

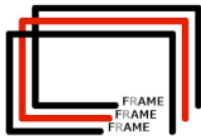
FAKENEWS & ELDERLY - ELDERS IN THE TIMES OF FAKE NEWS AND INFORMATION OVERLOAD



PR3 – METHODOLOGICAL GUIDE FOR ORGANIZATIONS WORKING WITH ELDERLY



THE METHODOLOGICAL GUIDE FOR ORGANIZATIONS WORKING WITH ELDERLY HAS BEEN DEVELOPED BY THE FOLLOWING PARTNERS:



EXECUTIVE SUMMARY

This methodological guide aims at offering knowledge and skills to help adult educators to deliver the training and implement a constructive learning environment for seniors using the FAKENEWS & ELDERS resources.

It allows more experienced educators from different fields and with different expertise to offer their best practices and advice on how to best use the FAKE NEWS & ELDERS tools.

This empowers less experienced educators to use the resources independently and efficiently. It inspires to adapt their communication style and their competencies.

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1. OVERVIEW OF THE FAKE NEWS & ELDER EDUCATIONAL OFFER

1.1 Description of the project, aims and objectives

Today's fast internet era places high demands on all users, their critical thinking, and their ability to respond to the information overload that is coming from many different sources. Today's elders have lived most of their lives at a time when the Internet was far from being as developed as it is today. Therefore, they might be subject to disinformation pressures, manipulations, fake news and conspiracy theories.

The [Fake News & Elders Project](#), which is co-funded by the European Union, aims to educate seniors on fake news and media literacy in order to be able to critically assess media contents. It promotes the social inclusion of elders as people with fewer opportunities, often digitally and educationally excluded. The specific nature of this target group exposes them to age discrimination and can cause deepening of exclusion.

The project aims to help overcome barriers faced by elders in everyday life. Barriers that stem from a lack of awareness of how the modern digital world works, including social media, an inability to distinguish false information, succumbing to manipulation, and believing in post-truth.

Six organizations from Poland, Italy, Spain, France, Czech Republic and Greece, with experience and knowledge on issues of fake news and media literacy, cooperate and work on **four main project results** which all can be found on the [project website](#):

1. a **handbook** for elders on mass communication and fake news;
2. a **practical course** for elders on the critical use of new media in relation to fake news;
3. a **methodological guide** for social workers and organizations who work with elders on how to help them improve their digital and media literacy skills;
4. a series of **educational boards** with key information about fake news and how to deal with them.

1.2 Description of the material provided

Before you jump into the Methodological guide itself, here is a few basic instructions on how and when to use all the project materials and tips on organizing your course for elders.

Description of the material you can use in your courses

(1) The Handbook: the first project result offers an anatomy of miscommunication and fake news. In this guide which is available online you will find a glossary of the most important concepts, graphs and statistics of the senior use of the internet, but also tips and infographics of types of misinformation and disinformation and how to recognize them.

→ You can use this material as **theoretical and contextual background** for elders or participants of your course who wants to know more about the topic of fake news and its different types.

(2) The practical course: the second project result is a practical course divided into 4 lessons that cover the most important knowledge needed for fighting fake news and building media literacy. What fake news look like, how to uncover fake news, media literacy basics and social media problematics. Every chapter contains the theory needed to work on the exercises. Seniors are not required to read the Handbook first (although, it might be beneficial for them). Every lesson needs approximately 90 minutes to work on, the total time needed for all modules is therefore of 6 hours. It doesn't have to be completed all at once, elders can come back to their progress any time. The course can be found on the online platform.

→ You can use this course in your classroom and go through exercises together with seniors or let them practice the knowledge from any of your course on their own at home in their own pace.

(3) The Methodological guide will help you gain new knowledge about the constructive learning of elders. See the detailed description of this guide in the next chapter (1.3 The Introduction of the Methodological Guide).

- (4) The Series of educational boards** will contain key information about the fake news and how to deal with it - all in one place, ready-to-use and in senior-friendly graphical design.

→ You can use the boards in your classrooms, library, coworking space or centers to address this issue and your trainees can get to know the topic in their own pace and in an accessible way.

Tips for organizing your courses and classes:



Keep a warm and cozy atmosphere;

Keep in mind that atmosphere makes a difference in the learning approach of all trainees, not only seniors. Make them feel welcomed, avoid evaluative comments towards their knowledge or lack of knowledge, prepare enough refreshments and respect their own pace and needs.



If content is shown on the screen make it readable;

Make sure to have all the materials clearly visible on the screen, use big and readable fonts, focus on using contrast and pastel, warm colors.



Print material if necessary;

Some of the activities and exercises might require printed materials and use of pencils. Make sure you have it ready and respect seniors' need to have rather printed materials than projected ones.



Adjust the volume of sound, if necessary, for watching videos;

Respect the need of higher volume of video or audio exercises, make sure to have appropriate equipment for sound mediation.



Organize ice-breaking activity;

If the participants don't know each other (but even if they do), it is recommended to use ice-breaking and get-to-know activities. You will find an example later in this Methodological guide. These activities are important for the atmosphere and smooth course process.



Focus on activities that stimulate peer-to-peer learning;

This kind of learning can take many forms which you will learn later about. It is an effective way to learn new skills and knowledge but also build stronger feeling of community and collaboration.



Be available for questions and assistance.

Be sure to express your presence and availability for any of their needs for questions and assistance.

1.3 Instructions and tips to use the material

Right now, **you are reading the third project result – a methodological guide** which will help you help elders to improve their critical thinking and media literacy skills. **What does this methodological guide contain? What is the practical aspect of the Methodological guide? For whom exactly can it be useful?**

Who is it for?

The guide is for everyone who is interested in learning new things or deepen their knowledge about constructive learning environment for elders. If you are **adult educator, trainer, advisor, social worker, or anyone interested in how to pass on important knowledge to seniors**, you are the right person to read this text.

What does it contain?

In the **second chapter** you will learn about principles of Pedagogy and Gerontology – what are the needs of senior citizens, paradigms applied to seniors and the evaluation principles.

The **third chapter** is devoted to the skills of educators applied to ICT and media literacy for seniors, the soft skills needed for communication such as empathy, active listening and patience etc.

The **fourth chapter** focuses on the specific barriers you might come across while teaching seniors about ICT and media.

A very important topic will further be raised in the **fifth chapter** in which will you learn about how to enhance seniors' trust in media information and explain the role and spread of fake news.

In the last – **sixth chapter** – you can read about participation and motivation of senior learners – why is it so important to “break-the-ice”?

What about the practical aspect of learning?

After every chapter you can find a toolbox with **3 useful exercises, tips, or activities** to apply with your trainees. These practical exercises can help you to **introduce the topic of fake news, make a great atmosphere in the course, let the trainees meet each other**. With these practices you can achieve better results in the course.

What will you get as a bonus?

More resources! At the end of this guide, you will find the **Bank of good practices** related to education of seniors in relation to ICT, digital or media literacy skills. You can get inspired, use these resources in your own practice, share it with your colleagues.

Do you know any other good practice or example that is missing in our bank? Or are you part of any project, course or have you developed any tool yourself? [Let us know!](#)

2. PRINCIPLES OF PEDAGOGY & GERONTOLOGY

2.1 Learning needs of senior citizens



With the demographic changes and the ageing population, there is a real need for support in various aspects of seniors' life and especially lifelong education. In the age groups 60+, 70+, 80+, the dynamics is the greatest. Given that a significant part of the population lives in cities and

agglomerations and that women live longer than men, the response to educational needs must be adapted in consequence. The specificity of these needs will be slightly different in the case of seniors from rich, highly developed and developing countries, where both skills and awareness of benefits and threats are different.

Educational needs are a consequence of the lower absorption and adaptation of changes in the environment among the elderly – with worse health condition or even progressive infirmity. Taking the perspective of the type of values (instrumental, autotelic), it is worth pointing out that the educational needs of seniors derive from (1) the passage of time and the consequences associated with it, as well as (2) the desire for self-development.

In the first case, education is a necessity (even a compulsion) and has an instrumental value, because thanks to new knowledge you can achieve other goals – move more efficiently, take better care of your physical and mental condition, realize yourself, practice hobbies – thus avoiding stressful situations, or simply responding better to needs appearing in this phase of life (e.g. health).

In the second case, education in the later phases of life also has an autotelic value (it is valuable in itself) and results from the desire to acquire new knowledge and develop new skills.

It can be assumed that the educational needs of this phase of life will currently be dominated by the **use of new technologies – devices and software – mainly smartphones, computers, the Internet**, used in the following areas:

physical health and satisfying aesthetic needs, in order to effectively contact clinics, hospitals, emergency rooms, rehabilitation places, sanatoriums, etc.;

- **mental health**, with the aim of (1) coping with stress; (2) cope with social anxiety experienced by an increasing number of people;
- **mobility/movement**, to use public transport applications, taxis, assistance of other people and institutions in the process of mobility, etc.;
- **social contacts**, in order to establish relations and get acquainted with other people – social media, thematic groups;
- **be aware of education opportunities**, in order have access to a large offer of courses, trainings, materials;
- **security**: the purpose of selecting information (separating true from false, how to avoid contact with people and organizations with malevolent intentions (attempting to extort data or money for example), how to avoid being overwhelmed by information on the web.

Therefore, the educational needs of seniors in the use of ICT can be divided into four main groups concerning:

1. knowledge of the existence of specific devices or applications that can meet a given need (smartphone, taxi applications, public transport applications, how to book transport of people with special needs, etc.); the devices themselves (e.g. smartphone, ATM) should have a senior-friendly design – large keys, displays, font enlargement options, etc.;

2. skills of using a given device (software, application) – it is important that the operation is intuitive, simple, does not discourage to use, but facilitates functioning; it is also necessary to make seniors aware of the role of software legality;

3. knowledge of the risks associated with the use of ICT devices (extortion of funds, data, fake shops, websites, offers, investments, etc.) and **knowledge of sources of information** about people or places to whom you can turn for help or find the necessary information in the event of a failure or inability to use a given device/solution, or in the event of becoming a victim of fraud. It is not only important to raise awareness of potential threats, but also to provide knowledge about the necessary countermeasures – antivirus programs, lists of dangerous sites, contact numbers to the relevant services, the role of using strong passwords on the Internet and their cyclical changes, etc.

The different level of ICT competences among seniors from different age groups and educational backgrounds can also be used as an advantage. Some seniors have used ICT technologies in their professional work and have knowledge and experience worth using. Seniors with more advanced ICT knowledge can therefore mentor seniors with less advanced ICT knowledge in a type of education "*by seniors for seniors*". Based on this assumption, our consortium developed tools, teaching aids as well as support in the area of peer-to-peer learning. We believe that, in combination with training performed by adult educators, it will lead to better results.

Knowing how to communicate and exchange with seniors is also important in the context of improving their quality of life by building a sense of being needed, maintaining social ties, helping other people, or even self-fulfilment in the new role of an educator. It is reasonable to include seniors in **design or test activities as prosumers** who will simultaneously use and design solutions dedicated to them.



TOOLBOX



EXERCICE 1: POSITIVE NAMES

Description: All the trainees are sitting/standing in a circle. They introduce themselves by saying their first name with the addition of some positive adjective starting with the same letter (e.g. Dreamy Daria, Creative Clara, Perfect Piera etc.). The first one starts with their name and adjective, the second one repeats the name and adjective of the first one + says his/her own name and adjective, the third one repeats the first and second + his/her own ...

Materials & techniques used: Space for making a circle

Duration: 10-20 minutes (depending on the number of participants)

Justification (why and when to use it): You can use this activity at the very beginning of your training to make a relaxed atmosphere and get the participants know each other in a funny way.

EXERCICE 2: FIND SOMEONE WHO...

Description: All the trainees get the paper with statements and their task is to go around the class and ask their peers to find out that information. The statements:

Find someone who ...

- ... watches TV news
- ... has a Facebook account
- ... has an Instagram account
- ... knows what fake news is
- ... has ever used a fact-checking site
- ... uses his/her e-mail account actively

... has ever received or seen a fake news

Materials & techniques used: The paper with printed chart for participants to fill in, pencils

Duration: 30 minutes (depending on the number of participants)

Justification (why and when to use it): This activity can be used to (1) activate the participants, (2) get to know each other more and (3) introduce the main topic of fake news spark the debate about their habits.

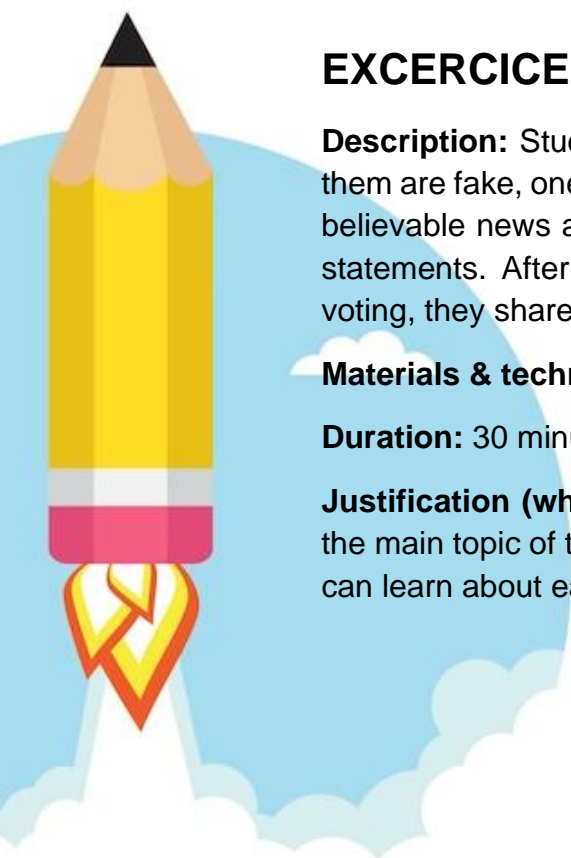
EXCERCICE 3: 2 FAKE, 1 TRUTH

Description: Students write three sentences about themselves. Two of them are fake, one is truth. Participants are encouraged to share short and believable news about themselves. Then they take turns and share their statements. After that everyone votes if it was truth or lie. After every voting, they shares the correct results.

Materials & techniques used: Paper and pencil for every participant

Duration: 30 minutes (depending on the number of participants)

Justification (why and when to use it): This activity also correlates to the main topic of the course and how easy it is to spread fake news. They can learn about each other more.





2.2. Learning and teaching paradigms applied to seniors, ICTs and media literacy



The contemporary, quite common emphasis on aesthetics, youth, fitness, physical and mental activity poses difficulties for seniors. Attempts to escape old age are common and multifaceted (aesthetic medicine, tourism, hobby realization, etc.). As children, young people, adults in most

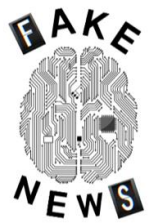
cultures, we are not prepared to experience old age and deal with it emotionally, hence many senior people – especially those living in the peripheries, far from metropolitan agglomerations – give up active participation in social life to the detriment of themselves and their immediate surroundings. Others learn, educate, acquire new skills, but for this process to be effective, they should do it in **small groups** and together with people with **similar needs and similar time of content acquisition**.

The very dynamic development and dissemination of ICT both forces and promotes continuous learning (lifelong learning, permanent education). Currently, without competences around ICT, an individual is **excluded from participation** in many areas of social life (the so-called digital and information exclusion). Therefore, there is a very intensive increase in various types of offers aimed at improving these competences addressed to the elderly.

In order to be effective, certain conditions must be met regarding the specificity of *learning* and *teaching seniors*, as opposed to teaching children or young people.

Many fields of sciences address the **understanding of older age** – sociology, psychology, philosophy, economics, social policy Andragogy originally associated with pedagogy, focuses its interest on the education of adults. Within it, two main trends are distinguished – European and American.

Adult education takes into account the educational activity of man, with an emphasis on *supporting human development*. Contemporary main theoretical



currents are: (1) an approach assuming that andragogy is a practical science and therefore on the basis of the diagnosis andragogy should create specific social changes; (2) a trend of comparative research, showing the differences between adult education in different countries (3) theoretical and methodological trend (Kargul J. 2018).

The very idea of andragogy dates to antiquity. Over the centuries it was forgotten until the twentieth century. With the case of Eugen Rosenstock-Huessy or Eduard Lindeman, it was significantly developed. After World War II, the subject matter of andragogy was determined by the need for justice and peace along with the ability to draw conclusions from these difficult war events. The 50s of the twentieth century dominated the approach to self-education as a process independent of teaching in a school-institution. Pöggeler's work (1957) distinguishing between teaching for children and young people and adult learning. The 70s of the twentieth century saw a growing interest in the andragogic of British researchers, whose work was based on the theories of Paulo Freire and Malcolm Knowles. The latter contributed significantly to the development of andragogy in the USA, defining it as "the art and science of helping adults learn" and defining the principles of planning, directing and evaluating adult education (Loeng S. 2018).



For Knowles, andragogy was based on **five key assumptions different from traditional pedagogy** (Smith M.K. 2002):



1. **Self-concept.** As the person matures, her concept of herself moves from being a dependent personality towards being a self-determined individual.

2. **Experience.** As the person matures, she accumulates more and more experience, which becomes a growing resource for further learning.

3. **Willingness to learn.** As a person matures in her willingness to learn, she becomes more and more oriented towards the developmental tasks associated with fulfilling her social roles.



4. **Learning orientation.** As a maturing person, a person changes the perspective in which she sees the possibility of applying knowledge – from deferred to immediate, so the perspective changes from object orientation to problem orientation.

5. **Motivation to learn.** When the person matures, the motivation to learn internal.

The middle of the twentieth century is considered to be the heyday of andragogy as a separate discipline and at the same time a significant professionalization in the field of adult learning in Europe and the USA. Savivevic's research has shown different ways of learning in Central and Western European countries. The ambitious Dutch approach towards the integration of other sciences (sociology, psychology) under the banner of andragogy has also gained recognition. Andragogy understand learning as "lifelong learning" of adults. Adult learning also took place in many situations outside schools and other institutions.

Currently, a senior needs a companion in education – not a teacher with whom he remains in a subordinate relationship, but a supportive advisor, mentor, coach with whom he will have a satisfying relationship based on cooperation and partner relations. Further needs concern the form of knowledge transfer and joint learning. According to the saying of Confucius: "Tell me and I will forget, show me and I will remember, let me do and I will understand".

Workshops, exercises, performing tasks independently and in groups are forms of much greater effectiveness than the classic, one-way transfer of knowledge.

In terms of securing adult education opportunities, a **specialized UN unit** – UNESCO (*United Nations Educational, Scientific and Cultural Organization*) has been operating for three decades. Pointing to the diverse educational needs within countries and regions, the solutions of which should be proposed at national levels, and implemented and solved jointly by various local actors – NGOs, entrepreneurs, authorities, educational institutions, etc., with the support of international structures. Launched in 1990 Education for *All* has become UNESCO's main education programme, bringing together 180 countries and involving other organisations and agencies such as the World Bank and UNICEF. (*Education for all*).

Currently, both in view of the dynamic development of ICT, but also post-pandemic effects, **educational platforms and distance education became attractive forms of teaching** (also for seniors). This is related to the need to have **ICT competence** (computer use and software use – Skype, Zoom, Moodle, Teams, etc.), while giving the opportunity to work at **any time and pace convenient** for you. Such opportunities are particularly important for people with illnesses, disabilities, as well as those living in remote areas from places of education, or temporarily unavailable or still working full-time or part-time.

Finally, **adult educational needs vary from one region of the world to another**. The wealth of a given country, the level of development, will determine these needs as much as the willingness or environment for supporting seniors in the field of broadly understood development both for themselves and the environment.

In view of the necessity of lifelong activity, the subject of educational and cognitive activity of adults (in the context of the development of the theory and methodology of andragogy) is a dynamically developing discipline, the future of which is rather certain due to the "greying" of societies.

2.3. Evaluation principles: evaluation of needs and self-evaluation

Evaluation is the **systematic examination** of events that take place as part of a current training or development program or are its consequence (Cronbach 1980). The results of the evaluation are intended to **contribute to the improvement of the process**.



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Evaluation is a complex process in which, according to EU and European documents, we can distinguish three different possibilities: (1) preliminary valuation (ex ante). Its aim is to ensure that the funds allocated to the training project are used in a way that allows the best results to be achieved. The following actions are possible:

- assessment in terms of content and implementation (e.g. whether training methods are adapted to the needs and expectations of older people,
- SWOT analysis
- identification of the expected long-term effects of the training project.

(2) Mid-term evaluation. The purpose of this interim evaluation is to provide information on progress towards objectives or effectiveness (comparison of results with inputs) and to estimate the initial results of the intervention, its relevance to the training problem/gap and the degree to which the objectives have been achieved. (3) Final evaluation (ex-post). Its main purpose is to provide information on the long-term effects of development activities. It is used to gather experience and draw conclusions for the future.

When evaluating training or other training activities of older people, one can refer to the training quintet. Rae (2003) developed the concept of a training quintet – five key people in the training process. According to this concept, the learner is mainly responsible for his development, but is also in the centre of interest of several entities or individuals. Based on this, you can try to build a training quintet for mature people still employed and non-working seniors.



Table 1. Elderly Person Training Quintet

Workplace Training Quintet (applies to mature workers)	Workplace Training Quintet (applies to non-working seniors)
<ul style="list-style-type: none"> • Senior management • Training Manager • Line Manager • Trainer • Learner 	<ul style="list-style-type: none"> • The learner's immediate environment – family, • Further environment of the learner - acquaintances, friends • Training institutions, business environment entities, libraries, senior citizens' clubs, universities of the third age • Trainer • Learner

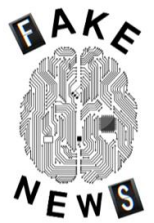
Source: own elaboration

The evaluation of training or other development activities can be carried out in at least two ways – on the one hand, by observing the employee and talking to him about the training and its usefulness, on the other hand, by consulting his supervisor or line manager or a person from the personnel department, asking for an assessment of your suitability, noticed change in attitudes or behaviours. In the case of an elderly person, the organiser of the training interventions should be the initiator of the feedback. He or she may ask a person from the immediate or slightly more distant learning environment to join this process - someone representing the training quintet. When planning such an action, it is worth focusing on collecting contact details for easy future communication – just after the learning session or lately if learning is asynchronous online.

It is important to ensure that trainees can contact trainers any time after the training to allow for individual consultations and clarification of doubts and solving problems arising after training.

Another method of assessing the effectiveness of training may be based on the model of D. Kirkpatrick, which assumes four stages of training evaluation: the level of reaction, the level of knowledge, the level of behaviour and the level of results.

At the level of **reaction**, the general reception of the training is checked using a questionnaire or interview, in order to evaluate feedback regarding the content of the training and their adjustment to the needs of participants. It is important to ensure that the questionnaire is readable for seniors with visual impairments,



that seniors have sufficient time to complete the survey and ensure a safe and confidential atmosphere during the interview.

At the **level of knowledge**, knowledge tests, observation of participants during work and in-depth interviews determine the level of knowledge gained by training participants (pre- and post-test) and whether it influenced their attitudes. Knowledge tests should have an edition appropriate for older people and, if they require standardization (e.g. based on psychological scales). It is also essential to train interviewers, sensitizing them to stereotypes or prejudices.

At the **level of behaviour** you can conduct a survey, proceed to observation or ask for a self-assessment in order to determine a change in the behaviour of the senior. Observation by people from seniors' immediate environment can also be used for evaluation. Self-assessment of older people can be carried out using evaluation tools (level of knowledge) and consist of self-reflection on the increase in knowledge. At the level of **results in Kirkpatrick model**, quantitative and qualitative measures related to the organization's strategy are used (Stankiewicz, Warwas, Wiktorowicz, 2019). but will not be described here due to the nature of the publication and its address to trainers or educators of seniors.



TOOLBOX



EXERCICE 1: A COMPREHENSIVE APPROACH TO TRAININGS

Description: In accordance with the principles of andragogy, over the years the rules for conducting trainings for people aged 50+ have been created. They can be included in a kind of decalogue.

- (1) **The comprehensive approach** is to take into account both the benefits and educational barriers of mature people and not be guided by stereotypes.
- (2) It is important to **involve mature people in the training planning process**, for example by identifying their training needs.
- (3) **Communication** is primarily reliable information about the training. Proper presentation to potential participants of the objectives of the training, how to conduct them, the use of specific training methods and the role that the trainer will play. It is particularly important to honestly present the expectations towards the participants and, above all, the benefits.
- (4) **The choice** of training methods and techniques, carried out by the training quintet, and above all by the trainer, should ensure: effective learning, based on the knowledge and experience of the participants; providing time for reflection and practical presentation of acquired competences. The trainer should avoid including too many exercises related to social exposure, because it causes mature people to be too afraid of criticism. The right choice of methods and techniques during the preparation of the training scenario is a key element. It is worth having an

alternative, in case one of the exercises or the whole cycle (several exercises) could not be implemented.

(5) A well-structured contract to start training can alleviate the sense of anxiety and fears associated with participation. Taking care of how the participants will communicate and that we do not take out information about what happened during the classes, allows us to increase the sense of security not only among mature people

(6) Selection of the group of training participants in terms of age and

(7) Selection of the trainer due to age It has its opponents and supporters. A group of trainees of the same age may reduce the level of anxiety associated with the stereotypical perception of younger people as better. This can encourage openness and experimentation.

(8) Appreciating the activity of mature people and showing respect means valuing the knowledge derived from real experience, but at the same time organizing it, strengthening it and giving it new meaning and eloquence.

(9) Process evaluation is a very important stage for all trainees.

(10) The inclusion of post-training activities includes a plan of actions to be taken after the training with the aim of making better use of the knowledge and skills acquired during the training. It is possible for the trainer to contact the participants in social media, e-mail correspondence or follow-up meetings.

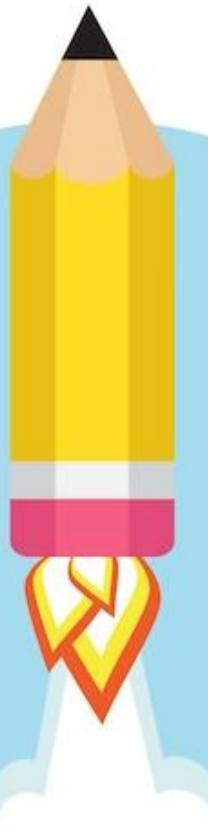
1. With the following willing-list (in the table), check whether all stages are included in the training process you run as a trainer, mentor or if you support the organization of the training process.
2. In order to check if the process is comprehensive, fill in the column **YES, I APPLY IT, because....** You can only insert a " ✓" (check sign) or describe your motivations and conditioning

3. Then go to the **column NO, I do not apply it, because.....** In all lines that do not have "✓" (check sign) write down the reasons why you have not used this approach so far.

4. In the next, final step, try to outline a plan for the future. Use the **column In the future I can implement...**

Working Sheet

Decalogue of effective training 50+ - check - list



Decalogue of effective training of people 50+	YES, I DO APPLY IT, because.....	NO, I do not apply it, because....	In the future, I can implement....
1. Comprehensive approach			
2. Inclusion of mature employees in the training planning process			
3. Communication			
4. Selection of methods and techniques			
5. Properly structured contract starting the training			
6. Selection of the group of training participants in terms of age			
7. Selection of a trainer according to age and competence			
8. Appreciation of mature people's activity			
9. Process evaluation			
10. Inclusion of post-training activities			

Materials & techniques used: Pencil, pen, handout with the exercise

Duration: 30 min

Justification (why and when to use it): Training processplanning

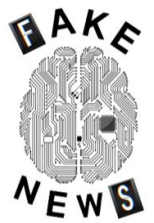
References: Stankiewicz A., Warwas I., Wiktorowicz J. (2019) Strengthening the potential of employees 50+. STAY Exercise Bank, University of Lodz, Lodz.

EXERCICE 2: IDENTIFY THE NEEDS OF SENIORS RELATED TO ICT.


Before you start the training course, determine the following facts in order to qualify seniors to possible training groups (subgroups) and effectively diversify the material according to their age and needs:

1. Seniors' expectations of the course:
 - 1.1. small / large group
 - 1.2. Individual/pair exercises, more people
 - 1.3. Course only with people of the same age (yes/no necessarily)
 - 1.4. with / without the use of *ICT equipment* (*has its / has access*)
 - 1.5. stationary / on-line (which platforms)
 - 1.6. workshop, exercises / lecture, webinar
 - 1.7. What he certainly would not like in the course
 - 1.8. Motivation (why they want to improve their education in the area?...)
2. Learning something new / Or developing your skills?
3. Why is this subject of interest to him?...
4. Age: 60+, 70+, 80+ and above
5. Labour activity: full-time active / part-time active / inactive
6. Disability (no/yes – degree)
7. Prepare a list of ICT skills for the senior and check what is the level and which areas/topics he is particularly interested in:

Subject:	Can (at what level) / can not?	Is/is not interested in further education
Internet	Yes (1 2 3 4 5) / No	Yes / No
Word processor		
Graphics		
Mail		
Social Media (What?..., what does he want to learn? ...)		



Equipment in public space: ticket machines, queue machines, parking meters, vending machines, etc.)		
Phone applications (which?...) -e.g.: mobility (taxis, trams, buses, carsharing, etc.)		
Health-related websites (primary care clinic, specialist clinics, rehabilitation, sanatoriums, medical equipment-rentals, purchase, etc.)		

- 
8. Would he like other issues to be raised during the training (e.g., health, fitness, technological innovations in the area of health – rehabilitation equipment, applications; telecare – health monitoring, remote medical care, etc.)
 9. Is there something that "disqualifies" the course in His eyes, something that will certainly negatively affect the decision to take part in it – if so, what is it? ...
 10. Ask about issues directly related to the use of *ICT* if there are no financial constraints:

-Imagine that P. can learn anything from the ICT area – what would it be?... Why this? ... what needs could P. satisfy thanks to this?...

-What ICT skills would P. like to acquire first? Why exactly this? ... what needs could P. thus satisfy?...

Collecting the above information will allow you to identify thematic areas that seniors themselves may not be able to specify due to the lack of knowledge about ICT.

In addition, you will be able to choose the subject and level of the course for a specific training group. Be sure to keep your materials clear, written with short, easy-to-understand tasks and a sufficiently large font.

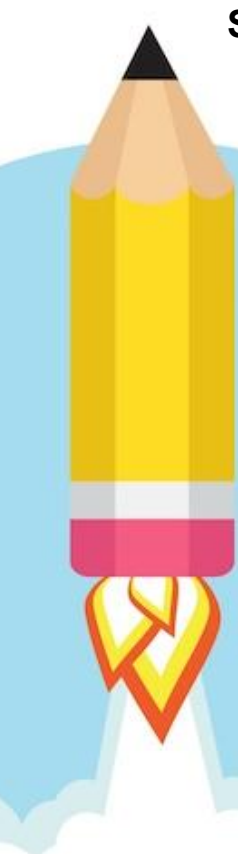
Materials & techniques used: Pencil, pen, handout with questions

Duration: 10 min

Justification (why and when to use it): Training process planning.

References: M. Rojek (University of Lodz), <https://orcid.org/0000-0001-8155-9233>Cyberprzestrzeń jako miejsce międzypokoleniowego uczenia się. Przykładprojektu „ICT GUIDES”¹ DOI: 0.5604/01.3001.0013.2846.

EXERCICE 3: BUILDING RELATIONS AND WITH THE SENIOR



Prepare your surroundings. It is important that many hours or even several-day courses take place in a good atmosphere. Therefore, try to build a good relationship with the senior. Take care of a comfortable room, comfortable furniture, unrestricted access to sanitary facilities, possibly caregivers, appropriate lighting and room temperature and eliminate any background noise (noise, third party access, ringing telephones, TV, etc.). Take care of "light" (diet adapted to the needs of seniors, easily digestible, soft fruit) catering.

2. Ask about important matters, show interest. To begin with, ask about your well-being and listen carefully to senior: *-How is P. feeling today?* Then move on to the topics that will allow you to open up and make contact:

- What are P. 's interests, hobbies, passions?*
- What makes P. the most happy?*
- What from his life did P. want to tell, share, praise? (with you, with a wider group, e.g. the training group).*
- In which places does P. like to spend time the most?*
- What movies, books, activities did P. like the most?*

Then you can move on to the question of needs, ask:

- What are the needs that P. consider to be the most important currently?*
- Are they satisfied?*
- *If so, what does this mean?*
- If not, why aren't they satisfied? What are the obstacles?*

You can also declare your willingness to help, ask if you can do something to meet these important needs? (e.g. providing materials, information, contact to relevant institutions, organizations, volunteers, etc.).

If, in the course of the conversation, you decide that you can also ask about your health or family – do it. You can in general

form:

-Is P. satisfied with her health condition? What does P. have the biggest problems with?

-Please tell me / us something about your family.

Although you should be especially careful here, because these can be difficult, sensitive or even evoking difficult memories.

You can also ask what is the biggest problem for him:

-What is the biggest problem for P. at the moment (and why is it)?

3.Demonstrate mutual benefit. Build a common note. Build a bond by making the senior aware that your meeting benefits both of you. **You** because it allows for self-realization and joy of helping other people and **Her** – because it allows you to broaden your horizons, acquire new knowledge and skills, meet new people, improve the quality of life with ubiquitous *ICT* solutions.

Pay attention to:

-limitations: hearing (speak to the ear on which he hears better), sight (come close, large fonts, etc.), movement (transport to the place of training), speech - adapting course work to these difficulties;

-your and the senior's body language – sensitivity to non-verbal messages is particularly important in the face of various types of physical ailments, remember that a grimace of dissatisfaction or lack of enthusiasm does not have to result from dissatisfaction with the course, but from health ailments of old age; maintain eye contact;

-slower perception of content – listen, ask if the content is understandable, if necessary, repeat it several times, slowly. Take care of freedom of speech, listen, do not judge, assure of your care, show kindness and empathy, be caring.

Materials & techniques used: Pencil, pen, handout with leading questions

Duration: 30-40 minutes

Justification: Just after the training begins, to build a rapport with seniors

References: J. Marchlewska (2019) Emocje – relacje – empatia w wieku dojrzałym. Warsztat: Jak zadbać o siebie, Emotions – Relationships – Empathy in Adulthood. Workshop: How to Take Care of Yourself, University of Lodz, Lodz.

3. EDUCATORS SKILLS APPLIED TO ICT AND MEDIA LITERACY FOR SENIORS

In modern, technology-driven societies, individuals of all ages need to acquire skills to operate new digital systems and products such as information and communication technologies (ICT) and digital media constantly. However, the process of learning something new differs between younger and older people. Older adults still lag behind in technology access and skills, a phenomenon that has been described as the age-related digital divide or “gray divide”, and research has shown that older adults face user experience challenges in the interaction with ICT (Schlomannet al, 2022).

To reduce age-related inequalities in ICT use and to increase ICT and media literacy among all older adults, guided learning should be provided. Guided learning comprises of educational programs, training courses, and one-to-one explanations. In training courses, educators often have to deal with different levels of abilities among the older participants, which makes it necessary to develop specific skills and teaching strategies. Therefore, one of the key factors to achieve effective learning for seniors on areas related to ICT and media literacy is the role of the educators who will support seniors in their learning and educational process. Educators need to develop specific communication skills, soft skills and ICT skills in order to better support the target group of elders.

3.1 Communication with seniors



Communication is key in the classroom: successful teaching is generally considered to require only 50% knowledge to 50% communication skills.

As a result, an educator should be proficient in all four modes of communication – listening, speaking, reading, and writing – and should know how to utilize this proficiency effectively in any educational environment for any target group, especially for the group of older adults.

Communication skills are most vital for interactions with older students, because the act of teaching itself requires them. The educator is responsible for comprehending and breaking down complex information, conveying this information clearly to elderly students (both verbally and in written resources), presenting in a manner that sustains their attention, and listening to and resolving their questions or problems.

The educator is also required to adapt content for different learning styles, motivate students to learn, build supportive relationships using encouragement and empathy, manage the classroom, and give feedback – promoting a safe and supportive learning environment. All of these things require good communication skills (Sword, 2020).

The following **communication strategies** can support educators when teaching elderly in the acquisition of new knowledge, skills and competences, such as ICT skills and media literacy skills:

1. Create a safe learning environment with supportive relationships:

It has been proven that supportive relationships between elderly students and educators have a positive impact on class engagement, participation, and the students' achievements. A supportive learning environment is built using communication: educators should get to know their students well, and show them that they are safe from judgement or humiliation. Educators should have an open-door policy for students to come and talk about any issues, and be empathic and caring when they interact with them at all times.

2. Body language:

Communication is not only verbal, but also non-verbal: educators should ensure that the signals they are giving out through their body language are positive, confident, and engaging. For example, making eye contact with students shows that the educator is supportive and attentive and motivates everyone to pay attention, which helps them to learn, as well as making them feel involved.

3. Feedback:

Feedback is also an important component of communication when teaching elderly students. There have been many studies focusing on feedback in recent years. It has been shown that positive feedback (i.e. praise) builds students' confidence – making them more likely to believe that they can succeed – and helps to create a supportive environment and increase the development of skills.

On the other hand, negative feedback can also help elderly students to improve – for example, by changing their behavior, or trying harder at a task, but educators should remember to use negative feedback only sparingly with elderly students to avoid conflicts and keep their motivation at high levels.

4. Sense of humour:

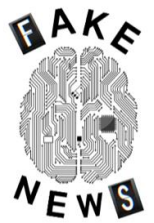
The use of humour in a classroom of adult learners has been found to increase learning, self-motivation, and positive relationships between older students and teachers. It allows educators establish a rapport with their class, and keep them interested in the lesson. For example, the educator might tell jokes or funny anecdotes, give light-hearted personal examples, or laugh at students' own jokes. However, educators should ensure that they do not use negative humour – demeaning or embarrassing students – or humour that is either irrelevant to the lesson, disturbing, violent, sexual, or forced. They should continue to use humour that has received a positive response from the group of elderly learners.

5. Clarity:

Good communication – and good teaching – is about understanding and being understood. For this reason, educators should always be clear and unambiguous, and adapt their words to their audience. Educators should think about this while writing lesson plans but also while they interact with the older adult students after presenting the lesson.

Finally, the following key communication tips can help educators facilitate successful interactions and learning experiences with older adult students:

- Speak to the elderly students as a fellow adult. Having potential physical, sensory, or cognitive impairments does not lessen the maturity of an adult learner.
- Speak plainly. Do not assume that students already know the relevant terminology on fake news, misinformation or disinformation. Use simple, common language and ask if clarification is needed.
- Recognize that people from different backgrounds may have different expectations and different learning needs. Educators should be sensitive to cultural differences that can affect communication with their elderly students (*Talking With Your Older Patients*, n.d.).



- Some useful techniques when discussing issues with elderly students include adjusting the speed and tone of talking according to the elder's need, changing topics skillfully, avoiding dominating the conversation and encouraging elders to take an active role instead, using nodding, appropriate movements, appropriate positioning of chairs and having a friendly, kind, sincere and respectful attitude towards them (*Skilful Communication with Elderly Persons*, n.d.).

3.2 Soft skills: empathy, active listening, patience



Teaching older learners, especially on issues which are relevantly new to them requires specific soft skills such as empathy and patience. These skills allow educators to understand and respond to the unique needs of older individuals,

and provide educational support in a compassionate and non-judgmental manner. These skills are particularly important when working with older adults, who may have a wide range of physical, emotional and cognitive needs (*5 Most Valuable Skills: Patience and Empathy*, n.d.)

1. Empathy

Empathy is different from sympathy and means putting ourselves in someone else's shoes and making an informed decision. Empathy for an educator for elderly students is seeing through their eyes, hearing through their ears, feeling their emotions, and thinking about their thoughts. It requires internalizing their feelings and acting accordingly. It is a crucial component when working with older adults.

As people grow older, they become increasingly vulnerable, and their needs increase. This is where empathy comes in. Given that elderly students may be reluctant to ask for help, educators must be actively watching and listening for signs of a problem. They must be ready to help, support and facilitate sometimes before help is sought.



Researchers have identified four main attributes of what it means to be empathetic. Integrating these practices into the teaching process can show elderly students that you understand them:

- **Perspective taking.** When you take a different perspective, you put aside your own feelings and reactions to see the situation through your students' eyes.
- **Putting aside judgment.** It is easy to jump to and express conclusions about the situation based on what you see. However, it's important to step back and consider: What more do I need to learn and understand about the situation?
- **Trying to understand the student's feelings.** If you can, tap into your own experiences to find a way to understand what the student is feeling. Be careful not to overdo it, however. Each person's experiences are their own, so saying "I know how you feel" can come across as disingenuous.
- **Communicate that you understand.** Talk to your senior students without using "fix it" phrases like "what you need to do is...." Instead, try reflective phrases like, "It sounds like you..." or "I hear that you..." Educators' instinct is often to contain the situation and find a quick fix. That can help in the short term. However, it will not help students learn to solve problems on their own.

2. Patience

If empathy is seeing through somebody else's eyes, patience is accepting what we find when we look and that some processes take time, especially for older people. Our societies are built on speed. We like fast cars, we eat fast food, and we rush from meeting to meeting. However, as we age, we slow down physically, and mental processes may slow as well. This can create tension and stress when, for example, teaching older students' new skills and competences. Patience is the ability to remain calm and composed, even in challenging or stressful situations. It is an important skill for educators addressing older audiences, as it allows them to respond to the needs of these individuals in a calm and controlled manner.

Educators should remember that when working with elderly students, patience is necessary mainly because:

-Seniors need more time to process information: One of the biggest reasons why patience is so essential when working with older students is because they need more time to process information. This can be frustrating for those who are used to making decisions quickly, but it is important to remember that their brain is just taking a little longer to do its job. When talking with a senior, educators should take the time to explain things clearly and slowly. If they do not understand something, they should be prepared to repeat themselves or try a different approach.

- Older persons can be more easily overwhelmed: Another reason why patience is vital when working with seniors is because they can easily become overwhelmed. A lot is going on with them, from managing a new stage in their lives and dealing with health issues to managing their finances, for example. It can be too much for them to handle when new things are added into the mix – like participating in an educational process. It is important for educators to be understanding of this and to give them plenty of time to adjust. You should not overload them with too many activities or tasks, and must make sure to take the time to listen to what seniors have to say.

Some tips on instilling patience when educating and supporting elderly students include:

- **Taking things slow:** When working with a senior, allowing them to take their time and do things at their own pace will help to ease any frustration or tension.
- **Listening:** Listening attentively will show that the educator respects the student, and they will feel more comfortable to cooperate with and learn from him/her.
- **Never being dismissive of their feelings:** If the person is angry, sad, or frustrated, educators should take the time to listen and respect their feelings and thoughts (Grant, 2023).

3. Active listening

Active listening is an important skill for almost anyone, in any context. However, it is especially important when working with older adults. When your conversational partner is speaking, give them your full attention and show that you are listening by nodding and providing other forms of positive body language.

The ‘listening’ component of communication should not be overlooked – over 60% of all misunderstandings result from poor listening. Practicing good listening in a learning/ educational environment can benefit educators since they can correct misunderstandings and extend learning, resulting in a better education for the elderly students. Active listening involves listening carefully to what students say, checking that you have understood them correctly (for example, repeating what you think they have said), building on their ideas, and challenging or questioning them.

When educating older students, the following active listening skills are important to make communication and learning more productive:

- **Validate:** This is often the first and most critical step in active listening. By normalizing a person’s feelings, you can push past any emotional or intellectual barriers that might prevent them from speaking honestly and participating in the educational process.
- **Inquire:** To get better learning results, you may need to ask elderly students pointed questions. Examples include, “What would you have done in that situation?” and “Can you think of any alternatives?”
- **Reflect:** Reflecting is another form of validating the speaker’s opinion. Like rephrasing, it shows you are listening and processing the information received.
- **Redirect:** This is often a big part of actively listening to older adults, who sometimes veer off topic easily. By bringing their attention back to the matter at hand, you help them focus on what is important, such as the subject being discussed or presented, or the problem to be resolved (Institute on Aging, 2016).

3.3 ICT skills



Educators are responsible to weave technological knowledge and skills into their teaching and also their own professional development. To do this successfully, educators require a certain level of ability in various technological areas. These skills are hardware and software-based. The acquisition of these abilities affects how teachers manage

their classes, how they develop themselves, their subject and, ultimately, their students. Every educator requires a certain level of ICT skills in various areas. This is particularly important when educators teach groups of elderly students, whose ICT skills are often underdeveloped or low.

The following ICT skills are highly relevant for any educator in order to undertake successfully the training of elderly learners:

1. Word Processing Skills: Educators have to be skillful in utilizing the best word processors, which are currently available in the market. This will let them undertake and ultimately complete all their written communications with both your colleagues and students in a markedly time efficient manner.

2. Electronic Presentation Skills: Electronic presentation applications are, in essence, part of an educator's various teaching duties. As such, educators will have to find a way to master the art of creating electronic presentations for their learners, especially since presentations can be highly useful and effective for a group of elderly students.

3. Internet Navigation Skills: The World Wide Web is a great repository of all manner of information, which can definitely make the life of an educator much easier. Educators need to be able to efficiently navigate the internet for the exact data or teaching resources they need. For example, videos are highly effective



when teaching elderly learners media literacy and digital skills. Educators need to have the skills to search, choose and use these videos effectively.

In conclusion, the ICT skills needed for teaching older adults are similar to those necessary for any other group of learners. Educators should possess these skills to facilitate the learning process of their older students, to promote and support their learning and to achieve substantial learning results.



TOOLBOX



EXERCICE 1: JUST LISTEN

Description: This is an activity that encourages participants to communicate how they feel about a subject. People get into pairs and one member talks about his or her opinions. His partner listens without speaking, and then, without rebuttal, recaps on what has been said.

Materials & techniques used: An even number of team members, ideally. Eight index cards for each team of two. Each card should list one topic. The topics should be interesting, but not too controversial. You don't want the listeners disliking the speakers just because they disagree with their viewpoint.
- A private room.

EXERCICE 2: RIGHT VS. WRONG

Description: This activity is related to active listening skills and critical thinking. This activity requires one speaker and a small group of listeners. The speaker can pick any subject that is of interest to the group and then talk about it for about one minute. The speaker needs to be knowledgeable about the topic, because they're tasked with telling the group several facts on the subject—but the catch is that the speaker will also tell a handful of false statements on the topic as well. The players must listen carefully to catch the untrue statements the speaker says. The speaker should only say each sentence once so it's essential for the players to listen very carefully. Depending on the topic, players may need to concentrate on paying attention as well as using their brain capacity to think about the subject while also listening for factual



information. After the speaker stops talking, listeners are asked to decide which of the facts they heard are true and which ones are false.

Duration: 25-30 minutes

Justification (why and when to use it): This activity combines active listening skills and critical thinking. Educators can use this exercise in order to initiate a discussion on the importance of different communication skills. They can also use it in relation to fake news and the cognitive process we use to recognise truths and lies.

<https://www.developgoodhabits.com/active-listening-exercises/>

EXERCISE 3: STOP LISTENING EXERCISE

Description: This activity will show participants the emotional consequences of not listening and—hopefully—encourage them to practice better listening skills. Split your group into two smaller groups of equal size and take one group outside the room. Tell them that they are instructed to stop listening to their partner after about 30 seconds, and to be open in showing their disinterest. Tell the other group to think of something that they are passionate about and be prepared to tell their soon-to-be partner a meaningful or personally relevant story about this topic.

Bring the other group back in, put all the participants into pairs, and tell them to get started. Observe the behaviour from the listeners and the reactions from the speakers until you're sure each speaker has picked up on what's happening. Stop the conversations at this point and explain the instructions that were given to each group. Facilitate a group discussion on the importance of listening, how to use active listening, and what indicates that someone is truly listening.

Duration: 25-30 minutes

Justification (why and when to use it): This activity can be used by the educator when discussing the importance of communication skills in both online and offline environments. The educator can initiate a discussion on online communication, potential differences with offline communication and the effects of listening/ not listening the other person.

References:

<https://positivepsychology.com/communication-games-and-activities/>

4. SPECIFIC BARRIERS RELATED TO ICT AND MEDIA EDUCATION FOR SENIORS

4.1 Physical constraints related to ageing



New technology can be overwhelming for anyone, but it's often even more intimidating if you're a senior adult. Many physical, cultural, mental, and even psychological factors come into play, and for some, the challenges become real obstacles. Besides some obvious barriers/issues that come with ageing here are some things that you should consider.

Our brain surpasses the power of the most sophisticated computer with millions of connections occurring every second. As the biological processes change with age, it affects one's brain function even if the person is still healthy. Changes include struggling with memory, difficulty with complex concepts, and slowed thinking. This is a natural process as some areas of the brain shrink with age and communication between neurons slows. These changes can pose challenges as an older person seeks to learn new technology. Nevertheless, like a muscle, the "brain power" increases as the person uses it.

Even though it might seem daunting and difficult at first, the persistence can pay off. An older adult can be perfectly successful in learning new tech. **As a trainer, be patient, stimulate your students to be patient with themselves and underline the person's ascending learning curve.**

Another condition that affects seniors' learning of ICT and media tools is definitely vision impairment. If a person has a condition like macular degeneration, glaucoma, or cataracts, their vision may be impaired enough to affect the ability to learn or use technology. This loss of sight might cause them to shy away from screens and tech, which require the ability to see clearly and up close. But the good news is that as the older persons address the condition and seek treatment such as cataract surgery, the vision will clear up. This better equips them to learn and use the technologies that can benefit them.

As a trainer, look for tools and platforms that are adapted to visually impaired persons (bold characters, big font, adapted colour schemes).

Last but not least barrier is the mobility issues which can be related to back pain, fall risk and sarcopenia among older adults. These problems also limit the possible use of the ICT and media: sometimes is it hard to stay long in the sitting position while using a PC or using a mouse can be a challenge.

Finally, going out to repair/purchase/install new technologies can be a challenge when they have low ICT skills level and don't feel confident searching for the information/services online.

As a trainer, be aware of these problems and assist senior students should they bring them up to you.

4.2 Social constraints related to ageing

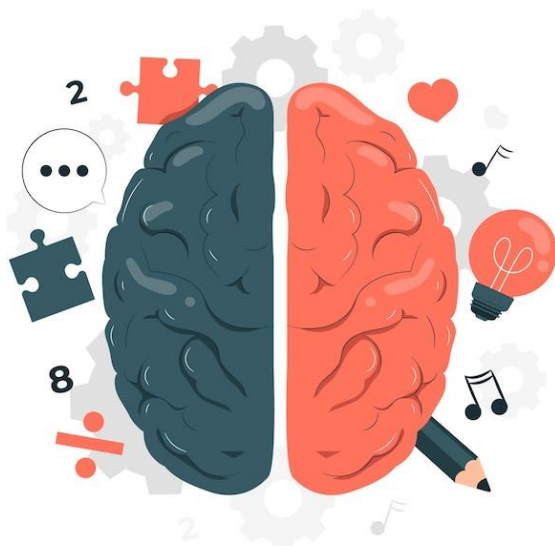
'Social exclusion' refers to the separation of individuals and groups from mainstream society. When it comes to the constraints that barrier older adults from using ICT tools and also media educational sources in the active way we often think about the social exclusion.

- **Retirement.** This is one of the most obvious reasons that constraint older adults when using new technologies and getting knowledge in the field of media. Seniors don't have any regular links from the 'outside' work and the circle of contacts keep diminishing. Thus, it is essential at this stage, to find new encounters, hobbies, interest clubs.
- **Remote living.** This factor can be linked to several reasons: retirement and unwilling moving to remoter landscape; absence of the IT support, lack of social services, senior clubs or organizations at this new place; necessity to drive only which can be constraining depending on one's health situation, weather, timing. Therefore, it can greatly limit the possibility to expand one's knowledge and to acquire new skills.
- **Family situation and syndrome of the "empty nest".** Empty nest syndrome refers to the grief that many parents feel when their children move out of home. This condition is typically more common in women, who are more likely to have had the role of primary carer. It comes after children leave the house or move far away, on the one hand it can serve a higher motivation

for the older persons to explore and excel in the ICTs and on the other hand; it leads to the lack of the motivation and there is no more easy support person at home to help with this.

- **Situation of the unwanted loneliness.** This can be caused by the divorce, death of the partner/neighbour/friend or any other reason that brings a senior into the situation of loneliness. It's not motivating them to start learning new things, improve their knowledge in something they find challenging. In this situation persons tend to stay in their usual routine and a comfort zone.
- **Financial constraints.** This factor is tightly linked with the all above-mentioned reasons which contributes greatly to the lack of usage of the new technologies and media literacy.

4.3 Psychological constraints, technological rejection



Other barriers to seniors' adoption of technology are psychological constraints and more specifically technology anxiety, technophobia (also known as the fear of technology) or just simply technology rejection.

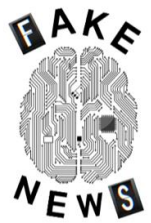
Technological anxiety is an effective emotional response arising from the use of technology (IGI Global dictionary, 2022)

Technophobia is an overwhelming fear of technology. "People with technophobia may fear computers, cell phones or the powers of artificial intelligence. It is most common in older adults and people who are generally anxious about the future. Media portrayals of "technology gone wrong" may also contribute to technophobia. Technophobia is not a clinical diagnosis. Still, as technology has expanded rapidly in recent years, some clinicians treat technophobia like a specific phobia affecting mental health and quality of life" ([Cleveland Clinic](#)).

Technology rejection among seniors: According to [Vaportzis, Clausen & Gow](#) (2017) reasons for rejecting or being suspicious of technology can be the following:

- **Lack of support, clear instructions and guidance:** many times, instructions are too technical and not divided into simple actions. There can also be a lack of support and guidance if they have nobody in their entourage to advise them.
- **Lack of knowledge and confidence:** this concerns the fear towards not understanding the technology and even the risks and dangers associated to it
- **Complexity of technologies:** There are different pieces and types of equipment and applications. Those evolve very rapidly which can feel confusing.
- **Feeling of inadequacy compared to the younger generation:** seniors usually compare themselves to the generations that were born with technologies and learnt how to use them at a very young age. This causes an impression of inaptitude.
- **Skepticism and mixed feelings:** Although they might know the advantages of technology, especially concerning cognitive skills and the possibilities of social interaction, many seniors remain skeptical. Some of them even see technology as limiting social interaction.

The ability of older adults to use digital solutions and tools is a crucial issue. Low digital adaptation is a barrier in daily life reducing independence, autonomy, and even in some cases affecting mental health. **As a trainer, it is important to know the psychological issues that underpin rejection or fear of technology and address them in order to build confidence and trust in technologies.** Once online, most seniors make the internet a daily part of their lives and view it in a positive light. Indeed, in 2020, the share of European seniors aged 55-64 years old that use the internet everyday was of 69% ([Eurostat, 2020](#)).



4.4 Preventing ageism



As we stated above, older adults often hold negative age-based self-stereotype that they are less capable in technology use. **These negative stereotypes are called ageism.** According to the [WHO](#), Ageism refers “to the stereotypes (how we think), prejudice (how we feel) and discrimination (how we act) we might

hold towards others or ourselves based on age”. Ageism in the context of digital technology occurs on several levels ([Köttl& Mannheim, EuroAgeism, 2021](#)) :

The macro level: It affects design and policy and relates to the fact that technology is usually not developed in a way that is adapted and suitable to older individuals. This leads consequently to the exclusion of the senior population. **As a trainer, look for the most adapted technological tools and platforms according to the seniors expressed needs and expectations.**

The meso level: It affects the social and organizational environment and related to the fact that other peoples’ stereotypes (family members, friends, service providers, health care providers) influence the use (or lack of use) of technology by older people. **As a trainer, have a positive and empowering discourse towards seniors use and learning technology.**

The micro level: Age stereotypes are internalized over the life course and affects how people view their own abilities to use digital technologies as they age. **As a trainer, work on your seniors’ student’s self-confidence.**

Furthermore, there are many ways to tackle ageism in digital technology use ([Köttl& Mannheim, EuroAgeism, 2021](#))

- **Awareness raising and training:** professionals working with seniors should be aware of the impacts of ageism in undermining seniors use of new technologies in order to effectively **deconstruct age stereotypes** in the context of technology and contribute to the creation of a more **positive narrative** about later life digital technology usage.
- **Empowering** individuals: In order to enhance digital technology use and decrease negative effects of internalized ageism, it is important to ensure access to **lifelong learning**, including **tailored digital literacy interventions**.

Empowerment can also come from individuals holding more **positive attitudes towards their own ageing**".

It is essential to counter stereotypes related to technology and age. Indeed, A great proportion of older persons **report high willingness to learn to use new digital technology** and consider many digital technologies as **relevant to their lives**.

4.5 Tips to address main challenges: technology rejection, lack of confidence etc.

As an adult educator, it is important to shed the light on possible good ideas and advices that older adults can use in their journey towards new technology and media literacy. Here are the main tips for seniors on the usage of the new technology and how to overcome the main barriers:

1. Choose Strong Passwords

For websites and accounts, you'll need a secure password for login. Choose a unique password (not 1234 or your name) and incorporate special characters for additional protection. But it's also important to choose a password you can remember. And it's okay to write passwords down and keep them in an easy to access location.

It's also important not to enter your password information if you don't recognize the website. If the website looks different than it usually does, it could be "spoofed" to gain your login information. Take steps to verify that this is the correct website before entering your information.

2. Adjust Smartphone/Tablet Settings for Easy Reading

If it seems that the text size on t phone/tablet is too small, it is possible to change the settings to increase the size and even adjust the screen brightness. For most iPhones, it can be accomplished in the settings if you open Settings>Accessibility>Display and Text Size. For Android phones open Settings>Display>Font Size and Style

3. Keep Antivirus Software Updated

Whoever set up your computer likely installed antivirus software to protect it. If not, you can easily download free antivirus software without much tech knowledge required. But the key is to keep it updated. Many versions may auto-update, or you may see a pop-up window asking you to start an update. When you see this, don't ignore it. Initiate the update to keep your device protected from the latest viruses.

4. Don't Reply to Emails, "friends' requests" from People You Don't Know

Scammers often send an email that makes it sound like they know you or have a connection to you, whether personal or business, hoping that you'll give out personal information. They might even send you a great offer in exchange for sensitive or personal data. The best policy is not to reply to any email that is from someone you don't know, no matter how good the offer is.

5. Click on Links and Open Attachments with Caution

Before you click a link or open an attachment in an email, verify that you know the sender. Cyber predators can unleash viruses or gain access to your device when you click a malicious link or attachment. The best way to protect yourself is to be sure you know who the email is coming from before clicking anything.

Last but not least, here are some elements to remind seniors on the importance and techniques to stay e- and socially connected after retirement. It is not only about technology but generally about various aspects affecting self-confidence and quality of life.

When talking to seniors, as a trainer, you should underline the importance of:

- 1) being socially involved through **leisure and cultural activities** in-group (eg. music, sport, reading, choir);
- 2) **nourishing networks** with family and friends;
- 3) being **selfless and helping others** in need helps not to be self-centered and think only about one's own personal problems (eg. doing volunteering activities, helping associations etc.);
- 4) the concept of '**happy housing**' and **sane environment**: family objects can help to remember happy moments; interior design such as light, plants, decorative details and colors play a good role to feel better at home; get rid of the things that clutter your home. Symbolically, you are also more open to welcome new elements in your life.



TOOLBOX



EXERCICE 1: SUPERHEROES

Description: This is a group exercise. Each person has to draw a senior super hero. It makes us reflect on our perception of aging in a positive and resourceful manner. After the drawings are done, during the discussion phase, the trainer asks participants:

“Look at your superhero, what are his/her main powers?
 ➤ How does this superhero comfort your perception of aging? “

Materials: Paper, color pen

Duration: 20 min

Justification: This is a drawing exercise with the objective to enhance the self-confidence of seniors. It further allows to discuss the consequences of ageism and prevent its negative aspects.

EXERCICE 2: THE COMPLIMENT JOURNAL

Description: This activity involves recording daily ‘positives’ about oneself in a Compliment Journal. This can include things about their character or skills. For example, after helping someone (even someone from the group) deal with an issue, they might record themselves as being ‘supportive’ in their journal.

NOTE: Only ‘positives’ are being recorded. They can also include ‘positive feedback’ they receive from others.

Materials: Paper, pen

Duration: 5 min a day

Justification: This individual exercise allows to foster self-confidence on a daily basis and to reward individual actions and progress.

References: <https://melanieferguson.co.uk/the-compliment-journal/>

EXERCICE 3: OPPORTUNITIESTO BE SENIORS!

Description This can be performed either in group, pairs or individually. Each person has to write on post its words to identify main strengths, weaknesses, opportunities and threats in being a senior in the world of new technologies. The trainer glues the post-its in a board with different parts for the "strengths", "weaknesses" and "opportunities".

Materials Paperboard, colourful pens or post its.

Duration 15-20 min

Justification This exercise can develop logical skills, social interactions and ice breaking role when doing sessions with seniors and ICT tools.



5. BUILDING SENIORS' TRUST IN MEDIA INFORMATION

5.1 Seniors use of ICT and social media for information purposes in Europe



The use of the Internet is increasingly common among the population, including seniors. One of the factors that has connected more seniors to the internet and social networks has been the Covid-19 pandemic. The isolation to which many people were subjected increased the use of the Internet, on the one hand, to stay informed and, on the other hand, entertained and connected to their loved ones. From this moment on, the use of the Internet and social networks has been maintained in this sector of the

population, although after the pandemic, its use has diversified.

To begin with, according to the survey carried out by Ericsson (2021), the activities in which older persons spend most of their time online are: surfing the Internet (81%) Instant messaging (71%) Social networks (69%) See short video clips (51%) Watch movies and make video calls (38%).

This is a phenomenon that extends throughout Europe, according to Statista (2022) the average percentage of daily Internet users between 55 and 65 years old is 65%. However, there are peculiarities in each country. The seniors who use the internet the most belong to Sweden, the Netherlands and Germany. On the other hand, the countries where senior citizens use the Internet the least are Greece and Poland.

On the one hand, **it is good news that our seniors have reduced the digital divide**, this makes them feel more integrated into society, fight the feeling of loneliness, succeed in active aging and empowers them regarding the use of digital tools and apps.

The use of digital technologies brings benefits such as a more activity, autonomy and socialization, and greater access to information. However, this also carries some risks, including the consumption and spread of fake news.

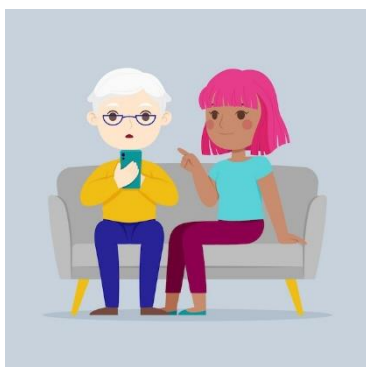
As previously mentioned, surfing the Internet, using instant messaging, and social networks are not only the favorite activities of older adults, but also represent three perfect channels for accessing and sharing news and untrue information. **There is a correlation between the use of social networks by adults and the spread of false news.**

In fact, according to Science magazine (2016), those over 65 spread 7 times more false news than people aged 18 to 29 and 2/3 times more than those between 46 and 65. In addition, in terms of social networks, among people over 55 years of age, the most popular platform is YouTube, with 2.4 billion users (the maximum figure is 4.5 billion for people between 25 and 34 years of age). Twitter is the one that it has more users among the population older than 55 years (752.5 million) (Peszko 2016).

In short, the increase in the use of the Internet and social networks among the population over 65 years of age, together with the frequency with which they search for information on the Internet (especially information related to health and science) and their lack of digital literacy, makes training essential: giving an introduction to fake news, its identification and prevention to ensure that seniors can make their own decisions having contrasted information.

For this reason, people who work with the older people must ensure that they obtain **basic knowledge about the processes of scientific communication** and false news, while providing the necessary tools to **detect false news and stop the chain of diffusion themselves.**

5.2 How to explain the birth and spread of fake news to seniors



Education does not understand age, it is permanent and lasts a lifetime. Active aging is the process of optimizing opportunities to fight for health, for active participation in life and for the security of achieving quality of life when the human being ages. As noted in the previous section, training older adults in technology and communication is not only a benefit for themselves, but for society as a whole. However, we must adapt the way of teaching seniors, especially

when it comes to **new or confusing concepts such as “fake news”**. For this reason, we present here a series of tips or methodology when it comes explaining to seniors how fake news are born and how false information spreads.

In the first place, the trainer should start from **the knowledge that seniors have** about these concepts. It is not the same to implement training activities with older people than with young people. We start with people with a personal and social history, previous experiences and knowledge, specific contextual and relational aspects. As has been shown in the discussion groups that this consortium has carried out, some older people have a correct idea of false information and media manipulation, while others confuse the term with scams, hoaxes or assemblies.

For this reason, one must start from the **specific situation** of each one (individual or group) and always **have the senior as a starting point**. The trainer must **use simple language and provide practical examples** so that the senior can differentiate between the types of false information, both digital and traditional (edited photographs, information not cited, false expert opinion, false context) as well as the difference between disinformation and information false. For this, as the experts point out, it is essential that the proposed exercises favor cognitive connection.

Seniors should be able to:

Relate old information to the new. It would be interesting for the trainer to make analogies with traditional journalism, so that the seniors can establish these

connections. This task is easier in the theoretical part – what are fake news and how do they originate – and more difficult in the applied part – how do they spread – since not everyone may be familiar with ICT.

In fact, in the discussion groups carried out by the consortium we found heterogeneity: older people who use mobile phones and tablets daily to read about current affairs, older people who only use their mobile phones to make calls, others who make frequent use of social networks... For this reason, it is recommended to promote the active participation of seniors and design activities to broaden knowledge, but also review and critical debate.

On the other hand, the person in charge of transmitting this knowledge must be careful with two aspects: **not generating too many expectations** about the computer knowledge of the seniors and communicating in a way that **does not generate panic towards technology or the Internet**. For this, the educator must create situations that favor the "opening" of the person and the didactic use of the group. We must understand that the expectations we have about people and about their participation in educational experiences have a great influence, positive or negative, to achieve success.

In short, when asked how do we explain to an older person what fake news is and what role social networks play? We respond: in a simple, empathetic, flexible, non-competitive, enabling and active way

5.3 How to explain to seniors the role they play in the spread of fake news

The role seniors play in spreading false news is not positive. In fact, since older adults have less digital knowledge than young people, they do not double check the information that circulates through the different social networks. What's more, if the published news requires reading a more or less long text: 53% of adults only read the headline without paying attention to the content.

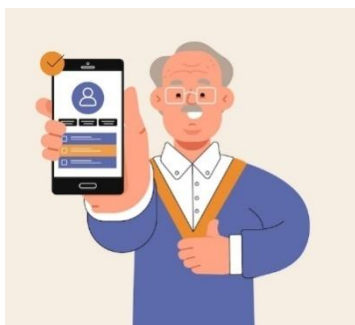
As we can see, there are a large number of users who do not check the information they read on social networks and still share it with their friends and contacts, which leads to the spread of unverified news - even in good faith (older people 50-year-olds usually include among their activities in social networks the dissemination of news to attract the consensus of their peers and build an image of an educated and informed person), as well as the initiation

of discussions -through the action of commenting without having read everything the content - about unfounded news that thus generates more exchange and misinformation comment after comment.

For this reason, the person in charge of raising awareness about the role that seniors have in this matter should **avoid communicating with a tone of guilt or paternalism** about them. As a trainer, you should **focus on the consequences** of sharing this content and ways to avoid it, conveying to the senior a **sense of individual and collective responsibility**.

Some of the people interviewed expressed shame at admitting to spreading false news or pseudoscientific theories among their relatives. That is not the feeling we want to provoke among seniors by, for example, sharing some of the data mentioned here. **It is advisable not to focus on the older person's role as a victim, but on what you can do to reverse the situation.** It is convenient to warn about political purposes, misinformation, manipulation of public opinion, "clickbait"...

5.4 Using ICT and social media as sources of information in a serene and credible way



In a 2020 survey of 27 countries, only an average of **58% of respondents said they were confident that they could spot fake news** (Corbu et al., 2020). These data show the need to provide older adults with tools that train them in this task. As we know, critical media literacy education focused on teaching people to spot fake news is the most effective way to mitigate the pernicious influence of propaganda.

On the other hand, it is important that, when educating seniors about fake news, the trainers and teaching material are **free of discriminatory content** and intentions. Seniors are not a homogeneous category, between 60 and 100 years, there are two different generations that coexist with different habits, beliefs and knowledge. There are also differences based on gender, education, country of origin, etc. More importantly, the elderly has a different level of knowledge and

use of technology and social media and different experiences of dealing with fake news. This is how they express it in the different discussion groups that we organized. Many of them stated that they do not have a specific strategy when it comes to verifying information, others compare the news in various media, some acknowledge “using” their younger relatives as “fact-checkers” or directly believe that all the media are lying. In the first place, it is recommended to start with the tools or tips that do not include ICT or external tools, that is, use internal strategies, since they can be more similar to those of traditional media and train the user to a greater extent.

As a dynamic, we can use a physical newspaper to identify those parts that indicate veracity, to later apply and locate them in the online media. For example: identify the source, locate the author, check the date, comment on the correlation between the headline and the body of the news, consider the bias in several newspapers on the same news, etc.

Regarding the source, in digital media it is more difficult to identify its reliability, since seniors are not so familiar with the portals or websites that may seem dangerous or suspicious to us. For this reason, it is important to **give general advice applicable to various contexts to determine the credibility of the source**. Namely: that no one has paid the publication, that the information is balanced and not biased, that the language is respectful, etc.

Secondly, the person in charge of training should introduce **external strategies**, that is, the use of algorithms to discourage the dissemination of false information and that work through **"factchecking" tools**, analyzing both the profile of the author and the users who have contributed to the spread of the news through comments. It is convenient to introduce the seniors to those tools that are closest to their context, first, so that they are familiar and, second, to avoid information overload.

In short, the main idea that the trainer should introduce to the group is that **technology, the internet and social networks can be a tool**, both for spreading and preventing false news, depending on how we use it. **We intend to raise awareness and train seniors about this issue; never drive them away, blame them or cause them to reject ICTs**. The objective is to empower the elderly, understanding their limitations and capabilities, to avoid being victims of false informatio



TOOLBOX



EXERCICE 1: BOOSTING ESTEEM

Description: Objective: to promote trust, cooperation and cohesion among group members. Group members sit in a circle and each person puts his or her name on a piece of paper. The paper is passed to the person on the left and they write down something they like about that person. They fold the paper (so that the others can't see what they have written) and pass it back to the person on their left, and so on, until the paper has gone all the way around. When everyone has received the paper with their name on it back, they will have a few minutes to read it and discuss what they thought of the activity, how they felt when they read their classmates' comments, etc. Group size: medium sized group, about 20 people. Place: large space where participants can sit in a circle and be comfortable.

Materials needed: Paper and pen for each participant.

Duration: Time required: about 30 minutes.

Justification (why and when to use it): This dynamic should be done when you already know each other or have worked together.

EXERCICE 2: YOU KNOW THE NEWS, NOW COMES THE TRUTH

Description: Objective: to concern about relativity, objectivity, bias and hidden interests among information. The activity consists of making groups of at least 3 people, and give each group a large cardboard, different

newspapers, magazines, glue and a marker. Each group will have to write on the large cardboard (with rectorates or writing) how their newspaper of the week would be if they were the editor of one. They can use real news or write headlines that they would consider important. Afterwards, the cards are shared among the groups and they discuss what issues have been of relevance to each group, why, and what their opinion is about them.

Materials needed: paper, newspapers, magazines, glue, scissors, markers...

Duration: 45 minutes

Justification (why and when to use it): To concern about relativity, objectivity, bias and hidden interests among information. They can realize how reality can change depending on who's telling.

EXERCICE 3: AMONG US

Description: The game is very simple. The trainer will give the group 3 news headlines. Of these, only one will be true. We will try to make them look as realistic as possible. A timer will be activated and before the end of the time the participants must have found "which one is the impostor" by using the internet. The team that gets the correct answer first will receive 5 points, the teams that get it right receive 3 points, and those that fail 0 points. The team that gets the most points wins.

Materials needed: Smartphone, laptop, tablet or any other device with internet connection.

Duration: 30 minutes

Justification (why and when to use it): This game concerns elders about two important aspects: First, disinformation. Second, technology as a tool to prevent fake news.

6. HOW TO FOSTER SENIORS' PARTICIPATION AND MOTIVATION

6.1 The importance of “break-the-ice” activities

To be engaged, **older students** need to feel that they are in environment where they are accepted and affirmed, **as trainers you should ensure the classroom is warm and inviting to all.**

Icebreakers are one of the tools that trainers could use to create a warm environment, it also helps people get to know one another. Trainers can use them to help acquaint students with course content and expectations.

Icebreakers can also be designed to help warm up online learning spaces and orient **elders** to the online environment.

6.1.2 Why use icebreakers?

Icebreakers have several benefits in the classroom.



They can:

- help to create a relaxed environment where students share ideas and participate more fully in the class
- encourage students to share ownership for the learning environment of the class
- build rapport among students and foster a productive learning environment
- prepare students for collaborative group work

6.1.3. Examples of Break-ice activities, How to involve students:

Some tips trainers should follow:

- **Introducing yourself:**

Share some information about yourself beyond the basics, how did you get into this field? What do you like about teaching this course? What do you research? what your previous experience as a student? What did you learned? What you would like to achieve by the course?

- **Help students find a partner** (do not assume that everyone will match up easily: some people are more **introverted** than others, some may be resistant, or there may simply be an odd number in the class. It can be easier to count off students.
- **Familiarize student with course expectation:** Stimulate students' interest in the course at the onset while also uncovering students' knowledge base of course content.



Share asyllabus that details course expectations, but keep in mind that students may not read through carefully, comprehend, or remember these expectations.

- **Introduce the activities** to the group and explain your justification for using it
- **Indicate who will start first** (e.g., the student with the longest hair, the student whose birthday is closest to today's date, etc.)
- **Announce when the activity is halfway finished**; that way if only one student has spoken so far, the other will have a chance to participate as well.
- **Debrief by asking a few pairs** to share with the group what they learned about their partner, or one thing they discovered that they have in common with each other

6.2 Peer-to-peer approach

6.2.1 Case study.

Peer-led learning is an instructional method in which nonprofessional individuals who received quality preparation take an instructor role from within the group or community (Choi, 2009). This method can be effective in exercise contexts for older adult learners.

Five methods are used in peer teaching practice: (1) lecture, (2) group discussion, (3) hands-on experiences, (4) various hybrids of these three, (5) and a course coordination approach.

Voluntary participation, tolerance of teacher limitations, and interest in developing a sense of community differentiate peer teaching from other experiences.

Peer teachers encounter a number of special challenges that include dealing with a range of educational backgrounds, subject-matter expertise among selected students, and the physical changes that accompany aging.



Many studies have explored the **role of older people as teachers**.

(Brady, Holt, & Welt, 2003; Choi, 2009; Lamb & Brady, 2005; Simson, Thompson, & Wilson, 2001). This kind of teaching is relatively common in the American Learning in Retirement Institutes (Martin, 2003) or in the British approach to Universities for Older People. ...

This new method brings **changes** that make the **teacher-student relationship less hierarchical** and allows students to **share part of the control in their learning process**. This tendency to more egalitarian teaching had already been noted in studies of peer teachers (e.g., Brady et al., 2003; Choi, 2009). In this kind of teaching, the **teacher and student are seen as equal experts**; and the **teachers** are participants in a group of **equals rather than leaders** with a group of followers.

6.2.2. What is Peer-to-Peer approach?

Peer-to-peer interaction describes an approach to **interaction** and **collaboration** between participants in a shared project or activity that is characterized by a network-based structure, a shared common resource base, and an assumption that all participants have the potential to make constructive contributions. Modern forms of peer-to-peer interaction are substantially inspired by, and often themselves utilize, online peer-to-peer communication technologies. However, the principles and ethics of peer-to-peer interaction have also been translated to offline contexts.

Additionally, the **core principles** that underpin peer-to-peer connectivity have been abstracted from their technological origins, and implemented across a range of projects and practices.



6.2.3. Why Does Peer to peer approach benefit elders learning?



In peer instruction, **instructors pose a challenging question to students, students answer the question individually, students work with a partner** in the class to discuss their answers, and finally students answer the question again. A large body of evidence shows that peer instruction benefits student learning.

For each question, students chose their answer individually, reported their confidence, discussed their answers with their partner, and then indicated their possibly revised answer and confidence again. **Overall, students improved their confident after discussion than before.**

Discussing a question with a partner improved accuracy across classes and grade levels with small to medium-sized effects. Questions of all difficulty levels benefited from peer discussion;

Students did not simply choose the answer of the more confident student during discussion; instead, students more thoroughly probed the coherence of answers and mental models during discussion than they could do alone.

Students may not create a coherent explanation of their answer until they engage in discussion with a peer. When students create a verbal explanation of their

answer to discuss with a peer, they can identify knowledge gaps and construct new knowledge to fill those gaps.

Working in pairs generates new knowledge and tests of answers that could not be predicted from individuals' performance alone.

More broadly, **as a teacher you should often put students in groups** so that they can learn from each other by giving and receiving help, recognizing contradictions between their own and others' perspectives, and constructing new understandings from divergent ideas.

Giving explanations to a peer may encourage explainers to clarify or reorganize information, recognize and rectify gaps in understandings, and build more elaborate interpretations of knowledge than they would have alone.

6.3 How to allow each participant to express themselves

Creating a cooperative learning environment has been proven to be effective for all types of students.

This way, they can break into pairs for some activities, and then get back together in teams very quickly to share with others.

It is important, however, to **establish classroom norms** and protocols that guide students to:

- Contribute
- Stay on task
- Help each other
- Encourage each other
- Share
- Solve problems
- Give and accept feedback from peers

Also, as a trainer you should focus on the communication process as fundamental to allow to exchange thoughts or ideas with one another. The benefits of fostering relationships enable students to freely discuss thoughts and ideas and create an

open environment in which questions can be asked without the risk of being judged or humiliated.

Poor communication is the main reason why students lack motivation, perform badly, and consequently drop out of the class. According to many studies, the success of students is directly related to the effective communication of their teachers. Nurturing this kind of interactive and engaging teaching environment demands regular and effective communication.

So let's see what you can do in practice with the following techniques to create a positive dialogue between students and teachers.

1. Create a safe environment

Create a safe and supportive environment where students feel comfortable to open up and express their thoughts and ideas. An atmosphere that allows students to ask if they need help is crucial to their academic success. It is important that at all stages of the teaching process you nurture this kind of **non-judgemental environment**.

2. Encourage teamwork

Doing more team activities, and group work is a great way to take the focus off competing with one another and concentrate more on working together to get the best results. It can encourage communication, cooperation, and collaboration and help students talk more and effectively express themselves with their peers.

Consider incorporating **some games and even some quizzes into your lesson plan**. Split students into pairs or small groups and tell them that they need to work together to play or have a chance at doing well. Pair and group work will also have the added benefit of encouraging students that may not hang out together regularly to interact more; to **ask questions, talk about themselves, and listen to others**.

3. Use some active listening exercises

As we have seen in chapter 3, it is important to hear your students, not just to respond and give an immediate answer. Sometimes just lending an ear can be extremely useful in promoting a supportive and caring environment. Other times,



students have a question about homework or need some clarification about a topic that has been discussed where an answer is needed.

4. Be sure to give positive feedback

As seen previously, another important aspect of improving communication in any setting, but especially in the classroom, is to make students feel safe and comfortable contributing. We mentioned the importance of creating a safe and supportive environment. In such environment, students will naturally develop communication skills but some will do so more gradually than others as they may have a fear of speaking in front of a group or lack confidence in what they have to say.



TOOLBOX



EXERCICE 1: TWO TRUTHS AND A LIE

Description: Teacher should write on a paper three statements about them self and show and read to them. Two should be true, and one should be false. Have students vote on which statements they believe to be true or false. Reveal the answers and consider having students do the same with a neighbor.

Materials & techniques used: Paper and pencil

Duration: 30 min, once a week.

Justification (why and when to use it): Helping elders introduce their self, mostly need to be used the firsts weeks of the course.

References: <https://teaching.cornell.edu/getting-started-icebreakers>

EXERCICE 2: BASIC INTERVIEWS +SEASONAL INTERVIEW

Description: Have students turn to a partner and ask some prepared questions, such as: Where are you from? How old are you? What is/was your job experience? What do you hope to get out of this course? Which season do you prefer?

Materials & techniques used: A group of max 10 people. Teachers needs to prepare a questionnaire on paper. Paper and pencil

Duration: 30 min

Justification (why and when to use it): Helping elders to getting know each other, a window of their human psyche. Used in the first day of the course.

References: <https://innovativeteachingideas.com/blog/10-great-activities-to-break-the-ice-with-your-students>

EXERCICE 3: SHOW AND TELL

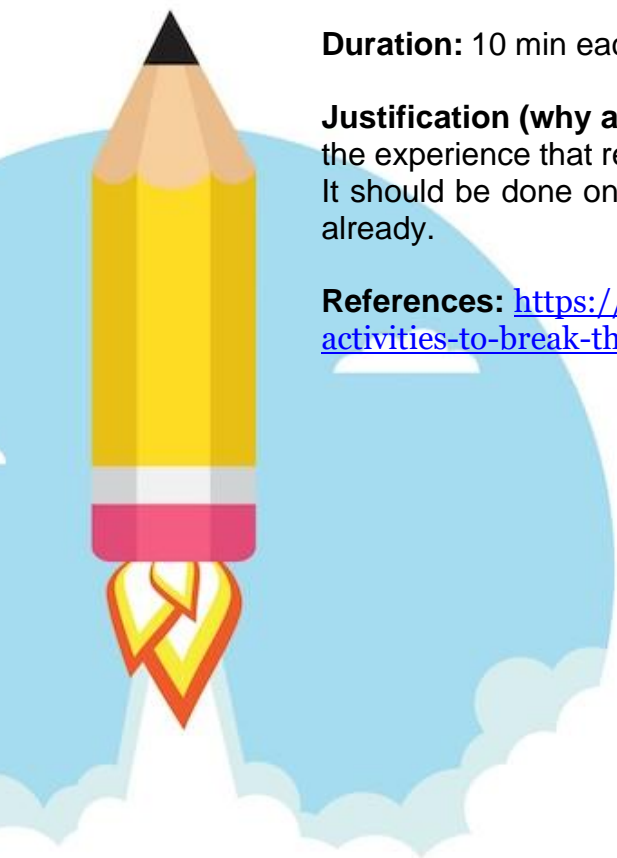
Description: Instruct students to bring in something that they cherish, or just want to share with the class. Give each student a turn to come up and tell about the item that they brought in. This way the class will get to know each other and something that makes each elders happy.

Materials & techniques used: 10 /15 people max. Items could be a picture, a clock, a book, any item elders' reminder a good experience in their life

Duration: 10 min each, one elders per day

Justification (why and when to use it): Describing the item and sharing the experience that reminds, it will help the elders to get more confidence. It should be done on the second week of the course when elders knows already.

References: <https://innovativeteachingideas.com/blog/10-great-activities-to-break-the-ice-with-your->



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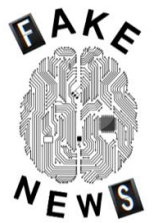
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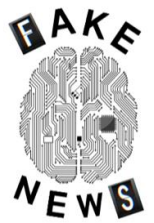
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