	https://photos.google.com	Coded
QR-017	04	Google Drive	https://drive.google.com	Coded
QR-018	04	BTK Academy	https://www.btkakademi.gov.tr	Coded
QR-019	04		https://www.kvkk.gov.tr	Coded
QR-020	04	Google Security Check	https://myaccount.google.com/security-checkup	Coded
QR-021	05	Facebook	https://www.facebook.com	Coded
QR-022	05	Instagram	https://www.instagram.com	Coded
QR-023	05	WhatsApp	https://www.whatsapp.com	Coded
QR-024	05	Turkish Banks Association	https://www.tbb.org.tr	Coded
QR-025	05	BDDK	https://www.bddk.org.tr	Coded
QR-026	06	Canva	https://www.canva.com	Coded
QR-027	06	BTK Academy	https://www.btkakademi.gov.tr	Coded
QR-028	06	Google Digital Workshop	https://grow.google/intl/tr	Coded
QR-029	06	YouTube	https://www.youtube.com	Coded
QR-030	06	Pinterest	https://www.pinterest.com	Coded
QR-031	07	Project Gutenberg	https://www.gutenberg.org	Coded
QR-032	07	Google Books	https://books.google.com	Coded
QR-033	07	BTK Academy	https://www.btkakademi.gov.tr	Coded
QR-034	07	Google Digital Workshop	https://grow.google/intl/tr	Coded
QR-035	07	Coursera	https://www.coursera.org	Coded
QR-036	08	Hepsiburada	https://www.hepsiburada.com	Coded
QR-037	08	Trendyol	https://www.trendyol.com	Coded
QR-038	08	PTTAVM	https://www.pttavm.com	Coded
QR-039	08	Ministry of Commerce	https://www.ticaret.gov.tr	Coded
QR-040	08	BTK Secure Internet	https://www.guvenliweb.org.tr	Coded
QR-041	09	e-Nabız	https://enabiz.gov.tr	Coded
QR-042	09	MHRS	https://mhhs.gov.tr	Coded
QR-043	09	Ministry of Health	https://www.saglik.gov.tr	Coded
QR-044	09	World Health Organization	https://www.who.int	Coded
QR-045	09	Mayo Clinic	https://www.mayoclinic.org	Coded
QR-046	10	Google Arts & Culture	https://artsandculture.google.com	Coded
QR-047	10	Louvre Virtual Tour	https://www.louvre.fr/en/online-tours	Coded
QR-048	10	British Museum	https://britishmuseum.withgoogle.com	Coded
QR-049	10	Eiffel Tower	https://www.tou Eiffel.paris	Coded
QR-050	10	UNESCO	https://whc.unesco.org	Coded
QR-051	11	Google Photos	https://photos.google.com	Coded
QR-052	11	Google Drive	https://drive.google.com	Coded
QR-053	11	Microsoft OneDrive	https://onedrive.live.com	Coded
QR-054	11	Canva	https://www.canva.com	Coded
QR-055	11	FamilySearch	https://www.familysearch.org	Coded
QR-056	12	Meetup	https://www.meetup.com	Coded
QR-057	12	Zoom	https://zoom.us	Coded
QR-058	12	Google Meet	https://meet.google.com	Coded
QR-059	12	TED	https://www.ted.com	Coded
QR-060	12	BTK Academy	https://www.btkakademi.gov.tr	Coded

QR	Story	Contents	Target URL / short address	Test
QR-061	13	Canva	https://www.canva.com	Coded
QR-062	13	YouTube	https://www.youtube.com	Coded
QR-063	13	Google Arts & Culture	https://artsandculture.google.com	Coded
QR-064	13	Coursera	https://www.coursera.org	Coded
QR-065	13	Khan Academy	https://www.khanacademy.org	Coded
QR-066	14	Google Photos	https://photos.google.com	Coded
QR-067	14	Google Drive	https://drive.google.com	Coded
QR-068	14	Microsoft OneDrive	https://onedrive.live.com	Coded
QR-069	14	Internet Archive	https://archive.org	Coded
QR-070	14	FamilySearch	https://www.familysearch.org	Coded
QR-071	15	ChatGPT	https://chatgpt.com	Coded
QR-072	15	Google Gemini	https://gemini.google.com	Coded
QR-073	15	Microsoft Copilot	https://copilot.microsoft.com	Coded
QR-074	15	BTK Academy	https://www.btkakademi.gov.tr	Coded
QR-075	15	UNESCO AI	https://www.unesco.org/en/artificial-intelligence	Coded

Appendices

Appendix A · Professional Design Guide

UNCHANGING DESIGN SYSTEM

This section includes page geometry, color, typography, heading, icon, information box, QR box, and page layout. Number and corporate logo rules are applied consistently throughout the entire book. Changes are only made in cases of prior technical necessity or corporate identity updates, and a version log is kept.

Page Geometry

Element	Constant value
Trim size Inner/ outer edge Top/ bottom edge	A4 - 210 x 297 mm, vertical 18 mm / 14 mm, mirrored binding allowance. 18 mm / 18 mm
Header distance	4.5 mm
Footer distance	8 mm
Full overflow safe area	Cover and full-page image shows 3mm bleed. At least 7 mm inside from the cutting line.
Image resolution	Minimum 300 ppi at the floor level.

Color Palette

Colour	HEX	RGB	CMYK	Use
Corporate navy	#0B2545	RGB 11/37/69	CMYK 84/46/0/73	Header, line, QR tag
EU blue	#003399	RGB 0/51/153	CMYK 100/80/0/0	Corporate emphasis
Hot orange	#C96200	RGB 201/98/0	CMYK 0/51/100/21	Section, warning, emphasis
Light blue	#EAF1F7	RGB 234/241/247	CMYK 5/2/0/3	Information box background
Warm cream	#FFF3E8	RGB 255/243/232	CMYK 0/5/9/0	Activity and life lesson
Light gray	#F2F4F7	RGB 242/244/247	CMYK 2/1/0/3	Table and secondary ground
Text black	#1B1B1B	RGB 27/27/27	CMYK 0/0/0/89	Main text
Secondary gray	#667085	RGB 102/112/133	CMYK 23/16/0/48	Footer, source, explanation

CMYK values are production targets; the final conversion is done with the selected printer ICC profile and verified with a proof.

Typography and Heading System

Level	Font	Dimension	Colour	Rule
Book title	Georgia Bold	29 pt	Navy blue	Cover / inner cover
Chapter opening	Georgia Bold	27 pt	Navy blue	Centered, spacious
Title 1	Arial Bold	20 pt	Orange	Main section
Title 2	Arial Bold	15 pt	Navy blue	Subsection
Title 3	Arial Bold	12.5 pt	Navy blue	Component title
Main text	Georgia Regular	12 pt	Text black	1.25 lines, left-aligned.
Table / box	Arial Regular	8.5-9.5 pt	Black/Navy	Brief information
Source / subtitle	Arial Regular/Italic	8.5-9 pt	Secondary gray	Source and explanation
Header / footer	Arial Bold	7.5-8 pt	Navy blue	Silent corporate identity

Icon System

- A single-line, rounded-edge, 24 x 24 unit common drawing area is used.
- The recommended minimum icon size for printing is 7 mm; the line thickness is equivalent to 1.5 pt.
- Icons are dark blue; warning and event emphasis is orange. Multicolored icons are only available at the UN.
It is used in the SKA logo.



- Emojis, photo icons, shadows, embossing, 3D effects, and different icon families on the same page.
It is not used.
- Key icon roles: learning, safety, application, QR, word, life lesson,
Accessibility and educational note.
- Each digital icon includes meaningful alternative text; color alone does not convey meaning.

Information Boxes

Type	Ground	Frame	Use
Information	Light blue background	Navy blue 1 point	The concept is a safe step.
Warning	Warm cream base	Orange 1 pt	Risk and stopping point
Activity	Light grey background	Navy blue 0.75 pt	Step and task
Accessibility	White background	Gray 0.75 pt	Alternative access
Life lesson	Warm cream base	Orange 1 pt	Episode closing
Educational note	Light blue background	Gray 0.75 pt	Facilitation

The boxes require a minimum internal clearance of 3 mm; 3 pt clearance between the cap and the body; and 6 pt clearance after the box.

QR Boxes

- Code area of at least 25 x 25 mm, plain white background and four module silent areas
It is placed.
- QR-XXX ID on a dark blue background in the left cell; title and short link on the right.
It is found.
- The content type and accessible alternatives are written below the code; descriptions are only given using symbols.
It cannot be done.
- Code is not overlaid on the image, pattern, or text; reverse colors and logo embedding are avoided.
It is not used.
- Each code print PDF is scanned in full size and the test date is entered into the log sheet.
is processed.

Page Number, Header and Footer

- Visible page numbers are not used on the front cover, inside cover, and back cover.
- Copyright, preface and table of contents in lowercase Roman numerals; main story section in Arabic numerals.
It is numbered with the digit.
- The page number is on the outer edge of the footer, in Arial Bold 8 pt and dark blue.
- The book title is written inside the footer in Arial Bold 7.5 pt font.
- The 102 x 12.7 mm corporate logo band is centered in the header, along with the story visual.
They don't overlap.
- Full-page illustrations and page layouts are printed as needed for the opening section; the numbering continues during the counting process.

Corporate Logo Placement

Location	Immutable location
Front cover	Top band: EU funding symbol on the left, Erasmus+ in the middle, Turkish National Agency on the right; equal visual weighting.
Inner cover	The project logo is at the top center; the corporate triple logo band is below the title; and the financing text is at the bottom.
Inside page	Small horizontal band at the header; full color; plain white background.

Copyright

Tailgate

Space

Prohibitions



Corporate statements are in text format; logos are in the header banner.

Three logos on the lower corporate banner; separated from the ISBN/barcode area.

Each logo is surrounded by the minimum safe space outlined in its corporate guidelines.

Logos will not be cropped, redrawn, bent, color-changed, or have effects or frames added.

Appendix B · DigComp 2.2 Compatibility Matrix

No	Story	DigComp 2.2	Evidence
01	Love shortens distances.	2.1 Interaction with digital technologies; 2.5 Digital etiquette;	First Safe Interview Rehearsal
02	Independence through e-Government	4.2 Personal data and privacy	Family Album Security Control
03	Digital Communication and Health Monitoring	1.3 Data, information and digital content management; 3.1 Digital content development; 4.2 Privacy	Message Detective
04	Memories are safe, online. Safe	1.2 Data and content evaluation; 2.2 Sharing digital content; 4.2 Personal data and privacy	Account Security Scan
05	New Friendships and Financial Independence in the Digital World	2.6 Managing digital identity; 4.1 Protecting devices; 4.2 Personal data and privacy	Secure Appointment Rehearsal
06	Digital Hobbies and Self-Confidence The journey	1.1 Information seeking; 2.3 Digital citizenship; 4.2 Personal data; 4.3 Health and well-being	Secure Basket Comparison
07	Learning in the Digital World and The Joy of Reading	1.2 Evaluating information; 2.3 Participation in digital services; 4.2 Privacy; 5.2 Choosing technological solutions.	Turn off the phone and Verification Rehearsal
08	The Convenience of Online Shopping	2.1 Digital communication; 4.2 Personal data; 4.1 Device and account security; 5.1 Problem solving	Three-Minute Oral History Record
09	Health Applications and Control	3.1 Digital content development; 3.2 Content integration; 3.3 Copyright and licensing; 4.2 Privacy	Neighborhood Service Application Rehearsal
10	Travel with Virtual Reality experience	2.3 Digital citizenship; 1.1 Access to information; 4.2 Privacy; 5.2 Technological solutions tailored to needs.	Safe Route Planning
11	Creating a Digital Memory Book	1.1 Access to information; 2.2 Location sharing; 4.2 Privacy; 5.2 Choosing the right technological solution.	Online Meeting contract
12	Online Social Clubs Participation	2.1 Interaction; 2.4 Collaboration; 2.5 Digital etiquette; 4.3 Digital well-being	A News Story in Five Questions Verify
13	With the Online Painting Course Creativity	1.1 Information searching; 1.2 Evaluating information and content; 2.2 Responsible sharing; 5.3 Creative use of technology.	Digital and Green Home Control
14	Digital Heritage Project	1.3 Digital content management; 4.1 Device security; 4.4 Environmental protection; 5.2 Choosing the right solution	Ethics Podcast Episode Draft
15	Artificial Intelligence in Daily Life Facilitate	3.1 Content development; 3.2 Re-editing; 3.3 Copyright; 4.2 Privacy; 5.3 Creative technology	Digital Bridge Learning Meeting
		Integration of all DigComp 2.2 areas; in particular 2.4 Collaboration and 5.4 Recognizing the competency gap.	

Appendix C · Erasmus+ and UN SDG Alignment Matrix

No	Story	Erasmus+	UN SKA
01	Love shortens distances.	Digital transformation; inclusion and diversity; lifelong learning	SDG 3 Health and quality of life; SDG 4 Quality education; SDG 10 Reducing inequalities
02	Independence through e-Government	Digital transformation; inclusivity; supporting cultural heritage and intergenerational learning.	SDG 4 Quality education; SDG 10 Reducing inequalities; SDG 11 Sustainable cities and communities
03	Digital Communication and Health Monitoring	Digital transformation; inclusivity; democratic participation, critical thinking, and media literacy.	SDG 4 Quality education; SDG 10 Reducing inequalities; SDG 16 Peace, justice and strong institutions
04	Memories are safe, online. Safe	Digital transformation; inclusivity; safe and responsible digital participation.	SDG 4 Quality education; SDG 10 Reducing inequalities; SDG 16 Strong institutions
05	New Friendships and Financial Independence in the Digital World	Digital transformation; inclusion and diversity; access to essential digital services for individuals of all ages.	SDG 3 Health and quality of life; SDG 4 Quality education; SDG 10 Reducing inequalities
06	Digital Hobbies and Self-Confidence The journey	Digital transformation; inclusivity; consumer awareness and local economic participation	SDG 8 Decent work and economic growth; SDG 10 Reducing inequalities; SDG 12 Responsible production and consumption.
07	Learning in the Digital World and The Joy of Reading	Digital transformation; inclusivity; critical thinking and safe social participation.	SDG 4 Quality education; SDG 10 Reducing inequalities; SDG 16 Peace, justice and strong institutions
08	The Convenience of Online Shopping	Digital transformation; inclusivity; cultural heritage and intergenerational learning.	SDG 4 Quality education; SDG 11 Sustainable communities; SDG 16 Inclusive society; SDG 17 Partnerships
09	Health Applications and Control	Digital transformation; inclusivity and diversity; participation in democratic life and shared values.	SDG 10 Reducing inequalities; SDG 11 Sustainable cities; SDG 16 Strong institutions; SDG 17 Partnerships
10	Travel with Virtual Reality experience	Digital transformation; inclusion and access to mobility; independent living.	SDG 3 Health and quality of life; SDG 10 Reducing inequalities; SDG 11 Sustainable cities
11	Creating a Digital Memory Book	Inclusion and diversity; digital transformation; shared values and intergenerational solidarity.	SDG 3 Health and quality of life; SDG 4 Quality education; SDG 10 Reducing inequalities



No	Story	Erasmus+	UN SKA
12	Online Social Clubs Participation	Digital transformation; democratic participation; critical thinking and media literacy.	SDG 4 Quality education; SDG 16 Peace, justice and strong institutions; SDG 17 Partnerships
13	With the Online Painting Course Creativity	Environmental and climate change mitigation; digital transformation; intergenerational learning.	SDG 4 Quality education; SDG 7 Accessible and Clean energy; SDG 12 Responsible consumption; SDG 13 Climate Action
14	Digital Heritage Project	Digital transformation; cultural heritage; inclusivity; international cooperation	SDG 4 Quality education; SDG 10 Reducing inequalities; SDG 11 Sustainable communities; SDG 17 Partnerships
15	Artificial Intelligence in Daily Life Facilitate	The entirety of the four horizontal priorities: inclusivity, digital transformation, environment, democratic participation, and shared values.	SDG 3, SDG 4, SDG 10, SDG 11, SDG 16 and SDG 17

Appendix D · Visual/Audio/Video Open Consent Form

Participant name and contact information

Record type and date

Registration purpose

Platforms where it will be published

Access time and target audience

Editing/subtitling/translation
scope

Withdrawal and correction method

Explicit approval

Date and signature

Appendix E · Pre-publication Checklist

- The title, author, publisher, and ISBN information are the same on the cover and in the colophon.
 - All images are 300 ppi and have a proper color profile; their captions are saved.
 - All effective QR codes have been tested on different devices via the final PDF.
 - A shortcut and accessible alternative are available below the QR code.
 - The EU, Erasmus+ and Turkish National Agency logos are displayed correctly, with appropriate proportions and security.
- It is in the field.



- ÿ DigComp 2.2, Erasmus+ and UN SDG pairings are consistent with the story outcomes.
- ÿ The table of contents and page number fields have been updated.
- ÿ Tables are not divided, header rows are repeated, and there are text and box overflows.

It has been resolved.

- ÿ Copyright, explicit consent, visual/music licenses, and source registrations have been completed.
- ÿ PDF/X-4 output intent, embedded fonts, bleed and cropping dimensions have been verified with preflight.

Appendix F · Version History

Version	History	Change	Approval
1.0	July 30, 2026	Main book architecture, 15 stories, appendices, and print layout.	



Thanks

At the heart of this book is the belief among older individuals that there is no age limit to learning. They possess curiosity and courage. We thank all adult learners who openly share their questions about the digital world, experiment, aren't afraid to make mistakes, and share what they've learned with those around them.

To the partner institutions contributing to the project within the framework of Erasmus+ cooperation, We extend our gratitude to educators, local authorities, civil society representatives, families, young volunteers, and accessibility experts for building bridges of learning based on patience and respect between generations.

We would like to thank the Erasmus+ Programme and the Turkish National Agency, which guided the implementation of this study supported by the European Union. While the responsibility for the publication lies with the project team, institutional support that made the international learning and solidarity environment possible played a significant role in the development of this book.

About the Author

The Digital Epic of Seniors Project Team focuses on adult education and lifelong learning. The team consists of educators and project partners working in the fields of digital inclusion, cultural heritage, and intergenerational learning. They advocate for developing digital skills not only through technical processes but also through dimensions such as security, privacy, critical thinking, accessibility, and community participation.

The story-based approach used in this book places the experience of older individuals at the center of education. The project team works to share best practices between different countries and local communities, adapt DigComp 2.2 competencies to daily life, and design accessible learning environments for everyone.

Corporate writer information

Editor's information

Communication

Project web address

Social media

THE DIGITAL EPIC OF THE ELDERLY

QR CODE E-BOOK

How can you reduce the longing for a video call? How do you spot the trap behind a suspicious message? How do health appointments, safe shopping, digital memories, accurate news, and sustainable technology become part of daily life? The Digital Epic for Seniors invites individuals aged 55 and over to take safe, informed, and confident steps in the digital world with fifteen heartwarming stories, actionable activities, and QR-supported content. DigComp 2.2, aligned with Erasmus+ priorities and the UN Sustainable Development Goals, reminds us that there is no age limit to learning and that the strongest digital bridge is built with patience and solidarity.



Avrupa Birliği
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Erasmus+ Programı



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TURKISH NATIONAL AGENCY

PUBLISHER / CONTACT AREA	ISBN / BARCODE FIELD
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This publication has been prepared under the Erasmus+ Programme, funded by the European Union. The views and opinions expressed herein are solely those of the author(s) and do not represent the views of the European Union or the European Union. This does not necessarily reflect the views of the European Commission or the Turkish National Agency. The European Union, the European Commission and the Turkish National Agency are not responsible for the information in this publication. cannot be held responsible for the use of the information.