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ICT4Elders

Promoting ICT knowledge for the elderly people

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Training guide for trainers

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1. Introduction

This document was created as part of the ICT4Elders - Promoting ICT knowledge for the elderly people project, which is implemented in the Czech Republic, Greece, Germany, and Luxembourg with the financial support of the Erasmus+ program of the European Union. The content of this document was created as a follow-up to the training developed by the partners of this project. The purpose of this document is to provide lecturers with the necessary information to impart digital knowledge and skills to seniors.

1.1. About the ICT4Elders project



The ICT4Elders project aims to bridge the digital divide between generations by improving the digital skills and competencies of seniors. According to Eurostat, two-fifths of people aged 65 to 74 have never used a personal computer, so through the project, we are trying to turn the rapid digital transformation into an opportunity for growth, active aging, and social inclusion of seniors.

In this context, the main goals of the ICT4Elders project are:

- ✓ Support the education of seniors in the field of ICT and lifelong learning.
- ✓ To strengthen the motivation of seniors in using the Internet and ICT applications through guided learning.
- ✓ To offer seniors the opportunity to grow and improve their quality of life through active aging, thus remaining active members of society.
- ✓ Improve the skills, knowledge, and competence of people caring for the elderly.
- ✓ Support active aging organizations and social service providers in providing quality services to seniors and their families.

1.2. ICT4Elders educational program – Promoting ICT knowledge for the elderly people

In a world where digital technologies are rapidly evolving, improving the digital skills of seniors is absolutely essential. According to Eurostat, two-fifths of people aged 65-74 have never used a personal computer. The aim of the educational program is to offer seniors the opportunity for growth, active aging, and integration into society. This educational program introduces seniors to the basics of ICT tools and covers issues such as:

- ✓ *What is an electronic device and how to use it?*
- ✓ *How can I connect to the Internet?*
- ✓ *Which websites can I use for my health, entertainment, online shopping, bill paying, and more?*
- ✓ *How can I solve Internet fraud problems?*
- ✓ *How to recognize and how avoid misinformation?*

These are the questions that will be answered during the completion of the educational program, which is intended for seniors who want to adapt to the ever-changing modern world and become active members of society.

The educational course consists of three modules:

1. Tools, Internet & Apps;;
2. Online Communication, Entertainment & Health;
3. Online security.

Each module is divided into several lessons, which are supplemented by short tasks and a glossary with basic terms.

You can find more information about the ICT4Elders educational program – Support for ICT education of seniors in chapter 4.1. Methodology of the educational program.

2. Characteristics of the target group

2.1. Lecturers

A possible target group on the part of lecturers:

- ▶ Workers in social services
- ▶ Volunteers
- ▶ Informal carers

A lecturer for the purposes of education for seniors can be a person who meets several basic conditions. These conditions are based on the educational goals of the target group, which is seniors. These conditions are:

- ✓ Empathy
- ✓ Creativity
- ✓ Ability to convey information
- ✓ Patience
- ✓ Ability to have new perspectives
- ✓ Ability to motivate
- ✓ Communicativeness

Furthermore, the lecturer must have the ability to adapt to the group and should have experience with the target group.

Worker in social services

A worker who meets several basic conditions can be a lecturer for the purposes of education for seniors. These conditions are based on the educational goals of the target group, which is seniors.

Furthermore, the lecturer must have the ability to adapt to the group and should have experience with the target group. By a worker in social services, we mean



workers who focus their work on working directly with the elderly in all the normal activities of life in which the elderly need support, assistance, or help.

Workers in social services perform:

► **care service for people**

It is carried out in outpatient and residential facilities of social services. This involves helping clients with daily activities, help with personal hygiene and dressing, instrumental activities, personal hygiene, perception, support in life activities, and support for independence, including creating and maintaining contact with the social environment.

► **basic educational non-pedagogical activity**

This involves deepening and strengthening the clients' basic social habits, working on the creation and development of the clients' work habits, manual skills, and work activities of the clients, carrying out leisure activities aimed at developing personality, interests, and knowledge, and securing interest and cultural activities. A worker in social services uses various methods and procedures, in the framework of which he also completes further education to use modern activation tools.

► **care activities in the person's household**

It is performed in the client's home. It consists in performing work connected with direct contact with people with physical and psychological difficulties, comprehensive care of their household, provision of social assistance, provision of assistance in creating social contacts and psychological activation, organizational security, and comprehensive coordination of care activities and implementation of personal assistance.

► **activities performed under the supervision of a social worker**

These are basic social counselling, screening activities (= searching for people at risk of social exclusion), educational, educational and activation activities (= ensuring the highest possible quality of life for clients),

activities in mediating contact with the social environment, activities in providing assistance in exercising rights and legitimate interests and when dealing with personal matters.

► **Prerequisites for the performance of the activity**

The main prerequisite is professionalism in client care. Workers care about the client's well-being and interests, and the worker must respect and support the client. Another assumption is the principle that the worker does not prefer one client over another based on his sympathies. The general professional prerequisites for the performance of a worker in social services include empathy, respect for the client, sensitivity, and concern for others.

► **Principles for the daily work of a worker in social services**

An important principle is to listen. Quality care is not possible without listening. Other important principles include taking it seriously, not succumbing to prejudices, focusing on the experience, encouraging, supporting, providing clear options for choice, providing support points for independent action, providing clear information, being specific, and finding common ground with the client.

► **Work experience**

A well-educated and dedicated activation worker can:

- ✓ use modern methods of activation (virtual reality, training using a game, video training);
- ✓ work with a group (perceives group dynamics, and activity variability in relation to the client's ability);
- ✓ can define activity goals (maintaining skills, and acquiring skills);
- ✓ motivate the senior.

During the covid-19 pandemic, many social service workers have been able to develop specific skills for imparting and maintaining clients' ability to use modern technology tools. Currently, the use of these tools was necessary to maintain social contacts.

Informal carers and volunteers

► **Informal carers**

Long-term care is care where a loved one is cared for by either family members or friends who are not professional caregivers, it is called informal care. Informal caregivers usually do not have a specific professional education. In addition to caring for their loved ones, informal caregivers can often also perform their "civilian" jobs, and their help to loved ones is based on human relationships.

► Volunteers

Volunteering will be defined as an optional activity consisting in the performance of a public benefit activity contributing to the achievement of public welfare, which is performed by a **volunteer** of free will, in free time, and without the right to remuneration.

2.2. Seniors

Old age is very often defined by the 65+ age group. The World Health Organization (WHO) also deals with defining old age, which, among other things, monitors population health indicators and controls diseases and health care management. If we take into account its definition of senia, it is a so-called age categorization, which is based on periods of human life in the order of fifteen years. According to the WHO, it is possible to distinguish middle age (45-59 years), older or older age (60-74 years), true old age or senium (75-89 years), and longevity (90 years and more). The individual changes that occur in old age can be



divided into three basic areas, i.e. psychological, physical and socio-economic changes.

In today's modern society, however, the functional state of a person, their ability to adapt to new realities and ensure a quality of life even in old age is more important than their own age.

If we talk about a traditional senior, it is necessary to mention several factors that affect the ability to learn and acquire new knowledge and skills. A naturally aged person may have problems with attention and concentration. It is related to the natural aging of the senses when most seniors have difficulty seeing, hearing, and orientation in space. It is not unusual that the ability to work in detail with the hand is also changed, fine motor skills often show a decrease in accuracy.

Experts have defined several syndromes that can affect the quality of life in senium at all levels of human beings, i.e. at the biological, psychological, and social levels. In recent years, maladaptation syndrome has been mentioned as one of the key syndromes. Simply put, it is a condition where, for various reasons, the ability to adapt to changes is lost. The needs of the elderly could be summed up in a single definition. To maintain the maximum level of independence and self-sufficiency for as long as possible, which will ensure maximum quality of life.

If we work with these facts and adapt teaching methods and techniques to them (smaller periods of time, phasing in new procedures using the "step by step" system), we can also achieve positive changes with seniors.

3. Learning techniques and methods



Geragogy in the broader sense of the word is presented as a theoretical-empirical discipline providing comprehensive care, assistance, and support to elderly citizens in meeting their needs. These needs include medical dimensions, but also educational needs. It is a multidisciplinary discipline that combines knowledge from social work, medicine, psychology, sociology, andragogy, and law.

In a narrower sense, he understands geragogy as a pedagogical discipline dealing with the upbringing and education of seniors.

As described, the elderly are a specific group in the education process. In any case, seniors cannot be educated in the same way as primary school students or secondary school and university students. Each individual participating in this process has attained a different level of education in the past. His abilities are also influenced by his previous profession and acquired life experiences. They are usually only united by the fact that they have reached retirement age and decided to further their education.

Emphasis must also be placed on didactic principles used in teaching. Adherence to them is the basis of success. Senior age has its own specifics that should be taken into account, teaching methods cannot be chosen unambiguously, but it is necessary to accept the principles that:

- ✓ respect the individuality of seniors and their specific learning style,
- ✓ offer feedback,
- ✓ they give the opportunity to use the acquired knowledge in practice.

Usable methods (according to the actual abilities of the participants and the setting of the group)

- ▶ **Peer learning activities – PLA) and Peer review activities** – they enable targeted sharing between seniors who are engaged in a similar or the same topic.
- ▶ **Situational methods** – the goal of education is to solve a specific case.
- ▶ **Staging methods** – the essence of staging methods is social learning in model situations, in which the participants of the educational process are themselves the actors of the presented situations.
- ▶ **Project method** – it is a complex method where, after mastering the individual steps of the process, the participant can solve more complex situations.
- ▶ **Focus on the self-actualization of the senior's personality** – the lecturer must take into account that the education of seniors is focused on personality development, not performance, and adapt the teaching accordingly.
- ▶ **Partnership approach** – the senior is a co-creator of the educational process, it is necessary to respect his experience and attitudes, create a positive emotional atmosphere and conduct two-way communication.
- ▶ **Continuous feedback** – constant monitoring of whether the senior understands the interpretation and whether the pace is sufficient.
- ▶ **Systematicity** – logical arrangement of the curriculum, continuity in supplementing knowledge.
- ▶ **Re-education** – focusing the topic on its essence and key concepts according to the motto "less is more". This makes it possible to structure the curriculum and find mutual connections in it and understand its meaning.
- ▶ **Reconstruction** – explaining the curriculum about previous knowledge, and interests of the senior. The senior is not just a passive recipient but actively participates in the teaching.
- ▶ **Awareness and activity** – choosing the right methods to motivate and activate the senior, to induce his positive attitude towards the subject, and the need to make efforts to master it.
- ▶ **Operability** – the lecturer's ability to respond to the current situation and problems in the didactic process.
- ▶ **Illustrative nature** – we remember the subject according to which senses we activate during it (e.g. we remember 10% of what we hear, 15% of what we see, 40% of what we discuss, and 80% of what we experience ourselves).
- ▶ **Interestingness** – ability to attract attention.
- ▶ **Proportionateness** – perfect preparation of the lecturer, adequacy of requirements for seniors, and a sufficient time limit for mastering the activity.
- ▶ **Durability** – memorizing new knowledge by repeating it in a short period of time from the learning process, structuring the curriculum into logical units.

As part of the own educational process and the preparation of educational materials, it is essential that the lecturer does not forget that it is important:

- ✓ correct articulation,
- ✓ slower and louder speech,
- ✓ sufficiently large and legible writing on the blackboard,
- ✓ more frequent repetitions,

- ✓ logical structuring of the material,
- ✓ providing feedback.

It should be avoided when communicating with the elderly:

- ✓ use of slang terms,
- ✓ the use of English names, which the elderly usually do not understand,
- ✓ using overly technical terms,
- ✓ the use of haptics (tactile contact is more suitable in the social and health field).

3.1. Prerequisites of a good lecturer

In order for the education of seniors to be effective and fulfil the set functions, the personality of the lecturer who mediates and ensures this education is very important. Among the most valued qualities of a lecturer are personal and professional qualities, responsibility, partnership, and interest. It is necessary to



keep in mind another fact - education for seniors is a free-time and voluntary activity, which also places increased demands on the lecturer.

The lecturer can be considered one of the most important factors in the education of seniors and great demands are placed on him. His competencies (i.e. the ability to perform a certain activity) are based on his personal abilities and skills, or

experience.

An initial education in rhetoric, which is based on practical training, is also important for quality teaching work. It is not appropriate if the lecturer takes the first steps as a lecturer only in his own educational process. Here, the educational process can be fundamentally disrupted just because of the inexperience and nervousness of the lecturer.

Key prerequisites of a good lecturer

- ▶ **Subjects** – knowledge of the lectured material, competence to teach the given subject.
- ▶ **Didactic** – knowledge of didactic methods, ability to use adequate methods and forms of work for the given subject.
- ▶ **Pedagogical** – professional pedagogical competence.
- ▶ **Diagnostic** – the ability to assess the initial, intermediate, and final results of the process.
- ▶ **Social and psychosocial** – creating an optimal psychosocial climate at work, support, and trust.
- ▶ **Communication** – knowledge of the specifics of communication with seniors, effective use of verbal and non-verbal forms of communication.

- ▶ **Advisory and consultative.**
- ▶ **Personal** – ethics, respect, responsibility, understanding, and empathy.
- ▶ **Professional** – professional knowledge and experience.
- ▶ **Lecturers** – combining skills, knowledge, and the ability to adapt them to the target group.

4. How to work with the educational *ICT4Elders* program – *Promoting ICT knowledge for the elderly people*

4.1. Methodology of the educational program

Training *ICT4Elders – Promoting ICT knowledge for the elderly people* focuses on familiarizing seniors, especially those over 70, with ICT tools and applications.

A modular approach to education

The modular approach is a new trend in the approach to education that changes the traditional way of teaching to an outcome-based learning paradigm.

The modular concept focuses on dividing the curriculum into smaller self-contained units to ensure that the acquisition of new knowledge, skills, and competencies are easier and more effective.

The purpose of the educational program *ICT4Elders - Promoting ICT knowledge for the elderly people* designed and developed based on this approach is to involve seniors in the learning process and to make this process as simple and easy as possible for them. In addition, the training materials have been prepared based on a combination of theory and practice to ensure that the participants of the training program will continuously acquire new skills.

Course outline of the educational program

Improving the digital skills of seniors in a world dominated by technological conveniences is becoming a necessity. Given that, according to Eurostat, two-fifths of people aged 65-74 have never used a personal computer, this course aims to turn the rapid digital transformation into an opportunity for growth, active aging, and helping the social inclusion of older people in society.

This educational program introduces students to the basics of ICT tools and addresses issues such as:

- ✓ *What is an electronic device and how to use it?*
- ✓ *How can I connect to the Internet?*
- ✓ *Which apps or websites can I use for my health, entertainment, online shopping, bill paying, and more?*
- ✓ *How can I solve Internet fraud problems?*
- ✓ *How to recognize and how avoid misinformation?*

Participants will get answers to these questions during the educational program, which is intended for all people who want to adapt to the ever-changing modern world and thus be active members of online communities.

The primary target group of the course is social workers and caregivers. At the same time, the topics of the ICT4Elders course will be beneficial for volunteers, students and other companions of the elderly, family members of the elderly, vocational education and training lecturers, active aging organizations, retirement homes, and NGOs working in the field of social inclusion.

This course consists of three modules where the basics of topics such as electronic devices, the internet, applications, online entertainment, online health, online communication, and online safety are introduced. In addition, this educational program includes a glossary, which aims to help students remember and understand basic keywords related to ICT tools.

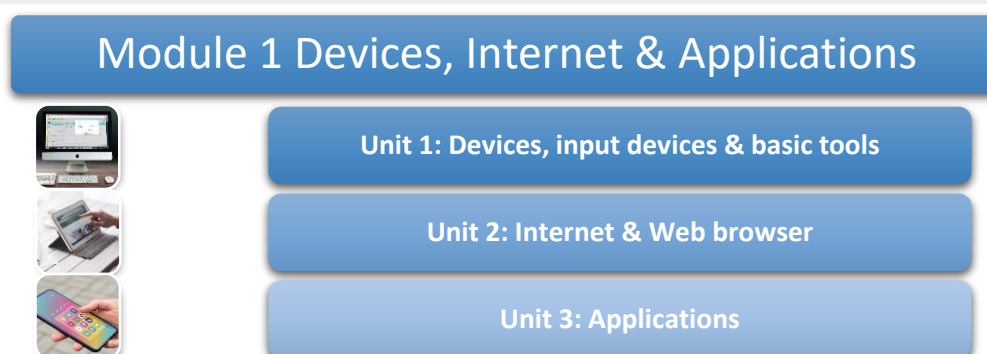
After completing the training program *ICT4Elders - Promoting ICT knowledge for the elderly people*, participants will be able to define, understand and use electronic devices, web browsers, applications and internet banking, e-shops, perform steps to carry out online transactions and purchases over the Internet, download and use applications for communication, entertainment, and health, compare websites and apps, distinguish the credibility of information sources, and interpret and properly address fraud issues.

The educational program focuses on basic digital skills and does not require seniors to have any prior knowledge of ICT tools, so online education is easily accessible to anyone through any personal computer, smartphone, or tablet with internet access.

Structure and content of the educational program

The participant chooses from three modules, which are divided into three separate lessons.

► **Module 1: Devices, Internet and Applications**



In this context, the aim of the first module Devices, Internet & Applications is to acquaint participants with basic knowledge about devices, the Internet, web browsers, and applications, divided into three lessons. At the end of this module, participants will be able to:

- ✓ Compare different devices and choose the most suitable one based on their features

- ✓ Use devices and perform their basic user settings
- ✓ Define and use web browsers
- ✓ Define, download, and use applications

► Module 2: Online communication, Entertainment & Health

Module 2 Online communication, Entertainment & Health



Unit 1: Communication

Unit 2: Entertainment

Unit 3: Health

The aim of the second module Online Communication, Entertainment & Health is to improve participants' understanding of finding entertainment apps, websites, apps and tools for physical and mental health.

At the end of this module, participants will be able to:

- ✓ Define, download, and use various communication applications
- ✓ Define, download, and use different social media platforms
- ✓ Download and use platforms, applications, and websites for entertainment purposes
- ✓ Download and use essential apps for tracking physical and mental health

► Module 3: Online Safety

Module 3 Online Safety



Unit 1: E-banking, E-payments & online shopping

Unit 2: Dealing with misinformation

Unit 3: Inappropriate content

Last but not least, the third online safety module introduces participants to internet banking, online shopping, and safety when communicating via the internet and using applications.

At the end of this module, participants will be able to:

- ✓ Define electronic payments and use internet banking
- ✓ Conduct secure online transactions
- ✓ Interpret fraudulent messages

- ✓ Distinguish and analyse the credibility of e-shops, sources of information, and contained information

In short, ICT4Elders training is a step-by-step process of acquiring basic skills for seniors to become active "citizens" of the digital world.

4.2. Correct selection of participants and their number

Key factors for the correct selection of participants

For a smooth and efficient course of education, it is necessary to think about several key factors, which are based on the basics of group dynamics, when choosing participants. Next, the essential factors will be described and for each factor a question that each participant should answer. It is ideal if, in case of differences in answers, candidates can be grouped into groups according to similar preferences.

▶ Education goals (where we are going together; what ways and procedures will we achieve these goals)

What do you want to learn? What should your ability look like at the end of the course?

▶ Motivation and stimulation of participants

Why do you want to learn these skills? How do you use them?

▶ Interaction and communication

Do you have problems with hearing, sight, touch, or speech?

Can you work well with other course participants?

▶ Positions and roles, cohesion and tension

For this factor, it is advisable to find out in which roles seniors feel comfortable (superiors, leaders, participants, submissive, shy, etc.). It is appropriate to ask about social interaction or previous experience. For the good dynamics of the educated group, the lecturer's ability to inhibit the dominant participants and encourage the shy ones is necessary. It is advisable to assemble the group in such a way that none of the participants deviates to extremes.

Have you worked in a leadership position?

Do you handle official matters all by yourself?

Do you have trouble talking to strangers?

Do you have any experience with the course topic?

Have you worked with information technology?

Number of participants in the group

A proper selection must follow these group rules while considering the above factors:

- ✓ Same level of entry skills
- ✓ The same abilities at the level of sensory limitations

The number of seniors in one group should depend on the goal of education, technical equipment, chosen methods, and the intensity of individual support within the educational process. The ideal number of seniors is usually around 7 participants, if assistant lecturers are available, their number can be increased. Always with regard to methods, practical training, and the possibility of repeating and fixing knowledge.

4.3. How to work with materials for elders?

This chapter is designed to provide a guide to the training in order to remind the participant of the main topics of the training and to enable the participant to quickly navigate through the online training.

► Pay attention to the following points:

- ✓ **You need to have the guides and worksheets before you start the lessons.**
- ✓ **Keep the guides so that you can go back to the training at any time and review some of the lessons.** The guide is available as an annex.

Aims of the training programme

- ✓ To remember which devices I can use
- ✓ What web browsers are and how to use them
- ✓ Using apps - e-banking, online shopping and understanding and using them
- ✓ How to make online transactions and online shopping
- ✓ Which apps to use for online communication, entertainment or health
- ✓ How to download and install apps safely
- ✓ How to identify a trustworthy source
- ✓ Risks in the online space, how to identify and address them

► What is available to you?

- ✓ Training material (worksheets)
- ✓ Guide

Training web platform – Navigation

- You can return to the information at any time by visiting <https://elearning.ict4elders.eu/>.
- Choose the language you want to use.
- Log in to your account (you can enter your login and password here).

| | |
|-----------|--------------------------|
| Login: | <input type="text"/> |
| Password: | <input type="password"/> |

- ▶ On the main page you will find various more details, settings and information.
- ▶ Use the navigation side menu on the left side of the screen to navigate the platform.
- ▶ For language settings, notifications, chat and profile information, you'll find buttons at the head of the page. The main content is located in the middle of the page.
- ▶ One more important thing is the display settings, which you can find in the bottom left corner of the page. You can use the display settings to change the font and you can also enable the accessibility toolbar. The toolbar is used to change the font size and also the colour of the page with different contrast.

▶ Module 1: Devices, Internet & Applications



Devices – the advantages and usage of the following devices are described in this unit: desktop, laptop, smartphone, and tablet. For each device, the method of use is also described.

Internet– in this unit you will find information about what the internet is, the online world, how to connect and what types of connection you can use. The web browsers you use to view internet content are also mentioned.

Applications – here you will find information on what applications are, where to find them, their basic categories and how to get them.

▶ Module 2 Online communication, Entertainment & Health

This module will give you an introduction to specific applications for communication, entertainment and health.



Communication apps – for each app suitable for communication, this unit will tell you how the icon looks on the device you are using, as well as what to imagine under each picture in the app (how to start or end a call, write a message, start a video call).

Entertainment – in this unit you will find information on how to use apps to watch movies, where to play music, podcasts and audiobooks. Last but not least, online games are also mentioned here.

Health – in this unit, the training will guide you through apps that are useful and can help you keep track of your health information. In individual part, the training program covers overall fitness monitoring, physical activity tracking, nutrition, sleep and mental health.

► **Module 3 Online Safety**

In this module, you will find information about e-banking, e-payments and online shopping, the struggle against misinformation on the internet, and information about inappropriate content such as scams, phishing and deep fakes.

Electronic banking, online shopping, and payment gateways – here you will find important information and specific tips to help you use fast and safe tools to shop online, manage your bank account and online payment options.



Misinformation and Inappropriate Content – these units will help you to identify risky websites that contain false information. You will learn what a hoax, phishing, deep fake is. In these units, you will find helpful tips on setting up your e-mail account so that you can protect yourself against spam, what a strong password means, and how and where to use it.

4.4. How to use MOOC (e-learning platform)

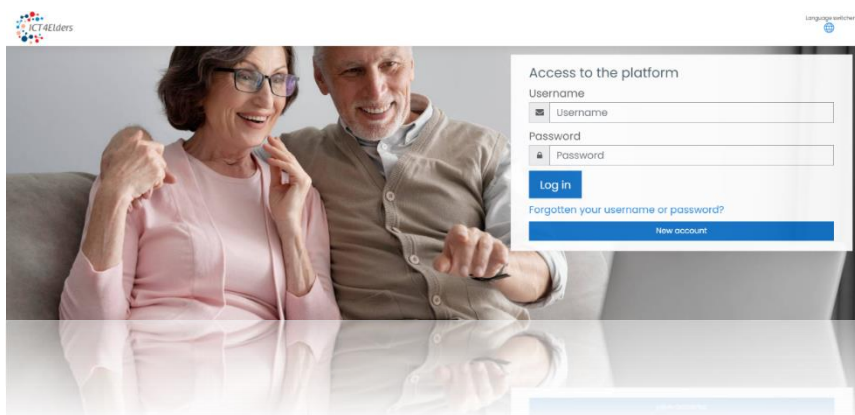
A MOOC (Massive Open Online Course) is a free online course that anyone who wants to learn new skills or competencies or gain new knowledge can sign up for. The MOOC platform is easily accessible to all interested parties who want to acquire new or deepen existing knowledge, skills, and competencies.

The ICT4Elders e-learning platform is designed and developed in this context and is made available in four languages (English, Greek, German and Czech) to reach as many people interested in education from different European countries as possible.

Instructions for using the ICT4Elders MOOC platform

1. The first step to joining the ICT4Elders MOOC platform is to create a new account. Users of the e-learning platform fill in all required fields to create an account:


- ✓ first name
- ✓ surname
- ✓ city
- ✓ country
- ✓ e-mail address etc.




2. After completing the requirements to create a new account, ICT4Elders users will receive an email confirmation of their new account, including a confirmation link that will activate their account.

3. The last step is to connect to the main page of the ICT4Elders educational program. Users select "Login" and enter their username and password for the ICT4Elders platform.

Already have an account?





☐ Remember username

Log in

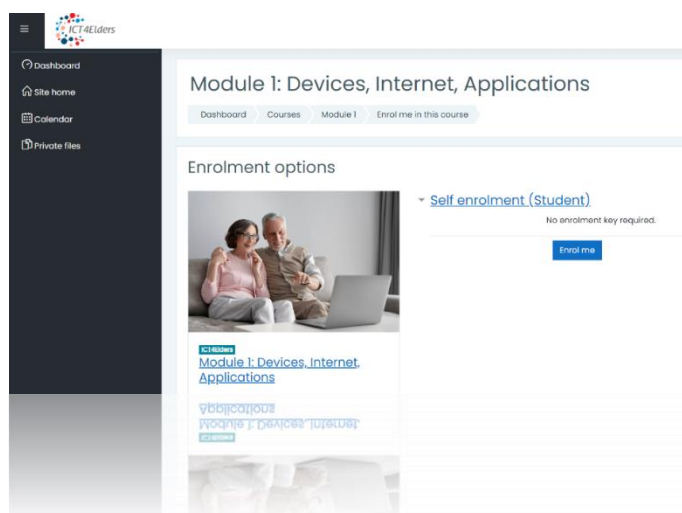
[Forgotten your username or password?](#)

Create new account

Participants who access the educational program can primarily browse the "board" in their account and then all the options that the platform offers. Participants are strongly encouraged to familiarize themselves with the information on the "Cover Page" where learners can view a brief course outline and consider the learning process, assessment methodology, and training program requirements.

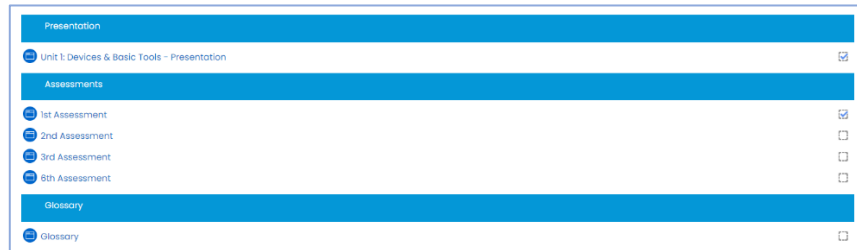
At the bottom of the page, participants of the ICT4Elders - Support for ICT education of seniors educational program will find an overview of the modules and can start to familiarize themselves with the basics from Module 1, which deals with devices, the Internet, and applications.

Education participants who sign up for the module have the opportunity to watch the introductory video of the educational program and then the video lecture of the first lesson. To ensure that learners have an



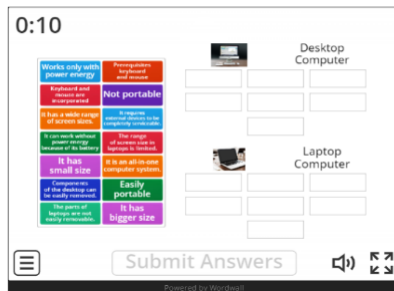
adequate understanding of the content of individual topics with different needs and learning styles, each lesson consists of video lectures, presentations, short practice tasks, and a glossary including definitions of key terms.

While the training participants complete individual parts of the lessons, their tasks are gradually checked and completed. In this way, participants can check their progress, pending tasks, and the next steps of education to follow.



Simple tasks to practice

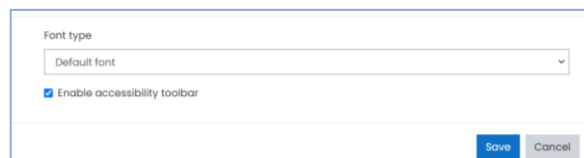
1st Assessment



The process of verifying the acquired knowledge was designed based on the simple practice of the newly charged knowledge. Participants of the educational program *ICT4Elders – Promoting ICT knowledge for the elderly people* can complete short tasks during the entire educational program. Using simple practice tasks, participants familiarize themselves with the main content of the educational program and individual lessons and can complete these tasks as many times as they want and need.

Accessibility settings

The ICT4Elders e-learning platform has been designed to meet the needs of different participants in the educational program. That's why the "Accessibility Settings" button is located in the lower-left corner of the platform. Participants who choose this option can turn on the accessibility toolbar and select the font type and size that suits their needs. This setting is easy to adjust as participants simply click to turn the option on or off.



The ICT4Elders e-learning platform has many set-up options and study options to ensure that learners are proficient with ICT tools and become independent users of online applications, tools, and devices.

5. Gathering feedback



This project aims to provide seniors with knowledge in the field of information and communication technologies. In particular, they try to help people 70 years old and older to become familiar with new, modern technical requirements and tools and to use them correctly.

To this end, comprehensive qualitative and quantitative research will be designed and conducted, combining both desk research and field research. In addition, a social experiment will be conducted to examine the vulnerability of seniors with limited or no computer literacy to online threats. The results will then be analysed in the final report and used for the development of educational and counselling programs in other project activities.

Why do we need feedback from tutors?

In order to design an educational program that will meet the needs of seniors, we need to hear from you:

- ▶ what problems do you face as lecturers;
- ▶ what are the main concerns of seniors when using modern technology/internet etc.;
- ▶ what are your perceived technical issues/gaps for you and your "students";
- ▶ how often seniors use the Internet (or want to use it) and for what purposes;
- ▶ what devices seniors use to access the Internet (laptop, smartphone, desktop, tablet);
- ▶ how many lessons do you think the course should take without seniors losing motivation.

Why do we need feedback from seniors?

In order to design an educational program that will meet the needs of seniors, we need to know from them, we need to know:

- ▶ what problems they face the most;
- ▶ what are their main concerns when using modern technology/internet etc.;
- ▶ whether they face any technical challenges;
- ▶ how often they use the Internet and for what purposes;
- ▶ what device they will use to access the internet (laptop, smartphone, desktop, tablet);
- ▶ whether the training should include tests/quizzes/assignments to show what they have learned in the training;
- ▶ how often they think they will return to the information contained in the educational program;
- ▶ whether they would recommend the training program to their friends.

Annexes

1. Guide – How to work with materials for the elderly
2. In-class guide for elderly
3. Trainer's Assessment Questionnaire
4. Trainee's Assessment Questionnaire



Co-funded by the Erasmus+ Programme
of the European Union.



ICT4Elders

Promoting ICT knowledge for the elderly people

Project Ref: 2020-1-CZ01-KA204-078197

Guide

How to work with materials for the elderly

The support of the European Commission in the creation of this publication does not constitute an endorsement of the content, which reflects only the views of the authors, and the Commission cannot be held responsible for any use made of the information contained in this publication.

| Identification | | | | |
|----------------|--------------|-------|--|---------|
| IO | IO3.1 | Title | Guide – How to work with materials for elders | |
| | Version | 2.0 | Date | 01/2023 |

| Spread options | |
|----------------|---|
| Limited | |
| Public | X |
| Confidential | |

Created by APSS ČR

How to work with materials for elders?

This material is designed to provide a guide to the training in order to remind the participant of the main topics of the training and to enable the participant to quickly navigate through the online training.

► Pay attention to the following points:

- ✓ **You need to have the guides and worksheets before you start the lessons.**
- ✓ **Keep the guides so that you can go back to the training at any time and review some of the lessons.** The guide is available as an annex.

Aims of the training programme

- ✓ To remember which devices I can use
- ✓ What web browsers are and how to use them
- ✓ Using apps - e-banking, online shopping and understanding and using them
- ✓ How to make online transactions and online shopping
- ✓ Which apps to use for online communication, entertainment or health
- ✓ How to download and install apps safely
- ✓ How to identify a trustworthy source
- ✓ Risks in the online space, how to identify and address them

► What is available to you?

- ✓ Training material (worksheets)
- ✓ Guide

Training web platform – Navigation

- You can return to the information at any time by visiting <https://elearning.ict4elders.eu/>.
- Choose the language you want to use.
- Log in to your account (you can enter your login and password here).

| | |
|-----------|--------------------------|
| Login: | <input type="text"/> |
| Password: | <input type="password"/> |

- ▶ On the main page you will find various more details, settings and information.
- ▶ Use the navigation side menu on the left side of the screen to navigate the platform.
- ▶ For language settings, notifications, chat and profile information, you'll find buttons at the head of the page. The main content is located in the middle of the page.
- ▶ One more important thing is the display settings, which you can find in the bottom left corner of the page. You can use the display settings to change the font and you can also enable the accessibility toolbar. The toolbar is used to change the font size and also the colour of the page with different contrast.

▶ Module 1: Devices, Internet & Applications



Devices – the advantages and usage of the following devices are described in this unit: desktop, laptop, smartphone, and tablet. For each device, the method of use is also described.

Internet– in this unit you will find information about what the internet is, the online world, how to connect and what types of connection you can use. The web browsers you use to view internet content are also mentioned.

Applications – here you will find information on what applications are, where to find them, their basic categories and how to get them.

▶ Module 2 Online communication, Entertainment & Health

This module will give you an introduction to specific applications for communication, entertainment and health.



Communication apps – for each app suitable for communication, this unit will tell you how the icon looks on the device you are using, as well as what to imagine under each picture in the app (how to start or end a call, write a message, start a video call).

Entertainment – in this unit you will find information on how to use apps to watch movies, where to play music, podcasts and audiobooks. Last but not least, online games are also mentioned here.

Health – in this unit, the training will guide you through apps that are useful and can help you keep track of your health information. In individual part, the training program covers overall fitness monitoring, physical activity tracking, nutrition, sleep and mental health.

► **Module 3 Online Safety**

In this module, you will find information about e-banking, e-payments and online shopping, the struggle against misinformation on the internet, and information about inappropriate content such as scams, phishing and deep fakes.

Electronic banking, online shopping, and payment gateways – here you will find important information and specific tips to help you use fast and safe tools to shop online, manage your bank account and online payment options.



Misinformation and Inappropriate Content – these units will help you to identify risky websites that contain false information. You will learn what a hoax, phishing, deep fake is. In these units, you will find helpful tips on setting up your e-mail account so that you can protect yourself against spam, what a strong password means, and how and where to use it.

ICT4Elders

Promoting ICT knowledge for the elderly people

Project Ref: 2020-1-CZ01-KA204-078197

In-class Guide

The support of the European Commission in the creation of this publication does not constitute an endorsement of the content, which reflects only the views of the authors, and the Commission cannot be held responsible for any use made of the information contained in this publication

| Identification | | | | |
|----------------|--------------|-------|-----------------------|---------|
| IO | IO3.1 | Title | In-class Guide | |
| | Version | 1.0 | Date | 11/2022 |

| Spread options | |
|----------------|---|
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| Public | X |
| Confidential | |

Created by Život Plus, APSS ČR



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Course Information

You can find the ICT4Elders – Promoting ICT knowledge for the elderly people course here:
<https://elearning.ict4elders.eu/>

| | |
|-------------------------------|---|
| Course Description | <p>In a world rapidly dominated by technological breakthroughs, enhancing older adults' digital skills is becoming imperative. Taking into consideration that, according to Eurostat, two-fifths of people aged between 65 and 74 years old have never used a personal computer, this course seeks to transform the rapid digital transformation into an opportunity for growth, active aging, and social inclusion of older adults.</p> <p>This course introduces learners to the basics of ICT tools and will cover questions such as: What an electronic device is? How can I use the latter, and how can I connect to the Internet? Which applications or websites can I use to benefit my health, entertaining myself, shopping online, and paying billing accounts? How can I deal with fraud issues on the Internet and avoid being misinformed?</p> <p>These questions will be answered during this course, designed for people seeking to adapt to the constantly changing modern world and be active members of online communities.</p> |
| Who this course is for | <p>Older adults, and especially those over 70</p> |
| Target group | <p>Primary target group: social workers, care givers</p> <p>Secondary target group: volunteers/students/companion of older adults, family members of older persons, VET trainers, active ageing organizations, nursing ones and NGOs working in the field of social inclusion</p> |
| Course Curriculum | <p>This course includes 3 lessons (modules) in which, basics of electronic devices, the Internet, applications, online entertainment, online health, online communication & online safety are presented. Furthermore, this course includes a Glossary, which aims at helping learners to recall and understand basic keywords related to ICT tools.</p> |

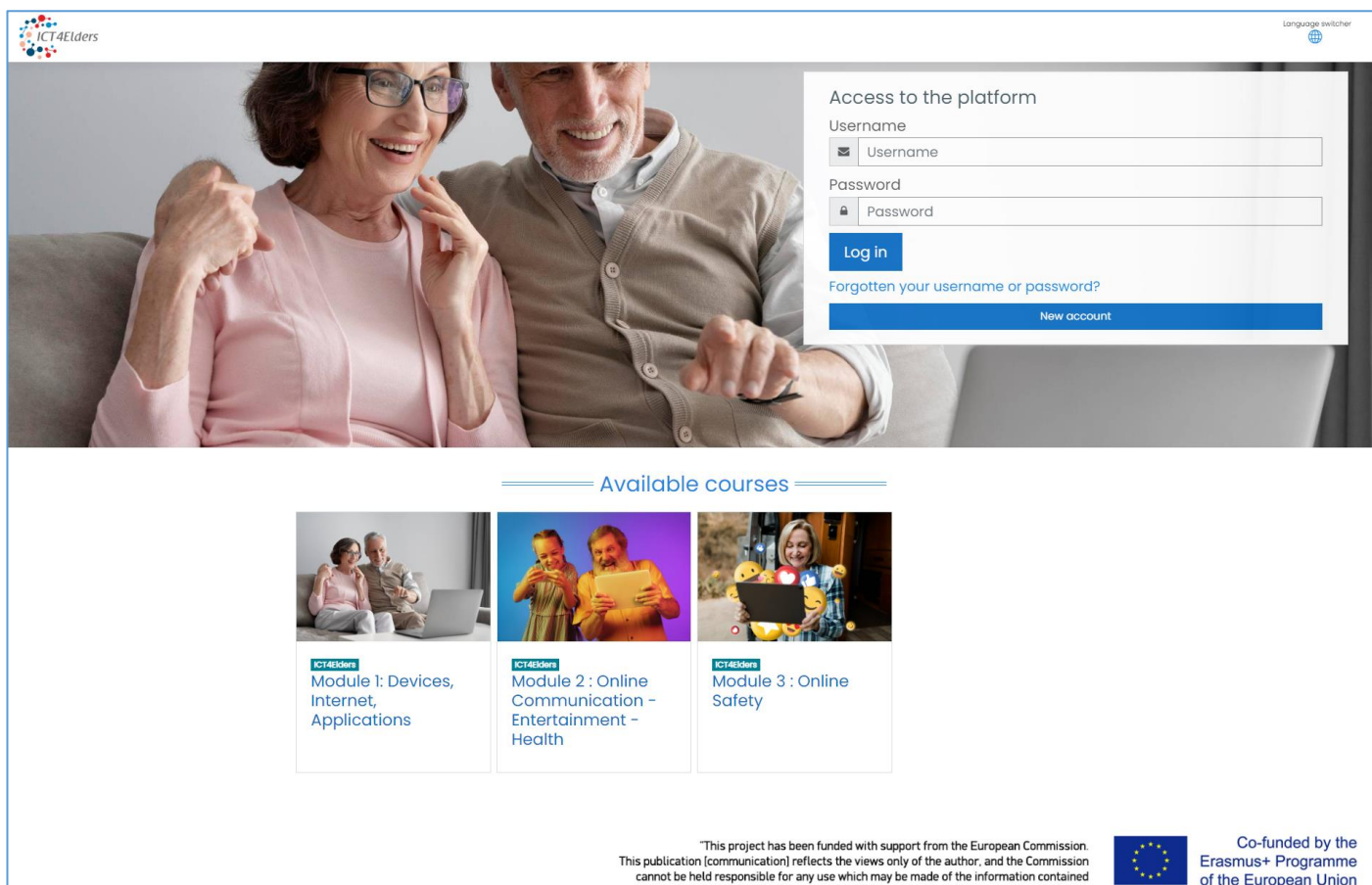
| | |
|---|--|
| What will you learn | <p>After this course, learners will achieve the following learning outcomes:</p> <ul style="list-style-type: none"> • to recall, understand, and use devices, web browsers, applications, e-banking, online stores • to perform steps to make online transactions & online shopping • to download and use applications for communication, entertainment and health • compare and contrast websites & applications • distinguish the credibility of sources of information • interpret fraud issues and properly deal with them |
| Lessons | 3 Modules including 3 Units each (9 units total) |
| Course Length (Duration) | 17 hours (each module lasts approximately 5,5 hours) |
| Assessment Methods | Online assessment-interactive educational platforms |
| Participation Prerequisites | No previous knowledge is required |
| Special needs from the educational environment | Participants of the course need to have a device (computer, smartphone, tablet) in order to practice on digital skills. |

Platform for the course

In this chapter you will find all necessary information about setting up an account, logging in, navigation on the platform, navigation through the courses, manual to assessments and evaluation of the units.

Platform login

As mentioned above, the platform for the course can be found at this URL: <https://elearning.ict4elders.eu/>. In the picture below you can see the landing page. In the top right corner, you can change the language of the platform – Language switcher. If you don't have an account yet, you will have to create one. Do it by simply clicking on the blue button "New account". If you already have your account, fill in your Username and Password and proceed to log in. You can save your login details, so you don't have to write it every time you want to log in.



The screenshot shows the landing page of the ICT4Elders platform. At the top left is the ICT4Elders logo, and at the top right is a language switcher. The main header features a large image of an elderly couple smiling. Below this, there is a login section titled "Access to the platform" with fields for Username and Password, a "Log in" button, and links for "Forgotten your username or password?" and "New account". Below the login section, there is a section titled "Available courses" with three course cards: "Module 1: Devices, Internet, Applications", "Module 2: Online Communication - Entertainment - Health", and "Module 3: Online Safety". At the bottom, there is a disclaimer: "This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained". To the right of the disclaimer is the European Union flag and the text "Co-funded by the Erasmus+ Programme of the European Union".

Creating an account

To create a new account, you will have to fill in the following form. Fill in your username, password and all the other necessary fields (e-mail address, first name, and surname). You can also fill in the optional fields (city/town, country). Then click on “Create my new account” and your account will be created. Don’t forget to save somewhere your username and password.

Before you can log in, you have to confirm your new account. Go to your email and find a message from elarning@akmi-international.com. In the message you will find a confirmation link. Just click on it and confirm the new account. You will be redirected to your account, and you will be already logged in. Now you can also log in to the platform from the landing page.

New account

▼ Collapse all

Choose your username and password ▼

Username
❗

- Missing username

The password must have at least 8 characters, at least 1 digit(s), at least 1 lower case letter(s), at least 1 upper case letter(s), at least 1 non-alphanumeric character(s) such as as *, -, or #

Password
❗

- Missing password

More details ▼

Email address
❗

Email (again)
❗

First name
❗

Surname
❗

City/town

Country
▼

Create my new account

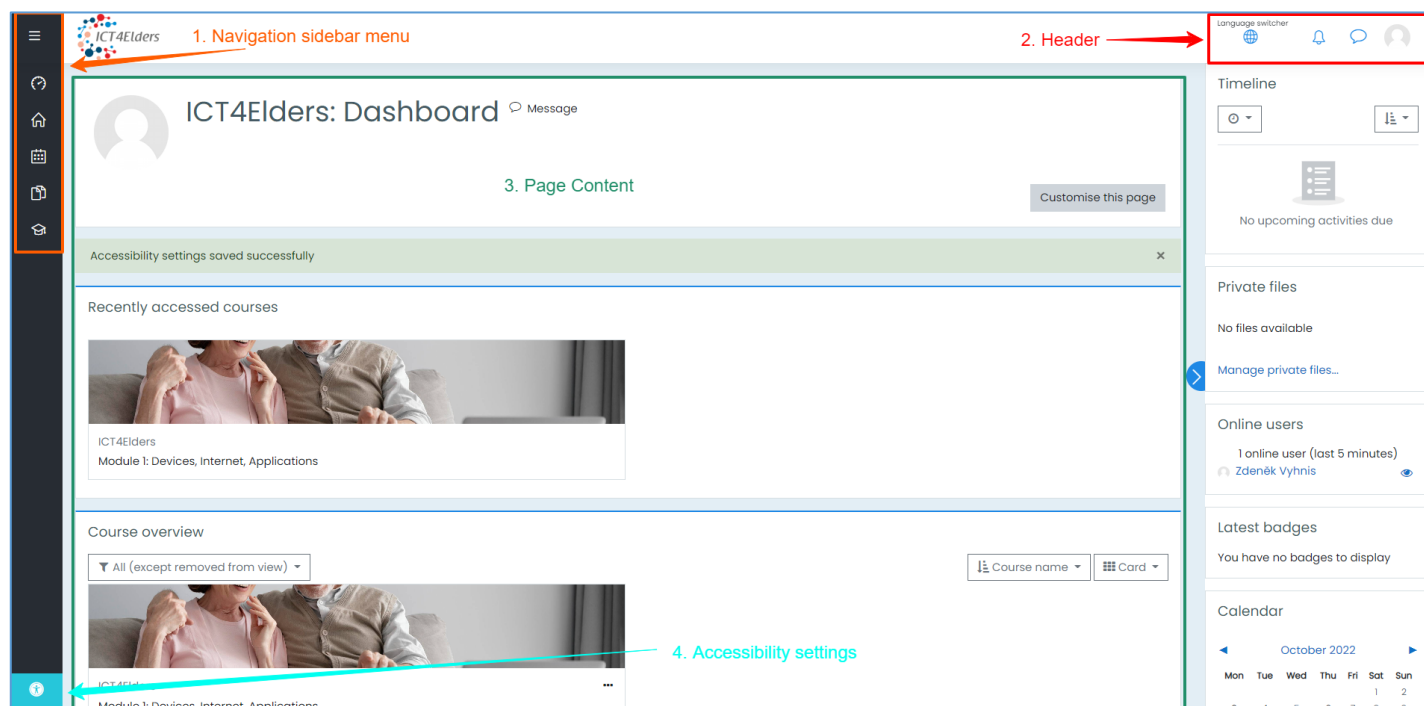
Cancel

There are required fields in this form marked ❗ .


Navigation on the platform

On the main page you can find various details, settings, and information.







1. To navigate around the platform, use the navigation sidebar menu on the left (Dashboard, Site home, Calendar, Private files, My courses).
2. For language settings, notifications, chat, and profile information you can find buttons on the header of the page.
3. In the middle of the page is the main content.
4. One more important thing is the accessibility settings, you can find in the bottom left corner of the page. With accessibility setting you can change to dyslexic font and also you can enable accessibility toolbar. The toolbar is used to change the font size and also site color with different contrast.




How to start learning

To start your first lesson, you have to go to “Site home”, you can find the home icon  on the left side bar. On this page you will find basic information about the course and also on the bottom of the page you will see available courses. Choose a course you want to take by clicking on “Access” button. You will be redirected to next page where you click on “Enrol me”.

Available courses

| | | |
|--|---|---|
|  <div style="background-color: #f8d7da; padding: 5px; margin-top: 5px;"> <small>ICT4Elders</small> Module 1: Devices, Internet, Applications </div> <div style="text-align: right; margin-top: 10px;">  Access </div> |  <div style="background-color: #f8d7da; padding: 5px; margin-top: 5px;"> <small>ICT4Elders</small> Module 2 : Online Communication - Entertainment - Health </div> <div style="text-align: right; margin-top: 10px;">  Access </div> |  <div style="background-color: #f8d7da; padding: 5px; margin-top: 5px;"> <small>ICT4Elders</small> Module 3 : Online Safety </div> <div style="text-align: right; margin-top: 10px;">  Access </div> |
|--|---|---|

After completing all these steps, you will find yourself on the course page with individual units including unit videos, several assessments, presentations and glossary. You will start with introduction video and then you can proceed to watch unit videos a complete individual assessments when you are given an instruction to do so in the unit videos. Do not take the assessment before you are asked to, you will always find information need to complete the assessments in the video. The assessments are there to check if you understand and remember the information provided in the unit videos. To revise new information, you can go through the presentation which contains most of the information mentioned in the video.



[Language resources](#)

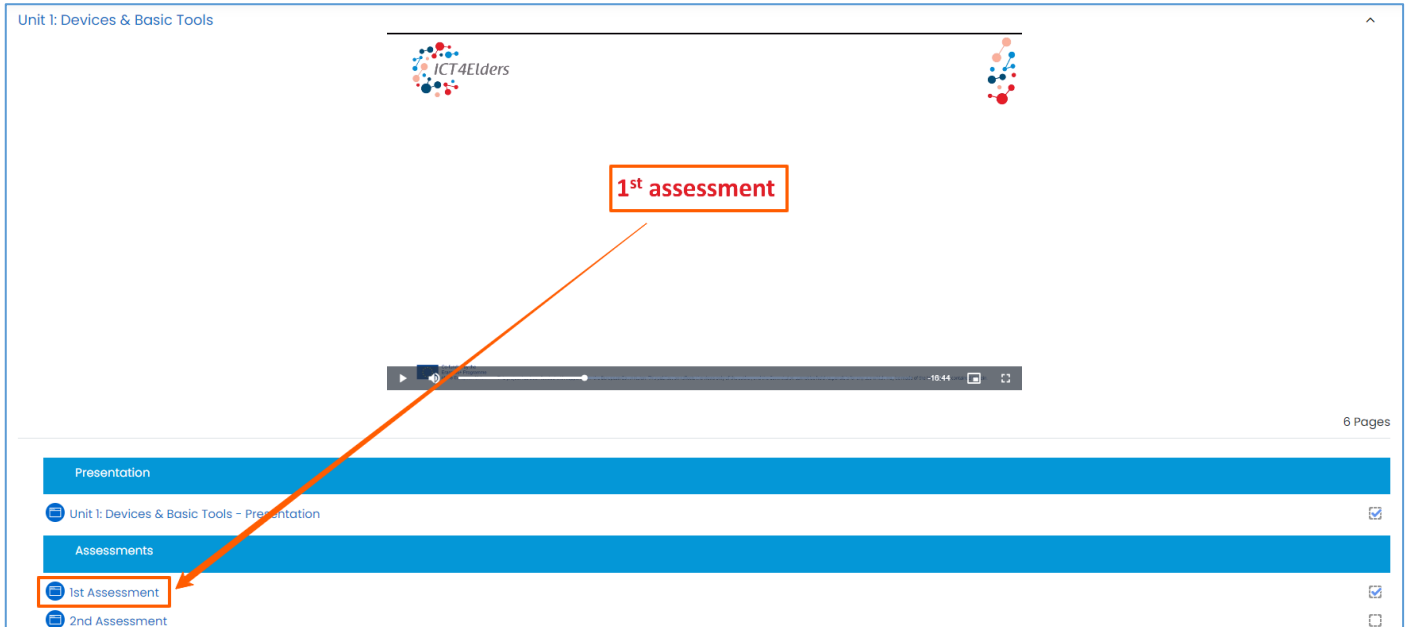
Dashboard
My courses

Introduction

▶

In a world rapidly dominated by technological breakthroughs, enhancing older adults' digital skills is becoming imperative. Taking into consideration that, according to Eurostat, two-fifths of people aged between 65 and 74 years old have never used a personal computer, this course seeks to transform the rapid digital transformation into an opportunity for growth, active aging, and social inclusion of older adults. This course introduces learners to the basics of ICT tools and will cover questions such as: What an electronic device is? How can I use the latter, and how can I connect to the Internet? Which applications or websites can I use to benefit my health, entertain myself, shop online, and pay billing accounts? How can I deal with fraud issues on the Internet and avoid being misinformed? These questions will be answered during this course, designed for people seeking to adapt to the constantly changing modern world and be active members of online communities.

Quick tip:

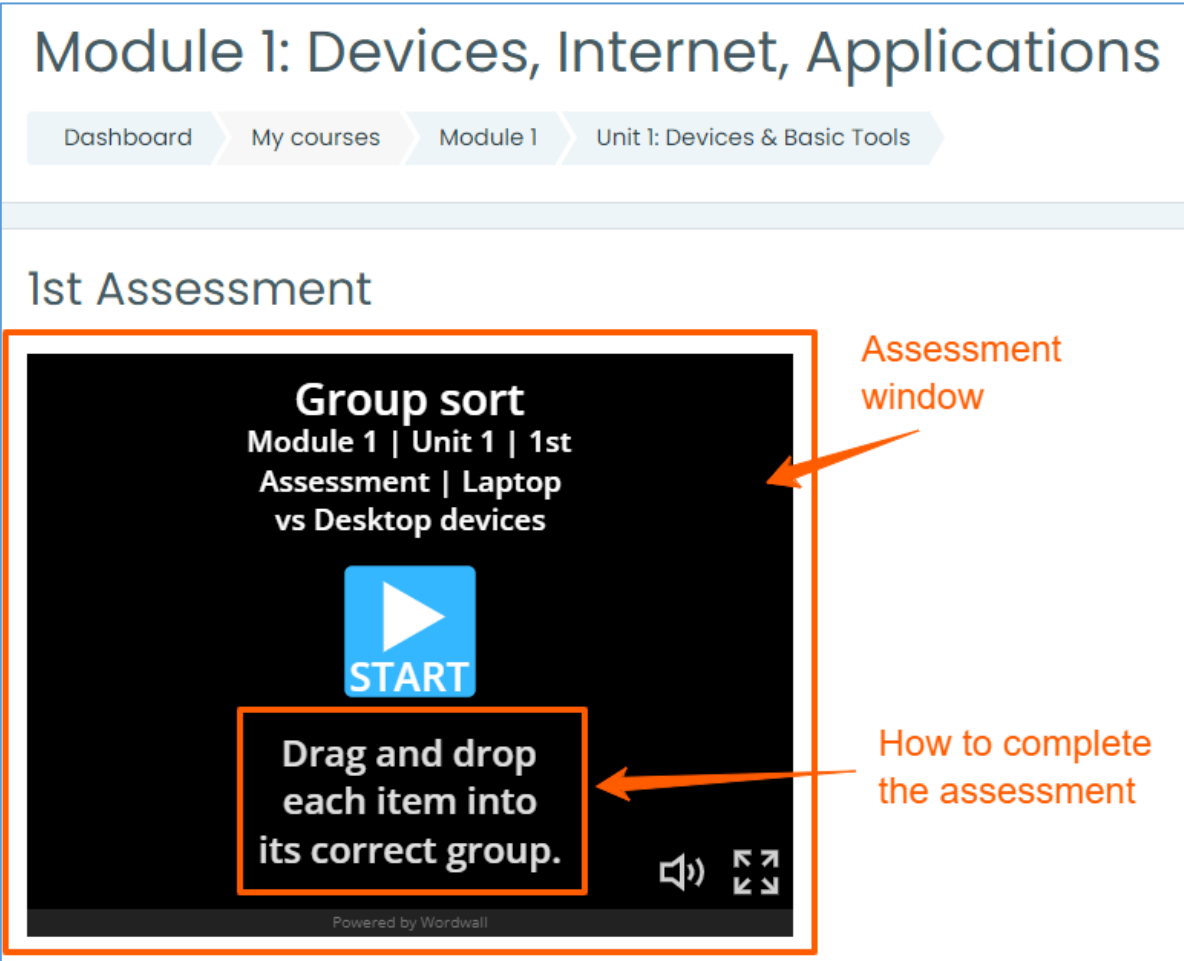


The screenshot shows the ICT4Elders course interface. At the top, it says 'Unit 1: Devices & Basic Tools'. Below this is a video player with a progress bar at 18:44. An orange box labeled '1st assessment' is positioned above the video player. An orange arrow points from this box to a link labeled '1st Assessment' in the sidebar. The sidebar also shows 'Presentation' and '2nd Assessment' links. The bottom right corner of the interface indicates '6 Pages'.

When you find yourself at the part of the unit video where it tells you to pause the video and complete an assessment, open the assessment in a new tab so your video will not close. Do it by right-clicking on the assessment and choose “Open in a new tab”. After you finish the assessment, you can just close the tab and continue with watching the unit video.

How to complete assessments

Before you complete an assessment, you have to open it. Use our tip and open your assessments in a new tab. When you open an assessment, you will find in the assessment window basic information about the current unit and more importantly information how to complete the assessment. In the example below you can see that the assignment is to **Drag and drop each item in its correct group**. Other than that, you can find assessments with assignments: multiple choice questions, drag and drop each keyword next to its definition and, drag and drop items into their correct order.



Module 1: Devices, Internet, Applications

Dashboard My courses Module 1 Unit 1: Devices & Basic Tools

1st Assessment

Group sort
Module 1 | Unit 1 | 1st
Assessment | Laptop
vs Desktop devices

START

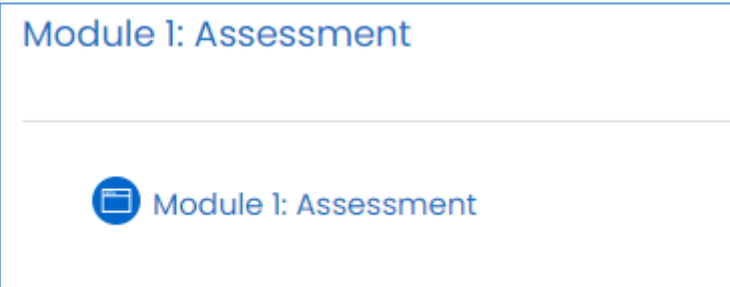
Drag and drop
each item into
its correct group.

Assessment window

How to complete the assessment

Powered by Wordwall

The same applies to the **final module assessments** which you can find at the end of each module.



Module 1: Assessment

Module 1: Assessment

Selected important information from the units

In this chapter of the guide, you will find the most important topics and information from the course. It will help you to repeat what you learned, find the information you need quickly and also save your time. The sections are divided by each module and unit.

Module 1: Devices, Internet, Applications

In this section you will find information about Devices, Internet, Applications from the following units: Unit 1: Devices & Basic Tools, Unit 2: Internet & Browsers, Unit 3: Applications.

Unit 1: Devices & Basic Tools

The most common devices are: Computer, Mobile phone / Smartphone, Tablet.

Computer

The computer is an electronic device manipulating a tremendous amount of information or data. In particular, computers can carry out sequences of operations automatically.

Computers have many functions, like storing data, sending emails, playing games, watching movies, listening to music, and browsing the Internet.

Computers are becoming capable of more and more functions as time passes. The most common computer is the Personal Computer (PC), intended to be for personal use.

There are two basic types of computers: **Desktop** and **Laptop** computers.

Desktop computers

Desktop computers are mainly used **at schools, homes, and working spaces.**

Their **main characteristics** are:

- the same location
- they consist of different input devices (like a case, keyboard, mouse)



Laptop computers

Laptop computers are more and more preferable in the current societies. Their main characteristic is their **portability** since people can use them anywhere anytime.



Similarities between desktop & laptop computers

Both are personal computers

Both can execute any computing function

Both have similar applications and programs

Differences between desktop & laptop computers

| Desktop computer | Laptop computer |
|--|---|
| It requires external devices to be completely serviceable. | It is an all-in-one computer system. |
| It has bigger size | It has small size |
| Not portable | Easily portable |
| Works only with power energy | It can work without power energy because of its battery |
| Prerequisites keyboard and mouse | Keyboard and mouse are incorporated |
| It has a wide range of screen sizes. | The range of screen size in laptops is limited. |
| Components of the desktop can be easily removed. | The parts of laptops are not easily removable. |

Mouse and touchpad

The **mouse** is the most ordinary input device. This is how it usually looks like.



Laptop computers have an embedded mouse, which is called a **touchpad**. However, the users prefer using the case of mouse, which users of all ages efficiently operate.



Smartphone

The smartphone is a device being **easily portable**. The smartphone is a **new version of typical mobile phones** and has many functions. They can be used to browse the Internet, communicate with other people with video calls or phone calls, listen to music, watch videos, play games, make notes, and take pictures and videos. They can be used as a mini version of computers.



The smartphones have a touch screen, which means that they have graphical buttons used by the fingers. How to use the touch screen show the pictures below.



Zoom in



Scroll left & right



Zoom out



Scroll up & down



Select something that
you want to see



Long touch

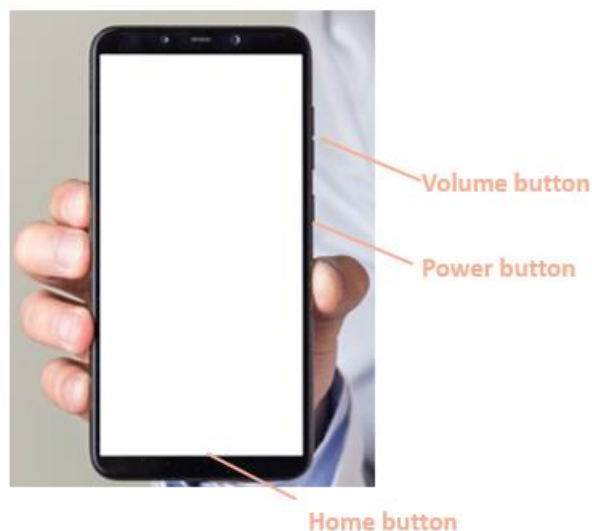
Smartphone buttons & slot

Volume button: is used to increase or reduce the volume of songs, notifications

Power button: this button is used for turning on or off the screen. If the users click on this continuously, the smartphone will be turned off. The exact process is used when the users want to turn on the smartphone.

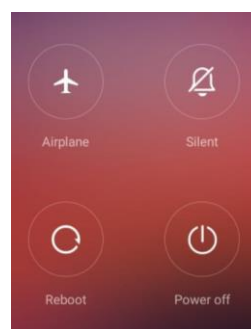
Home button: this is the main button leading the users to the home screen. Old smartphones have a physical button. However, more and more new smartphones include home buttons inside the screen. The home button leads to the home page.

Earphone slot: this slot is used for inserting earphones



Use the power button when you want to:

- Turn on/off the smartphone
- Reboot the smartphone
- Select Silent/Airplane mode



Tablet

The tablet is a portable mobile device having touchscreen interface. It is similar to the smartphone device.



| Differences between smartphones & tablets | |
|---|--|
| Smartphone | Tablet |
| Smaller screen | Larger screen |
| Battery lasts for a long time | Battery last for a shorter period of time |
| Small screen is not helpful for reading books or watching movies/videos | More relaxing way of reading books or watching movies/videos because of the big screen |
| They can't replace computers | More and more laptop computer functions |

Unit 2: Internet & Web Browsers

Internet

The Internet is a place which has a wide range of information related to any topic of everyday life and detailed information about any field of interest. The Internet is a way to access almost any information, communicate with anyone around the world, and do much more. The connection to the internet is also called "going online". When someone says a computer is online, it's just another way of saying it's connected to the Internet.

Web

Web is the acronym of the phrase World Wide Web. The World Wide Web consists of an enormous number of websites, which the users can access through the Internet. A Website consists of related text, images, and other resources.

Purpose of a Website:

- News platform
- Advertisement
- Online library
- Forum for sharing images
- Education

| Differences between Internet & Web | |
|--|---|
| Internet | Web |
| Internet is the network that the web works on. | Web is related to the web that you see while you are searching for something on the internet. |
| The networks can be local, regional, or international. | Web is accessible via internet. |

Connecting to the internet

Two things are needed for the Internet connection:

- **An electronic device** (computer, tablet, smartphone) that can be connected to the Internet. Once the electronic device is set up, then the Internet access can be achieved.
- **Internet service** - Internet service provider is an organization that provides services for accessing, using, or participating on the Internet.

Types of internet service

There are two basic types of internet service:

- **Mobile internet service** - this Internet type is associated with the mobile devices (for example, smartphones)
- **Fixed internet service** - This Internet type is associated with a specific place since the internet connection is accessible when the people are in this location (office, home, coffee shop)

Fixed internet service

For fixed internet service you will need an internet provider and also some hardware (modem, router).

Modem is a device that connects your home network to the internet.



Router is a device that is used in conjunction with the modem and allows you to wirelessly connect the devices to the internet connection



Web browser

The web browser is a place that the users use to have Internet access. There are various web browsers having different look and layout, but there are more similarities than differences. The one that you will select is part of your personal choice.

Most popular web browsers are the following:

- Google Chrome
- Microsoft Edge
- Safari
- Mozilla Firefox



Unit 3: Applications

Applications (Apps)

Applications are often called just “apps”. It is a software mostly used on smartphones, tablets and smart watches but you can use them on computers too. A lot of them is free, some require internet connection and some not. If you can use an app it depends on operating system of the device.

Using apps is a common activity in modern society. The main reasons for usage are the following:

- Prevention of social exclusion
- Maintaining social contacts with family, friends, but also for communication with professionals (e-health, communication with doctors, etc.)
- Day life (news, weather, banking, sport, health)
- Free time & Fun (cards, learning, free time activities)

The Most Used Applications Worldwide

Top Apps Worldwide | Q2 2020 (vs Q1 2020)

| DOWNLOADS | | | CONSUMER SPEND | | | MONTHLY ACTIVE USERS | | | |
|-----------|---|---------------------|----------------|---|---------------|----------------------|---|--------------------|----|
| 1 |  | TikTok | – |  | TikTok | +2 |  | Facebook | – |
| 2 |  | ZOOM Cloud Meetings | +10 |  | Tinder | -1 |  | WhatsApp Messenger | – |
| 3 |  | Facebook | – |  | YouTube | -1 |  | Facebook Messenger | – |
| 4 |  | WhatsApp Messenger | -2 |  | Tencent Video | +2 |  | Instagram | – |
| 5 |  | Instagram | -1 |  | Disney+ | +2 |  | Twitter | +1 |
| 6 |  | Facebook Messenger | -1 |  | Netflix | -2 |  | Amazon | -1 |
| 7 |  | Google Meet | +117 |  | iQIYI | -2 |  | TikTok | +2 |
| 8 |  | Telegram | +3 |  | Google One | – |  | Netflix | – |
| 9 |  | Snapchat | -2 |  | BIGO LIVE | +3 |  | Spotify | -2 |
| 10 | | Netflix | -1 | | Pandora Music | -1 | | Telegram | +2 |

Application stores (App stores)

Application stores are platforms where you can download and install various apps for your device.

What app store you will use depends on operating system of your device. The app stores are:

- Google Play – for Android OS
- App Store – for iOS
- Microsoft Store – for Windows
- Windows Phone Store – for Windows Phone (no longer in service)
- BlackBerry World – for BlackBerry (no longer in service)



Module 2: Online Communication, Entertainment & Health

In this section you will find information about communication applications, entertainment applications and information about mental & physical health from the following units: Unit 1: Communication, Unit 2: Entertainment, Unit 3: Mental & Physical Health.

Unit 1: Communication

Communication Applications

Communication apps are used mainly for messaging, video or voice calling. These apps are also often used to share images and other files. All of the popular applications are available for free on application stores. The most popular communication apps are the following:

- Whatsapp
- Messenger
- Skype
- Viber



Other than these applications there is also E-mail. It is also an important communication tool. It is used for more formal communication with for example service providers, sellers, or public services. Another difference compared to the apps is that E-mail is more suitable for longer messages. Writing an email can be compared to writing a letter.



Social Media Platforms

Social media platforms are systems for disseminating information over the Internet to a selected group of followers. Social media platforms are used by people to publish their daily activities, comments and photos as well as re-publish information posted by others. All of the popular social media platforms are available for free on application stores. The most popular communication apps are the following:

- Facebook
- Instagram
- Twitter



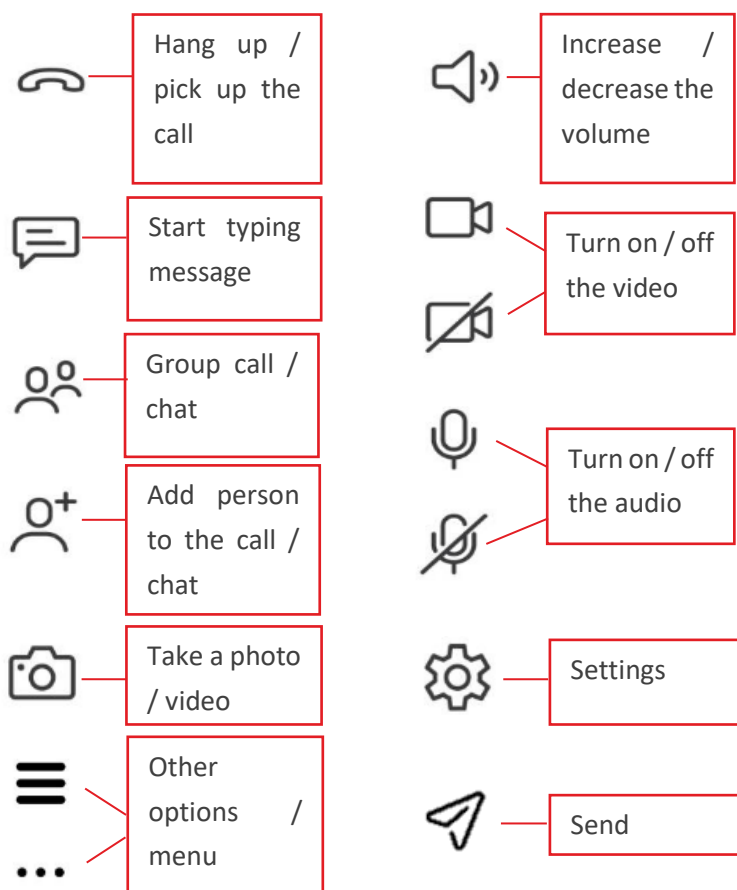
With Facebook and Instagram you can create and share status post, stories, photos, videos and more. You can also join groups or follow pages and engage in a discussion with others. Twitter is used mainly for short posts to join conversations about different topics, the posts are often about politics, news or some hot topic everybody talks about.

TikTok also must be added to these platforms. It is the newest platform and is popular mostly among the younger generations. TikTok purpose is mainly creating, sharing and discovering short videos.



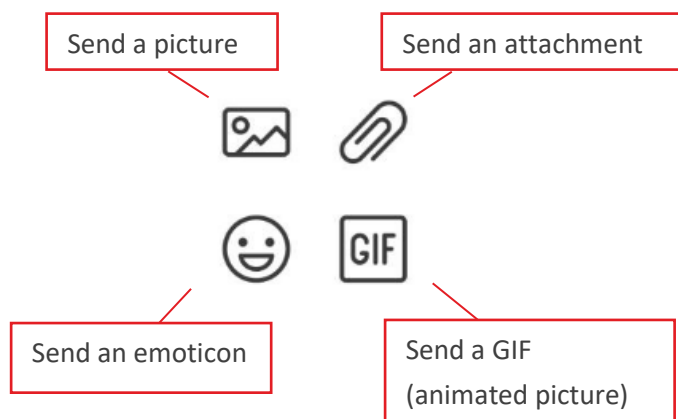
Basic icons in communication applications

Here is a list of all basic icons you can find and interact with in communication applications. By tapping on an icon you will active or deactivate its function.



Chat icons in communication applications

The following icons are used to enhance your messages with emoticons, GIFs, pictures, or attachments.



Unit 2: Entertainment

You can use your smart devices also for entertainment. You can find all sorts of videos and movies, podcasts, audiobooks, music, games and more.

Videos and Movies

The most popular platform for watching and sharing videos is **YouTube**. YouTube is for free, and it was founded in 2005 (owned by Google since 2006). Other popular platforms are Dailymotion and Vimeo. You can watch videos on YouTube either by visiting website www.youtube.com or you can download a YouTube app on your smartphone or tablet.



How does it work?

- You can “like”, “dislike” and comment on the video
- You can also share the video on your social media accounts and save it so you can watch it when you have more time
- If you liked someone’s video and you want to see more of his content, you can visit his/her YouTube channel or even subscribe so you can get notifications every time a new video is uploaded on this channel. Just click the “Subscribe” button!

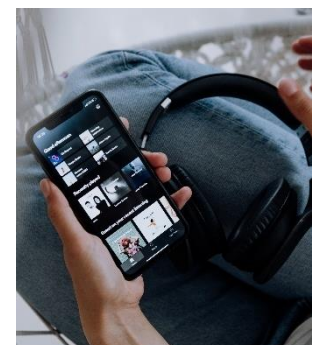
The most popular platform for watching movies is **Netflix**. Netflix is a subscription streaming service, founded in 1997 as a mail-based rental business (current form since 2007). Netflix offers a library of movies, documentaries, TV series, comedy shows and more. Other big streaming platforms are Amazon Prime, HBO Max and Disney+.

You can watch movies on Netflix either by visiting website www.netflix.com or you can download a Netflix app on your smartphone or tablet. To use Netflix or other streaming platforms you must sign up and pay monthly or yearly subscription. Then you can use it on different devices and some plans even include subscription for more people so you can share it with your family.



Music and Podcasts

The most popular ways to listen to music and podcasts are **Spotify** and YouTube which you already know. Spotify is an audio/music streaming platform, founded in 2008. Spotify offers more than 82 million tracks, including 3.6 million podcast titles (Spotify, 2022). Other music platforms are Amazon Prime Music and Apple Music.



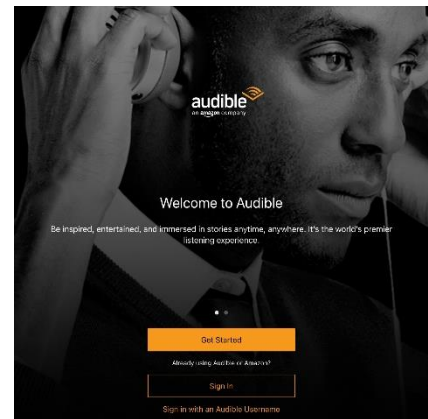
Note: If you already didn't know, podcast is a digital audio file available on the internet, typically available as a series. It's like an online radio show, but you can choose "what" you are going to listen to and "when". You can listen to a podcast about politics, news, sports, gossip, art and much more...

You can use Spotify for free but to reach its full potential you can get the premium version. You can listen to music and podcasts on Spotify either by visiting website www.spotify.com or you can download a Spotify app on your smartphone or tablet.

Audiobooks

An audiobook is a recording of a reading of a book. So, instead of reading a book you are just listening to it. One of the most popular platforms for audiobooks is **Audible**. Audible is an online audiobook and podcast subscription service owned by Amazon. There are more than 200 000 audiobooks on Audible. Other platforms for audiobooks are Audiobooks.com and Scribd.

You can listen to audiobooks on Audible either by visiting website www.audible.com or you can download an Audible app on your smartphone or tablet. You will need an Amazon account and pay a subscription plan audible plus / audible premium plus.



Games

There is a huge variety of (free) games online: card games, board games, memory games and many more. Play alone or connect with your friends and play together from your homes. Various online games can keep your mind sharp and staying mentally active can help prevent memory loss and dementia.



How to play games? On your computer you can play the classic games that are already installed on your computer. You have definitely heard of Solitaire. You can also download games or visit game platforms/websites and play online (www.crazygames.com). On your tablet or smartphone, you must download any game you like by using Play/App Store. Most of the games are for free. One of the most popular games is Candy Crush Saga which is very fun and easy to play.



Unit 3: Health

You can use your smart devices to monitor and improve your health. There are apps for you to exercise and stay fit, monitor and improve your habits, track and monitor your sleep or solutions to improve your mental health.

Health Monitoring

Monitoring your health is easy, convenient and will help you stay in control of your health.

You can get notifications about your medication or medical appointments. You can have access to your health data from every device so you can track changes on your health.

For health monitoring you can use **MyTherapy** app. MyTherapy is a pill reminder and medication tracker app. It's free and available on iOS and Android in 29 languages. If this app doesn't suit your needs, there are countless other options to explore.



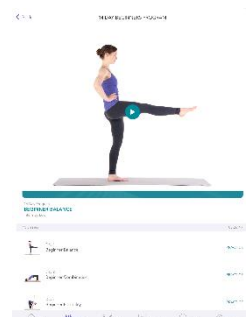
Fitness

Older adults can benefit from exercising too! Exercising strengthens your bones, relieves osteoarthritis pain, boosts your immune system, improves your mood, reduces stress and much more. Fitness apps can help you record your exercise, track your progress, provide you fitness programs and give you useful tips. Some recommended exercises for older adults are walking and yoga.

There are countless fitness apps available on app marketplace. Just download some of them and give them a try. Most of these apps are for free. You can track your fitness activities and monitor how much calories you burned during your exercise. Many of the apps will also provide you with exercises and recommendations. One of the apps you can try is call **FITAPP**. It is a fitness tracking app available for free in 26 languages.



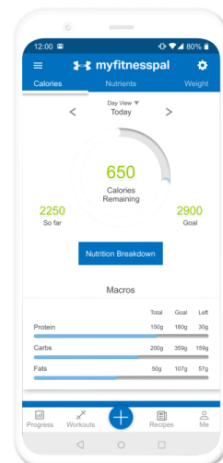
As mentioned before, you can also try Yoga! Yoga can strengthen your bones, reduce stress, improve balance and much more. Popular yoga app is **Yoga Studio**. Yoga Studio is a subscription yoga classes provider. You can use Yoga Studio on your tablet or smartphone (iOS/Android). It is only available in English, but each exercise is explained in a short video. It includes over 280 poses ordered either by ability, name, type and focus.



Nutrition

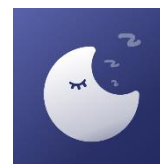
A healthy & balanced diet will give you energy, help you control your weight, boost your immune system and prevent diseases (e.g. high blood pressure). Nutrition apps are here to help with that by monitoring your diet, tracking your progress and giving you useful tips. There are numerous apps out there which you can use. Nutrition apps can focus on calorie counting, weight loss, tips & recipes etc.

One app with many features that you can use is MyFitnessPal. You can get information about nutrition either by visiting website www.myfitnesspal.com or you can download MyFitnessPal app on your smartphone or tablet. Most features are free, but you can also purchase premium membership to unlock more features.

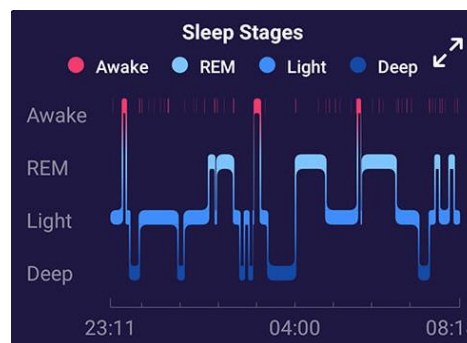


Sleep Monitoring

Sleeping well is important for everyone. Some benefits for older adults are lower risk of illnesses, improved concentration and memory or better mood. With sleeping apps you can improve your sleep by organizing your sleeping schedule and tracking your sleep cycles. By doing so you can get overview of your sleep quality by provided sleeping statistics. These app can also help you wake up more easily.



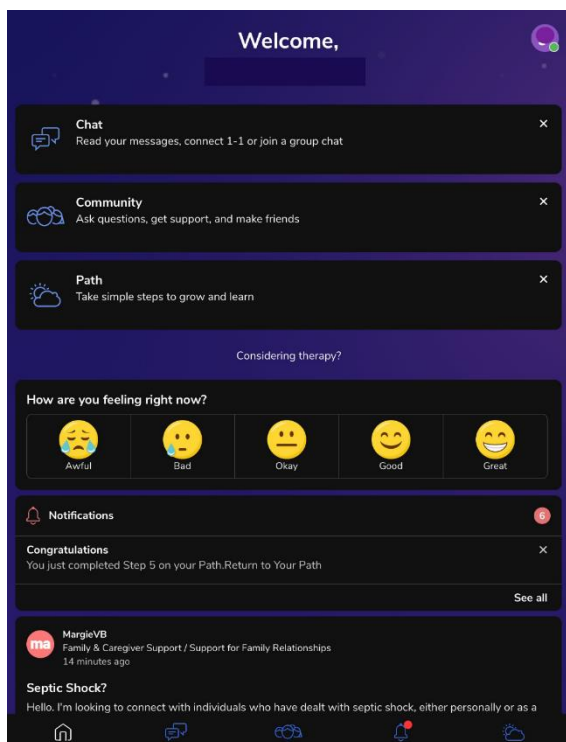
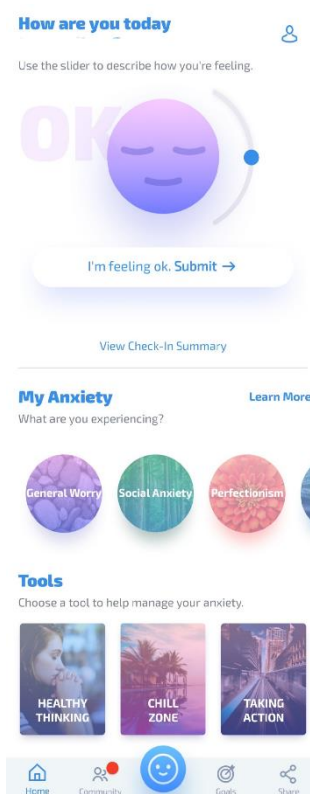
There are countless apps that can help you sleep better and one of them is an app **Sleep Monitor**. You can use Sleep Monitor on your smartphone which is recommended or tablet. Most features are free and it's easy to use and navigate. There are 23 available languages. Sleep monitoring apps are even more powerful when you use them with wearable devices – smartwatches or bracelets. Without smartwatch you have to place your device next to your bed with microphone near to your body. Make sure you will not run out of battery during the night.



Mental Health

Mental Health is as important as physical health. Reduced mobility, chronic pain, health problems, loneliness, changes in the socioeconomic status after retirement are examples of stressors that can affect mental health. With mental health apps you can improve or maintain your mental health by help you self-monitor your mood by reporting your thoughts, feelings and actions. These apps can also guide you through techniques to reduce stress like meditation and breathing techniques or help you talk to someone about your thoughts and feelings and connect you with people with the same mental health issues.

There are numerous apps that can provide you help. One of them is **MindShift**. MindShift is a free evidence-based anxiety relief app developed by Anxiety Canada. You can use it on your tablet or smartphone via iOS or Android. It uses strategies based on Cognitive Behavioural Therapy (CBT) and helps you tackle issues like worry, panic, social anxiety and more. It also provides peer-to-peer support through the Community Forum.



When you feel lonely and need somebody to talk to there is an app for that called **7Cups**. 7Cups is a website and app which provides online therapy and support to people who experience emotional distress by connecting them with listeners. The listener interacts with the person via an anonymous and confidential chat. You can use 7Cups either by visiting website www.7cups.com or you can download 7Cups app on your smartphone or tablet. Most features are free and it's available in 32 languages.

Module 3: Online Safety

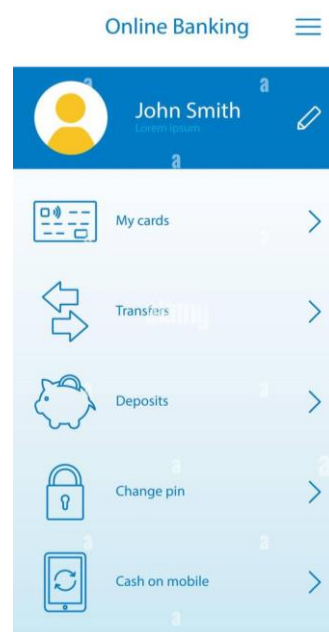
In this section you will find information about E-banking, E-payments & online shopping, dealing with misinformation on the internet and also information about inappropriate content like fraud, phishing and deepfake.

Unit 1: E-banking, E-payments & online shopping

Your smart devices are power tools which you can use for payments when you do shopping, or you can check your bank account balance.

E-banking

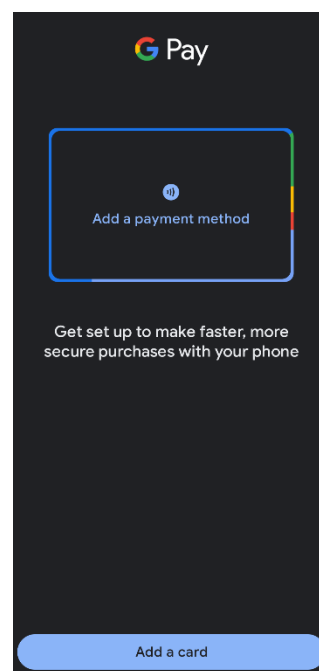
E-banking is a product offered by banks which facilitates online banking. With e-banking app or website you can have access to your bank account in just few clicks. e-banking saves a lot of time because you don't have to go to your bank or call there, if you want to know anything about your account. Another good reason to use e-banking is that you have your smartphone always with you, so you can check your bank account or pay any bill whenever you need. It is also true, that after a few tries it is really easy to navigate the e-banking app. To access your e-banking you have to either visit your bank's website or you have to download e-banking app. Each bank is different so just follow instructions on the website or app. If you have difficulties, you can always call their support line.



E-payments

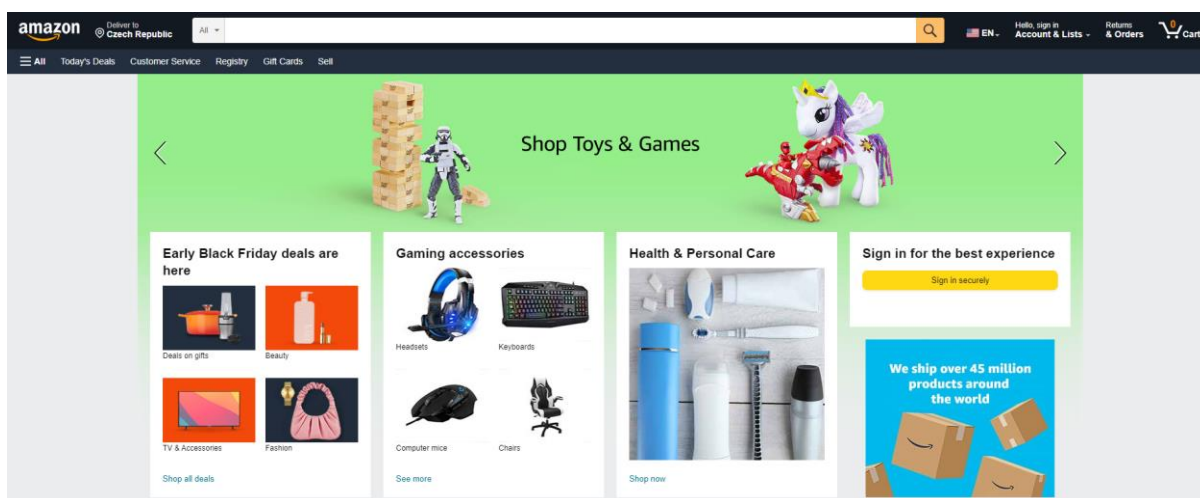
E-payment is a digital payment for a transaction made on the internet. You can pay easily with your smartphones or smartwatches. It is even more secure than paying with your credit card so you don't have to worry. Another advantage is that you don't have to always carry your wallet with you, all you need is your smartphone or smartwatch. To be able to make e-payments you will need a digital wallet. Digital wallet is an app that allows you to make electronic transaction. The most well known digital wallets are **Google Pay** and **Apple Pay**.

To use one of the apps you have to download them on your app store. After that you will have to add your credit/ debit card. You can scan your card or add the card details manually. When your card is added you are ready to pay with your device. You just have to unlock your device to be able to make payments.



Online Shopping

Online shopping is the activity of buying products or services on the Internet. It means going online, visiting a seller's website, selecting something you want to buy, and arranging for its delivery. The buyer either pays for the goods or service online with a credit or debit card or upon delivery. One of the biggest online stores is www.amazon.com where you can find almost anything. When you do online shopping always check reviews of the shop or the seller so you avoid the inconvenience of wrong or bad quality goods. Nowadays, at the time of pandemic, food delivery companies have become very widespread. You can go to their website and order any type of meal to your home. They will also bring you the groceries.



| Online Shopping | |
|--|---|
| Advantages | Disadvantages |
| Saves a lot of time by not having to go to different stores. | Possibility of fraud online stores when your package doesn't arrive at all. |
| Easier comparison between various models or brands. | You can't try the product. But you can always return it to the seller. |
| Easy transportation right to your doorstep. | Longer waiting time for the package. |

Unit 2: Dealing with misinformation

You can find various types of misinformation on the internet like fake news or hoaxes. Be aware and check sources of the information you read, hear or watch.

Misinformation

Misinformation is incorrect or misleading information which can undermine readers' confidence in the truth. It is closely related to fake news. Sometimes it can be difficult to tell if the information is true or not. Some of the misinformation is very well written and believable. That's why it is necessary to learn how to recognize various types of misinformation.



Uses humor or exaggeration to critique or mock a person, organization or policy.



Takes an image, a quote or other piece of content and puts it into a new, false context to change its meaning.



Falsely uses a well-known name, brand or logo to fool people into believing that it is authentic content.



Is entirely made up and is designed to deceive you into thinking that it's real.



Makes changes in original material in an effort to deceive or create a false context (for example, an image where something has been added or deleted using photo editing tools).

Why is recognition of misinformation so important? Misinformation might become dangerous since it can create a misleading image of a person / business / group of people.



STOP



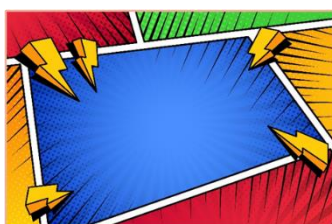
REFLECT



VERIFY

Fake News

Fake news refers to false or misleading information which pretends to be a legitimate news. Fake News has a lot in common with misinformation. Fake News can be deliberately inaccurate stories when the people publishing them know the news is false but publish them anyway. This might be to manipulate public opinion or to drive traffic to a specific website. Fake News are also Stories that contain elements of truth but are broadly inaccurate. This might be because the writer hasn't checked all their facts or has exaggerated certain aspects to make a particular point.



Satire and parody

It uses humor or exaggeration to present audiences with new updates.



Misleading headlines

Headlines that are easily spread on social media sites because of sensationalist headlines.



Low quality

The news are not produced by evidence, and they are not objective.



Propaganda

News stories which are created to influence public perceptions.



Imposter content

This kind of content doesn't have factual basis.

To recognize Fake News, you can do the following actions:

- Maintain a critical mindset
- Check the source
- Check the author
- Check other sources
- Check the facts
- Check whether it's a joke
- Check authenticity of images

MAN FAKED BEING DEAF AND DUMB FOR 62 YEARS TO AVOID LISTENING TO HIS WIFE



Credibility of websites

It is important to know that anyone can create a website on the internet. Credibility of websites means they are reliable and trustworthy. It is possible to identify the owner and purpose of credible website.

| Fake Websites | |
|-----------------------|--|
| Type | Definition |
| Spam site | Web page content that is created to improve search rankings without regard to any value for the user. Often manipulated through elements such as the page title. |
| Concocted site | Web page with heavy concentration on escrow, finance, health, legal, pharmacy, and shipping which wants to steal your money. |
| Spoof site | Web page created with the intention of misleading readers that the website has been created by a different person or organization. |

How to verify credibility of websites? Check if the website contains all of these points below:

- Author or contact person
- Home page
- Owner of the website (person, company or institution)
- Domain (.com, .gr, .cz, .de)
- Date of creation or revision
- Intended audience
- Purpose of the information

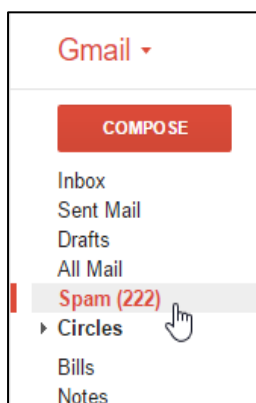


Unit 3: Inappropriate content

There are various types of inappropriate content on the internet such as fraud, phishing or deepfake. You have to know how to recognize the content and how to deal with it.

Spam

Spam is usually unsolicited commercial message which is sent to a large number of people or posted on a large number of websites or forums. Spam is always unrequested, annoying, and usually promotional. Scammers try to send as many emails as possible so that someone clicks on the link they are sending out. In some cases, it can cause downloading a virus to your computer.



How to deal with spam? Spam can be usually quite easy to recognize – it commonly contains a lot of mistakes in grammar, because it is usually written by a software. A lot of e-mail applications have software that can recognize a spam message and put it to spam folder, so you don't accidentally open them when checking your email. You should never open files or click unfamiliar links unless you know exactly who sent them. One good way to avoid spam is not to give your e-mail address wherever you are asked, because it could end up in wrong hands. If you have clicked on a spam link, scan your computer for viruses immediately and you should also change your password.

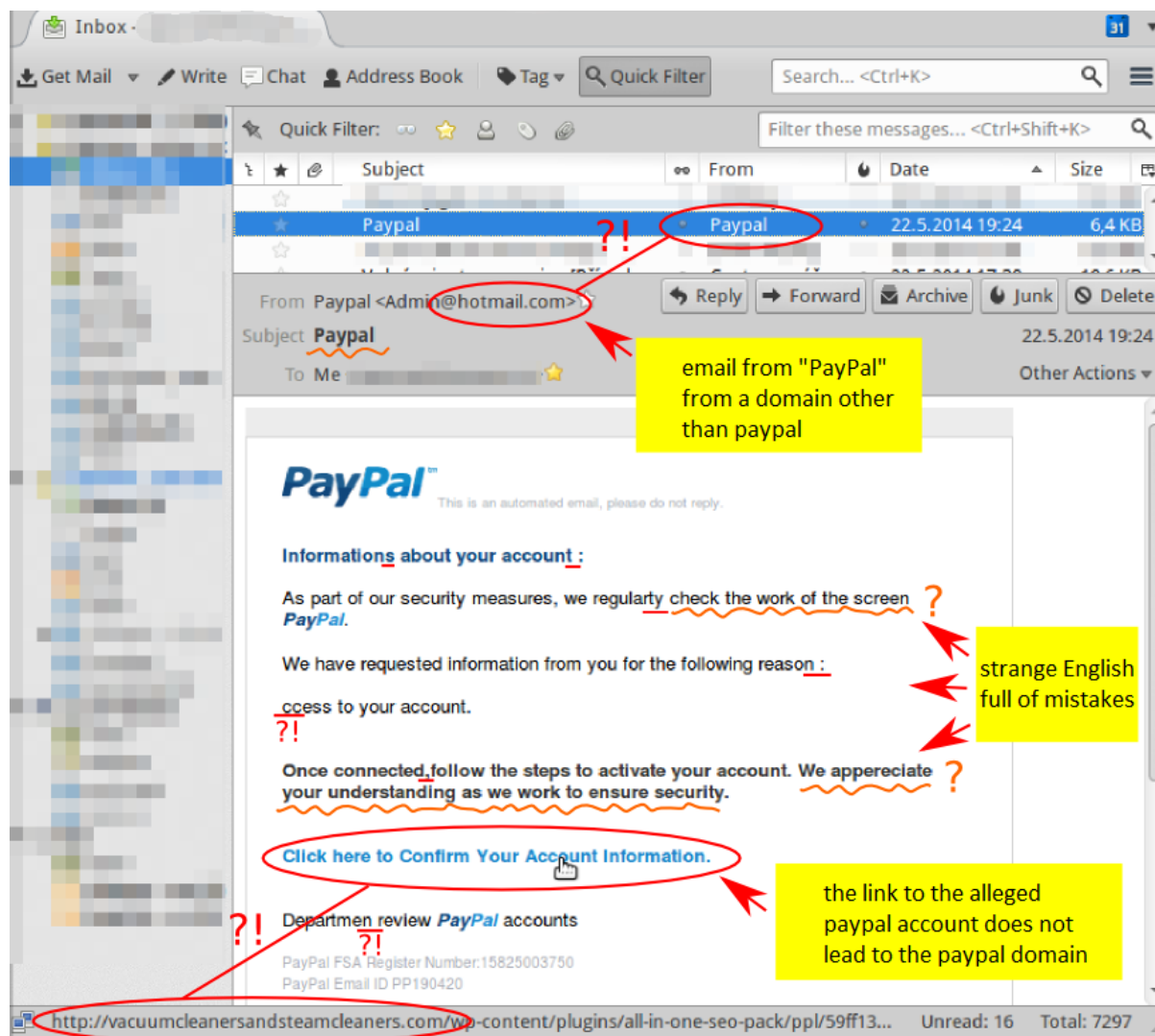
Phishing

Phishing originated from the words “password” and “fishing” suggesting the meaning of catching passwords. Phishing is a fraudulent practice of sending emails in the appearance to be from reputable companies in order to induce individuals to reveal personal information, such as passwords and credit card numbers. Fake system messages (eg. from Outlook: mailbox is full; update mailbox; link to Sharepoint) have been very successful in the recent past. Most of the time, e-mails are sent asking you to open links or file attachments and then provide personal information or download applications.



How to deal with phishing? First of all, never share your personal information (such as your credit card number, PIN, password) with anyone. If you're not familiar with the sender, don't give them anything that they ask you to. One good way to avoid phishing is similar as with spam, do not write your e-mail address everywhere the web asks you to. Also always set up your privacy setting on social media accounts so fake accounts will not be able to contact you so easily.

Example of phishing email:



Deepfake

Deepfakes take their name from the fact that they use deep learning technology to create fake videos. Artificial intelligence (AI) effectively learns what a particular face looks like at different angles in order to transpose the face onto a target as if it were a mask. Deepfake creators may be political groups, government agencies, social media users, software tech experts, visual effects artists, or the average laic. Deepfakes can cause a lot of misunderstandings, but most importantly it can affect thinking of a lot of people.

Strong password

One way to be secure on the internet is to always have a strong password. You should use more than one password. Best practice is to have different password everywhere but having at least 3 or 4 passwords is a good start.



How to create a strong password?

- strong password contains at least 12 characters
- it is written in lowercase and uppercase letters (A-Z, a-z)
- numbers and special characters are included (~`!@#\$%^&*()_-=+{[]|\\:;'"<,>.>?)
- do not write words in the password that are easy to guess (e.g. your name or your pet's name)
- use different passwords for every site (or at least 3-4 passwords)
- create your own password formula to remember

Examples of a strong password:

- sTR_On9-pA\$\$w0r3
- pA33>w0r3-Str8n9

Quick tip: The device can remember your password. If you trust it, you can use the password manager in our device! Next time you are not going to be asked again.

NEVER SHARE YOUR PASSWORD WITH ANYONE!

ICT4Elders

Promoting ICT knowledge for the elderly people

Project Ref: 2020-1-CZ01-KA204-078197

Trainer's Assessment Questionnaire English Version

The support of the European Commission in the creation of this publication does not constitute an endorsement of the content, which reflects only the views of the authors, and the Commission cannot be held responsible for any use made of the information contained in this publication

| Identification | | | | |
|----------------|--------------|-------|--|---------|
| IO | IO3.3 | Title | Trainer's Assessment, Questionnaire | |
| | Version | 1.0 | Date | 12/2022 |

| Spread options | |
|----------------|---|
| Limited | X |
| Public | |
| Confidential | X |

Created by BK Consult GmbH



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| Aim of the Questionnaire..... | 4 |
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Aim of the Questionnaire

The aim of this questionnaire is to evaluate how the developed e-platform <https://elearning.ict4elders.eu/> fits with the training needs and expectations of the target group elderly from 70 years and older to get familiar with the new, modern technical requirements and tools and to use them properly.

The results of the filled-in questionnaires laid down the basics to adapted and qualify the developed Modules and Units.

This questionnaire is available as a printed version in Czech, English, German and Greece as well, and as a google surveys:

- In Czech:
- In English: <https://docs.google.com/forms/d/e/1FAIpQLSfSuHgVqMj9CrOFORTj3fghKf-UFMHy516kNgEJrmAt0myJQ/viewform>
- In German:
- In Greece:

Course Information

You can find the ICT4Elders – Promoting ICT knowledge for the elderly people course here: <https://elearning.ict4elders.eu/>

Questionnaire

1. Which are the three main problems you are facing during the lections with elderly people as a trainer?

(Please use keywords)

1:

2:

3:

2. What are the three main fears of the elders when they have to use modern technology / internet etc.?

(Please use keywords)

1:

2:

3:

3. What are the three main technical challenges / gaps for you and your “students”?

(Please use keywords)

1:

2:

3:

4. Accordingly, to Your experiences how often do the elderly people use the internet (or wish to) and for which purposes?

5. Accordingly, to Your experiences how many lections do you think should a course have to be done without losing motivation (should they be adjustable in length/chapters)?

6. On a scale of 1 to 5, how likely is it that you will use the Modules and/or Units Your future activities?

- ☐ 1 – Never
- ☐ 2 - Rare
- ☐ 3 - Some time yes, some time no
- ☐ 4 - Mainly
- ☐ 5 - Every time

7. Accordingly, to Your expediencies, please rate here which of the following modules did you think we're most useful?

(Multiple Choice is allowed)

- ☐ *Module 1 - Devices, Internet & Applications*
- ☐ Unit 1 - Devices
- ☐ Unit 2 - Internet
- ☐ Unit 3 - Applications
- ☐ *Module 2 - Online Communication, Entertainment & Health*
- ☐ Unit 1 - Social media
- ☐ Unit 2 - Entertainment
- ☐ Unit 3 - Health
- ☐ *Module 3 - Online Safety*
- ☐ Unit 1 - E-banking
- ☐ Unit 2 - Misinformation
- ☐ Unit 3 - Fraud
- ☐ *Module 4 - Elder people's assistant*
- ☐ Unit 1 - Teaching
- ☐ Unit 2 - Classroom
- ☐ Unit 3 – On-line teaching

☐ Unit 4 – Learning

Accordingly, to Your opinion, is there any other topic should be tackled?

8. Is there anything else you would like for the training to include?

☐ YES

☐ NO

If YES, please specify what....?

9. How was the training length?

☐ 1 - Appropriate/optimal

☐ 2 - Too short

☐ 3 - Too long

**Thank you very much for your cooperation and helping us, to provide some great courses which
can help you to bring the online world to your elderlies!**

ICT4Elders

Promoting ICT knowledge for the elderly people

Project Ref: 2020-1-CZ01-KA204-078197

Trainee's Assessment Questionnaire English Version

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| Identification | | | | |
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| IO | IO3.3 | Title | Trainee's Assessment | |
| | Version | 1.0 | Date | 12/2022 |

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|----------------|---|
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- In German:
- In Greece:

Course Information

You can find the ICT4Elders – Promoting ICT knowledge for the elderly people course here: <https://elearning.ict4elders.eu/>

Questionnaire

1. Please rate on a scale of 1 to 5, how much did you learn?
 - ☐ 1 - Nothing
 - ☐ 2 – Only well-known information
 - ☐ 3 – Something well-known and some new knowledge
 - ☐ 4 – More new knowledge than well-known information
 - ☐ 5 – Only new information

2. On a scale of 1 to 5, how likely is it that you will use the things you learnt in the future?
 - ☐ 1 - Never
 - ☐ 2 – Rare
 - ☐ 3 – Some time yes, some time no
 - ☐ 4 – Mainly
 - ☐ 5 – Every time

3. Tick here for the modules and units according to Your preference.
(Multiple Choice is allowed)
 - ☐ *Module 1 - Devices, Internet & Applications*
 - ☐ Unit 1 - Devices
 - ☐ Unit 2 - Internet
 - ☐ Unit 3 - Applications
 - ☐ *Module 2 - Online Communication, Entertainment & Health*
 - ☐ Unit 1 - Social media
 - ☐ Unit 2 - Entertainment
 - ☐ Unit 3 - Health
 - ☐ *Module 3 - Online Safety*

- ☐ Unit 1 - E-banking
- ☐ Unit 2 - Misinformation
- ☐ Unit 3 - Fraud

4. How was the training length?

- ☐ 1 - Appropriate/optimal
- ☐ 2 - Too short
- ☐ 3 - Too long

5. Is there anything else you would like for the training to include?

- ☐ YES
- ☐ NO

If YES, please specify what....?

6. How was training structured (theoretical information VS practice/exercises)?

- ☐ Appropriate,
- ☐ Too much exercise
- ☐ Too less exercise

7. Please scale here, how do you rate the work/methodology of the trainer?

- ☐ 1 - Poor
- ☐ 2 – Bad
- ☐ 3 – Good
- ☐ 4 – Very good
- ☐ 5 – Excellent

Do You have any comment about the work of trainers?

**Thank you very much for your cooperation and helping us, to provide some great courses which
can help you to bring the online world to your elderlies!**