LIST: Leveraging the Digital & ICT Competences of Senior Women

Methodological Guide

A guide to planning and delivering intergenerational digital workshops for women aged 50+

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Introduction

Background

The progressive ageing of the population and the risk of a growing digital and quality of life gap between the generations is a great challenge in the majority of the Member States and other European countries. Since 2012, the *European Year for Active Ageing and Solidarity between Generations* supports intergenerational learning and active ageing through the development and use of digital skills. When gender is matched with mature age and low levels of education, the participation of women utilising the Internet falls dramatically. The issue of digital literacy is an important element of supporting active ageing, social inclusion and improved health and wellbeing among older adults.

Despite the low level of digital competences, women aged 50 and older are very interested in learning about digital technologies. This is confirmed by the LIST survey which was conducted among 488 senior women (Averhed, Y. and Riabov, D.; 2014). In this survey, 65% of respondents stated they would like to improve their e-skills and would like to gain general

PC knowledge (72%). The majority of respondents reported having little or no knowledge of using a CD writer (74%), a webcam (72%), a scanner (59%) or a digital camera (53%). However, they are eager to obtain ICT literacy for social connectedness, social participation, and access to information. The findings also indicate their desire to obtain competence in using emails (84%) and in surfing in the internet (76%).

About LIST

LIST is a project aimed at supporting senior women's inclusion in the knowledge society by closing the gender & age digital divides. The main objective is to increase the ICT competences and digital literacy of women aged 50plus and to promote their access to web based services and information. LIST used methodologies based on training that integrates intergenerational exchange with 'digital natives.'

Inclusion in this project is pursued on two levels as we aimed to address both the intergenerational and digital divide. This project specifically aimed to support the digital skill development of women aged 50plus, who are the least likely to be digitally literate.

A learning curriculum targeted to women aged 50plus was created and pilots were conducted in Norway, Poland, Sweden and the UK, to test a new format for delivering digital literacy training to senior women. A further innovative aspect was the involvement of young tutors (high school students) in course facilitations.

 LIST aimed to provide the following benefits:

For senior women participants (trainees):

- To reduce the digital gap and increase inclusion of older women into the Information society, with positive effects on employment opportunities, social cohesion, and personal growth.
- To reduce intergenerational gaps by involving young digital natives into the program as tutors.
- To provide opportunities for women with ICT competences to have their competences recognised and strengthened.

For high-school students (tutors):

- To support the empowerment and personal development of highschool students.
- To support their development of new personal skills and teaching competences.
- To provide a rewarding opportunity for volunteer work.

Finally, LIST aims to foster appreciation and understanding between both generations.

Project Overview

The project duration was from November 2013 through October 2015. The project began with a needs analysis, where a survey was conducted with 488 women aged 50plus who had a low level of digital literacy. The survey elicited information about the respondents' ICT knowledge and ICT learning needs, as well as their preferred course design and teaching methods. The report can be downloaded from www.ictwomen.eu.

Based on the research of good practices and building on the needs analysis, curricula were designed, which were aimed at training trainers and tutors. The training curriculum focuses on addressing gender and generational digital divisions, and they utilise methodologies specifically intended for teaching women over 50 years old. In total, 120 trainers and tutors were trained with the LIST's curriculum until the first months of 2015.

Also based on the research of good practices and building on the needs analysis, a training curriculum was developed to provide skills, tools and hands-on experience to support the integration of digital tools and resources into the personal daily life of the participant. Some of the topics in the curriculum were suitable for advancing employability and others were geared towards social connectedness. Training courses were structured around 3 main areas of knowledge/competences:

- The first main area includes basic Internet skills, including the ability to conduct a web-search, use online communication and 'netiquette'.
- The second focuses on on-line interaction, social networking websites and digital photography.
- The third area is related to e-safety and digital citizenship and finally on web presence and creating websites/blogs.

The courses were structured into 12 modules of 80 minutes each and for a total of 16 hours, where one tutor supported up to four trainees.

During summer 2015, the courses in Poland, Sweden, and the UK were piloted and evaluated on a threefold approach:

- For evaluating the learning curves of trainees, a zero measurement method was applied.
- For collecting trainers' experiences with the curriculum, focus groups with trainers were conducted in each country.
- For gathering tutors' experiences with supporting the trainees during the course facilitations, one transnational (online) focus group was carried out.

The evaluation led to a revision of the curriculum which was piloted in Norway.

How to use this guide

This guide is intended for use by any organisation that is interested in leading intergenerational digital literacy programs. We hope that you can utilise our curricula as well as lessons learned from this project.

The material is inteded to be adaptable, in that you can develop it to suit your community's own needs. In our case, the pilots were conducted in four countries in Europe. The experiences were similar, but not the same. As such, some of our recommendations might be relevant to you, while others will be less relevant. It is entirely up to you which strategies you choose to employ. In short, you are recommended to customise the program to your own needs.

The Intergenerational Approach

Learning and teaching in an intergenerational setting

Digital training for older adults can be, and is, approached in many different ways. Each method has its own benefits. However, we believe that approaching digital inclusion using intergenerational methods can provide a number of positive outcomes for everyone involved. By including young people in this process, we tackle the "generational divide" as well as the "digital divide".

Intergenerational learning opportunities help to "bring people from different generations together in purposefully, mutually beneficial activities which promote greater understanding and respect and contribute to building more cohesive communities" (The Scottish Centre for Intergenerational Practice, 2008). The intergenerational approach is particularly useful in teaching ICT to older adults.

The success of the intergenerational approach

The highschool students (tutors) in this program were highly regarded for their expertise in using digital technologies. As "digital natives" the students brought an existing wealth of knowledge on which to draw. As one example, they utilised their own Facebook accounts to demonstrate to the participants how to use this medium. While the young tutors were able to provide significant knowledge and experience with using digital technologies to the participants, the intergenerational approach was valuable for more reasons than knowledge transfer alone. The evaluation of the pilots found that the intergenerational component was one of the aspects most appreciated by the participants and the tutors.

In fact, the older women appreciated the help of the young tutors immensely. The trainers reported that the young tutors "were helpful for some elements of the course as they provided another perspective from a younger point of view and helped with the exercises." In Poland, an evaluation found the following benefits:

This is only to emphasize that the idea of having young tutors is brilliant: they could very quickly create familiar atmosphere of collaboration. We (…) had people with some pedagogical background (educational science students) but it is not necessary. Perhaps it could be regarded to have some youngsters with behavior difficulties as the two goals could be achieved: leveraging digital competences of senior women and the re-socialization process of youngsters.

The tutors reported that the training sessions were a friendly and family-like environment. They enjoyed the good level of communication between themselves and the participants. The older women enjoyed this environment as well, and actually noted that it felt as though their grandchildren were teaching them. One of the participants stated, "It has been a very fun and rewarding experience, and I have realized that there is endless knowledge to take in the information's technology."

Intergenerational learning is not without its challenges. In this case, it was often noted that the tutors needed to learn to "slow down." For the tutors, using the technologies was second nature. They were surprised at the low level of digital literacy among some of the participants and had to learn how to give information slowly, in small doses. However, this could also be seen as strength of the project, as the young tutors learned to have greater patience in teaching and supporting older people, for whom digital technologies are quite new.

Conducting a digital skills assessment

Why conduct a digital skills assessment before starting the course?

Prior to beginning an intergenerational digital literacy program, it is very important that you have a good idea of the abilities and needs of your participant group. Older women are a heterogeneous group, and their abilities and skills may range considerably. Additionally, there are considerable differences between age groups in the 50plus cohort. Participants will also likely have a variety of different interests (or disinterests) or reasons for wanting to improve their skills. Conducting a "e-skills assessment" will help give you an idea of which areas to prioritise in the curriculum.

In this project, we focused on women who are aged 50 and older, who have a low degree of education and/or are economically inactive. How you customise your project will depend on the group you wish to reach.

Older adults are often most interested in acquiring new skills or knowledge that will provide them with a practical purpose and outcome. It is important to ensure that the classes are tailored to the interests and practical goals of the participants.

Conducting the digital skills assessment serves an additional purpose as well: it can raise the level of interest among prospective participants and boost participation. People who complete the survey may have their interest peaked, and can be invited to enrol in the training.

How to conduct a digital skills analysis

An abundance of online survey techniques are available, (such as Lime Survey, Survey Monkey, or Netigate) but for obvious reasons, the participants should be invited to complete a hard copy of the survey. (See Annex 1).

Before a participant enters the program, it is important to inquire about their level of computer skills. Those with a low level of basic skills should take part in level 1 of the curriculum, a step which a more skilled participant could skip.

This level of analysis is not meant to be an evaluation tool, but rather provide you with some general awareness of what the general needs and interests are of your target group. This will give insight into which areas of the curriculum in which to focus and how to tailor the programme to make it most relevant to the people whom you are attempting to serve.

The next three sections will provide you with curriculum, both for training the trainers and training the participants, as well as guidelines for the didactic materials for the program.

Definition of Curriculum

The following presents the curriculum on basic digital competences for women aged 50+ with low level of digital skills.

Contents

Number	Session
1	Introduction to using a computer
2	Searching and finding information on-line
3	Communication online
4	Netiquette
5	Social Network Sites
6	Revision
7	Online interaction
8	Taking and sharing digital photos
9	Revision
10	E-Safety
11 Optional	Digital Citizenship
12 Optional	Web presence
13	Revision

Session 1: Introduction to using a computer

Trainer: Tutors:	Date:	Time: 60 + 20 30+ 20 + 30

Learning Objectives:

By the end of the session participants will be able to:

- Identify and know how to use the basic components of the computer
- Be able to use a mouse
- Be able to use a keyboard
- Be able to write a few sentences using a word processing system

Lesson Plan

Learning Activities	Detailed Learning Activities	Time
Introduction	General, basic information about the objectives of the session.	**5 min**
Ice-breaker	Elicit participants' experiences with using a computer. **Discuss:** What do you currently use a computer for? What would you like to use it for? **Who can identify:** - The Systems Unit (Central Processing Unit - CPU) - The monitor - The mouse	**5 min**

Main Activities: • **Teacher Led** • **Student involvement**	**Explain** what the different components are used for: - Systems Unit - Monitor - Mouse - Keyboard **Demonstrate**: How to turn the computer on and off **Explain:** - What a desktop is - What a cursor is - How to use the mouse	**5 min** **5 min** **10 min**
	Break **20 minutes**	
Main Activities: • **Teacher Led** • **Student engagement**	**Explain** how to use the keyboard: - How to write capital letters - How to delete and use the backspace functions **Explain** What a Word Processing system is. **Exercise:** Type your name putting in the capitals as required. Move down a line and type a sentence about what you would like to use the computer for. Make any necessary corrections using what you have learned about the keyboard and mouse. **Recap:** Ask participants to summarise what they	**15 min** **10 min** **5 min**

have learnt	

Resources

Mouse basics: http://www.learnmyway.com/get-started/mouse

Keyboard basics: http://www.learnmyway.com/get-started/keyboard

Using a computer: http://www.learnmyway.com/get-started/using-a-computer

Session 2: Searching and finding information online

Trainer:	Date:	Time: 60 + 20
Tutors:		30+ 20 + 30

Learning Objectives:

By the end of the session participants will be able to:

- Describe what a search engine is
- Determine key search terms
- Use keywords
- Evaluate a source

Lesson Plan		
Learning Activities	**Detailed Learning Activities**	**Time**
Introduction	General, basic information about the objectives of the session.	**5 min**
Ice-breaker	Elicit participants' experiences with the web • What is a search engine? • What search tools can we use to find information online? • Which search tool do you use more often and why?	**5 min**

Main Activities: • **Teacher Led** • **Student involvement**	**Explain** what a search engine is (Use this video http://youtu.be/DA1mooP1J30 to model your explanation)	**5 min**
	Show video: Search strategies http://youtu.be/sQCBT0lfH-o. **Discuss** video with participants (elicit their experiences) • What search strategies do they use?	**15 min**
Break **20 minutes**		
Main Activities: • **Teacher Led** • **Student engagement**	**Demonstrate** search for information example (allow participants to help)	**5 min**
	In a slide show the following question: 1. Allan wants to go to the movies on Saturday. He needs to know which movies are on, where and what time they are shown. What are the best keywords for this search: 1. movie + your city 2. Saturday movies 3. Movie theatre + your city	
	In pairs/ or 3s: A friend is coming to your city next week and you want to show what the city has to offer. Collect links to relevant sites regarding: - Events - Music - Food - Weather	**10 min**

	Ask participants to share what they found and discuss amongst them what links are reliable and which ones are not. (*participants should store links in a word document for next lesson*)	**10 min**
	Recap: Ask participants to summarise what they have learnt	**5 min**

Resources	
How Search Works: http://youtu.be/BNHR6IQJGZs	

Session 3: Communication online

Trainer:	Date:	Time: 60 + 20
Tutors:		30+ 20 + 30

Learning Objectives:

By the end of the session participants will be able to:

- Create an email account
- Send and receive emails
- Attach files to email messages

Lesson Plan		
Learning Activities	**Detailed Learning Activities**	**Time**
Introduction	General, basic information about the objectives of the session.	**5 min**
Ice-breaker	Elicit participants' experiences with the web • Who already has an email account? • What exactly is an email? • What is an email for?	**5 min**

Main Activities: • **Teacher Led** • **Student involvement**	**Show** what an email account looks like **Guide them:** step by step to create an email account	**20 min**
	Break **20 minutes**	
Main Activities: • **Teacher Led** • **Student engagement**	**Use** a cork board to share participants' email addresses	**2 min**
	Use one of the participants to Demonstrate how to send an email: - Write subject - Write text - Write recipient's email address - Send	**5 min**
	Ask participants to send the information they collected in the last session about your city (use links collected from previous lesson)	**15 min**
	Recap: Ask participants to summarise what they have learnt	**7 min**

| **Resources**

Create a gmail account: step by step http://www.wikihow.com/Create-a-Gmail-Account | |

Session 4: Netiquette

| Trainer:

Tutors: | Date: | Time: 60 + 20

30+ 20 + 30 |
|---|---|---|

| Learning Objectives:

By the end of the session participants will be able to:

- Describe what netiquette is
- Discuss the online communication protocols
- Identify what good netiquette is |
|---|

Lesson Plan		
Learning Activities	**Detailed Learning Activities**	**Time**
Introduction

Ice-breaker | General, basic information about the objectives of the session.

Elicit participants' experiences with the web

- What is netiquette?
- Why should we observe netiquette as part of our online communication approach? | **5 min**

10 min |
| **Main Activities:**

- **Teacher Led**
- **Student involvement** | Short, interactive presentation on netiquette | **15 min** |

Break **20 minutes**		
Main Activities: • **Teacher Led** • **Student engagement**	**Quiz about Netiquette** http://www.albion.com/netiquette/netiquiz.html **Discussion and Recap:** Importance of observing netiquette	**15 min** **15 min**

Resources **What is netiquette** http://www.bbc.co.uk/webwise/guides/about-netiquette **Core rules of netiquette** http://www.albion.com/netiquette/corerules.html	

Session 5: Revision

Trainer:	Date:	Time: 60 + 20
Tutors:		30+ 20 + 30

Learning Objectives:
This is a revision session and aims to consolidate knowledge from previous sessions

Lesson Plan		
Learning Activities	**Detailed Learning Activities**	**Time**
Ice-breaker	Elicit participants' experiences with the web • What were the main things they have learnt from the last 3 sessions? (use post-its)	**5 min**
Main Activities: • **Teacher Led** • **Student involvement**	**Net hunt (to test web search skills)** • In what year did Jane Seymour die? • Who said: 'I have nothing to declare but my genius"? • Which play is currently on at a theatre in your city? • What's the weather forecast for tomorrow in London?	**25 min**
Break **20 minutes**		

Main Activities: • **Teacher Led** • **Student engagement**	Email the trainer and tutors informing them if you are attending the next session	**10 min**
	Discuss any questions you might have about the last 3 sessions.	**20 min**

Session 6: Social Network Sites

Trainer:	Date:	Time: 60 + 20
Tutors:		30+ 20 + 30

Learning Objectives:

By the end of the session participants will be able to:

- Describe what a social network site is
- Create an account in a social network site of choice
- Post notices on their social network site page
- Communicate with other people on the network

Lesson Plan		
Learning Activities	**Detailed Learning Activities**	**Time**
Ice-breaker	General, basic information about the objectives of the session. Elicit participants' experiences with social network sites • What knowledge they have of SNSs? (share in small groups before feeding back to the classroom)	**5 min**
Main Activities: • **Teacher Led** • **Student involvement**	**Short presentation of what SNSs are** **Follow me** exercise to create a Facebook account (or popular network of the country)	**10 min** **25 min**

Break		
20 minutes		
Main Activities: • **Teacher Led** • **Student engagement**	Follow me exercise (cont.) • Check/decide on settings • Complete 'about me' information • Befriend people • Post first message	**25 min**
	Discuss any questions you might have about SNSs	**5 min**

Session 7: Online interaction

Trainer:	Date:	Time: 60 + 20
Tutors:		30+ 20 + 30

Learning Objectives:
By the end of the session participants will be able to: • Describe what web telephony is   • Create an account with a web telephony of choice   • Communicate using text and/or audio

Lesson Plan		
Learning Activities	**Detailed Learning Activities**	**Time**
Ice-breaker	General, basic information about the objectives of the session. Elicit participants' experiences with online interaction	**5 min**
Main Activities: • **Teacher Led** • **Student involvement**	Introduction to online interaction Follow me exercise: • Create account with Skype or WhatsApp or Facebook chat • Check settings • Create a group	**5 min** **25 min**

Break **20 minutes**		
Main Activities: • **Teacher Led** • **Student engagement**	• Students work in pairs to experience online interaction Discuss any questions you might have about this session.	**20 min** **10 min**

Session 8: Taking and sharing digital photos

Trainer: Tutors:	Date:	Time: 60 + 20 30+ 20 + 30

Learning Objectives:
By the end of the session participants will be able to: • Describe what digital photography is • Take digital photos • Upload digital photos to social networks

Lesson Plan		
Learning Activities	**Detailed Learning Activities**	**Time**
Ice-breaker	General, basic information about the objectives of the session. Elicit participants' experiences with digital photography	**5 min**
Main Activities: • **Teacher Led** • **Student involvement**	**Explain how digital/phone photography works** • Teach participants how to take digital photos with their mobile phones • Teach participants how to upload photos to their social network sites	**5 min** **25 min**

Break **20 minutes**		
Main Activities: • **Teacher Led** • **Student engagement**	Create a scenario where participants need to take pictures and upload them to their social network site • E.g. Competition: capture the day. • Upload the photo to a SNS • Tag the school/centre/teacher in the photo • Like your favourite photo	**10 min** **20 min**

Session 9: Revision

Trainer:	Date:	Time: 60 + 20
Tutors:		30+ 20 + 30

Learning Objectives:
This is a revision session and aims to consolidate knowledge from previous sessions

Lesson Plan		
Learning Activities	**Detailed Learning Activities**	**Time**
Ice-breaker	Discuss participants' experiences with Social Network Sites and Online Interaction • What were the main things they have learnt from the last 3 sessions? (use post-its)	**5 min**
Main Activities: • **Teacher Led** • **Student involvement**	**Challenge:** • Send a message via the online interaction tool used asking students to post a photo on their SNSs page that captures the colour blue. • Participants read the message, take an appropriate photograph and upload it to their SNS page. • They tag the teacher/ centre/school.	**25 min**

Break **20 minutes**		
Main Activities: • **Teacher Led** • **Student engagement**	• Ask students to comment on at least one photo that has been uploaded to the network. Discuss any questions you might have about the last 3 sessions.	**10 min** **20 min**

Session 10: e-safety

Trainer:	Date:	Time: 60 + 20
Tutors:		30+ 20 + 30

Learning Objectives:
By the end of the session participants will be able to: • Describe the advantages and risks of being online • Devise strategies to protect their personal and private data • Recognise dangerous activities associated with scams

Lesson Plan		
Learning Activities	**Detailed Learning Activities**	**Time**
Ice-breaker	General, basic information about the objectives of the session. Elicit participants' expectations and concerns with the web	**5 min**
Main Activities: • **Teacher Led** • **Student involvement**	**Raises awareness of risks on the web** (And show video http://youtu.be/DAENJJtPuqE) Create Scenario: - Creating a password (for an account) - Students share their passwords and these are discussed	**10 min** **20 min**

	Create Scenario - Getting an email from an unknown wealthy person offering money - What do you do?	
Break **20 minutes**		
Main Activities: • **Teacher Led** • **Student engagement**	**Introduction to online Banking and Shopping** Create Scenario: - Bank emails/phones you asking for your passwords and details. What to do? Use this video for Open Discussion on things *not* to reveal or do http://youtu.be/FhZU48VTn9c	**20 min** **10 min**

Session 11: Digital Citizenship

Trainer:	Date:	Time: 60 + 20
Tutors:		30+ 20 + 30

Learning Objectives:

By the end of the session participants will be able to:

- Participate in Discussion Forum
- Engage in Fund raising activities online

Lesson Plan		
Learning Activities	**Detailed Learning Activities**	**Time**
Ice-breaker	General, basic information about the objectives of the session. Elicit participants' experiences with participating online	**5 min**
Main Activities: - **Teacher Led** - **Student involvement**	Select a community page or newspaper site relevant to your audience on SNSs of choice. - Introduce the concept of online participation - Allow students to participate	**25 min**
Break **20 minutes**		

| **Main Activities:**

• **Teacher Led**
• **Student engagement** | Introduce the idea of online communities (use facebook pages
https://www.facebook.com/pages/create)

Create Scenario

- Small group activity: Your neighbourhood wants host a party and needs people to contribute with food and drink. You create a page so people can organise what each person will bring. This will also serve to publish photos from the event and thus create a collective memory) | **25 min** |
| | Discuss any questions you might have about this session. | **5 min** |

Session 12: Web Presence

Trainer: Tutors:	Date:	Time: 60 + 20 30+ 20 + 30

Learning Objectives:
By the end of the session participants will be able to: • Establish a digital footprint

Lesson Plan		
Learning Activities	**Detailed Learning Activities**	**Time**
Ice-breaker	General, basic information about the objectives of the session. Elicit participants' experiences with the web (checking other people's/organisation's' sites, finding information about them, etc.).	**5 min**
Main Activities: • **Teacher Led** • **Student involvement**	**Explain the advantages of creating a web presence** Create a scenario: - You are setting up a new business (coffee shop) and you want to develop a digital presence for it (show examples: http://capreserestaurantglasgow.wordpress.com/ - Follow me exercise - Create a wordpress.com site/ google site	**5 min** **20 min**

Break **20 minutes**		

Main Activities:
 	
• **Teacher Led**
• **Student engagement**
	Follow me exercise (cont.)
	
	- Decide on the structure of the website
	    o About
	    o Menu
	    o What's on
	    o How to find us
	    o Contact
	
	Discuss any questions you might have about this session.
		25 min
		
		5 min

Session 13: Revision

Trainer:	Date:	Time: 60 + 20
Tutors:		30+ 20 + 30

Learning Objectives:
This is a revision session and aims to consolidate knowledge from previous sessions

Lesson Plan		
Learning Activities	**Detailed Learning Activities**	**Time**
Ice-breaker	Elicit participants' experiences with e-safety, digital citizenship and web presence • What were the main things they have learnt from the last 3 sessions? (use post-its)	**5 min**
Main Activities: • **Teacher Led** • **Student involvement**	**Activity:** • Prepare a set of scenarios/questions related to e-safety and have participants decide if it is safe or not.	**25 min**
Break **20 minutes**		

| Main Activities:

• **Teacher Led**
• **Student engagement** | How to maintain a web-presence

- Participants work in pairs showing their web presence, as a result of the previous session. Students drive the session by asking questions related to web presence. | **20 min** |
| | Discuss any questions you might have about the course. | **10 min** |

Curriculum of Training of trainers

The following presents a curriculum for the training of trainers and tutors who will be delivering the programme.

Trainer:	Date:	Time: 6 ½ hours
Tutors:		60 +(15) +105 +(60) + 90 +(15) + 60

Learning Objectives:

By the end of the session participants will be able to effectively teach a group of older women a range of ICT topics relating to living and working in the digital age which include:

- How to search and find information online
- How to communicate online
- About netiquette and online communication protocols
- How to use social networking sites
- Using online interaction tools such as web telephony
- How to take and share digital photographs
- Protecting personal and private data and regognising dangerous activities associated with scams
- Digital citizenship and enable them to participate in an online discussion forum and engage in fundraising activities online
- Web presence and how to establish a digital footprint

Lesson Plan		
Learning Activities	**Detailed Learning Activities**	**Time**
Introduction	General, basic information about the aims and objectives of the LIST project	**5 min**
	Discuss with participants the objectives of the session and what they expect to get out of the course, their motivation for doing the course etc.	
	Learning theories for older adults	
Main Activities: **Teacher Led** **Student engagement**	Give a short Powerpoint presentation focusing on learning theories for older adults – how these theories can influence practice in a teaching setting	**10 min**
	Invite questions from participants to clarify issues raised in the presentation and allow for discussion on these issues.	
	Designing Learning for older women	**10 min**
	Discuss in small groups the key success factors in provision for older learners,	

	women in particular.	**20 min**
	Look at issues such as pace, intensity, prefered learning styles, structuring, variety of activities and resources, peer learning, intergenerational learning, reinforcing and consolidating learning.	
	Elicit participants experiences of teaching older adults or older women and what strategies they could use.	**5 min**
	Short presentation on LIST research findings - training needs analysis. Familiarise group with the curriculum for older women. Handout: Curriculum for older women in ICT	**10 min**
	Discuss with group concept of zero measurement. Handout: Zero measurement documentation	
Comfort Break **15 minutes**		
Main Activities: **Teacher Led** **Student engagement**	**Designing the ICT curriculum for older women** Split group into smaller groups (ideally 3 groups, each group examining 3 elements of the curriculum). Work in groups to design a curriculum for older adults in relation the key elements of the curriculum: • Searching & finding information online • Online communication	**105 mins**

	• Netiquette • Social networking sites • Online interaction • Taking & sharing digital photos • E-safety • Digital citizenship • Web presence Encourage participants to take into account the morning session and focus on how to approach the delivery in relation to older women. Inform participants that they should be prepared to present their session to the group (micro-teaching) later in the day.	
Lunch Break **60 minutes**		
Main Activities: **Teacher Led** **Student engagement**	Micro- teaching – Present outcomes of the group work to the main group (ten minutes presentation per element) After each micro-teaching session discuss the approach used by participants	**90 min**
Comfort Break **15 mins**		
	Micro- teaching continued **Recap:** Ask the participants to summarise what they have learnt	**55 min** **5 min**

Sample Programme

9.30   Introduction

9.35   Learning Theories for Older Adults

9.45   Designing Learning for Older Women

10.30   Comfort Break

10.45   Designing the ICT Curriculum for Older Women

12.30   Lunch Break

13.30   Micro – teaching

14.45   Comfort Break

15.00   Micro – teaching

16:00   End of Session

Recommendations: A step-by-step approach to running the program

Building partnerships with schools

In order for the program to be successful as an intergenerational project, a partnership with highschools first needs to be built. When building relationships with schools, the ideal way to gain support of this project is to utilise your existing connections with schools. For example, if your organisation has already led intergenerational projects, you can leverage those connections to initiate a new project. For example, the University of Strathclyde had worked with a school in an intergenerational mentoring project where older adults were matched with young pupils to help children gain basic literacy skills. This project therefore offered a 'reverse mentoring' situation where the students were able to help adults learn literacy skills. In this way, the university participated in two types of intergenerational activity. A different approach was taken at Folkuniversitetet Uppsala. There, the organiser of the program had his daughter introduce the program to the schools and gain support from the students.

When approaching schools, it is helpful to be able to describe the anticipated outcomes. Outcomes from LIST included the following benefits (below). These benefits are particularly pronounced for students who are coming from schools from deprived areas. When choosing which schools to target, you may wish to focus specifically on schools that are considered to be disadvantaged. This ensures that students who are most at need get to benefit from the following opportunities.

Benefits to highschool students:

- Participation in the program gave the tutors (highschool students) a chance to build their curriculum and add something unique to their CV. For those looking to set themselves apart with a more unique 'Personal Statement' when applying for university/college, participation in such a project can be a real asset.
- Participation in the program allowed the tutors to enter into a university setting. This can be helpful for those who otherwise might not have previous contact with an academic setting.
- In addition to widening access to higher education among disadvantaged students, another beneficial aspect is of course the inter-generational aspect. The pupils appreciated getting to know and spend time with older people, and vice versa.
- When students and/or participants from various social/economic backgrounds were involved, the students benefited from diverse interactions.

Designing the course logistics

It's the little things that count. That's why, when designing a course, it's important to take into consideration the small details that can make a big difference on the popularity and outcomes of the course.

1. *Choosing the right time*

   One example of the small, but important, details is the timing of the course. It is important to consider both the needs of the adults and the students. This can vary depending on the particular needs of the community. For example, in the University of Strathclyde, Scotland, the participants wanted the program to be led during the week and in the middle of the day. Of course, that meant the highschool students needed to miss school in order to attend. This presented a potential barrier. However, in program in Folkuniversitetet Uppsala, Sweden, successfully ran their course at 5:00pm. Why did participants in Scotland prefer a daytime class while the Swedish participants were content with a class in the early evening? One potential reason is that the Swedish classes were held in a very central location, and most participants lived nearby. This made it easy for them to attend later in the day.

It is also ideal to offer the course at more than one time (for example a morning and afternoon class.) Asking potential participants in advance for their preferences will help you choose the course at the right time, as there may be unexpected preferences that correlate to, for example, bus timetables.

2. *Choosing the right 'pace' for the course*

The sessions may need to be lengthened depending on the needs of your participants, and it is likely better to plan for longer courses than to try to pack too much into one class! It is recommended to be flexible with the time schedule, since the amount of time your group will need for each activity cannot be foreseen. Furthermore, some participants may like to have more time to practice. It may make sense to have extra days just for practice purposes.

It is important to start each class with a revision, for example by repeating tasks from previous sessions. Make sure to build in enough time for revision as this helps to entrench what is learned. We also found that exercises were an effective way for older women to learn important information. It is important that the participants are enabled to perform the exercises *on their own.*

3. *Choosing the right date*

In addition to carefully selecting the timing of your course, equal thought should be given to the start and end dates. Ideally, the course should not be run during the exam time as it will lead to potential absenteeism on the part of the students. It may be preferable to run the course nearer to the beginning of term.

The best solution is to discuss with schools and with potential participants before starting the course. Aiming to find an ideal time that is preferred among most participants will yield the best turn-out.

4. *Preparing all the needed materials*

Make sure you have all the equipment you need to run the course. Computers and internet access are obvious examples, but what else will you need? If you are teaching how to use Skype, make sure you have everything you need for a demonstration – such as a webcam (if you are using a computer that does not already have a webcam built in) and a person who is standing by to take the call! You may have to design the course based on what technologies and resources you have access to.

If you have any links in the course materials, check them in advance to make sure that they are current and that they work.

Designing the course content

We have provided a sample curriculum earlier in this document. However, depending on the abilities and experiences of your group, the curriculum may be too ambitious. Feedback from evaluations showed that, in the LIST pilots, the experiences between the participants varied considerably. Some participants felt that the course moved too quickly. Some feedback also showed that the participants wished the course was longer, and would give them more time to practice what they'd learned.

We strongly advise you to have the participants complete a brief questionnaire before beginning the course. The questionnaire should be simple but should allow you to identify the following information:

- What basic skills does the participant already have?
- Do they already have an email address?
- What kind of devices do they own? A smart phone? A tablet? A digital camera?
- What times are optimal for them to attend?

Answering these questions will go a long way to determining the following:

- Whether or not to include part one (introduction to computer skills) into the course. If you offer this part of the course, you may offer it as an optional workshop, open to those without much experience. It will also help prepare you for how to run this course, and which areas to focus on. One introductory course may not be enough to shrink the divide between the participants; more than one might be necessary to help participants practice their skills.
- Whether your participants need email addresses. If some participants do not already have an email address, it may make sense to help them get set up with an email address before the start of the class, as this can take a great deal of time. If the majority of participants already have email addresses, they may not be happy if too much class time gets devoted to the needs of a few. Generating a new email account can take a surprising amount of time when the clock is ticking!
- What kinds of things the participants are genuinely interested in learning. For example, the background research we conducted in the digital skills assessment revealed that most participants had a very strong interest in learning about Facebook. However, when the course began, it became clear that the participants were very wary of Facebook and were disinclined to create an account themselves. Rather, they preferred to watch as the trainer used his own Facebook account to demonstrate how it worked. Knowing how it worked was sufficient information for the participants, and no accounts were established.

- What kind of devices the participants will be bringing into the classroom. In some sessions, the participants were confused about the difference between a digital camera and a smart phone camera. Knowing in advance what digital technologies they already own and would like to use will help your trainer prepare.
- Which times you should run the course (as stated earlier).

Alternatively to giving a questionnaire, you can individually discuss these questions with the prospective participants, on a one-on-one basis. Going through the questions together will help reveal more information than simply having the individual answer a questionnaire. However, this will of course depend on the time and resources you have at your disposal.

Tips for training the tutors

In our experience, many of the young tutors were surprised at the participants' lack of basic digital skills. They needed to learn first-hand why it was so important to have the course delivery broken down into small steps. The tutors may need advance preparation to consider the kind of skills they will need to have (such as patience!) and the kind of basic information they may need to deliver.

In our experience, having the trainers attend the training-session for the tutors helps the trainers and tutors get to know each other in advance. This rapport benefits the classroom as they can work together very well.

General tips for training older adults in digital skills

Generally, face-to-face interaction is an important motivator for older people for participating in courses. The communication patterns of trainers are an additional factor for the successful application of digital training courses with older people.

The following practical recommendations (TSAO Foundation for successful Ageing s.a.) are designed for interaction with older people in general:

- Approach from the front

- Speak on the side of the 'good' ear

- Encourage the use of hearing aids / glasses

- Communicate at face level

- Don't cover your lips

- Reduce background noise

- Relax

- Speak in low tones / don't shout

- Allow time to respond

- Speak slowly

- Use simple words and short sentences

- Combine verbal with non-verbal and other means of communication

- Write things down if necessary

- Pay attention to the said and unsaid

- Stop talking & listen

- Communicate respect & understanding

- Try reminiscence and validation

What is important is that these practical guidelines are used sensitively. Older people vary enormously in their physical and mental abilities and the trainers need to adapt their style of interaction to the capability of the person they are talking with. Unthinking assumptions regarding the limitations of older people can be just as harmful as ignoring the possibilities of such limitations.

This problem is particularly acute when the subject of training is related to digital skill-building, as is pointed out below.

Generally, difficulties of communication between trainers and trainees are an issue in any ICT training course. However these problems can be much more acute when the trainees are older people. Stereotypes by trainers in the way they communicate with older people may have direct socio-psychological consequences on the self-perception and social behaviour by the older trainee. Thimm and Kruse (1998) highlighted typical patronizing forms (supportive utterances, reassurances, and positive evaluations) in technical instructions to older people. They referred to it as "secondary baby talk":

- "Have you got this? Wonderful!" "This is quite (or very) simple". "This is not so bad, you don't need to panic."
- Remarks on physical (in)competence: "Perhaps you should put your glasses on if you need any." "The symbols are very small but with glasses you should be able to see them."
- Referring to the past: "As you might remember from your old mechanical clock." "As you know from the old days."
- Comments pointing at supposed technical incompetence: "You don't have to understand this." "When the volume is on zero then you cannot hear anything."

One of the most off-putting aspects for older people is the terminology; "Computer-speak" is not simply confusing but can act as a significant barrier both to ICT use and to communication about it. Language and cultural differences can make such communication

between trainers and older people difficult. Bad experiences with jargon and unfamiliar terminology have made many older adults suspicious of talking about ICT. Words may have different meanings for different age groups, and technical terms, which may seem normal words to younger people, can be utterly confusing to older non-computer users (e.g. 'monitor' or 'windows'). Older people spent their formative years when a chip was a piece of wood or cooked potato, hardware was nuts and bolts, a window was made of glass, a monitor was a school prefect and software was not even a word. It is often very difficult to avoid using such language when training modern ICT.

Furthermore, it is important to consider the motivation for digital participation: If people are lonely, is their reason to participate simply the social interaction it provides them? Therefore, sensitivity and an awareness of participants' reasons for participating are important considerations in training older people.

Because of a lack of confidence felt by many older people in using ICT, it is important to provide a training atmosphere in which the older people are encouraged to express themselves honestly, and enjoy their experience. It is also important to make the trainees aware of their experiences.

It is noticeable that "speed" is often not as important to older people, as is "getting the job done".

Adapting to unforeseen scenarios: Final tips for a great program!

Have a strategy for dealing with 'special requests'. You may find that some people attend the training with a number of specific requests, such as helping them learn how to use a new phone or device. Trainers will wish to avoid having too much time spent on such requests. Therefore you might want to decide in advance how to deal with such situations. This might include agreeing to help someone after class. Or, following the training sessions, you could offer an additional drop-in class for people with further specific requests. This way, those who still have remaining questions, even after completing the course, could attend the drop-in session for one-on-one help.

The best advantage is to have trainers that are highly experienced in training older adults in ICT. Ideally, they should be comfortable and experienced in training older adults and have the ability to adapt to different scenarios. That way, the trainers can adapt to the circumstances, adjust their approach to the needs of the participants, and *be flexible*. This is important because, even after completing the digital skills analysis, you might find that the participants have a different level of skill or ability than anticipated. They may have various interests or goals. Being flexible will help to ensure that the course is as fun and as relevant as possible.

Annexe 1

Your Digital Competences

An assessment

Your name: _____

Your age: ☐ 46 – 50 ☐ 51 – 55 ☐ 56- 60 ☐ 61 – 65 ☐ 66 – 70 ☐ 71 – 75 ☐ over 75

Date:

The questionnaire is split into two areas: please rate how you evaluate your current situation with respect to Information and Communication Technology (1 = easy and 10 = difficult OR 1 = low and 10 = high).

Thoughts and feelings

Understand new information found on Internet

easy -1   2   3   4   5   6   7   8   9   10 difficult

Self-confidence in learning new IT competencies

easy-1   2   3   4   5   6   7   8   9   10 difficult

Manage PC anxiety

easy-1   2   3   4   5   6   7   8   9   10 difficult

Manage smart phone anxiety

easy-1   2   3   4   5   6   7   8   9   10 difficult

Your Information and communication technology (ICT) skills

I am satisfied with my ICT skills

low -1   2   3   4   5   6   7   8   9   10 high

I am familiar with netiquette and online communication protocols

low -1   2   3   4   5   6   7   8   9   10 high

I know how to protect my passwords

low -1   2   3   4   5   6   7   8   9   10 high

I can search and find information online

easy -1   2   3   4   5   6   7   8   9   10 difficult

I am able to communicate online

easy -1   2   3   4   5   6   7   8   9   10 difficult

I can use Social Network Platforms (e.g. Facebook)

easy -1   2   3   4   5   6   7   8   9   10 difficult

I am able to use online interaction tools (e.g. Skype, WhatsApp)

easy -1   2   3   4   5   6   7   8   9   10 difficult

I can take and share online digital photographs

easy -1   2   3   4   5   6   7   8   9   10 difficult

I can recognize dangerous activities associated with scams

easy -1   2   3   4   5   6   7   8   9   10 difficult

I am able to participate in an online discussion forum

easy -1   2   3   4   5   6   7   8   9   10 difficult

I am able to use ICT to participate in educational, cultural, and economic activities

easy -1   2   3   4   5   6   7   8   9   10 difficult

I am able to interact within in a web blog

easy -1   2   3   4   5   6   7   8   9   10 difficult