



Lesson plan



Digi-signature

Made by	Tartu Health Care College
Starting point, why do we do this? <i>Learning goals/targets</i>	<p>To teach students how to sign digi-documents and how to teach it to the elderlies.</p> <p>The goal of the unit is to teach the students the authentications on different platforms and to teach it to the elderlies.</p> <p>The purpose of this unit in long-term is that elderlies themselves can use different online services and give digi-signature if needed (like paying bills, order groceries and other domestic stuff, make bank transactions etc) reducing by this the real-life visits to the institutions.</p>
Learning environment (school, work placement, company)	School, home, workplace or companies, family physician office.
Who is involved (students/teachers/clients...)	Students, teachers, elderlies.
Preparations, instructions to the students	<p>Preparations:</p> <p>The students have an access to the internet, they have valid ID-certification, ID-reader and ID-card</p> <p>Teachers:</p> <ol style="list-style-type: none"> 1) Ensure the room with computers with ID-reader and internet 2) To remind the students to take ID-certifications and valid ID-card with them to the lesson 3) To find some examples from the internet, like ordering food from online or like paying bills in self-services environments. <p>Students:</p> <ol style="list-style-type: none"> 1) They have to have a valid ID-certification with valid ID-card.
Duration/schedule	<ul style="list-style-type: none"> - Duration 6 academic hours (2 hours for the students and 6 hours for elderly) - Use the ID-card to log in to the different online platforms - Look up how to navigate on different online-service environments, like how to make an account to log in, how to order or pay for services. - Feedback time.



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<p>Description of the learning process, what kind of welfare technology is involved</p>	<p>Teaching methods:</p> <ul style="list-style-type: none"> - Individual work - Practical training - Online research - Discussion - Evaluation and feedback <p>The students will learn how to navigate in self-service platform and how to introduce it to the elderlies</p> <p>The next step is to teach this different self-service platforms and its contents to the elderlies who also have to learn the platform themselves and navigation in it step by step.</p> <p>Students will get practical experience in navigation process in self-service platforms.</p> <p>Students will get practical experience how to work with elderlies and how to teach them how to navigate in the self-service platforms.</p>
<p>Evaluation plan of the module, how do we evaluate the module</p>	<p>Non-differential evaluation is used. The subject is positively completed when the student has actively participated in class, completed successfully all tasks and introduced it to the elderly.</p>
<p>Anticipated benefit to the client, student, working life</p>	<ul style="list-style-type: none"> - The student knows how to find online self-service platforms, how to order and pay in online self-service platforms and knows how to teach this and how to guide the elderly through this process. - The student improves their own communication skills and client assessments skills with the elderly. But also the students and the clients themselves improve their skills and knowledges. - The purpose of this unit in long-term is that elderlies themselves can use different online services and give digi-signature if needed (like paying bills, order groceries and other domestic stuff, make bank transactions etc) reducing by this the real-life visits to the institutions. - The student understands better the problems of the elderly what can arise during the usage of online self-service platforms.
<p>Teaching materials</p>	