

# Sen Guide

Successfully develop high-quality  
online trainings to older adults

IO2 Guide for practitioners and facilitators in adult education



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# Content

1	Introduction .....	4
2	Partners.....	5
	2.1 Friedrich-Alexander-Universität Erlangen-Nürnberg – Innovation in Learning Institute .....	5
	2.2 German National Association of Senior Citizens' Organisations .....	7
	2.3 Silver Thread .....	8
	2.4 Tulip Foundation .....	9
	2.5 Universitat Jaume I. Senior Citizens' University .....	10
3	Technology mediated learning experiences.....	11
	3.1 Rural online training; easy steps on content-delivery .....	11
	3.2 Xarxa Lluís Vives, trainers tutoring .....	12
	3.3 ICT support and guidance .....	14
	3.4 Blended learning experience: Creative writing workshop .....	15
	3.5 A big step towards virtuality: COVID-19 pandemics academic course.....	16
	3.6 Senior Citizens' University: online teaching, the treasure within .....	17
	3.7 The library online – writing and publishing a book of photographs and stories.....	19
	3.8 Pivoting from face to face – a memoir writing class on Moodle and Zoom.....	23
	3.9 Wissensdurstig.de .....	24
	3.10 dorfMOOC (Selbstlernkurs: Unser Dorf) .....	27
	3.11 The vhs- learning portal .....	28
	3.12 Online Learning with the vhs learning portal for individual learners .....	29
	3.13 vhs-Volunteer Portal for Volunteers in Basic Education and Integration.....	30
	3.14 ABC-Deutschkurs .....	31



3.15	"Smart Surfing - More Participation through Digital Consumer Protection" .....	32
3.16	Online course "Storytelling for Social Organizations" .....	34
3.17	MOOC „Erasmus+ funding opportunities for adult education providers“ .....	36
3.18	Teaching seniors about smart home technology: The Erasmus+ Project SmartyourHome.....	37
3.19	The “LernHaus” Project.....	41
3.20	TRACE US Project.....	44
3.21	Khan Academy Bulgaria.....	46
4	Learners’ needs, expectations, and potentialities .....	48
4.1	Methodology.....	48
4.2	Quantitative surveys .....	49
4.3	Results.....	49
4.4	Conclusions from qualitative research .....	55
4.5	Qualitative research.....	56
4.6	BAGSO .....	57
4.7	UJI.....	59
4.8	Innovation in Learning Institute.....	61
4.9	Silver Thread .....	65
4.10	Tulip Foundation .....	67



# 1 Introduction

This guide is part of the SenGuide project “Successfully develop high-quality online trainings for older adults” of the Erasmus+ program, reference 2020-1-DE02-KA204-007628. To know more about the project or to contact us, please go to the project website.



<https://senguide.ili.eu>

This guide is aimed for trainers and practitioners who wish to promote the SenGuide proposal among their senior learners.



by “SenGuide proposal” we mean to encourage your senior learners to create and deliver their knowledge and experiences through online platforms; in a way, becoming “trainers”

This guide is divided into several sections to help you according to your needs and the stage of your developments:

1. Background of the Erasmus+ project SenGuide and its objectives.
2. A brief introduction of the organizations involved in this project. All partners have slightly different backgrounds and goals, which should help you to better understand the experiences related in each section.
3. Lessons learnt that are worth spreading: we share interesting experiences on the use of online platforms for education of senior learners at different levels of development.
4. Results of research and findings in the partnership: senior learners’ expertise, motivation, and expectations. Our objective was to know what seniors would need to become trainers and to help them engage more effectively.
5. The experience of seniors becoming administrators of a Learning Management System (LMS).
6. Partnership experience of learners becoming trainers, with very practical recommendations. We hope other organizations can thus adopt the SenGuide proposal according to their needs, and capacities.



## 2 Partners

The SenGuide partnership is composed of 5 partners, 2 from Germany, the others from Ireland, Bulgaria and Spain. Each institution's capacities and expertise are highlighted in the following sections.

1. Direct access to the target group: all partner organizations represent seniors in their regions, offering training or student programs, or working together in other contexts.
2. Know-how complementarity: the project partners come from different fields and complement each other in their knowledge and performance capabilities. The coordinator (ILI-FAU) are experts in ICT with proven expertise in pedagogical fields. ILI focus on the integration of innovative pedagogies with motivating and supportive technologies, aiming to bring a substantial added value for different learning systems, topics and target groups and opening new learning opportunities for those who can't be reached by traditional means, or with great difficulty. UJI is a partner with a focus on research in the field of ageing and is – due to running the Senior Citizens' University with around 1000 enrolled students – at the same time a transmitter of knowledge and activator of abilities and capacities of older people. Silver Thread is a partner that offers a variety of workshops to older adults, engaging them in storytelling and memoir writing. The partners from Bulgaria and Germany (BAGSO) are organizations that represent the target group and have direct links with older adults and senior organizations. They have experience in the education sector and have already offered learning activities for seniors.
3. Experience in the development and implementation of training activities: training for older adults in the education field needs a sensitive approach involving partners with long-term experience in the training field and profound knowledge of the target group. The partnership fulfills both conditions; this is one of the main reasons for the composition of the consortium.
4. Territorial Coverage: the partnership covers four European countries from both Western and Eastern Europe. Consequently, the consortium represents several existing structures in learning offers and activities for older adults. The consortium is convinced that this diversity is of great benefit in terms of sharing (intercultural) experiences and learning from each other.
5. Experience in European projects: the partnership consists of organizations that are all experienced in managing European projects. Silver Thread is the only organization that has not participated in a European Union granted project, but the directors have been involved in Erasmus+ projects with older people, learning and technology for the past few years. This circumstance contributes to a smooth and successful implementation of the project and helps to minimize risks.

### 2.1 Friedrich-Alexander-Universität Erlangen-Nürnberg – Innovation in Learning Institute



Founded in 1743, Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU) is now one of the largest research universities in Germany with 40.000 students. The five faculties cover the entire spectrum of modern academic disciplines – from humanities, social sciences and theology to medicine, law, economics, sciences and engineering.

ILI, Institute for Learning Innovation (ILI) is a department of the FAU continuously working in the field of learning, lifelong learning and technology enhanced learning. Since 1986, ILI has been widely involved in European R&D Projects in the field of innovative learning technologies for supporting learning processes in different settings and for different target groups. ILI has a powerful learning technology development centre which develops and adapts flexible and mobile learning systems for optimizing the learning process, open-source learning environments and authoring systems,

ILI is in cooperation with and provides consulting for institutions and companies from regional to European level and for the European Commission.

At ILI, an interdisciplinary team of more than 30 scientists researches and develops technology-enhanced teaching and learning from primary school to adult learners. Within a network of European and national partners, ILI carries out relevant projects and offers consultation and its know-how.

ILI has coordinated and participated in more than 300 European projects for more than 25 years under a variety of European Programs.



<https://www.ili.fau.de>



## 2.2 German National Association of Senior Citizens' Organisations



BAGSO, the German National Association of Senior Citizens' Organisations, represents the interests of older generations in Germany. BAGSO is an umbrella organisation of about 120 civil society organisations that are run by, or work for, older people. As such it calls on politics, society and economy to offer conditions that allow for a good and dignified life in older age. In important policy areas, BAGSO puts on the political agenda themes that are relevant for healthy and active ageing. In policy briefs and position papers, BAGSO identifies requirements for good quality of life in older age and provides recommendations for political actions at federal, regional and local level. BAGSO is advocating at level of the United Nations and the European Union and fosters bilateral and European exchange to improve the quality of life in older age, not only in Germany but throughout Europe. BAGSO has consultative status in the Economic and Social Council of the United Nations (UN) and has a representative in the European Economic and Social Council (EESC). Since 2016, BAGSO participates actively in the Open-Ended Working Group on Ageing (OEWG-A) at the United Nations in New York.



<https://www.bagso.de>



## 2.3 Silver Thread

silver thread.

Silver Thread is a social enterprise who work with older people in communities and nursing homes, engaging them in storytelling and memoir writing. Silver Thread also work in cooperation with Dublin City University, the Recovery College, An Siol, the Men's Sheds and other organisations dealing with older people. There are currently 2 directors/owners who create and facilitate workshops, and a part-time project manager for publishing and audio projects. An average of 40 older people are recurrent participants to workshops, plus additional participants for specific projects (generally 15 per project). For the past few years, Silver Thread have pivoted into the field of online or hybrid teaching and facilitating for older people.

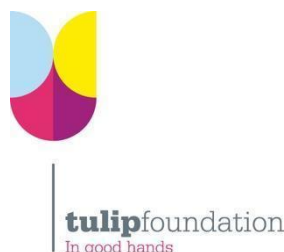


<https://www.silverthread.ie>





## 2.4 Tulip Foundation



The mission of Tulip Foundation is to encourage social responsibility in Bulgarian society by enhancing cooperation among civil society, the corporate sector, national and local authorities to improve the quality of life and developmental opportunities for all people. The foundation provides grants, training and networking opportunities for civil organisations as well as forums for exchange and cooperation. It runs a number of national annual campaigns like European Day of Solidarity between generations, Society of All Ages for the International Day of Older People, To be a Father (Men Care), Days of the Good Deeds, etc. The foundation works systematically for social inclusion of all people, encouraging volunteering and community engagement. The Foundation organises a few national award ceremonies - Project of the Year, Voluntary Initiative, Of NGOS and People.

The Foundation is active in identification, adaptation and introduction in Bulgaria of new up-to-date models and approaches in the field of social inclusion. Over the past years the team has initiated and brought to practice a number of up-to-date concepts and practices like family group conferencing (including for older people), social impact analysis, marketplace etc.

Tulip Foundation's team works in cooperation with numerous civil organisations around the country as well as municipalities, agencies etc. The activities of the Foundation are supported by public and private donors.

The foundation is managed by an independent Board. The members of the Board accept and defend the values of the Foundation and perform their tasks voluntarily without remuneration.



<https://www.tulipfoundation.net/en>



## 2.5 Universitat Jaume I. Senior Citizens' University



The Universitat Jaume I (UJI) is a public university founded in 1991, whose main objectives are to promote the social, economic and cultural development of the community through the transmission of knowledge and research.

It has 4 faculties: juridical and economic sciences, human and social sciences, health sciences and superior school of technology and experimental sciences. On 1998 a Lifelong learning Program was created. Their major strengths are the Senior Citizens' University, and the research team as presented.

The "Universitat per a Majors" (Senior Citizens' University) currently has 998 students enrolled over 55 years. It was created in 1998 ([www.mayores.uji.es](http://www.mayores.uji.es)) Through this project, the university is a transmitter of knowledge and activator of abilities and capacities of seniors; the aim is to promote seniors' integration, participation, well-being and quality of life. Humanistic contents (philosophy, sociology, psychology, history, art) combine with economic, technological and health subjects, along with workshops, lectures and other activities. Information and communication technologies (ICT), due to their personal and global impact, are taken into account across the program, as a pedagogical method, but also as a tool for personal use and social participation, thus promoting digital inclusion of seniors.

The permanent training program is integrated by an interdisciplinary research team in the areas of gerontology, sociology, technology and psychology. This team represents the University's commitment to continuous improvement, quality, innovation and development, both of the program itself and of the students and society in which they are included.

The purpose is to transcend the training activity, so that seniors actively participate in the educational processes, organising workshops, laboratories, conducting pilot projects, testing of training environments and research projects together with other areas of the University. Finally, we include as a mission the dissemination and exploitation as the ultimate goal for the social use of the results achieved.

Non-formal and informal activities are also offered; workshops, extra-academic, collaborative, creative activities, promotion of senior volunteers, etc. These activities play an important role in the integral formation of the seniors and as an individual integrated in society.



<https://mayores.uji.es>



## 3 Technology mediated learning experiences.

### 3.1 Rural online training; easy steps on content-delivery

Content delivery might not be considered as an online training as it does not provide interaction either between trainer-learner, or among learners; even so, it is important to remark that this has been the starting point for most of senior education providers, and it should not be ignored as it also presented a challenge for a lot of learners on their first steps using information and communication technologies (ICT).

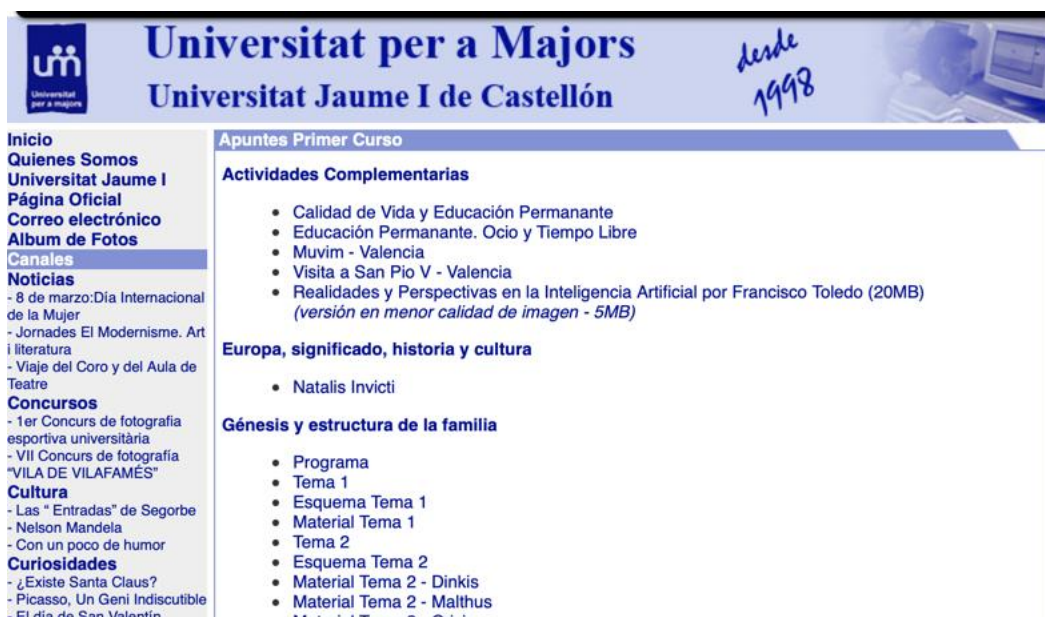
Before the present context, (until 2000 or so) the common way to hand out course materials was on paper. Making them available online became a way to suggest that seniors should start to learn ICT - it was more eco-friendly, unless they wished to have the materials printed for long-term review. It is now the only way that senior students can access the material, requiring the use of online platforms such as the school website. When those materials are in a private area, then the complexity increases a lot, as it requires the use of a username and password.

At first students complained, mostly those who were used to printed course materials; on the other hand, students who were enrolling for the first year accepted that this was as an easier way.

It is important to note that using a website, local library or a restricted area is the first step to later provide other interactive tools (forums, online tutoring, mails, etc) It helps seniors to increase their confidence and manage in a place they know very well as it simulates the school in content and structure.

This content delivery has proved to be very positive as it allowed the inclusion of easy to access resources, such as links to other pages or to videos. This also increased ICT competencies, as learners had to get used to manage other websites or video channels and could ask for assistance from their classmates.

A disadvantage of this online content delivery was the need for technical staff, as trainers could only provide PDFs or links to the administrator who then organized and published them online.



*Screenshot of the website, on 2003, first online educational materials online*

This can be considered as a suggestion for any educational institutions dealing with senior learners, not skilled enough to log in an online classroom. It allows them to see training materials and start to surf, download, and organise the materials. Also, as this platform is well-known by their classmates, it is easy to get support from them.

### 3.2 Xarxa Lluís Vives, trainers tutoring

A pilot course was offered in the Xarxa Vives, where 5 senior citizens' universities collaborated by creating 5 modules each, that were offered to all students of the network. This network is composed of the Catalanian-speaking universities of Spain (currently 22 universities). "Etheria" was the name of this programme. Pilot course was offered on 2019, with 46 students registered (45 finished successfully). The youngest student was 58, the oldest 79. The pilot course was about the 5 UNESCO Heritage sites of the 5 regions of the coordinating universities. One university acted as coordinator (techno-pedagogical coordinator), providing consulting and coherence between all 5 modules.



*Screenshot of the Etheria programme*

In order to facilitate a coherent methodology and organization within each of the modules in the context of the course, it was the mission of the techno-pedagogical coordinator to advise the teachers, manage the content and students and supervise the development of the course.

In all modules, teachers recorded a short presentation video as an ice-breaker, thus achieving a more human feeling in the virtual classroom.

Each module had a general forum for questions and comments, which made it possible to put students and teachers in contact about the contents of the module or activities. Even then, the notice and news board was still used for general notices to all students, as it was then agreed (and all students were also reminded) that this was the centralized place to find out what needed to be done and observe the latest instructions of the teacher. Subscription was mandatory for all notices on the board (everyone received an email).

Each module included educational resources by way of documents, videos (self-produced or link to public repositories) and also questionnaires (self-evaluation only). One module was about describing a natural park which is a UNESCO heritage site. Students were organised into 7 groups, where each member had an assigned role (Associations dedicated to the protection of nature, management commission, private company, government (Ministry of Culture), private owners, civil society and UNESCO.) The group had to negotiate the problem of a real case of building a hotel in that park.

This was a very original activity, but also risky. As we ran the risk of having all 5 module activities of the same type, trainers and the techno-pedagogical coordinator agreed on the development of a simulation game, using a simple tool: a private forum for each group.

Despite many efforts to explain the activity and what needed to be done, many students did not grasp what was intended, some did not understand it or did they know what to do (neither how, nor why, nor purpose). Although this added challenge resulted in some negative evaluation, leaving the student's comfort zone to find themselves in a group simulation was very beneficial. Despite the fact that the students did not have time to conclude the activity (with the consequent stress), the fact that they tried and pretended to be part of a conflict that needed to be understood and negotiated, has been a positive result.

### 3.3 ICT support and guidance

Learning Management Systems (LMS) can be used as learning platforms, but also for management. This is used by trainers (to send messages, qualify, monitor activities) but we tend to forget that it could be very useful also as a place where learners not only get information (as description, timetables, course materials), but also register, see their progress, and send messages. This could be understood as electronic secretariat.

25.10.2022	Si
20.10.2022	Si
18.10.2022	Si

Aquest és el resum de la teua assistència

Total classes fins ara:	30
Assistències:	28
Percentatge d'assistència actual:	94 %
Total classes del curs:	30
Assistència del curs:	94 %

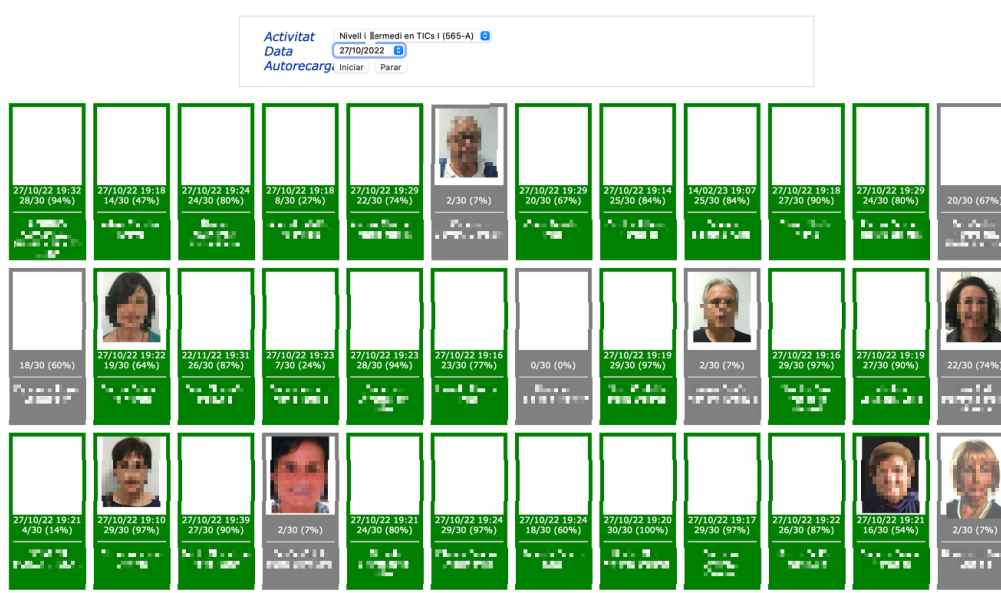
Qualsevol comentari o observació apareixerà a continuació

Data	Nom	Comentari
------	-----	-----------

Pots afegir qualsevol observació que vulgues fer arribar al professor

Envia

*Screenshot of the students board- statistical and messaging*



*Monitoring of general classroom stats*

Following are the benefits, risks, and inconveniences of using a virtual secretariat;

This virtual secretariat requires sufficient ICT competency; all students have to have a username and password, also capacity to enter, register, observe the information and proceed with any request. To

help students in this process, phone assistance was provided. Even during the first weeks of implementation, not all students were eager to engage, but phone assistance made the transition easier. Finally, once they knew how to gain access, it became greatly beneficial for the institution as most paperwork was eliminated, as well as calls and requests. Moreover, it increased students' confidence as they could manage some simple activities on their own, without help from administrative staff.

Risks persist however when students do not have enough ICT skills or do not feel confident enough, but in this case, some short training sessions were offered. After the first academic year, this became the norm for accessing their qualifications, registration, messages, etc.

In online education, this should be the process tendered by organisations. Otherwise, they will find that training is done online, while administration activities still require to be done face-to-face.

### 3.4 Blended learning experience: Creative writing workshop

This is the experience led by Juan Palmer, who led a workshop where senior students could write on any topic they chose. The ICT (information and communication tools) were used as a learning method and as an end themselves. The training was done face-to-face using the usual class structure, the trainer provided the students with techniques for becoming good communicators. Even though content delivery and skills acquisition were done during ordinary teaching, the ICT tools were involved as a medium and as an end, rounding up the learners' education.

In this course, seniors had to use word processing tools to write their composition; later, they needed to use email to send their text and receive feedback. They were also required to use the internet for research and to read their classmates' texts.

Once the text was accepted by the professor, it was published in a common blog. This meant that a lot of the goals of the workshop were reached: knowing that their writing would be viewed by other classmates and even friends increased the students' sense of responsibility, their need to be good communicators. Also, reading other classmates' compositions, and even commenting on them online or face-to-face, made possible to give and provide support.

**Guerra entre Ucrania y Rusia**

30 marzo, 2023 | universidadparamayones | Deja un comentario

Regresó Zelenski a Kiev tras la visita a EEUU, en la que ha conseguido el apoyo del Presidente Biden, obteniendo una ayuda de 45.000 millones de dólares y armamento de precisión para la defensa de los ataques rusos, y siendo recibido por el Congreso de EEUU con honores.

Mientras tanto, las tropas rusas continuaron intentando romper las líneas ucranianas de Donetsk, sin éxito, según el mando militar de Ucrania que sostiene que Rusia se prepara ya para defender la anexión de Crimea. Y es que los ánimos de las autoridades de Kiev van en ascenso, sobre todo tras la sorpresiva visita del presidente ucraniano Zelenski a Washington, con un recibimiento triunfal y la certeza de recibir

Entradas recientes:

- Guerra entre Ucrania y Rusia
- R, R, R...
- Concierto de Navidad en Ucrania
- Edificio de amor
- Navidad
- Cuando la ostentación raya lo obscuro
- El gallinero de la lengua
- El perro, animal de compañía

Comentarios recientes:

- Taly en R, R, R...
- tonicaudet en Creación de textos con intelig...
- tonicaudet en ¿Se acabó la Navidad?

*Screenshot of a story written by a senior learner*





This is an example of a subject where one single activity has moved to virtual, while keeping the main pillar of the activity face-to-face. This is very convenient for institutions that want to progress towards online teaching but do not feel confident enough to offer a course 100% online. It can test the capacities and expertise of the senior learners, and also observe the potential benefits.

### 3.5 A big step towards virtuality: COVID-19 pandemics academic course

Because of COVID-19 lockdown, one thing nobody thought could be done had to be prepared and deployed in 2 weeks. Because there was no other option, online teaching was accepted by management, teachers and students. In a very short time, we started to offer online teaching, even if it was not the best solution, or if the course was not properly planned and developed. Online teaching could be observed as a way to get support from other senior citizens, socialise and stay in contact.



*Screenshot of online teaching*

The lesson learnt from this experience is that sometimes, organisations do not move to virtuality because they think the infrastructure, trainers, or learners are not ready. “Perfection is the enemy of good” and in some cases (for example during emergency situations, but also during piloting or testing), improvisation and agility are the best allies for online education. If organisations are only willing





to offer a “perfect” online course, with all trainers and students totally digitally competent, then it is likely that online courses will never be implemented; everybody needs to learn, even the online teachers and learners, and it is completely acceptable (and everybody has to be aware of that) that adaptation is a new skill to be learnt.

Finally, even if everybody prefers face-to-face education, as it makes a richer social contacts, sometimes (because of rural areas, disabled seniors, etc), online classrooms are the only option.

Sometimes, there are huge difficulties (the need of a camera, microphone, software, etc), but the COVID-19 lockdown demonstrated that when there is good will, there are no barriers.

### 3.6 Senior Citizens’ University: online teaching, the treasure within

The Senior Citizens’ University is the lifelong learning programme of Jaume-I University in Castellon. 954 students over 55 years old attend classes in the city campus and also in rural areas. The subjects are drawn mainly from the area of humanities, but also health, economy, sciences, part of academic offerings which engage senior citizens to become more adapted and capable in our ever-changing society. In this context, the motivation to learn is mostly personal, but it is also joined with a desire to meet other people with the same interests in the context of activities both useful and enjoyable. Finally, it also appeared that senior citizens did not embrace technology-based learning environments - this was due mostly to the technological gap in the adoption of internet services and computer tools compared to younger generations. Seniors claimed that they are difficult to use, and that it is difficult to learn through them.

For this reason, on-line courses have not been used as extensively with adult learners as with young adults. Related to the three barriers described above: difficult interface, lack of adequate courses and socialization needs, here we will focus on ways to overcome the third barrier, hoping that senior learners also enjoy learning using on-line platforms in both a formal and informal way, while they socialise.

The Senior Citizens' University (SCU), started a pilot course (using Moodle) in 2011/2012, with 30 students (senior learners over 55); after this experience, each year the number of subjects and students have increased, reaching 12% (114 learners) of the total students from the SCU (in 2014/2015, 954 students were enrolled in the SCU). Each subject lasts for a trimester and is part of the optional list of subjects. Last year, we offered the following subjects:

- Political structure of the ancient Rome
- Local Geographical and natural resources
- Revolutions, the motor of history
- Technology and society, recent history

The subjects belong to the humanities, and while some refer to history, the teachers always try to contextualise and link those concepts to the present situation or regional context. We have found that seniors attend these courses for two main reasons: they are interested in the subject or at least, they trust the content will hold their interest; they know the trainer from previous courses or they know a classmate who attended a virtual course before and saw it as a positive experience. We have found that choice is based less on the topic and more on the teacher. The second reason a senior learner chooses a virtual course is because they like to share this virtual space with other learners.



The seniors who take part in this educational program are active senior citizens who like to join others in useful and creative activities. The existence of virtual communities (like Facebook) or online communication (such as sending e-mails to relatives) is an activity that requires already existing networks and also a purpose. In the virtual classroom, learners have one common activity - learning a topic together - that helps to build a new community.

The learners have a lot of life experience, and the trainers take advantage of this characteristic; the pedagogy applied for the learning process is mainly social constructivism. Although the teaching-learning process can be simple, it is important to remark, as pointed out by almost all learners, that in participating in this learning activity, senior learners acquire 3 competences, that represent a triple challenge:

The senior learner of course has to learn about the topic that is being taught - historical facts, relations, social aspects, etc. This varies depending on the subject.

The virtual environment is not simple (we use moodle). The use of forums, shared documents, wikis, blogs, participating in groups, uploading tasks, searching for information and sharing, etc. represents a very complex activity that should be driven by one specific aim. Senior citizens are not so used to the internet tools and services, and when having to use all those together the difficulty appears to be bigger.

Senior learners are not used to on-line methodology. We observed that at times, senior learners understood the methodology and course process only after finishing the course. Some would consider this a failure of the trainer, but taking into account the complexity of the process, we see this as a complete success.

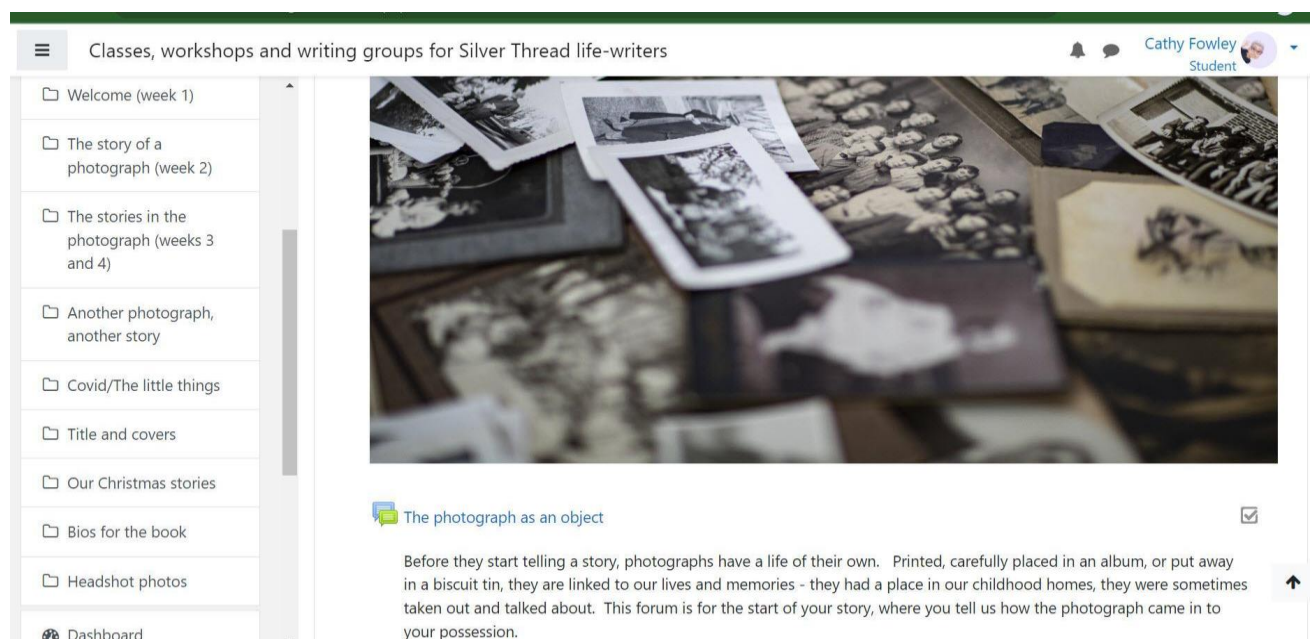
During the on-line course, we provide learners materials (as PDF, videos, or webpages). During the learning activities, they have to participate in forums, shared pages (as wikis) or posting messages (simple blogs). The forums are a platform for debates, discussion, agreements and conclusions. The wikis is a platform for workgroup, analysis and synthesis. At the end of the course, the learners have a final task (it can be a summary, a list of most relevant items, a report of consensus reached after a discussion). The most difficult work, for both trainer and learner, is to see this as part of the process rather than as a result. We do not want learners to show that they have learnt a lot of the content of the course, we want the learner to demonstrate that they can share and provide new points of view

This is the triple challenge: they talk about a topic they are learning about, with a tool they do not (yet) feel confident using, and we “force” them to reach the knowledge by networking.

The use of virtual environments facilitates digital adoption (e-adoption), sharing virtual environments facilitates digital inclusion (e-inclusion). For seniors who live away from educational centres or have a physical disability, sharing a space for learning helps to grow as individuals and adapt to new tools and situations. Seniors do not engage in learning because they need an official degree, but for personal interest and motivation. Our experience shows that no matter the topic chosen (health, arts, history, economy, science, etc), trainers should approach the content from the perspective of understanding the subject, linking past and present to know what is happening the present society. Being critical, but positive, capable to discuss, explain, and adopt new points of view or perspectives are skills promoted during all the courses. The content of the course and the competences related to the subjects are as important as other transversal skills, related to soft skills: communication, discussion, control, responsibility, creativity, adoption of new opinions and discovery.

The virtual classroom is a space where learners share and participate in more informal ways, as forums where they can chat about the topics or provide help in case somebody does not know how to use a specific tool. Those spaces resulted in a place where the learner gets support from other learners, creating links between them outside the classroom; it is common to organise a live meeting so they can meet each other.

### 3.7 The library online – writing and publishing a book of photographs and stories



*Writing from Photographs Moodle course, week 2*

When Covid happened, and lockdowns started, libraries became online spaces only. People had already been used to borrowing E-books, but artistic, creative, learning activities always happened in the library building. It became important for the library to offer learning opportunities to people who were now unable to leave their homes. Silver Thread had worked in association with Tallaght

Library before, offering memoir writing workshops and publishing a book of collected stories: Stories from the Library. A new project had been planned, and it now became an online project.

Writing from Photographs was a new avenue of memoir writing, using family photographs as the starting point of a story. Participants choose a number of photographs from their family albums, and are then guided through classes and lessons to write a story of the photograph. The texts are then discussed, the writers edit them, and eventually a book of photographs and stories is published. The library offered 'Writing from Photographs' as part of their new zoom courses, but the visual aspect of the project would also benefit from the use of an LMS (Learning Management System). We chose Moodle, which was familiar to us, and was also freely available to install on our Wordpress website. Writing from Photographs would thus be both synchronous and asynchronous. Synchronous, with Zoom sessions to introduce new ideas and topics, and also to share pieces of writing and the stories behind the photographs. Asynchronous with a Moodle course, with a lesson (on writing and family photographs) and a forum to post stories and get feedback on them.

A small number of people decided to enrol in the 8 week course (in the end, more sessions were required to get to publishing stage) The challenges for the seniors enrolled in the course were many: not only did they start writing a personal narrative (some of them for the first time), but they also had to learn how to use Zoom, how to use Moodle, how to scan/upload photographs, how to give feedback to their colleagues. For some, the challenges proved too much - it took a lot of time to learn both a technology they had never seen before and a writing task which was very involved. In the end, four people stayed until the end of the project; the Moodle course became not only a course, but a place where they communicated, writing messages about their stories, sharing more memories, talking also about the many photographs in their family albums and what they meant. Finally, their stories were published both online and as a paper book, launched by the Mayor and the head librarian in an online launch that was recorded and made available. This was a great event, attended by many family members and friends; because it was an online launch, some family members who live abroad, as far as Australia, were able to attend the launch, to the delight of all. Before the launch, we all met for the first time in the library, and the seniors received hard copies of their book.





Meeting for the first time before the online launch

Media Player

family stories went over my head as a child. I was too engrossed in playing with my friends and toys and going to school. Now, when I eventually started to look through the many albums, loose photographs and boxes of slides, I had no one to answer my questions. I didn't know who some of the people in the older photographs were, but boy, did I feel rich with the treasure trove of photographs. Photographs of my family, my parents newly married, my brother and sister's childhoods and my own childhood. The photographs have come back to life and sing to me of outings, holidays, family, friends, and wonderful lives. I've been getting to know my family all over again in a new way with the distance of time.

This photo of a family picnic was taken by my brother Brian while we were on holidays during the summer of 1960 or 1961. We were staying in a rented house near the beach in Woodstown, County Waterford. My Dad had hired a car for the holidays as we didn't have one of our own at that time. Dad was no stranger to driving though, as he had worked as a Post Office driver since the late 1920s. A few years later we got our own car, a little red mini, which took us on lots of outings and picnics to the country and seaside.

In the photo, my mam and dad are smartly dressed for the picnic, maybe because we were on our holidays. It's certainly different to what we would wear today on a picnic. I never remember my dad wearing casual clothes unless it was to put on a cardigan instead of a jacket. At that time, men wore suits a lot and women would wear dresses and "costumes." People looked very stylish in the photographs. Clothes were bought to last in those days. There was no fast fashion then!

The primus stove in the picture brings back great memories of my dad making the tea on picnics. He always made the tea regardless of the weather. Even when it was raining, he would be outside with the car pumping the primus to start the tea-making ritual. Every time it tasted so nice in the open air. I can still remember the smell of the kerosene from the stove mingled with the smell of the outdoors. Usually we went for a walk or hike or a swim first to build up our appetite before the picnic so that we'd enjoy it all the more. Outings gave me a great love and appreciation of nature especially as I lived in the city centre.

In the photo, I am holding my favourite teddy, a little black and white panda called Lord Snooty. He was named after one of the Bash Street Kids in the Beano comic, who always dressed in black and white. My mam used to buy me the Beano and other comics every week from Paddy, the paper seller who used to stand outside Whitefriar Street Church in Aungier Street selling newspaper magazines and comics. I loved my teddy so much and brought him everywhere with me. As he got older and more worn, I used to wash him so that he looked sad and I loved him all the more. Eventually I was so worn that he started to disintegrate and then he had to live in a sock for safe-keeping, with only his head peeping out. At least my own children got to meet him before he passed on to Teddy Heaven.

00:13:46 / 00:54:43

Online launch



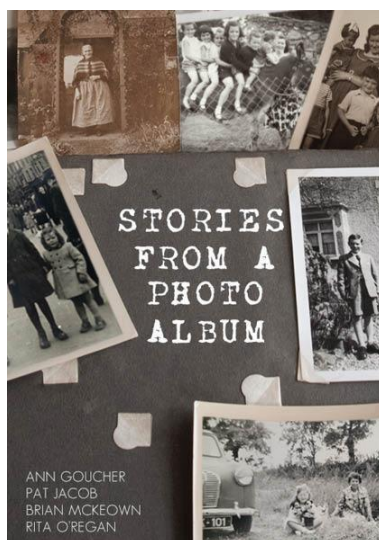
Co-funded by  
the European Union







The seniors - who became authors - felt that the technology was an important part of the process, and that, although it was difficult at first, and sometimes frustrating, it became an important part of their lives during lockdown, and they were surprised at how the mixture of synchronous and asynchronous communication enabled them to form close relationships.



The book is available to read online: <https://www.silverthread.ie/stories/stories-from-a-photoalbum/>



### 3.8 Pivoting from face to face – a memoir writing class on Moodle and Zoom.



*The classroom moves to the dining room/sitting room/kitchen*

Whereas the previous experience related the story of a course started online and finished online, this ongoing memoir writing group has a different experience.

Some of the seniors who participated in the online memoir writing classes came from Silver Thread's face-to-face classes. Some had been writing with us for several years. Some were in class when Ireland's first lock-down was announced.

At first, in May 2020, we pivoted to a Moodle asynchronous class, advertised to our current participants and to others by email. By September, it became obvious that things were not getting back to normal; Zoom had become widely available, and the now established mixture of synchronous/asynchronous was adopted.

The challenges were mostly linked to the asynchronous LMS - Zoom seemed simple to use after the initial logging-in, and the now familiar "you are muted" or "turn on your video". The use of Moodle is not intuitive, although most seniors are now familiar with Facebook and thus with the concept of a discussion forum. We organised some Zoom classes to introduce Moodle, as well as clear instructions at the beginning of each module. Most seniors became familiar with the LMS, even those who had previously refused to use technology. Now there was no choice, they overcame their reservations in order to continue their writing classes. Friendships started in face-to-face classes were thus continued online, through forums, emails, and WhatsApp messages.

- Memoir writing
- Participants
- Badges
- Competencies
- Grades
- General
- Welcome back!
- Snapshots of our lives
- Something scary this way comes
- A good book
- Where were you when?

## Let's talk

...about everything and anything; about posting late in a forum, and wanting some feedback anyway; about something that occurred to you about a topic, about writing, about memories and stories. About the American election, lockdown exhaustion, the use of prepositions; or the best way to make coffee, whether you prefer tea, and what colour was your first fountain pen. Anything and everything...

Add a new discussion topic

Discussion	Started by	Last post ↓	Replies	Subscribe
☆ American election ,coffee and Lockdown	Eithne de Lacy 7 Nov 2020	Christine O'Flynn 25 Jan 2021	3	<input type="checkbox"/>
☆ Comics	Catherine McGlo... 12 Nov 2020	Christine O'Flynn 25 Jan 2021	1	<input type="checkbox"/>
☆ I've Got a Little List	Christine O'Flynn 21 Jan 2021	Christine O'Flynn 21 Jan 2021	0	<input type="checkbox"/>

*A forum set up for conversations not related to the course*

Two of the seniors enrolled in the course opted out of the Moodle element of the classes, but attended the Zoom sessions. The others became involved in all aspects of the synchronous and asynchronous classes, wrote to the prompts and discussed each other's stories both on Moodle and on Zoom.

After Covid restrictions completely disappeared, a number of seniors opted for face to face classes only, but a core group have remained online. They say that it is more convenient - some of them have mobility issues at times, some have other physical restrictions which makes online a much better solution. The others simply enjoy not having to spend a whole morning or afternoon in public transport, or driving to go to a class.



The pivot to online classes enabled us to reach and retain the participation of seniors who would find it difficult to travel to classes.

### 3.9 Wissensdurstig.de

Since 2018, the German National Association of Senior Citizens' Organizations (BAGSO) has been running the online portal [www.wissensdurstig.de](http://www.wissensdurstig.de), funded by the German Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMSFSJ). The website lists more than 30,000 educational events for older people, but also nearly 300 materials related to education and learning in old age.

All content was developed specifically for work with older people or is suitable for this particular target group. Interested parties can use the portal to find out about materials developed by a wide variety of organizations and access them directly. All materials can be downloaded and used offline





or, in some cases, ordered as printed versions from the respective providers. Most of the materials are published in German.

The "Knowledge and Passing on" section contains literature and materials on the subject of learning in old age. The spectrum ranges from brochures and method booklets to online course formats.

## Wissen & Weitergeben

### Literatur und Materialien zum Lernen im Alter

Hier finden Sie ausgewählte Literatur sowie Materialien rund um Bildung im Alter und praktische Informationen für die Bildungsarbeit mit älteren Menschen.

Sollten Sie nicht fündig werden, nutzen Sie bitte die [Suche - interner Link](#).



#### Literatur und Materialien

Sie möchten sich schlau machen über Digitalisierung und Bildung im Alter oder darauf bezogene Bildungsthemen? Hier finden Sie ausgewählte Literatur und Forschungsergebnisse.

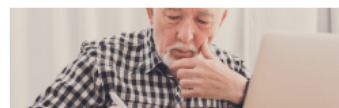
[Weiter zu Literatur & Material](#)



#### Mediathek Künstliche Intelligenz

Lern- und Informationsmaterial für Multiplikatoren speziell zum Bereich Künstliche Intelligenz im Alltag älterer Menschen.

[Weiter zur Mediathek Künstliche Intelligenz](#)



#### Online-Kurse

An dieser Stelle werden jederzeit verfügbare Online-Kurse für die Bildungsarbeit mit älteren Menschen gesammelt und verlinkt.

[Weiter zu Online-Kurse](#)

*The special section for online courses is currently under construction.*

The "Online courses" section contains online courses, video collections, and learning apps that are suitable for older learners and can be used to learn regardless of location or time.



Co-funded by  
the European Union



## In den Online-Kursen suchen

Suche nach Stichwort:

Suchen

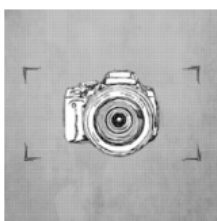
Suche zurücksetzen

### Online-Kurse (16)

Sortierung: Relevanz



Seite 1 von 2   1   2   »   [Letzte »](#)



#### Selbstlernkurs: Digitalfotografie

Medium: Praktisches: Ratgeber / Bedienungshilfe / Handbuch, Webseite / Portal

Herausgeber/Autoren: Harm-Diercks Gronewold

Erscheinungsjahr: 2023

Was erwartet Dich im Foto-Kurs? Mit Einführung digitaler Technologien erlebte der Kameramarkt einen wahren Boom. Dieser ließ zwar in den letzten Jahren etwas nach, dennoch gibt es nach wie vor unzählige Kameramodelle auf dem Markt, die sich oft nur in ...

[Weiterlesen](#)



#### Selbstlernkurs: Unser Dorf - Unser Dorf mit anderen Augen sehen und "Teilhabe": Wir gestalten mit!

Medium: Praktisches: Ratgeber / Bedienungshilfe / Handbuch, Webseite / Portal

Herausgeber/Autoren: Ev. Kirche in Hessen und Nassau (EKHN), Evangelische Kirche von Kurhessen Waldeck (EKKW)

Erscheinungsjahr: 2018

Was erwartet Dich in diesem Kurs? Der demografische Wandel verändert unsere Gesellschaft. Die Bevölkerung schrumpft, mit ihr die Infrastruktur. Dies ist vor allem im ländlichen Raum bemerkbar. Auch wenn die Folgen von Kommune zu Kommune unterschiedlich sind, bedarf es in ...

[Weiterlesen](#)

### 3.10 dorfMOOC (Selbstlernkurs: Unser Dorf)



The dorfMOOC was developed by the “Fachstelle zweite Lebenshälfte” in the adult education department of the Evangelical Church of Kurhessen.

*„The dorfMOOC shows ways to see your own village with fresh eyes, to discover what is missing and to develop ideas on how lively meeting places and initiatives can be created in the village. Very small steps will arise - but the big throw can also arise from it.“*

Target group:

People of all generations who want to get involved in their region and need a network to do so, i.e. professionals and volunteers in municipalities, churches, voluntary welfare organizations and ordinary citizens who live in rural areas or are interested in the problems and issues of rural areas ...

Components of the course:

1. Learning videos in which information is clearly presented and experts have their say.
2. There are additional materials and links.
3. Tasks encourage the participants to become active.

In forums there is the opportunity to work on tasks together, to network and possibly to develop initial ideas. The accompanying Facebook group DorfMOOC provides additional up-to-date information and networking. The DorfMOOC is the second winner of the Hessian Demography Award 2018.



Up-to-date information is available at: <https://unser-dorf-mooc.de/>.

Online-Lernplattform: <https://www.uncampus.de/weiterbildung/moocs/dorf-mooc>



### 3.11 The vhs- learning portal

In 2018, as part of the National Decade for Literacy and Basic Education, der Deutsche Volkshochschul-Verband- developed a learning portal for the 900+ adult education centers in Germany - with funding from the Federal Ministry of Education and Research (BMBF). The portal includes a variety of online courses from the areas of literacy, basic education and German as a second language.

The curriculum is designed so that it can be used either by course instructors in classrooms as a teaching tool or by individuals for self-study on a mobile device.

The portal is optimized for a blended learning approach and can also be used offline. It is also available in 18 languages to help learners independently manage their own language learning process through the use of digital media.

#### Willkommen im vhs-Lernportal



**Ich will lernen**

Deutsch lernen? Rechnen, Lesen und Schreiben üben? Oder das Handy sicher bedienen? Wählen Sie einen Kurs aus und starten Sie sofort kostenlos.



**Ich unterrichte**

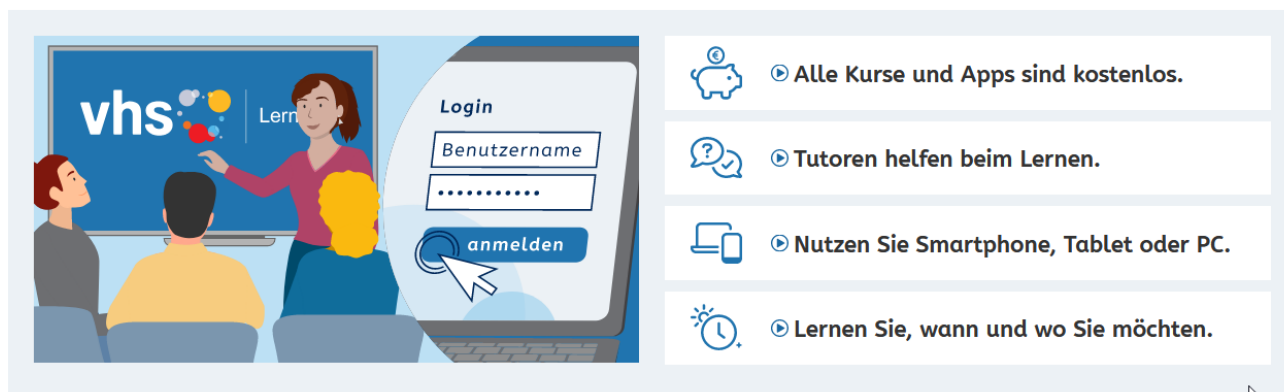
Sie möchten Deutsch- oder Grundbildungskurse digitaler gestalten? Nutzen Sie unsere kostenfreie Lernplattform mit erprobtem Unterrichtsmaterial.

By the end of 2024, the learning platform will be further developed in terms of technology and content, and new courses will be added so that it can be used as a digital tool along the entire education chain. All educational steps from literacy or second language acquisition to preparation for school graduation can then be completed without gaps.



## 3.12 Online Learning with the vhs learning portal for individual learners

### Online lernen mit dem vhs-Lernportal



The courses are aligned with the content of the integration courses, so that the vhs learning portal can also be used for independent practice parallel to a classroom course.

- All courses are free of charge, and some courses can also be used without logging in.
- Tutorial support is provided by course instructors as well as by tutors from the Adult Education Association.
- Users can work with smartphone, tablet or PC
- Learners' free-text assignments are corrected and commented on, and learners can also receive individual feedback on their learning success.

The courses focus on literacy and basic education. They are aimed at adults who have limited numeracy and literacy skills and want to improve their skills.

In addition, low-threshold content is offered for:

- digital literacy (e.g. first steps on the smartphone) and
- Information on health literacy (e.g. on healthy eating).

There is also a wide range of courses for German as a foreign or second language for all levels from A1 to German for the workplace.

By the end of 2024, the learning platform will be further developed in terms of technology and content, and new courses will be added.

The platform is linked to the vhs volunteer portal for volunteers in basic education and integration (see separate description).



- VHS learning portal: <https://www.vhs-lernportal.de>
- Trainings vhs learning portal: <https://www.vhs-lernportal.de/wws/9.php#/wws/schulungen.php>
- vhs-Lernportal: Basic education and German as a second language
- <https://www.volkshochschule.de/kurswelt/grundbildung/vhs-lernportal.php>



- VHS platform for digital self-learning/ basic education department: <https://www.vhs-onlineschulung.de>
- Overview of training courses vhs learning portal: <https://www.vhs-lernportal.de/wws/9.php#/wws/schulungen.php>

### 3.13 vhs-Volunteer Portal for Volunteers in Basic Education and Integration



The vhs - Volunteer Portal is aimed at all people who are volunteers or would like to become volunteers, as well as full-time volunteer coordinators. The aim is to provide volunteers with background knowledge and tailored materials so that they are equipped for their commitment.

The Portal is under the national umbrella of the Deutscher Volkshochschul-Verband (DVV) and funded by the German Federal Ministry of Education and Research as part of the Alphadecade 2016-2026. The goal is to enable all people in Germany to participate in society and professional life and to find their way in their everyday lives.

The portal is continuously being expanded; it bundles important information and support materials and offers networking opportunities among volunteers and full-time coordinators.

The portal is structured in four "theme worlds":

- Literacy & Basic Education
- Dealing sensitively with reading and writing difficulties
- Everyday life with reading and writing difficulties
- Supporting learners in concrete terms - but how and by what?

With texts and videos, experts convey basic knowledge and practical tips on topics such as everyday life in Germany, integration in education and work, German as a second language, intercultural communication, asylum law, causes of flight, countries of origin and dealing with racism. In addition to



various topic worlds and learning materials, the project also offers an exchange opportunity in the community area.

In the literacy and basic education knowledge area, information is published on volunteer fields of activity in literacy and basic education, accompanied by background information on everyday situations, strategies of learners, possibilities of approach and support by volunteers. Free materials for download, video interviews and best practice examples from experts as well as committed volunteers and other actors round off the offer.

All materials on the vhs Volunteer Portal are provided with an open license (OER) and are therefore freely accessible to users and can be used without hesitation.



vhs Volunteer Portal: <https://vhs-ehrenamtsportal.de>

## 3.14 ABC-Deutschkurs

### ABC-Deutschkurs



☛ Hier lernen Sie die Buchstaben und Laute des Deutschen und trainieren das Lesen und Schreiben von ersten Wörtern und einfachen Sätzen.

**Voraussetzungen:** Sie können in Ihrer Muttersprache lesen und schreiben.

**Umfang:** 12 Lektionen mit rund 900 Übungen

**The ABC course** contains 12 lessons and around 900 exercises that can be used by volunteer learning guides. However, the course is also suitable as a self-learning course.

"Here you will learn the letters and sounds of German and practice reading and writing first words and simple sentences," the course description says.

A prerequisite for participation is being able to read and write in the native language. A step-by-step guide supports registration, but access is also possible via "guest access" without registration. An app





enables learners to use all the functions of the ABC German course offline with a smartphone or tablet.



- **ABC course:** <https://abc.vhs-lernportal.de/wws/9.php#/wws/home.php>
- **Presentation ABC course:** [https://vhs-ehrenamtsportal.de/daten/nwt-2023/2023-03-31\\_presentation\\_abc-kurs.pdf](https://vhs-ehrenamtsportal.de/daten/nwt-2023/2023-03-31_presentation_abc-kurs.pdf)

### 3.15 "Smart Surfing - More Participation through Digital Consumer Protection"

**Smart Surfen – Mehr Teilhabe durch digitalen Verbraucherschutz**

Unser Bildungsangebot zum Thema Internet und digitale Medien.

Teilen: Datenschutz

↓ Fortbildungsangebot für Multiplikator:innen   ↓ Barrierefreie Angebote   ↓ Mehrsprachige Angebote   ↓ Kontakt   ↓ Über das Projekt

**Fortbildungsangebot für Multiplikator:innen**

**Schulungsangebot für haupt- und ehrenamtlich Engagierte**

2023 richtet sich das Schulungsangebot an Multiplikator:innen aus der Migrationsarbeit und Erwachsenenbildung. Hier geht es zu den Terminen und zur

Foto: Laura Muth/ VZ RLP

**Smart Surfer – Fit im digitalen Alltag**

Foto: D. Espinar

**Smart Surfer E-Learning**

Newsletter

The project "Smart Surfing - More Participation through Digital Consumer Protection" in Brandenburg aims to strengthen the media and digital skills of the target groups of older consumers, people with disabilities, and people with a migration background.

On the one hand, the focus is on conveying everyday knowledge about digital consumer topics; on the other hand, it wants to expand barrier-free and multilingual offerings.

The aim is to promote the consumer skills of vulnerable groups in the digital world by training multipliers on digital consumer topics and expanding barrier-free and multilingual offerings:





**In 2023, the training program is aimed at multipliers and course instructors working in the field of integration.**

The offer includes three learning modules on digital consumer topics, which you can also attend independently of each other:

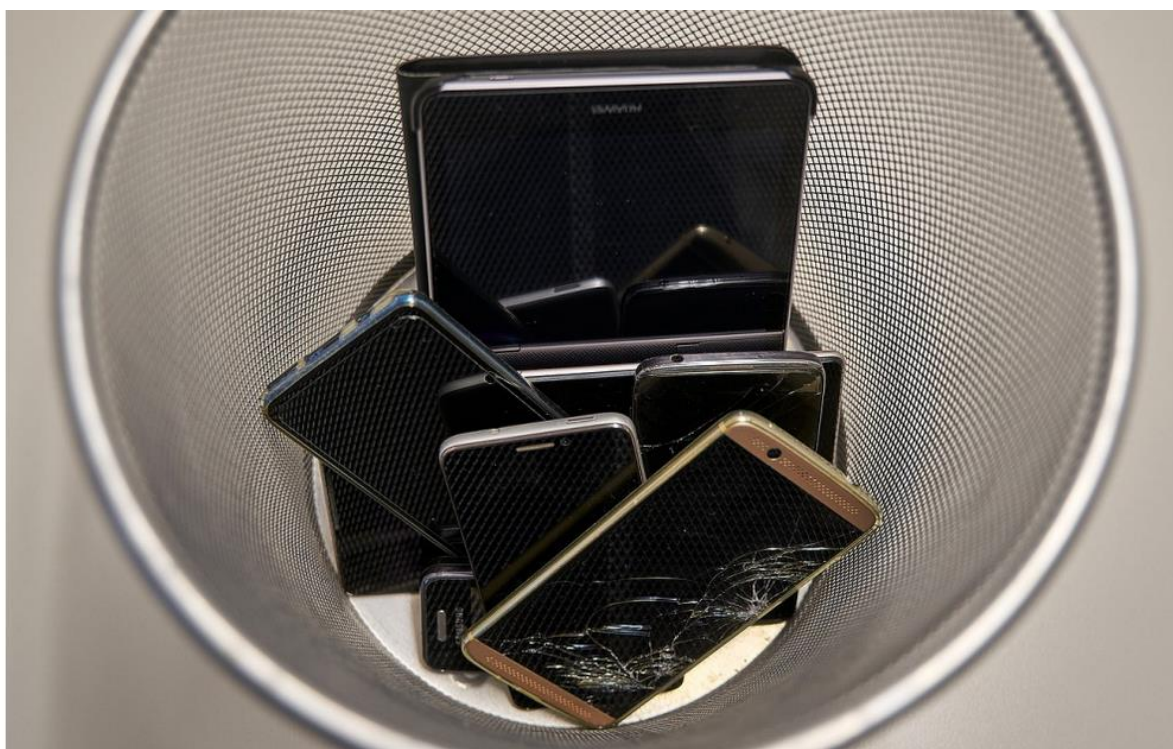
- Module 1: Safe on the move with the smartphone: Mobile phone contract, cost traps with in-app/in-game purchases, privacy settings for apps, etc.
- Module 2: Safe online shopping - avoiding rip-offs: Fake stores, comparison portals, rights when exchanging goods, etc.
- Module 3: Social networks: Data protection and privacy, fake news, hate speech, etc.

Participants receive methodological-didactic tips, accompanying information, and multilingual check-lists so that they can teach the topics independently in courses or counseling programs.

The online training courses offer space for state-wide exchange and networking and are offered in cooperation with the Brandenburg Adult Education Association.

The project builds on the "Smart Surfer" educational program, which the Rhineland-Palatinate consumer advice center developed and continues to develop together with cooperation partners and various sponsoring institutions and consumer protection ministries.

In addition to the modular learning aid "Smart Surfer - Fit in Digital Everyday Life" and the digital learning platform, the consumer advice center offers further training for interested teachers as well as extensive teaching material. **New: Module 10 - Digital sustainability**



*Old smartphones are often disposed of*



LINKS:

- Project "Smart Surfer - More participation through digital consumer protection": <https://www.verbraucherzentrale-brandenburg.de/smartsurfen>
- Project "Smart Surfer" of the Consumer Advice Center Rhineland-Palatinate, Module 10 "Digital Sustainability" / Series: "smart Surfer", <https://smart-surfer.net/module/smart-surfer/modul-10-digitale-nachhaltigkeit/elektroschrott>

## 3.16 Online course "Storytelling for Social Organizations"



The online course "Storytelling for Social Organizations" addresses the topic of "storytelling" as an important fundament of communication. How can facts and complex contexts be packaged into a convincing story?

It shows how to select content correctly, structure it and tell it in such a way that it reaches goals and target groups.

The free online course is aimed at all employees of social organizations and volunteers who want to expand their digital skills in a practical way and further their education in the field of communication."

### *Contents / modules*

- What storytelling is
- why storytelling is important
- how storytelling works
- characteristics of good stories
- the ingredients of a good story



- the hero's journey, Why? How? What? and SCQA
- Resources and skills for good storytelling
- Format building blocks for storytelling



Website: <https://www.betterplace-academy.org/course/storytelling>

The course "Storytelling for Social Organizations" can be found on the learning platform "**betterplace academie**" (see description below)



**The betterplace academy** sees itself as a learning platform for committed people and is an advanced training program for social organizations on digital topics.

Currently, more than 20 free courses are offered on the following topics:

- - Communication incl. online marketing,
- - Work and organizational culture
- - Financing
- - Fundraising with betterplace.org
- - Volunteering

The betterplace academy is itself a non-profit and belongs to the largest German donation platform: betterplace.org. The online courses and live webinars are created in cooperation with various experts. They all share their knowledge in a practical and application-oriented way to enhance your digital competence.

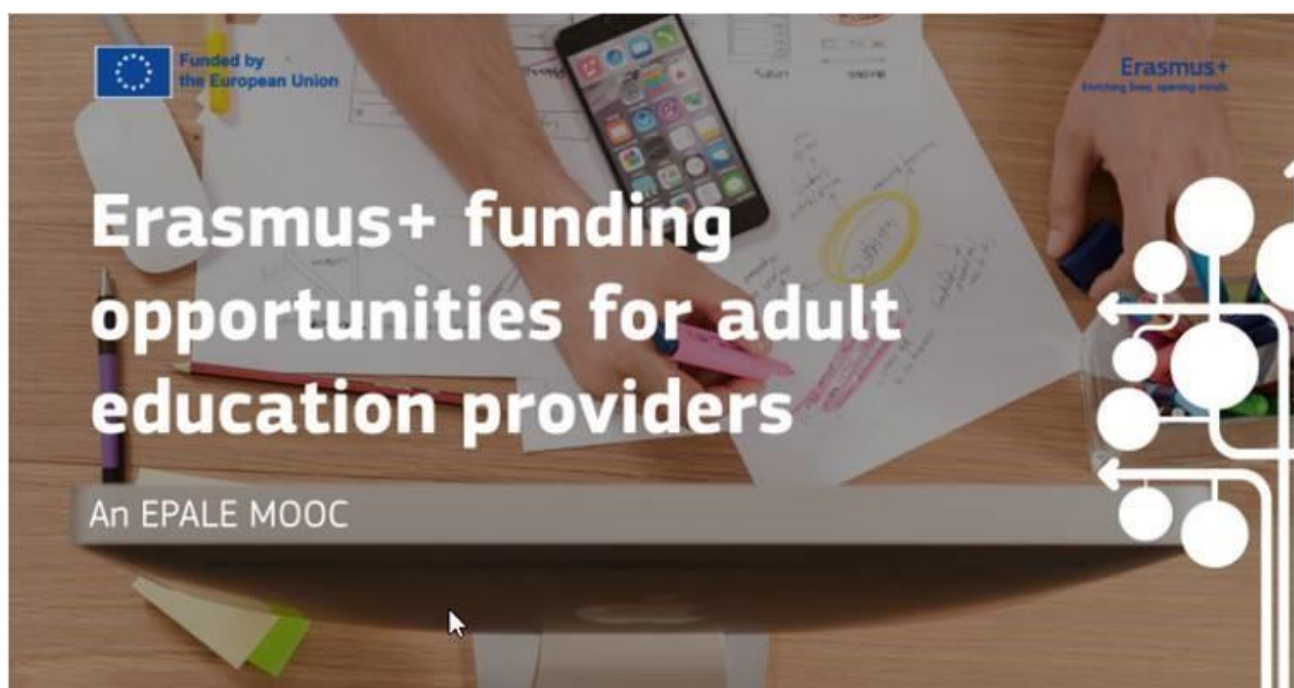
The target group includes volunteers and full-time staff from NGOs, foundations, associations, social enterprises and initiatives.



<https://www.betterplace-academy.org/>



### 3.17 MOOC „Erasmus+ funding opportunities for adult education providers“



[In this brand-new EPALE course](#), you will learn about the adjustments and changes made to the Erasmus+ programme (2021-2027) and will get useful and practical insights into the process around funding approval.

The MOOC “Erasmus+ funding opportunities for adult education providers” will provide information about the new Erasmus+ programme, adjustments compared to its predecessor, as well as insights into the application and assessment process. It will also give useful insights into the Dos and Don'ts of the application process, as well as how to approach communication with a National Agency.

The MOOC was created by EPALE to support adult learning and education stakeholders, organisations planning to apply for Erasmus+ funding as well as adult educators that are looking for application possibilities. This course is hosted on [EUAcademy](#), (description in the box )

Participation in the coourse MOOC „Erasmus+ funding opportunities for adult education providers“ is free of charge. You only need a EULogin account to enrol. You can either use your laptop and learn from home, or use your tablet/smartphone and have a look at the lectures on the go.

By having summarised almost all lessons in infographics and short animated videos, you can even have a quick look at the content and whether it is relevant for you, before diving into the lesson. The main lessons on "Application process and writing", "Assessment process" and "Application and Dos and Don'ts" are available as a video presentation.



<https://academy.europa.eu/courses/erasmus-funding-opportunities-for-adult-education-providers>





*The EU Academy is an EU-owned online hub containing first-hand knowledge, high quality educational resources and valuable insights, directly produced by the EU institutions, for individuals whose work is related to its sphere of action. The aim is to facilitate their easy and smooth understanding and successful implementation of EU policies in a wide array of fields. The mission of the EU Academy is to provide a modern and engaging learning environment that can foster and improve the quality of the application of knowledge on EU-matters in a simple, smart and inspirational way.*

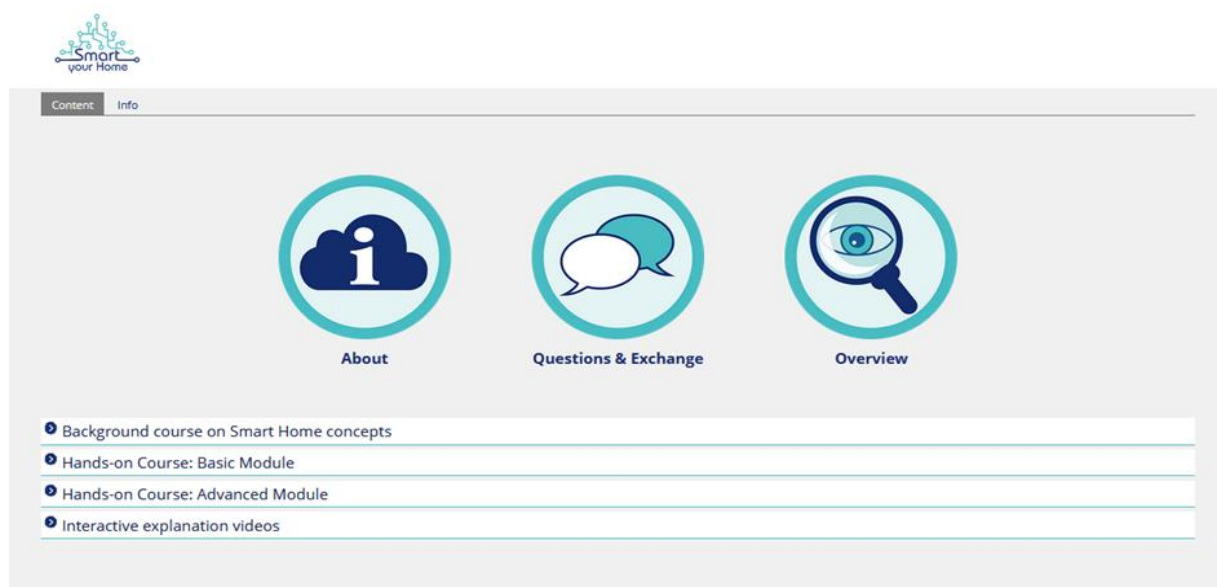
<https://academy.europa.eu/>

### 3.18 Teaching seniors about smart home technology: The Erasmus+ Project SmartyourHome

#### *Topic of the course & Target audience*

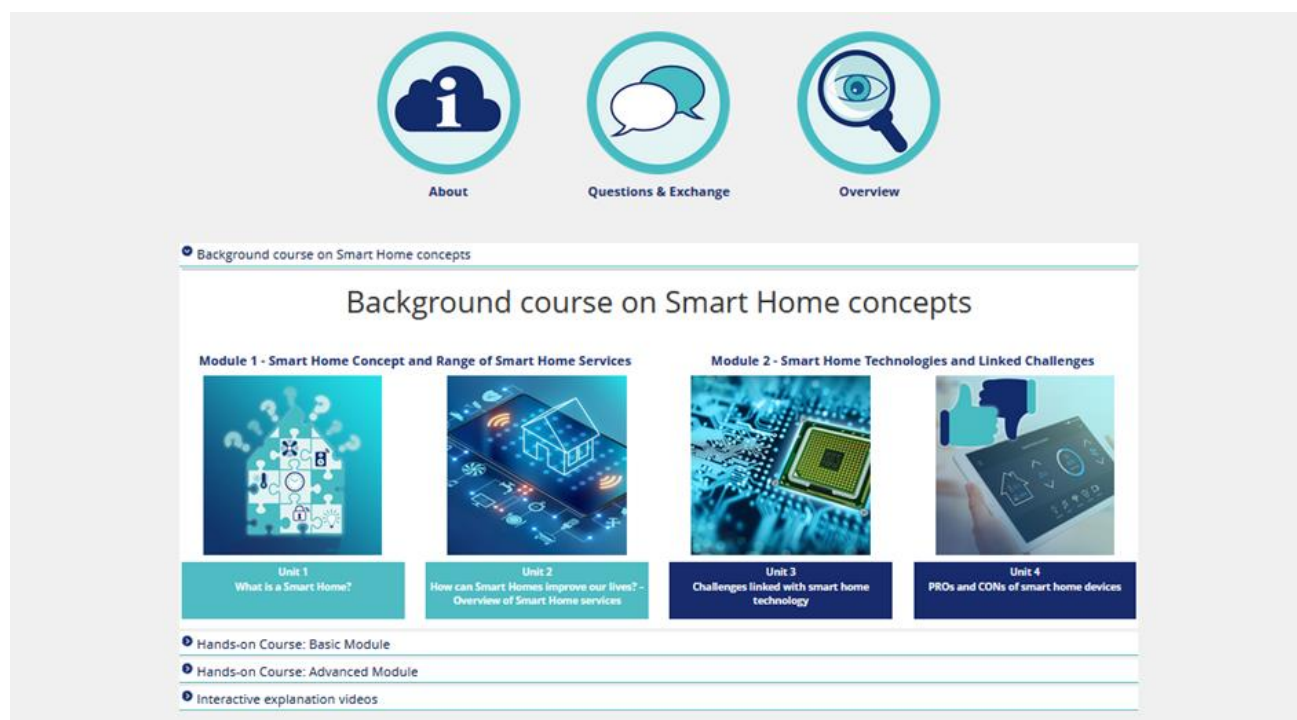
SmartyourHome was an Erasmus+ funded project aimed at senior citizens wanting to learn about Smart Home products and the benefits they might have for independent living at an older age. The project's aim was to teach senior citizens about Smart Home in general, according to the topics of "Security", "Health", "Entertainment" and "Energy Saving". It also provided three additional learning units for participants who wanted to gain more and advanced knowledge about Smart Home technology. A background course gave basic knowledge and served as an introduction into the topic.

#### *Platform design & course overview*





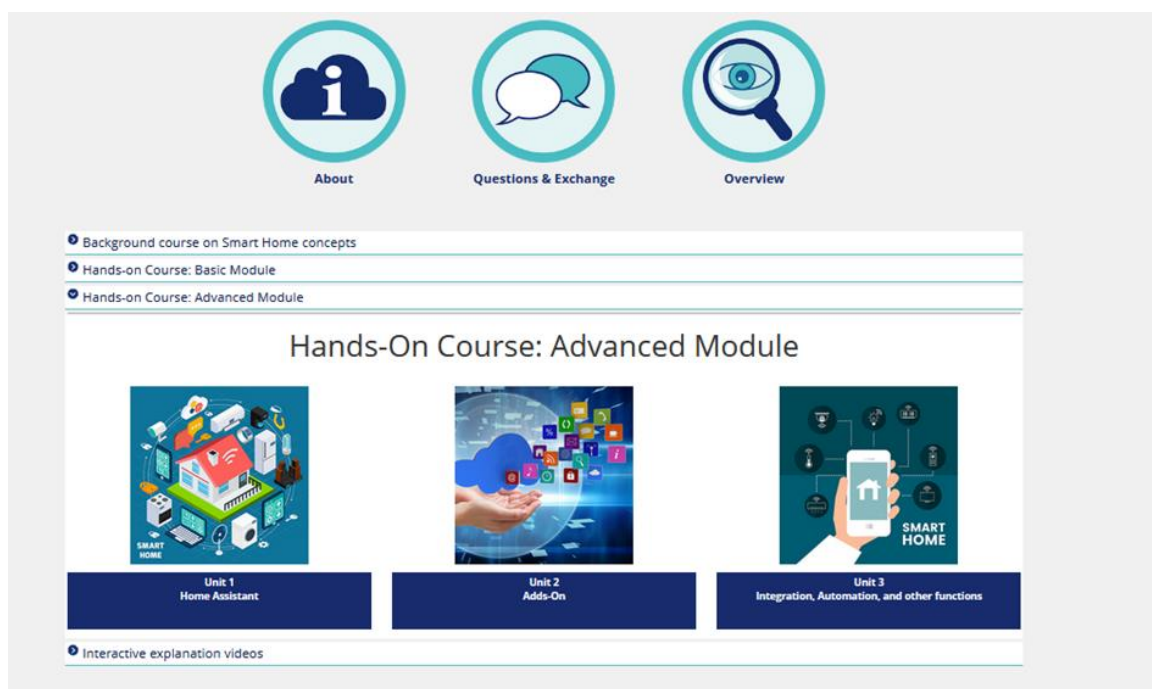
The picture shows the platform design. Since the course is arranged in three tiers of expertise, the design tried to reduce the visual load by hiding the courses in the folders below the three symbols indicating the forum, an introductory learning unit and a mind map on Smart Home technology.



The first folder “Background course on Smart Home concepts” contains the learning units that serve as a general introduction to the topic of Smart Home. The first learning unit in the background module was an introduction into Smart Home and aimed to show participants how Smart Home technology can facilitate living at home at an older age. The second learning unit dives deeper into the topic of how Smart Home technology is relevant for senior citizens. The third unit is on the challenges that come with Smart Home technology. The fourth and final learning unit in this course lists all the positive and negative aspects of Smart Home technology that were discussed in the previous units and adds new ones.



The second folder “Hands-on Course: Basic Module” contains an overview on Smart Home technologies according to the four fields of Entertainment & Automation, Home Security, Energy Saving and Health. The second module goes deeper into the devices itself. The devices are explored by the categories of “Entertainment”, “Home Security”, “Energy Saving” and Health. Each of the learning units gives examples of devices fitting into the corresponding category and how they may be used. At the end of each learning unit a specific step to step instruction on how to use the device in a scenario fitting to corresponding category is given.



The next folder “Hands-on Course: Advanced Module” contains the advanced learning units that are intended for learners who wanted to further their knowledge on Smart Home technologies. The last module contains advanced learning material, meaning those suited for senior citizens who are adept at using Smart Home technology and interested in scenarios using a Raspberry Pi. Again, there were specific scenarios given for the reader to explore.

The final folder “Interactive explanation videos” holds all the interactive videos that helped users understand the processes of implementing Smart Home devices and customizing their settings according to the individual needs.

### *User experiences with project & platform*

In this project the participants all differed in their prior knowledge on Smart Home technology. This made creating a learning environment favourable to all of them quite difficult. The first eight learning units received the best ratings since they served as an introduction to the topic of Smart Home and gave an overview over the devices. The last three learning units were intended for advanced learners and therefore not suitable for all participants. Another point of criticism had to do with technological resistance expressed by some of the learners. Many are very fearful of Smart Home technology and the (negative) implications it could have on data security. Therefore, some participants were critical of the information provided when it came to specific devices e.g., Amazon’s Alexa.

The biggest takeaway from the SmartyourHome course was, that target groups, especially when talking about senior citizens, need to be defined more clearly (f.e. Which skills are needed to take part in the course successfully? What educational background do the senior citizens have?). That way the course contents can be matched better to the participants.

When it comes to platform design a clear structure with as few items as possible is best for senior citizens. Anything that is visually hard to define and register usually swamps their ability to dissociate the important from the unimportant. Therefore, creators of E-Learning courses should design their platform in a way that offers few functions in order not to overwhelm.

### *Conclusions from this project*

#### **Target group:**

- Senior citizens are interested in Smart Home since it gives them the opportunity to stay at home longer.
- Older adults are sceptical of Smart Home technology even when issues are addressed in course Therefore room to talk about fears needs to be given continually throughout it as well as information on the actual risks.
- The target group needs to be specified according to skills & background
- Presentation of content:
- Simple and sleek yet not impersonal design.
- Avoiding visual overload in all areas of the course design is central to senior citizens being able to navigate the platform.



- Senior citizens should be provided with as few functions as possible, so they are not overwhelmed.

#### Content:

- Content should be given in clear step by step instructions.
- Should make the target audience of each learning module clear (beginner, intermediate, advanced)
- The content should be visualized using many different kinds of media. (For example: Many of the scenarios were explained with the help of instructional videos. That way it was easier for the readers to imagine a home life where the devices were already implemented and in daily use. To make them easier to understand, step-by-step instructions were paired with images. Throughout the entirety of the course videos were implemented to visualize information and or lighten the mood. Important and interesting factoids were highlighted with the help of icons and colourful fields.)
- Authors of e-learning courses on Smart Home technology should concentrate on a small number of devices so that participants are not overwhelmed.
- A call-in hour for seniors where they can get help with their devices might be helpful.

The SmartyourHome project is no longer active, but its contents can be accessed [here](https://smartyourhome.ili.eu/goto_smartyourhome_cat_154.html).



[https://smartyourhome.ili.eu/goto\\_smartyourhome\\_cat\\_154.html](https://smartyourhome.ili.eu/goto_smartyourhome_cat_154.html)

## 3.19 The “LernHaus” Project

### *Topic of the course & Target audience*

LernHaus was one of the first ILI projects for older learners. Its aim was to teach senior citizens ICT skills from basics like starting the computer up to more advanced topics like calculating household accounts in Excel. The target audience reached from absolute beginners to senior citizens with more advanced knowledge on information technology.

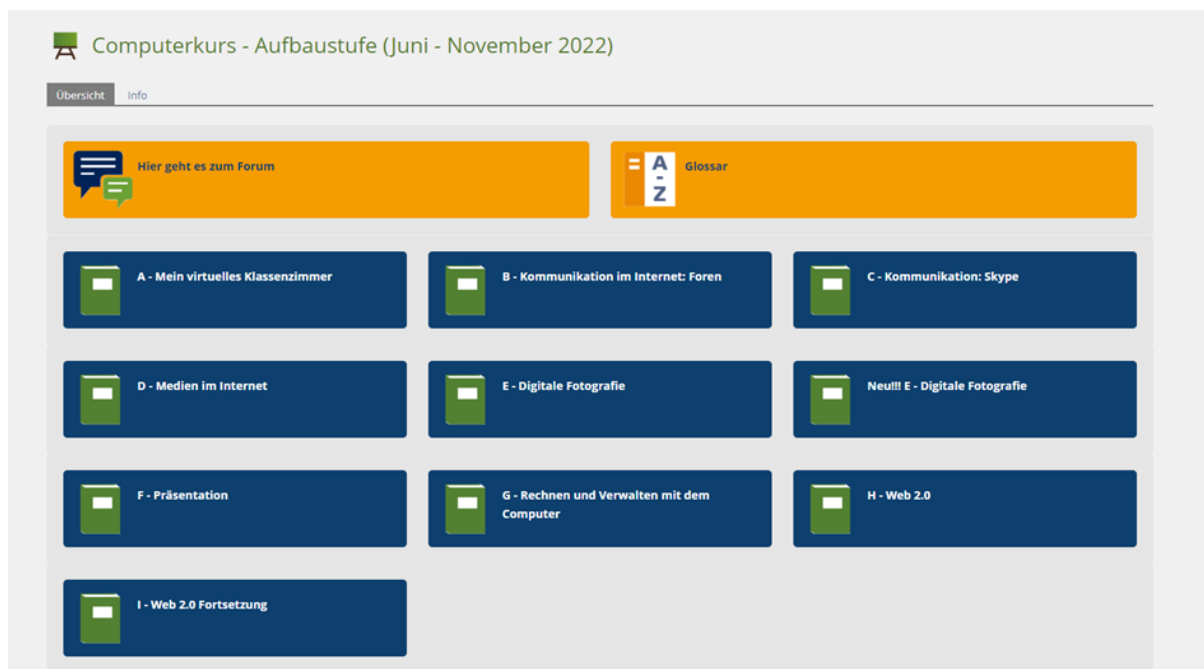
This project had four different courses. The first one was a basic course with a step-by-step introduction to the computer and the platform. It gave the users basic knowledge like using a mouse, what a link is and so on. At the end of the course the senior citizens had basic ICT skills and could navigate the internet and their computer mostly on their own.

In the advanced course the seniors learned further skills, like using different programs on the computer (office products and so on) or editing pictures. When the ILI-team realised that mobile devices were on the rise a separate module was created for and about tablet usage.

There was a fourth course for senior citizens that had previous ICT skills and wanted to tutor other learners that took part in the basic and the advanced courses.



## Platform design & course overview



*Virtual classroom*

### Virtual classroom

The project designed the courses according to the concept of the virtual classroom, meaning that there was a central space where all the learning materials and contents of the course in general were based. The users could access these contents there and interact with each other and the teacher + tutor in the forum. The course also provided a glossary in which terms that might be unknown to users were defined.

### Learning units



*Forum, Learning Unit, Glossary*



Each learning unit could be accessed separately through a button. Each content type had an icon that indicated the contents contained in it: the book symbolised the learning units, the speech bubbles communication, and the book with the A-Z on it the glossary.

The first learning unit of each course was called “Your virtual classroom” and described the concept of the virtual classroom to users and helped them navigate the course.

The learning units also followed a specific design. They always started with giving the reader a table of contents as well as learning targets. There was also a fixed table of contents on the left side of the learning units. That way they could always orientate themselves in the course.

Since the course was aimed at beginners and people with different levels of ICT knowledge, the creators of the course weren’t sure whether readers would know all the vocabulary. Therefore, a glossary was created where these words were defined further. The corresponding terms were underlined in the learning units.

### **User experiences with project & platform**

Especially in the beginning, the LernHaus project was a success. The project helped many senior citizens to gain ICT skills. It was so successful that there were reiterations of the course at least in 2017, 2018, 2019 and 2021 (sometimes one in first half of the year and one in the other). The course was updated regularly: for one because the programs and services described in the course needed regular updating and secondly because the demands of the course content changed over time too.

However, in the last two years the demands for ICT teachings for senior citizens have changed. For one, the usage has changed from devices like laptops and computers to mobile devices like the smartphone. At the same time the programs used have changed dramatically too, i.e. senior citizens now edit photos on their smartphone and no longer upload them to their laptop. In addition, other apps have risen in importance, like WhatsApp and Instagram. Although the project had helped senior citizens gain ICT skills for a long time, both the demands of the target group and the landscape of information technology have changed so much that updating the project would have basically meant a complete overhaul. Nevertheless, certain conclusions can be drawn from both: the project itself and its ending in 2022.

### *Conclusions from this project*

#### **Target group:**

- Senior citizens were quite interested in LernHaus since the course addressed the lack of ICT skills quite common in this target group
- However, the target audiences have shifted their interest from devices like the laptop to mobile devices like the smartphone and the tablet and apps & programmes available for those devices
- An advantage of LernHaus was that it addressed complete beginners giving them the chance to find an entry into the internet and the world of information technology.
- The option to contact a tutor (in the case of this project a peer) further facilitated the learning process.



### Presentation of content:

- The LernHaus project used the concept of the virtual classroom. That way the content was centred in one space as well as the communication tools and the glossary.
- The virtual classroom had a simple and intuitive design where all the items could be surveyed at a glance by participants.
- The different content types were separated by colour and icons which made them easily distinguishable.
- Since senior citizens tend to be overwhelmed easily the learning units had a table of content on the left side so they were able to always orient themselves in the course.
- Most senior citizens nowadays use mobile devices like the tablet or the smartphone so that a course on ICT skills should be available for those.

### Content:

- The content was created so that a participant could work through it from basics up to advanced topics.
- The four courses addressed different audiences, be it learners with none to minimal knowledge of ICT, those who had previous knowledge but wanted to improve it and others who wanted to learn this but on their tablet.
- Each learning unit gave an introduction into its contents, giving participants a clear indication of what was to come.
- The content addressed the needs the target group had when the project began: learning how to use hardware like the computer mouse and using programs on the computer + using the internet. However, these needs have shifted dramatically to skills needed on mobile devices like using messenger services (predominantly WhatsApp) and using one's finger to scroll and tap.

## 3.20 TRACE US Project



Traditions, Recipes And Cuisines of Europe Using Smartphones (TRACEUS) project was a living laboratory of social and technological activities, promoting knowledge and new technology skills through culinary traditions. The partnership brings together [Dublin City University \(DCU\)](#) from Ireland, [Tulip Foundation](#) from Bulgaria, [E-Seniors: initiation des seniors aux ntic association](#) from France, [Universidad de Castilla - la Mancha](#) from Spain, [Centre for advancement of research and development in educational technology \(CARDET\)](#) from Cyprus and [MEDITER - Réseau Euro-Mediterraneen pour la cooperation a.i.s.b.i.](#) from Belgium.



The main aim of the project was to increase social integration by supporting local adult learners from different background aged 55+ to improve their ICT skills through sharing culinary traditions.

In the contemporary world of technology, preserving our cultural heritage and promoting cultural diversity is important and necessary. A country's cuisines reflect its unique history, lifestyle, values, and beliefs. It includes inter-cultural exchanges via centuries and connects generations and communities. Food can be a bridge that helps immigrants find their place in a new society and can bring people together across cultures. Elaboration of the cultural significance of food and eating will focus on social values, meanings, beliefs and sharing and not on dietary requirements and nutritional values.

New and innovative training curriculum and online platform were developed to empower older adults to become authors and movie makers using new technologies and developing innovative digital culinary materials via their smartphones in the form of small online videos. These are freely accessible and were also presented at national events together with specially developed guidelines for NGO representatives working with older people to raise their competencies and to disseminate and multiply the project results. Additionally, the partners decided to publish a monthly newsletter.

The project was co-funded in the frame of [Erasmus+ Programme of the European Commission](#). The activities took place in all six countries from 2020 to 2022.



Here one can find a few video recipes from Bulgaria:

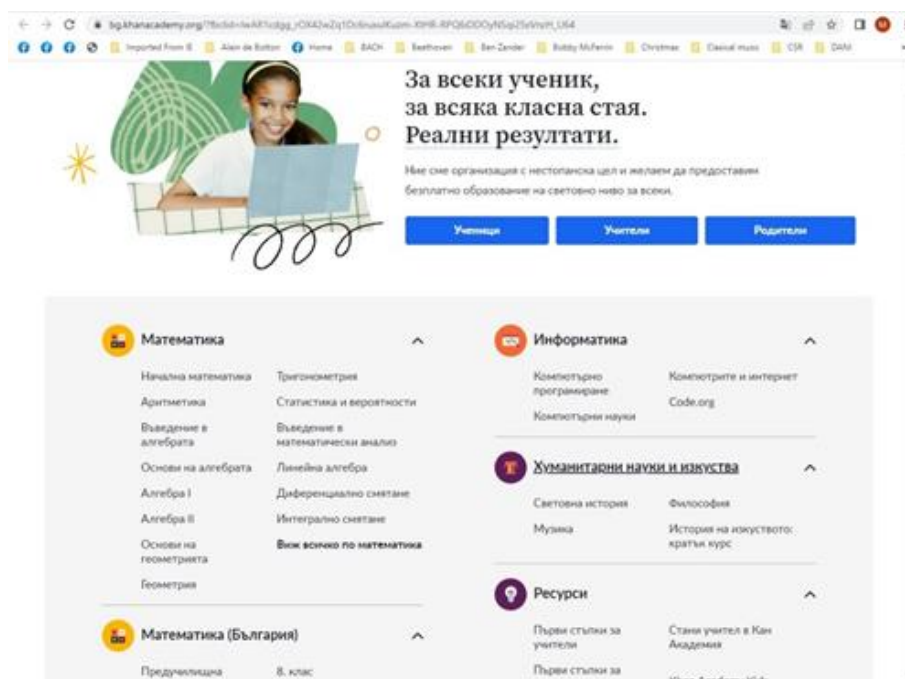
- <https://www.youtube.com/watch?v=p0x3gh5CG3g>
- <https://www.youtube.com/watch?v=kGDEJo53Bjl&t=1s>
- <https://www.youtube.com/watch?v=06yMJl6DR2c>

and from some other countries:

- <https://www.youtube.com/watch?v=9mEHZgo7W1k>
- <https://www.youtube.com/watch?v=C0GglLxx5x0>
- <https://www.youtube.com/watch?v=pc0Ay2ekXac>



## 3.21 Khan Academy Bulgaria



One of the few open online learning platforms in Bulgarian language that is accessible for older people is Khan Academy. It is primarily aimed at school children, parents and teachers. Still some of the courses are relevant for people from all ages who have specific interests or have the will and the time to learn new subjects. Its popularity has risen over the last few years, possibly because of COVID 19 pandemic and the restrictions on travel and social life, but also due to word of mouth.

The platform offers a few sections relevant for adults / older people, namely:



### Informatics

- Computer programming
- Computer sciences
- Computers and Internet
- Code.org



### Humanitarian Sciences and Arts

- World History
- Music
- Philosophy
- History of arts – short course







## **Science**

- Astronomy and cosmology
- Physics
- Chemistry
- Organic chemistry
- Biology
- Ecology
- Health and medicine
- Stanford University School of Medicine



## **Economy and finance**

- Finance and capital markets



## **Preparation for tests**

- Sat English



# 4 Learners' needs, expectations, and potentialities

## 4.1 Methodology

To help gather learner's needs, expectations and the potentialities of the SenGuide methodology for learners, one single questionnaire was developed; this was divided into several sections, depending on the target and the kind of information to gather. We divided the research in several sections:

### eLearning perception, attitude, motivation

Education has a huge experiential component that affects learners emotionally. Their own interests, motivation and expectations should be considered in the design of any educational program. Moreover, ICT can affect learners in many ways, both positive (usefulness, empowerment) and negative (stress, failure). It is possible to extract success criteria for eLearning design and course implementation in the following targets:

- A. senior learners with eLearning experience, who have enough ICT skills and have previously participated in training. They can have a positive or negative perception of their experience as online learners. We aim to understand which components of eLearning influenced them positively or negatively
- B. senior learners who do not have eLearning experience. We aim to know which are the reasons and barriers for not becoming online learners.

This dimension covers the following facets: affective, perceived control, behaviour, and usefulness, the purpose being to understand the barriers, interests, motivation, expectancy, and any other aspect that could help design/improve a course.

### Learning Management System (LMS) components for success

We wanted to know which features of LMS (hard features) and also other eLearning components as pedagogy, activities design, etc. (soft features) could be considered the key to succeed in online training, and we looked to get this information from both perspectives:

- A. Senior learners with experience in eLearning, so they can identify which features and components were positive while others were perceived as too complex or not useful.
- B. Creators or any other people involved in training using online methodology, knowing which difficulties they found while train online, but more importantly, to know other positive experiences guided to solve those difficulties, mainly to new people who want to become online creators, tutors or trainers.

This dimension covered the following facets: user interface, skills, pedagogy, dynamics

### Becoming creators

The SenGuide project aimed to help senior learners become senior creators and online trainers. Therefore, a specific dimension was to know how to reach this aim, namely what conditions would



facilitate a senior to become creator? We expected senior learners who already had skills and knowledge to become creators.

- A. Senior creators: active learners, with a varied level of skills, highly involved in online creation and tutoring.
  - a. Motivation and interests in creating; list of possible reasons why they would become creators or trainers
  - b. Skills and competences required: list of skills (hard and soft) learners feel they would need to be able to create
  - c. Additional needs for creators: support?, tutoring?, (list and open questions for taking the step to become authors)

## 4.2 Quantitative surveys

One single model of questionnaire was developed.

The questionnaire was designed to be delivered to any kind of target, with sections that can be answered or left empty depending on whether the senior learner has experience in online learning or not, and also if the senior learner is interested or not in online teaching. Below are the sections that the questionnaire is divided into:

- A. General information
- B. Online learning
- C. Becoming a creator

## 4.3 Results

A total of 22 men and 51 women (not everyone indicated their gender) replied the questionnaires with an average age of 64,8 years old. 33 were already enrolled in an educational programme, 24 were not, average time: 2,9 years

On the question about their average skills on following items, were (1=“I do not know” 5=“I manage very well”)

- Search for information on the Internet: 4,41
- Read and send e-mail with attachments: 4,47
- Write documents (using text processors): 4,09
- Create a presentation (power point or similar): 3,32
- Present an idea using Power Point or similar: 3,22
- Take photos and retouch them (cutting, resizing...): 3,39
- Record a video and later upload to an online platform: 2,96
- Create a screencast (a record of your computer screen): 2,69
- Download / upload files to Internet pages: 3,52
- Use a virtual learning platform (eLearning): 3,30
- Participate in a forum to share messages, ideas, help others, etc.: 3,49
- Plan and organise an activity that involves other learners (collaborative/cooperative): 3,01
- Participate in an online meeting (using webcam, microphone): 3,81



- Organise an online meeting, share the link with other learners and support them: 3,13
- Explain a topic I know very well, using technology, for example, helping others using a forum, or writing a text: 3,41

Compared to face-to-face courses, eLearning required a huge effort: 3,4 (1-7 scale)

Could you please explain what was most difficult comparing face-to-face and eLearning?

- Online tends to make me more "tired", more distracted.
- "Finding a quiet environment and a stable internet connection, the small display on the monitor of the notebook of some presentations, if I didn't understand something, I can't just look over the shoulder of the person next to me and ask. Questions in the chat take longer than direct questions."
- You are not as focused as in a face-to-face course.
- Interaction more difficult
- Internet connection
- Questions that arose about the content of the information provided could not be discussed directly as in a face-to-face course and questions could not be clarified in dialogue.
- After the course I was left alone in front of the PC.
- It takes longer and it's harder to activate learners than face-to-face.
- it is the same - face to face or online, it is the motivation that matters
- one cannot share with other people
- was not able to raise questions
- lack of stimulus and student-teacher interaction.
- The most difficult thing is to know the system to follow, after that it is all similar to the face-to-face system.
- Adapting to the way of participating and the limitation of the questions.
- In the first ones I did not control the computer
- It depends on the course and the professor...
- It is different, face-to-face is closer and more human, the electronic system avoids displacement and you control the schedule.
- With their differences they have been the same.
- It is more challenging and time-consuming.
- handling in the first sessions
- The first few days of the course
- Set a schedule for the classes
- Learning how to use the platform used by the course.
- Writing, answering.
- I sometimes find the computer terms difficult to understand.
- For me it was at the beginning of the course to understand how it works, as each course was made by different platforms.

Which platform have you been using? For example, it can be Moodle, ILIAS or if you do not remember the name, include the name of the organization or address.

Average reply: The platform we used for eLearning was too complicated : 3,3

- <https://www.digitale-nachbarschaft.de/scout-test>
- ILIAS
- Adult education centre, Fuerth
- Not specified
- Zoom
- SenGuide, see above
- SenGuide - I got to know both platforms
- In the last course it was Wordpress. I had trouble with the structure.
- moodle
- ILIAS or WordPress
- Blackboard
- vvs
- CAFO
- moodle
- Jaime I University of Castelló
- "UJI. LIVING COOPERATIVE"
- "Now Moodle was used by the Post Office, which is the company I worked for"
- The one normally used by the UJI
- the Correos E-learning platform
- moodle
- Uji.mayores.es
- Genetics course University of Madrid
- the one they use from the UJI
- The courses provided depended on the State Administration and the trade unions and were offered to employees, so they were different platforms.

Which aspects of the platform were most confusing or difficult for you?

- Don't know
- Linking spoken lessons to other lessons.
- The (external) assessment of my learning progress
- As already written above: the structure of Wordpress is difficult to allocate - lessons, sections, .....
- You have to find your way around everywhere first
- orientation among different opportunities
- the questions

What did you miss (sharing tools, activities, support, etc.)?

- Communication tool/forum
- Exercises
- Interaction
- Nothing | nothing | Was appropriate | None | Nothing | Nothing | All correct
- Interactively designed exercises and suggestions as well as feedback in an appropriate amount of time.
- I missed a personal space to organise the knowledge (growth) in a vivid way as well as stimulation for deepening.
- I certainly should have asked more, then it would have been easier. So it was my problem. Support was always offered.
- support from other people
- to raise questions
- Support | Support on occasion | Activities, support | Activities and support. | support
- I don't remember. After that I have been learning
- support from other students in the same situation
- Activities
- "Support sharing tools"
- have more skills in this type of course.
- Face-to-face activities
- In the last ones I did there were already discussion forums and you could consult the tutor whenever you wanted. As the course was done by several coworkers, we could always comment among ourselves.

As a general reply to “Generally, I enjoyed the experience “, from 1-7 where 1 is “I completely disagree” and 7 is “I completely agree”: 4,46

#### Becoming a creator

- In website or blog
  - Yes: 11
  - No: 33
- Video channel
  - Yes: 5
  - No: 39
- In text/guide (As book)
  - Yes: 16
  - No: 28

#### Topics to learn

- None
- Senior citizen sector
- Technical IT topics, handling of end devices, functions of apps, data security; technical understanding and know-how in practical application.





- Data security, digital design possibilities.
- Sustainability - in all areas of life
- Open to everything
- culture, history
- work with people, mirnf.fhrs
- tic
- Sociology, Philosophy, Sports
- History and geography
- History, art ...
- History
- history and computer science
- "Scientific subjects: mathematics, genetics. Languages."
- Any one that will help me to handle myself better.
- Especially to learn more computer science.
- At the moment I'm interested in learning more about computers and internet to apply it in everyday life.

#### Topics to teach

- Digitalisation of seniors, dementia, smart home
- handicrafts
- organisation, finances, teamwork, leadership
- social topics
- Inspiring seniors to work with smartphones or tablets
- Logistics
- Performing arts
- visual arts
- Nutrition
- Public relations, developing project in volunteering....
- Due to my voluntary work, I have a lot of experience in training older people in the use of smartphones and the internet.
- learning English, medical terminology
- history
- social work
- development and management of projects, organisation of forums, conferencies, discussions, publishing of information, team work
- domestic violence
- mediation
- music
- civil participation
- support to children and young people in vulnerable situation
- Labor and social security legislation

- Cultural heritage
- photography and video
- Relatively good on railroads and especially on the contact air line.
- I can have a knowledge from searching for information on specific historical, cultural or scientific topics.
- Medicine
- biological sciences, history

Would you like to organise a course related to your topic, so you can share your knowledge with other people (as other classmates or friends)?

- I do not want to: 9
- Not sure: 18
- Yes I would like to, but I do not feel confident enough: 8
- Yes, I have already shared my knowledge online: 8

Which kind of help or support would you need to share your knowledge online? Examples: with the use of technology to create materials (videos, photos, text), on communication skills, on the online platform (that is sharing the online platform)

- Support in the operation of video editing programmes, photo editing software
- Help with the operation of learning platforms and with the presentation of content in video conferences"
- I am not sure if this makes sense. Both hardware and software are subject to such rapid innovation cycles that, although little changes in principle, something is constantly changing in detail. Therefore, I think that such materials become obsolete very quickly.
- Operation of video editing programmes, photo editing software | Videos | Videos. Photos and texts. | creation of videos
- I would have to know the structure of dissemination whether interested parties - apart from the factual information - really (could) contact me as a person;
- I can imagine support in the form of advice on which technical requirements (formats, lengths, data volumes) are usual for which channels in order to reach other people successfully.
- For training on smartphones, training via Zoom has proven itself, as the operating systems are constantly changing. For other topics, a learning platform is quite suitable. Here, support in operating the platform would be helpful."
- I think I do not need help

- technical support | training, technical support I don't like online sharing of knowledge
- cannot say | do not know | I do not know | Not sure | Not sure | I do not know.
- to find out how are materials developed, what technology I need, how the online platform works
- May be about the platform itself - how it works, how are things presented there, how it is used and by whom, how is feedback collected
- training on how to do this online | On the online platform.
- Fluency in the use of different computer tools
- communication skills | communication skills and sharing online platform
- COURSES
- with the use of technology to create materials (videos, photos, text, etc.).
- use of technology

## 4.4 Conclusions from qualitative research

It can be observed that the skills of the participants were basic-medium, but enough for internet communication and surfing on the internet, the skills that seniors were highly competent were: surfing, search, write documents, and send and receive mails. On the other side, using presentation, photos or video recording was very challenging.

Participating on online meeting, was a skill in between the previous ones; we will know later that this capacity was mainly acquired during COVID-19, but now, they do not feel confident enough to deliver training using online virtual meeting platforms.

For students used to online learning platforms, generally speaking, they did not found it excessively difficult, although they missed the usual human interactions, and in some situations they felt lost, not only technically (about the tool used) but also about the activities or the structure of the course.

This is understandable, but the students enjoyed the experience (4,46 from a 1-7 scale).

It was not possible to establish a common platform for creation, and there was a huge variation between video, text (Word / PDF), power point, blogs. Although this could be considered a strength, making it possible for the students to create a huge variety of media for their courses, it could also be a weakness, as the variety referred to different courses, while within the same course, media were too homogeneous. However, we should be careful not to impose the use of types of media to create content.

Mainly, the topics seniors preferred to learn were in the humanities area(arts, philosophy, geography...) but also in ICT. On preferences for topics to teach, there was a huge variety. This was understandable, as now, they specifically selected the course/subject they had in mind to teach.

Finally, when seniors were asked about which kind of support they would require to become online teachers, following were the main competences:

- How to use ICT tools to create: photo editing, videos, presentation...
- Tutoring on the general process, that is guidance on moving from senior learners to creators, content planning and course delivery. This included capacities for communication and also, how to do training generally speaking.

Surprisingly, some seniors said they do not need help (probably some of them had already experience teaching online) while others were not even sure what they needed. In any case, tutoring and guidance to ensure a final product with enough quality but also accompanying the senior learners during their development as a trainer was considered needed, even if they thought had enough skills.

## 4.5 Qualitative research

The second phase of this research was performed in a qualitative way on small learners' groups; this could be done individually, as interviews, or in groups, following the Focus Group methodology. The quantitative questionnaire was used as a model, focusing on following topics:

1. How do you consider your digital skills level?
2. Have you used online communication platforms such as Zoom, Meet, Teams or similar?
3. About online learning: How many courses have you attended?
4. If not: What could we do to change your mind and you enrol in an online course?
5. If yes: Who provided this course? An official organisation? An enterprise? A school? Was it for professional purposes?
6. Perceived effort required. Could you please explain what was most difficult comparing face-to-face and eLearning?
7. Was it easy, or difficult? Which platform have you been using? For example, it can be Moodle, ILIAS or if you do not remember the name, include the name of the organisation or address.
8. About becoming a creator: Have you created any material or content and published on the Internet before?
9. Would you like to share some of your experience and knowledge related to the topic you described in previous section?
10. Which kind of help or support would you need to create materials, and later publish them to share that information with others?
11. Would you like to organise a course related to your topic, so you can share your knowledge with other people (as other classmates or friends)?
12. Which kind of help or support would you need to share your knowledge online? Examples: with the use of technology to create materials (videos, photos, text), on communication skills, on the online platform (that is sharing the online platform).

Take note than even the interviews, we followed previous question list, in the next page you will find the summary of most relevant information, some which could not have been expected or were interesting to point out.

## 4.6 BAGSO

Following is the summary of the online SenGuide focus group.

Four participants were involved, older adults with professional experience in adult education as well as in using digital learning formats. They looked back at their professional experiences, networks, personal strategies as well as professional contexts with digital learning in different roles/digital formats: positive as well as negative.

### **What encouraged your motivation, what experiences did you have as an interested/seeker of online formats?**

The stimulus to seek out a digital course can vary widely: for example, an individual interest/questions about a specific topic - with or without a specific age reference (example "Autogenic Training" "Digital Estate"). Individual previous knowledge and experience as well as the connection to professional networks were seen as essential (success) factors in the search for digital "advanced training" "education in general": one comes across digital formats by using one's networks / professional newsletters. (Example: as a lecturer at the VHS, one has access to the VHS learning portal), one is invited as a participant/or as a speaker at a digital event.

It became clear that when researching and selecting digital educational offerings, the focus is on high-quality content and easy-to-use technology. Individual technical support and content that matches professional and individual goals are in demand. For those planning to develop digital offerings themselves, curiosity and interest also play a role: "to see how others do it" - for example, to "address" a specific target group - and to win them over as participants.

The participants agreed that a lack of equipment, previous educational background and/or negative experiences in the digital field can significantly affect the motivation to search for suitable digital offerings. For providers (i.e. digital health and care-related) it is therefore important not only to offer technical assistance, but also to break down psychological barriers and individual reservations by addressing them appropriately: consider low-threshold offerings to introduce hard-to-reach target groups to the digital world; those offered by the VHS ("I want to learn" at: <https://www.vhs-lernportal.de>), but also by BAGSO as part of the "Digitalpakt Alter" (at: <https://www.digitalpakt-alter.de/>), were mentioned here as examples of good practice.

### **What individual experiences have you had in dealing with different online formats?**

All participants went into great detail about their involvement in different digital educational formats that had remained in their very vivid memories (both positive and negative).

Example 1: While searching for an online offering on the topic of "digital estate" via a consumer portal, one participant had come across an online seminar on this topic\*. Free access, technical support, and the chat function available, which also enabled exchange between learners in the video format, were what she described as positive factors.

Example 2: The digital self-learning offer of a health insurance company, structured according to different health topics, surprised another participant. As an advantage of such self-learning offerings, she pointed out that individual learners sometimes prefer an anonymous learning situation: "Anonymity can be very useful." Referring to an offer of the VHS for people with writing/reading difficulties, she highlighted the use of an AVATAR, which offers individual help on request by means of slowly formulated questions.

Example 3: With shock, one participant recalled an online event: "... a great presenter, but this was the very first time she had done something like this online and she obviously hadn't been coached." Her conclusion: facilitating online events requires additional qualifications on how to guide a digital event so that it "feels personal," participants feel individually addressed and understood, questions can be asked, and the facilitator can also respond to them. "This requires additional qualifications-starting with appropriate positioning in front of the camera!"

Example 4: The participation in the SenGuide training was referred to by a participant who, after the presentation of the SenGuide offer, "was looking forward to something creative,....I'm supposed to text differently for a screen ...and that also has something creative, so to speak, and that's how we all started.... But somehow that then changed pretty quickly and is we were the steps then also too big, partly vertical."

What insights and recommendations for the (further) development and design of (your own?) online formats would you like to pass on?

All participants see the "added value" of digital educational formats and the need for innovation in this area to facilitate access to digital learning in old age. Keeping up with the challenges in a digital learning world and looking for an individual way, one participant described it like this: "But that's what I realize, that's not an easy job when it comes to digitalization because of digitalization, but for me it's interesting to look, to expand the topic I have into an area, in this case into online learning, so that I think: How can I complement what I'm doing anyway and how does it get a new color and a new coat of paint, and maybe new clients again."

Those involved see the advantages of older people writing for older people in the associated avoidance of prejudices against older people. However, they also see the great challenges for older authors: for example, of a didactic nature, when it comes to equally "bringing along" learners with the same interests - but different previous knowledge - through clever design of digital learning formats and scenarios.

A recent survey by BAGSO\* was reported, showing that some older people feel a great deal of distress at not being online. "It's not at all this defensiveness that we always imagine, but it's often a suffering pressure and a shame, "since I'm not in it" ; "I can't afford the device or the Internet access at home."" "These people would not go to a VHS or to a senior university", but they go to a multi-generational house, or to a senior-meeting place or senior café and then they can have the good fortune of sitting beside someone who can help a little on the smartphone. Meeting is still the incentive for many people. And then you can, if you want, learn a little bit, via the Internet or via a smartphone."

Everyone agreed that especially in digital self-learning formats, communication options between the students and with the tutor are very important. Chat functions should therefore accompany learning and offer assistance, especially in self-learning offerings. Comment from a participant: "Well, if I can simply enter a question in writing and it would be answered to me, of course then also independent of time, so preferably directly ....I need that, yes, and there is actually therefore also AI-supported technology, where the robot then or the AI answers....It does not necessarily have to be a human, but the AI says: I know the learning system or I know what the next learning step is, and can help you now....that would be a possibility or a telephone number. Of course, also a place where I can contact would be conceivable. Which might then also respond the next day. But if I'm left completely alone, just in this online learning and really don't have a caregiver anymore, that would be a deterrent."



## 4.7 UJI

On Senior Citizen's University, two focus groups were created to help us understand their interests, motivation and needs. The first stage consisted of the introduction of the SenGuide project. This small talk was open to all learners. Following topics were covered:

- The context of Erasmus+ projects, and the SenGuide project.
- The importance of an active citizenship, that as senior citizens, involve not only learning, but also participating actively in society, in this case, transmitting their knowledge and expertise to others.
- The advantage of using new technologies, in this case, online teaching, as a way to learn other ICT tools and web service by being creators and trainers online.
- Detailed tasks and steps that would be involved if they joined the SenGuide initiative
  - Attending an online course to be creators
  - If they wished to become creators, then, tutoring to help them create their materials
  - If they wished to become online trainers, then, tutoring to help them to deliver their online course.



In the second stage, learners who wished to know more or were considering more active participation in the project.

Even during the first stage, although the SenGuide project was introduced as clearly as possible, there were still learners who did not have a clear understanding of the role that we expected from them;

a few of them thought that SenGuide was a project that would create a course based on their interests. They were also doubtful about the final stage of the training, that would consist of delivering the online course. The doubts included a lot of worries about the capability to perform that task.

The SenGuide concept, about learners becoming creators is very innovative, therefore, expect to explain and show with examples the content creating and course delivery by the senior learners, that now will become trainers.

The online course delivery could have a lot of technical and methodological challenges, as senior learners could feel they are not competent at all. Share the idea that “even a small step is a huge success” meaning that they should not create a perfect course, but only focus on enjoying sharing what they most like.

Almost all learners attended online courses, this is not surprising as in the Senior Citizens’ University, the online courses started to be optional in 2014/15 and during the COVID-19 pandemic, those became the only option. Therefore, it was not necessary to explain what was an online course. Even so, it was difficult to envisage themselves as content creators and trainers. Learners can create content (mainly in Word), but they did not know how to publish online

Online courses could include a lot of types of content, and not all those are mandatory, even the easiest one, as video could be a good option. No need of professional editing is necessary, therefore, a Smartphone could be used.

- it is not necessary to create forums or other online activities, but there should at least be a place where the trainer could interact with the learners.
- Tutoring should be provided during content creation, and later, during online course delivery. Let learners know they will have support during the activity.

The topics they wished to share: these were clear thanks to the fact that most of them already had a professional’s background and expertise they could rely on, or they had an interest on certain topic in the field of the humanities. In the Senior Citizens’ University, many subjects are available in the arts, history, sociology, etc. and in most cases, extra-academic activities involving singular buildings, historical events, traditions and the valorisation of local history and arts. Also, learners are expected at the end of the third year to create a piece of work (it is called “Final degree thesis”) which is published online [www.bibliotecavirtualesenior.es](http://www.bibliotecavirtualesenior.es).

Main worries on the learners were:

- How to structure the online course, that is which modules (or chapters) and how to deliver it
- To be confident enough to be capable to be a trainer



Try to introduce local art/history topics prior to offering SenGuide proposal

An online course is not about delivering a report, and we tried to make learners aware of that. It is a methodology that has to be learnt and tutoring has to be offered.



## 4.8 Innovation in Learning Institute

At ILI, a focus group with three senior learners was carried out. One of these learners was part of the SenGuide authoring training, the other two participants attended previous e-learning training sessions at ILI. All of them were experienced in online training and in the use of digital media.

In the following you will find a summary of their answers during the discussion:

**What is the first thing that comes to your mind about e-learning and senior citizens? When did you last come into contact with it?**

The participants mentioned that they especially like the ability to study from everywhere at any time with e-learning. All of the participants already had experience with e-learning, mostly through work and ILI, and especially like more “informal” e-learning settings like YouTube (and learning with videos in general). The group thought this is a great opportunity for senior citizens since this gives them the possibility to participate in education even if they have health issues (e.g. mobility issues).

But negative aspects came to mind, too, like the issue of motivating senior citizens to take part in e-learning and the problem of getting over the hesitancy many members of this target group experience with new technologies like smartphones and digital media. However, they added that being introduced by peers to e-learning courses and digital media often helps to get over their initial fears and shows them that these are abilities they can achieve, too. The introduction to e-learning should be courses that are both interesting to the target group + easy to operate.

They also mentioned that the internet already offers a plethora of e-learning opportunities and that they sometimes feel like they have nothing new to contribute to the world of online learning.

**An important prerequisite for e-learning are basic skills in the field of information and communication technologies, i.e. competences in dealing with the internet and technical devices so that one can create online content, for example. What skills do you see as basic here? Do you think that these are sufficiently mastered by seniors?**

The participants did not mention classic ICT-skills but highlighted the necessity for senior citizens to be interested in the subject.

They were very hesitant to answer the question on whether senior citizens possessed the skills to take part in e-learning courses since they recognize the heterogeneity of their peers when it comes to ICT-skills. They therefore felt like creators of e-learning courses should not have any expectations towards a level of ICT skills the participants of their courses should possess. Since this target group is so varied the opportunity to ask questions should be available as often as possible (e.g. via zoom calls) and basic instructions to the e-learning platforms should be given to all participants (e.g. step-by-step guides). The focus group participants believe that senior citizens as a whole experience insecurity when it comes to new technologies which often impacts their openness to try them out.



From their own experience, communication apps and tools like WhatsApp are often the introduction that senior citizens get to the topic and might serve as a hook for them to dive deeper into the world of digital media/technology. The skill that is needed to catch their attention is highlighting how good ICT skills and the ability to use newer technologies like the smartphone can benefit them in their daily lives (e.g. being able to use the smartphone as a magnifying glass, flashlight in the dark).

**Our online survey that we conducted on this topic as part of the project showed that many of the participants have already taken part in an e-learning course, but only one. What do you think are the possible reasons for this? How do you think you can encourage seniors to participate in more e-learning courses? What would have to change from your point of view?**

The participants, who work with senior citizens themselves in local organisations, characterised them as a target group that is hard to motivate to take part in e-learning courses. One of them mentioned that senior citizens might not take part in such courses since the topics offered might simply not be of interest to them. The group discussed the importance of learning in groups for senior citizens, since these both serve as motivation to take part and give them the opportunity to share their problems and experiences with peers. The group suggested that advertising for e-learning courses should be increased and more streamlined to the target group: advertising should feature senior citizens doing what the courses promise to teach so that the participants feel like the aim is achievable. In relation to the SenGuide project another suggestion was to transfer participants from one project over to the next more seamlessly and efficiently by advertising new e-learning courses at the end of a project to the participants of a new project.

The participants highlighted, that when it comes to e-learning courses where senior citizens are taught and encouraged to publish their own online content, tutors need to highlight that, although there already is much of the same content out there, the unique perspective given by each senior learner/tutor adds to it and is in fact not superfluous.

**Many seniors attend face-to-face courses to improve their skills in information technologies. For example, courses to learn how to write emails or how to use smart home products, smartphones, tablets or, for example, how to shop online. Imagine you want to learn these skills, too. What would be the ideal conditions for you to learn these skills? What measures and support would you need? Could you imagine acquiring these competences in a virtual course?**

The participants discussed that e-Learning courses should provide certain features that are common in face-to-face courses. One aspect is that of community. The group aspect is central to learning for many senior citizens. It gives them the opportunity to communicate with other senior citizens on certain topics.

In their opinion the teacher needs to be a prominent figure in the course and should focus on building a relationship with each participant in order to guide them through the course and give plenty of opportunities to ask questions, either privately or in a forum/virtual meeting. The communication should happen in multiple ways: forum, email, and consultation hours etc. At group meetings, the conversation should follow the topic and not digress.

You have already been involved with e-learning platforms in the context of ILI. There are many other examples that you may know from your professional or private life. These learning platforms offer various functions and possibilities, for example, whether there is a messaging service with which emails can be written, whether you can print out or download individual learning modules, how you can create learning modules yourself, whether there are forums for exchanging information with others or with your tutor, etc.

- **What do you think learning platforms should offer in terms of functions and possibilities so that seniors are not confused and can learn well with it?**
- **When you think back to working with e-learning platforms, what features should be available? Which do you feel are superfluous, for example?**

Although the participants had participated in e-learning courses before they had problems mentioning specific features of the platforms they did or did not like. When given examples they highlighted the importance of a plethora of communication tools that the platforms use like e-mail programs, fora and even mentioned adding new ones (the example given was about a service offered by the platform that would give seniors the opportunity to ask a question immediately when it arises). Other features that are seen as important is the option to print out the course contents on paper so they can highlight and comment on them. The reason for that is that senior learners are used to paper and the ability to make annotations being part of their learning process.

More than individual features, senior learners see the design of e-learning platforms as key to the experience. These ought to be simple in design and easy to get an overview of. This also cooperates with their wish to view the progress they make in the courses and the ability to get an overview over the contents at any time (e.g., one senior said they wanted a tool akin to the table of contents in each module). Another participant mentioned that it is especially important for seniors to see the goal of the course.

**Another part of any e-learning course is the supervision of the participants by the instructor/tutor. How do you think seniors can be well supported by them?**

The most important ability of an instructor/a tutor or e-learning teacher is to give participants the feeling that they are present and open to being asked questions. In order to facilitate it for senior learners, questions should be varied: at the end of face-to-face meetings and of virtual meetings as well as fixed consultation hours every week.

**What topics do you think are particularly important for seniors that can be taught e.g. through e-learning courses?**

The topics mentioned by the participants were how to operate smartphones, tablets etc. as well as anything in relation to topics of health. Senior citizens are very interested in that topic and are inclined to visit talks. This can therefore be transferred to e-learning e.g. teaching about health apps and how to stay healthy with the help of smart home devices.

Other topics that came up frequently in the focus group were critical thinking and media literacy as these are aspects that senior citizens might want/need to learn about.



**The mutual exchange of course participants in forums and by e-mail is another important component of e-learning. Do you think that mutual exchange could better support you and other participants in learning? Thinking about your own experience, did the exchange make you more confident? Can you elaborate a bit more, what does it mean that you felt more confident?**

The topic of communication between the participants of an e-learning course had come up naturally before in this focus group. What the members answered on this question therefore strengthened the points made before. They agreed that exchange is important but should always be conducted orderly, meaning that the discussion between the participants should stay on topic. They reiterated again that communication ought to occur in lots of different ways like emails, verbally at the end of a (virtual) meeting, in fora and via telephone.

**Do you think seniors might be interested in publishing content online to share their knowledge with others? Why?**

The consensus here was that this depends on the individual seniors and their interest in self-expression. Another factor is that they need to feel like their content adds something to the knowledge that can already be found on the internet.

**Have you already published content online yourself? If yes, what about and where did you publish the content? If you have not yet published content online yourself: could you imagine writing a post or a learning module, for example, on topics that interest you a lot? To what extent would you need support to create materials yourself and distribute them online? (e.g., in the use of video editing programmes, photo editing software, writing texts, etc.).**

Most of the participants in this focus group had published content before using WordPress. The topics of the courses were arts and crafts and a biking blog. They also told stories of other seniors that had published online content (privately) on WordPress on the topics of family history and hobbies. Support on these endeavours is wanted especially on how to use and navigate platforms like WordPress. Video is the medium that was favoured in this discussion in order to teach processes and for seniors to learn at their own speed.

**What arguments would you use to convince other seniors to participate in an e-learning course?**

The arguments given here were simple but precise. The saying “You are never too old to learn” was the first argument mentioned. They also said that the number one motivator for senior citizens is learning about the smartphone and their functions.

**In your opinion, are there also negative aspects of e-learning for seniors? If yes, which ones?**

The participants said that the problem was not with e-learning itself but that senior learners are fearful of e-learning and are hesitant to get started with it. But this fear can often be overcome by being introduced to it (and new things in general) by other senior citizens since they are perceived as equals.

**Certain aspects were raised in the discussion several times:**





- Senior citizens like to study/learn in a group setting: Discuss the issues together, find solutions, and share knowledge.
- Seniors need a prominent teacher/tutor personality that guides them and gives many varied possibilities to contact/engage the participants so that they feel they are present. Also: the idea of a weekly “consultation hour” where seniors can ask questions individually
- different stimuli are needed when it comes to learning: virtual online meeting, online courses AND face-to-face meetings, ability to print out courses on paper and edit them individually by hand
- the problem of motivating senior citizens to take part in e-learning courses: they fear the new technologies, need to be introduced by peers, idea of teaser/trailers that show them the benefits to be gained by taking part in an online course
  - Peers were an aspect that came up frequently. The group defined peers as other senior citizens that they could share issues with. They also highlighted that many seniors liked being introduced to new topics (like digital media) by peers, since that would give them the feeling like they could achieve the same set of skills. This also played a role when it came to the discussion of advertising e-learning: Senior citizens need to see other senior citizens accomplish what they want to know/be able to do and not young adults/the teacher.

## 4.9 Silver Thread

### *Introduction*

We conducted three separate face to face, one on one interviews.

#### **Interviewee 1**

Interviewee 1 is a retired 65 year old female. She is involved as a course creator with SenGuide, and also partook in the Grand Experts project.

Pre-retirement, she was involved with online learning as a coordinator. She worked with contractors to develop training courses for national trade union projects and other international projects. She would decide on the required training needed, and outline the necessary learning outcomes and structure of courses, but did not create online courses herself. She cited moodle as a platform used for training.

The training she organised transitioned from classroom courses into blended courses, where in person sessions were necessary for negotiation, mentoring, and problem solving training.

As a learner post-retirement, interviewee 1 transitioned from classroom based and blended learning into fully online courses due to covid. Discussing this transition, she mentioned a genealogy course she was enrolled in with Dublin City University.

When asked about difficulties or roadblocks she faced with the change to fully online learning, she mentioned what she considers generational issues. She stated that in the past when encountering



technical difficulties, her first instinct was that she made a mistake, or broke something. With more experience, she now feels more confident in her ICT skills in general.

Another difficulty she found was with the use of zoom. She stated that she missed the personal connection from in person, classroom meetings, and found that people could be less open in a zoom setting, referring also to social cues such as body language missing from virtual interactions.

## **Interviewee 2**

Interviewee 2 is a retired 76 year old male who is a photography enthusiast.

He is not currently enrolled in any online courses, but has recently completed an online manual handling course for a hospice where he volunteers. He also has experience with online courses organised by a camera club of which he is a member. Regarding online learning, he also mentioned that he regularly independently studies new photography and photoshop techniques with YouTube tutorials.

He is also a choir singer with a seniors' choir, and attends zoom meetings regularly with the choir, where they receive lectures on jazz, showbands, and other music related topics. During covid they began online choir rehearsals via zoom. He stated that the format is poorly suited for choir rehearsals, but was and continues to be beneficial in maintaining the sense of community and camaraderie.

When asked about any difficulties encountered with online courses, Interviewee 2 stated that "the only difficulty initially was getting online with zoom, but after time it became quite easy."

## **Interviewee 3**

Interviewee 3 is a recently retired 62-year-old female.

She is not currently enrolled in any online courses, but has had experience of online courses during her time at work, including using moodle. She also completed an online manual handling course. She reports encountering no roadblocks other than a small technical issue when printing out her certificate, stating "nobody says to you that this will happen and this is what you do, so you have to ring someone to tell you how to change the settings [...] so the road block is not insurmountable, the thing is to not get distressed about it [...] so you troubleshoot yourself."

Since retiring, interviewee 3 has not taken any online courses.

Regarding her use of technology and her own ICT skills, Interviewee 3 says she has gone "the whole gambit, from handwriting to typing to using talk to speech technology on my phone."

When asked about her ability to organise an online meeting, sharing the link with others and supporting them, she said she could "work away and do anything, but don't ask me to set it up."

## **Common points between interviewees:**

All three interviewees have taken online courses in the past in a professional context. Two had experience using the moodle platform. The interviewees stated that there were very few difficulties faced with their online courses. Small issues reported were unexpected issues such as difficulties printing a certificate for their course. Any difficulties were able to be independently, or with some help from others.

A recurring theme through the interviews was covid, and the increase in ICT skills and confidence in technology use. Interviewees mentioned the necessity to troubleshoot their problems with technology independently, with google, YouTube, etc.

#### **Interesting points raised:**

The two eldest interviewees (76, 65) were the most confident in their ICT skills. The eldest said he would manage very well at any of the tasks, while the second eldest only mentioned she would have difficulties with creating a screencast.

The third interviewee had less experience with a number of the skills, namely editing photos, recording and uploading videos, participating in online forums, and using technology to explain a topic in which she is knowledgeable. Despite this, she claimed that if she was shown how to perform any of these tasks, she would feel confident in her ability to undertake them alone in the future.

## **4.10 Tulip Foundation**

### **Focus group 4 people, Sofia, 27 January 2023**

#### *Online skills*

I can manage many things on laptop and internet – read, search, e-mails, share, watch videos...

I am on social media as well.

I am helpless – I can receive and read e-mail, but cannot answer. With some efforts can write one.

I am fine with all kind of tasks as well - after I got some help and explanations. And I now see that it is different world of itself – so it pays off to put some work and learn how you can use anything digital. I have just learned how to book a visit to medical doctor online!!! So convenient!

I am learning too. A friend of mine is helping me. She was attending an online course and ask me to do some filming to help her. So I did most of the course. It was fun. And I feel confident to also do other things on Internet. Like I check the programme of cinemas and concerts online!

Pictures and videos – of course, I can make pictures and videos and I send them to family and friends. I receive many pictures, my children and grandchildren are far.

I make pictures & videos too.

I have been in online meetings a few time – these were organised by others, but participation was easy.

Me too!

I am surprised you manage a meeting on the computer!

#### *Learning online*



Have not been in learning online, didn't have motivation to stay by myself on a screen.

Not sure if I can make the whole one, even I tried once and it was quite OK.

O, have followed many webinars – on various themes many times it is interesting. It is very easy – you just click and watch. For some webinars have to be there on a specified time, which might be difficult, but it is up to you. Some are recorded. Some are really interesting.

I watch – kind of learn – some online lectures on arts, paintings, history. I found these on sites of museums - Prado, National gallery...

Have never followed an online course – I suppose it might be difficult. You have to take exams! At my age?

I did one together with a friend and it was OK. After that I felt I can do by myself.

Learning online – who can do this? People are so busy now, they do not have time for this.

### *What is difficult in digital learning?*

To find the right place – site – link.

To follow all these boxes, signs, pictures on the screen.

To change, to adapt to a very different way of presenting information. Once you learn how it is – it gets easier. But if you don't have someone to help you, to stay with you few times – it is really difficult. I would just give up.

Not just this – it is also difficult and annoying to stare at a screen. Sometime – often - the scrip is too small. Sometimes it is not in good contrast so I can see it well.

Sometimes the instructions are not clear or logical at least to me.

### *What was missing?*

Sharing with other people, check details, ask questions, smile at people, make jokes, have coffee break with mates...

### *What can we do to change your opinion so that you start an online course?*

May be in an organised group that comes together once in a while.

Yes, together with my friends.

Courses that are interesting for people at our age as there are so many courses for young people.

Or a super interesting theme that could not be found anywhere else...

### *Which themes / subjects do you like?*

Culture

Medicine



Travel  
Music and arts  
Human relations  
Many other

### **C. Your own content**

*Do you think you have good knowledge on certain subject? Would you share this?*

Yes, but am not sure that other people would be interested, as most people really do know things, many different things. Shall we all share these? May be something special?

In the past, we had radio, TV and books, so we had time to read and learn. Now people (and especially young people) have not just radio, and TV, but cable TV with hundreds of channels, Netflix, internet with all various things, social media, Storytell.... There are channels with videos. Who would be interested in my knowledge?

But most people share interesting things with others – like when we meet, we share things, tell each other what I did, how I did it, how is the best way to do it ... may be something like this, but also for other people?

May be if I have enough time.

### **C.2. Have you developed / presented your materials? Where?**

Yes, sure, I used to write reports to present these at conferences, that was years ago.

I have been writing articles for an encyclopaedia. On different subjects. More editing.

I regularly make presentation for a group of people interested in traveling – information for a place, a story, pictures, videos, history...

I wrote a book with short stories, it is published.

I have spoken to students a few times.

I also present our activities sometimes, but usually I speak, there is no written material.

*Would you share you experience with other people?*

It seems to me that nowadays everyone now knows everything already.

I am a doctor and I would think about presenting short basic issues concerning health and health issues in old age, but am not sure as there are so many brand new things discovered and invented and developed in medicine over the last years. So I am afraid that what I know might be too old, irrelevant? I don't know.



Honestly I prefer to share this face to face, as we are sitting and chatting...

I think I just want a few easy nice years to live without duties, tasks, pressure, deadlines.

But again it is a great feeling to share useful advice, stories. Makes you feel useful. Even helpful. So, may be yes.

*What help / support do you need to create your training materials so to publish them?*

To know that it is useful knowledge for other people

Motivation

To know that someone will use them

To know where I will publish these, when, who will spread the word about the materials.

I feel that I need regular feedback from a trusted person – just to be sure that I what I write is Ok, relevant, understandable, makes sense to others

*Would you develop your own course?*

That's too serious!

May be with some other people, friend.

I am not sure if I will be fine for a long time, or have the time to make it and I do not want to disappoint people.

Will need to think about it.

*What support do you need?*

To know where and how to present my materials.

If there is platform as you say – to know how it works, who will help me when I have a problem.

What will happen if I fail? I do not want to be ashamed of myself.

I would like to have written step by step manual.

Consultations with experts in the field.

And I need my friends and mates to be with me, to support what I do.

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