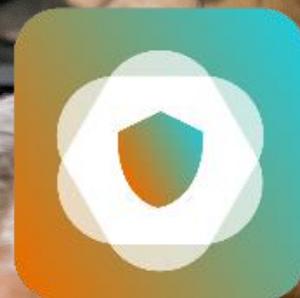


Train the Trainer Toolkit

The Ultimate Guide for Adult Educators
to teach the Elderly Internet Safety

by the e-Protect Project Consortium



e-protect



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The e-Proteact Project

Preface

The digital transformation of public welfare services which reflects a broad range of trends and developments is becoming a key objective across the EU member states. While digital competence is considered one of the key competences for lifelong learning as the use of digital technologies is constantly rising, the elderly population is less familiar with ICT. Consumer, transaction and personal data protection of the elderly during their online activity is a general concern irrespective of nationality or place of residence.

The **e-Protect Train-the-Trainer Toolkit for Internet Safety** supports the capacity building of adult trainers and addresses their particular needs when it comes to teaching internet safety to the elderly. The Toolkit can also function as a guide for the implementation of the innovative e-Protect training programme for the elderly. In particular, it provides knowledge and understanding of the e-Protect Competency Scale, the e-Protect Curricula, and instructions on how to prepare the training programme in practice.

The e-Protect project consortium carefully selected the information included in this Toolkit through a thorough educational, cognitive and technological research, in order to provide a current, well-organized, understandable and accurate Toolkit. We expect the time and effort you will dedicate in reading the present Toolkit will leverage your existing capabilities and thus, facilitate the instruction of digital skills to the elderly.

We wish good studying to all,

The e-Protect Project Consortium



e-protect

Table of Contents

Chapter 1: Engaging the Elderly in the Digital World.....	3
Chapter 2: Teaching Styles, Methods and Practices.....	10
Chapter 3: The Role of adult trainers in educating elderly people.....	18
Chapter 4: The e-Protect Competency Scale	24
Chapter 5. The e-Protect Curricula.....	28
Chapter 6. Preparing the classes.....	36
Chapter 7. The e-Protect e-Learning Space.....	39
Bibliography.....	45
Meet the partners.....	46

Chapter 1: Engaging the Elderly in the Digital World

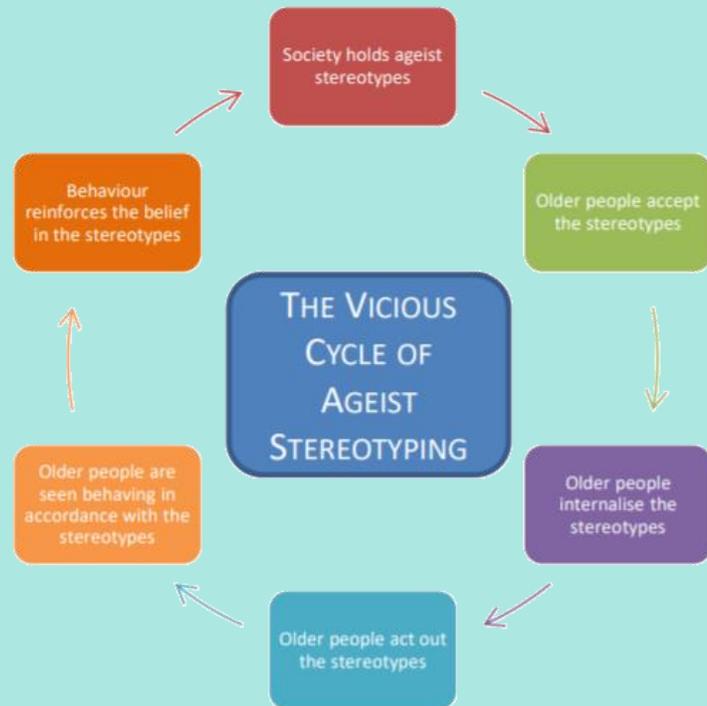
Seniors are especially affected by ageism, with negative stereotypes being attributed to their age group. When it comes to training seniors to use digital tools, it is important to be aware of ageism. Indeed, it is a serious barrier to digital inclusion as it limits how we think about older people and ICT (e.g., older people are not technologically savvy; they struggle learning...).

What is Ageism?

Ageism refers to the stereotypes (how we think), prejudice (how we feel) and discrimination (how we act) towards others or oneself based on age (WHO, 2021).

Ageism also affects the way seniors perceive themselves and their capacities, hence reinforcing their self-stereotyping, as shown in the diagram.

Source: Darwin, J., & Pupius, M., (2019). Mindful ageing. ResearchGate



Elderly's characteristics & Habits regarding ICT skills



Things to keep in mind

⚠ There is great diversity in the target group: age, ethnicity, education, computer literacy, cognitive and physical capacity and income. You will need to acknowledge this diversity and learn to know the specific needs of the trainees to provide an effective and long-lasting training.

⚠ Keep in mind national differences between countries in terms of habits, computer literacy, etc.

⚠ Take into consideration the common health problems (e.g. impaired vision/hearing) that the trainees may have.

⚠ Lack of motivation, interest and perceived lack of relevance of digital technology to their needs and preferences is the main issue you could face. You need to find ways to make the trainees see what their interest is in developing digital literacy.



Digital inclusion

Digital inclusion is about addressing issues of access, skills, opportunity and knowledge in relation to using ICT and in particular, the internet. The goal is to reduce the digital divide and tackle digital exclusion where a part of the population has unequal access and capacity to use the ICT that are essential to **fully participate in society**. Older people are the most consistent part of the global population that suffer from digital exclusion even if the demand and need of ICT training is higher than ever due to the acceleration of digitalisation throughout the Covid-19 pandemic.

Digital inclusion is essential for a goal of **healthy** and active aging, in order for seniors to access the same **quality of life** and feel included in society. Having basic skills in the use of ICT is necessary for seniors to have access to online goods and services. It can dramatically increase their well-being with a positive effect on older people's health, either physical or mental, by reducing loneliness and social isolation. Being familiar with ICT will also allow seniors to gain and sustain independence.

It is our goal to **reduce feelings of digital exclusion** and provide **training responding to the need** for more computer literacy and an understanding of how ICT works for seniors!

Independent use

The first objective of the training is to make sure that seniors will be **independent users** of the devices and services they need to access daily. Independence includes all steps of using a device and/or an online service, from accessing the internet, to understanding their rights while browsing.

Seniors should then be able to adapt and overcome situations and/or be able to reach out for adequate help and support.

In order to achieve that, the key to train seniors is to **increase their self-confidence** and provide them with a **tailored experience during the training**. Older people are often digitally held back if they don't gain more confidence in their ability to learn and use ICT. Gaining digital literacy will allow them to make informed and confident decisions when using digital technologies.

It is our goal to reduce feelings of digital exclusion and provide training responding to the need for more computer literacy and an understanding of how ICT works for seniors.

New needs since Covid-19

During the Covid-19 pandemic, working, learning and social interaction were almost exclusively online, widening the gap for those who lack digital skills or access. For older people, who are already more at risk of social exclusion, poverty and health issues, the acceleration of digitalization due to Covid-19 has created more inequalities and struggles to access essential goods and services. The pandemic has also highlighted the link between the digital divide and other kinds of economic or social disadvantages.

In order to help the economically disadvantaged seniors keep up with our fast paced world, it is very important to keep creating training that will allow them to do online purchases for basic goods and services and continue online communication with families and friends in social media.



Security and privacy

A few rules must be respected on the Internet and when teaching elderly people:

- Having ethics and respect for human rights in the digital world: it is necessary to explain to elders the “internet culture” so they can navigate safely on the internet. For example, you could provide them with a “Good manners on the internet” booklet, or explain to them about trends, such as “memes”, and warn them about trolls, etc. It will help seniors to feel included and accepted in the digital world. Seniors are usually very curious about what they don’t understand. Introducing a history of the internet can also help, as well as using examples from their generation or a topic they are personally interested in.
- Data protection, privacy & understanding their rights: Don’t be scared to go in depth on the different policies (GDPR) and explaining confidentiality, anonymity and security online. It is important for daily use for elders to understand what are “cookies” as websites systematically ask for their consent. Seniors are often scared for their data online and are in need of training to become more familiar with digital protection.
- How to avoid pitfalls & scams: Seniors are often victims of scammers as they are seen as an easy target. Therefore, it is very important to explain basic tips to avoid pitfalls, for example checking websites domains, identify legitimate emails and their regularity, etc.
- Identify threats & obstacles: Older people will often struggle with details that will prevent them from completing their online task. It is important to build up their confidence in managing obstacles and threats while online. One way to do that is simply with repetition in tasks with less support and encouraging independence in the use of ICT. You can show the trainees that the threats and obstacles are often similar and provide them with a standard safe way to overcome the stress and struggles resulting from using ICT.

Learning needs



Keep the interest & motivation high

The interest and motivation of the elderly while learning is a key factor for the success of a training. More than being a trainer, you are coaching for proper motivation and making sure they feel included every step of the way!

In order to maximize the results of the training, don't hesitate to make it interactive and use games. It is also important to make the trainees understand the relevance of digital technology to their needs and preferences.



Need for inclusive technology

In addition to the learning material, it is important to make technology more inclusive and to inform the elderly on how they can adapt their devices for a better and easier use.

For example:

- Adjust text size: the majority of elders benefit from at least a slight increase in text size.
- Adjust color contrast: with age, our ability to distinguish between certain colour pairs diminishes, especially between white/yellow and blue/blue-gray.
- Introduce the use of keyboard shortcuts: using a few common keyboard shortcuts can reduce frustration without requiring significant memorization.
- Change mouse speed, colour and size: with age, mousing speed and precision generally decrease

And remember, practice makes the digital skills stronger!

Appropriate communication with seniors

Communicating with the elderly requires sensitivity and respect. Many will not need adaptation in communication whereas others may suffer from certain disorders that will require an adaptation of communication, without going so far as to consider them incapable. Here are some tips for an appropriate communication with seniors:

- ❖ **Use an appropriate tone:** No need to oversimplify the conversation. It is important not to communicate with older people in a way that can be interpreted as patronizing, even if our intention is to facilitate the exchange by using simpler words or a different tone.
- ❖ **Communicating with older people with hearing difficulties:** a) Speak a little louder (without shouting). b) Avoid noisy environments. c) Keep eye contact with your interlocutor to allow them to read your lips.
- ❖ **Communicating with people with a poor working memory:** It will help to break your sentences into smaller units.
- ❖ **Use the appropriate pronouns:** When we use the second person singular/plural it is too often to tell an older person what they "should" do, we are being condescending. To avoid the feeling that you are taking control of their life, use other pronouns: "I can help you", "It is important for your treatment", etc. Phrases like these show your interest in the person.

Tip: A thing to keep in mind

⚠ **Do not underestimate their capabilities:** elderly people can often be wrongly treated like children that need excessive adaptation and will struggle learning how to use ICT. In reality, older adults are able to learn and to process greatly with the right motivation and support. The ability to learn doesn't decrease with aging. It's the learning styles that change. Keep in mind that many current seniors are good computer users and *boomers* are already representing the first generation to age with years of computer experience.

Chapter 2: Teaching Styles, Methods and Practices

The world is changing and with it, the way people learn. There is therefore an urgent need to reinvent teaching practice and teaching methodologies in order to adapt them to the new contexts and thus guarantee meaningful learning. What does this mean? It means that students must now be the protagonists of a system that is gradually overcoming the traditional paradigm where the teacher is the centre of knowledge.

Thinking about educational actions for the elderly implies considering the type of education that this population group requires, that is, focused on their learning needs, motivations and rhythms. People 65 years old and older were, for a long time, with the null possibility of continuing learning, however, they themselves, as well as different investigations derived from governmental institutions, individuals and civil associations, have demonstrated that the alleged decrease of one's capacity to learn in old age is a myth. For the correct acquisition of learning in this stage of life, the approach of models of **continuous and permanent training** committed to education must be contemplated.

Aging is an inevitable process, with biopsychosocial changes and impact on the person who lives it and therefore, apart from thinking that it is a stage of decline, we must emphasize on the idea of it being a privilege that not everyone is granted. Today one is considered a senior at 65 years of age. It is the beginning of a new adventure, a stage of development of new life projects, of inclusion of friends and stronger ties, of development of previously unattained goals and of course of living to the fullest. What does this condition depend on? From a positive view of old age, the so-called Platonic perspective, you age as you have lived, so it is important to prepare for this stage in youth, introducing a lifestyle of prevention and prophylaxis. Finally, being a student, being an older person and having a successful aging is possible, with the right tools, specific structures and correct training dictated by the principles of special education and gerontology.

Finding your teaching style

Today, developing a diversity-oriented teaching style is indispensable. Learners, professionals to be trained or collaborators who need to be led, learn differently. For example, they have different needs, interests, potentials, learning styles, etc. The teaching will depend on this, together with the skills and capacity of the trainer.

Finding the right teaching style will be an objective that takes into account these aspects together with the trainer's goals and characteristics. There are several styles to choose from depending on the variables. Among the main ones are:

Individualising style

- This is based on teaching to a very small team of people or even to a single individual. It takes into account the abilities, interests and wishes of each of the people in the group, in order to provide personalised teaching.

Innovative style

- The teacher uses state-of-the-art tools, technologies and methods, following the most relevant global trends.

Cooperative style

- A project is prepared with the mutual collaboration of the teacher, who guides and advises and the student, who investigates, analyses and draws conclusions.

Student-centred style

- The teacher allows the student to choose from a range of different options, the topic or topics that interest him/her and allows him/her to approach it from the point of view that most motivates him/her.

Content-focused learning style

- For example, predominantly using the lecture style, so that the learner tries to retain as much information as possible and is able to reproduce it orally or in writing.

Emotional style

- The teacher tries to involve the learner in the subject, appreciating it in an appreciative way.

Task-oriented style

- The teacher plans tasks for the learners to solve, indicating appropriate material.

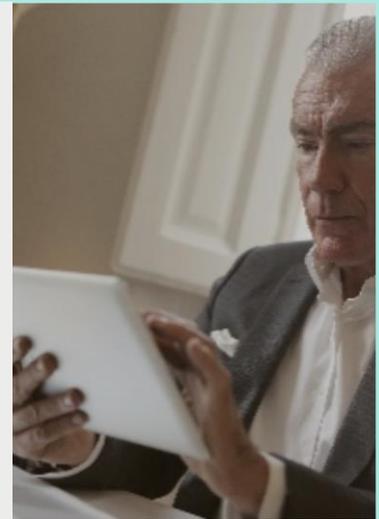
Adult Learning Characteristics

In the early 1980s, Knowles set out what he considered to be the 5 main characteristics that define adult learners. As you will see, these are things that seem like common sense but are often forgotten by experienced trainers who mechanize their work. In addition, this is how you find yourself with courses that are not very practical or that do not respond to the real needs and interests of the participants.

1. The adult learner is responsible for his/her own development.

Adults stop having a personality oriented by others and seek to be themselves. When a person reaches maturity, he/she becomes aware of his/her duties, rights and responsibilities, among them the responsibility for his/her own growth and development.

Adults prefer to decide what they want to learn (knowledge, skills and attitudes), with whom (trainer, facilitator, mentor, professor, teacher, counsellor or even self-taught), when and how (face-to-face and/or online, in groups or individually, etc.).



3. The adult learner is always prepared.

The learning adult has a dynamic attitude towards life. He accepts that both he and his environment are constantly evolving and therefore also assumes that he must be prepared to adapt to change and learn.

As adults mature, they are increasingly oriented towards the development of skills that will enable them to function in social environments (family, work and friends).



3. The adult learner connects his or her experience with the new knowledge, skills and attitudes he or she acquires.

Any adult carries with him/her a wealth of experiences. Learning is much more effective when the person is able to connect those experiences with the knowledge, skills and attitudes he or she is developing.

For this reason, it is important to look for and use good examples during the training, to present situations in which the participant can recognize him/herself and say "yes, I have also experienced that" or "I have also had that problem".

Diversity (cultural, age, roles, etc.) in the group of participants is very valuable. What each participant can contribute with his or her experience is richer in a diverse group. As a trainer you must identify these differences in experience to take advantage of them and at the same time make sure that all participants make progress in learning.

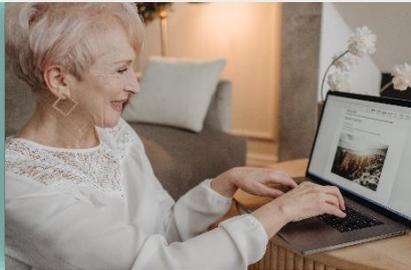
Finally, keep in mind that experience can also work against you. You may encounter participants that are very rigid and less open-minded. That is why it is essential to show your ideas through practical exercises where participants can experiment and draw their own conclusions.

4. The adult learner seeks practical application.

Adults need to find practical application in what they learn.

An adult's life can become complex. They must navigate and solve problems in a variety of settings and situations: personal, family, friendships and professional. This means that the time for learning is considerably reduced and therefore you must select those learning experiences that are most useful to you.

As a trainer you should try to offer flexible programs that can accommodate busy schedules and accept that some participants' obligations will inevitably conflict with your training.



5. The adult learner is motivated.

Adults may want to learn because of external motivations. For example, the company may have assigned a new role to an employee and the employee may need to acquire new skills. However, the adult learns best when he or she has an internal motivation. This is the motivation that comes from the desire to improve, to grow professionally, to improve their quality of life or to update their knowledge.



Methodologies

To achieve any goal, we always require an effective strategy. The same applies in education. In order to achieve learning outcomes, we designate a series of pedagogical strategies, which will be referred to as "Teaching - Learning Methodology".

Challenge-Based Learning

The teacher proposes challenging activities around a business problem, promoting research and innovation in real contexts, the application of knowledge and the efficient use of resources.



Active Learning

The teacher facilitates activities and resources, in order to involve the elderly in the construction of their own knowledge. Through the design of discovery, comprehension and application activities.



Meaningful Learning

The teacher plans activities based on the elderly's previous knowledge, which will serve as an anchor for the new knowledge, in order to facilitate its understanding, assimilation and retention.

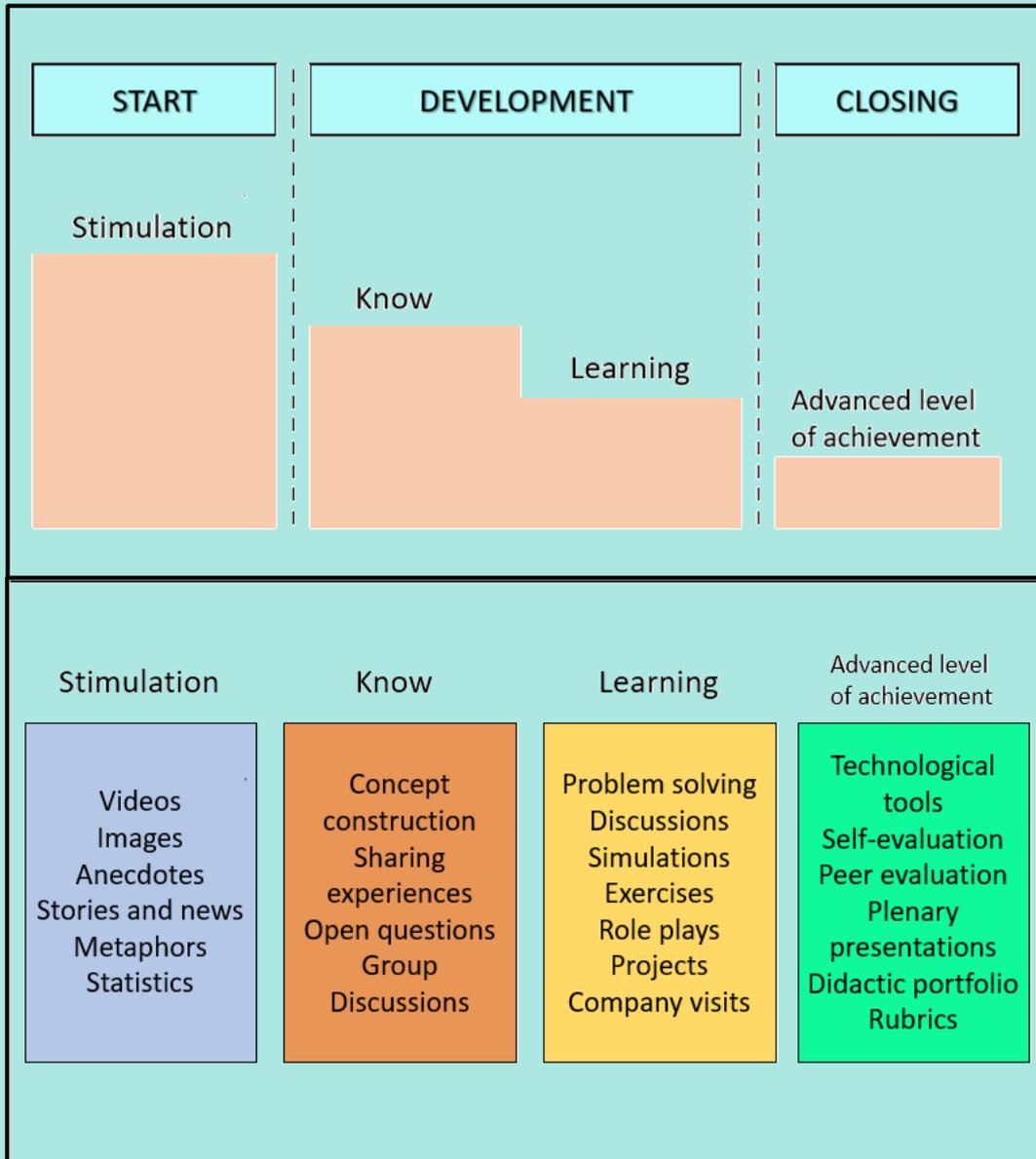


Learning to Learn

The teacher provides the elderly with spaces for the exercise of meta-cognition, which consists of discovering, reflecting and organising one's own learning processes and strategies.



STAGES OF THE PROCESS





Your teaching method activity

While most educators switch between teaching styles to accommodate the student needs or adjust for the topic, one style usually stands out above the others as their preferred method. Each teaching style has pros and cons for both the teacher and student.

If you have to prepare your next training course or course materials, keep in mind the keys to adult learning. Adults learn when:

- ✓ They need and want it.
- ✓ They know the benefits the training can bring them and the problems they will be able to solve.
- ✓ They are able to connect new knowledge, skills and attitudes to their experiences (new and past, their own and others').
- ✓ They have the opportunity to practice the skills they learn.
- ✓ They do not feel threatened by the environment.
- ✓ And... they have fun.

Chapter 3: The Role of adult trainers in educating elderly people

Elderly as a target group

Elderly people are a very specific target group in the field of adult education. Often adult education is motivated by professional development. With the senior population this motivation might differ, as many will have retired by the age of 65. It is therefore key for a trainer to know the **motivation** of a senior participant and to nourish this motivation.

Another specificity of the elderly as a target group is their **age**. On the one hand their age brings a lot of experience. The participants will often have more life experience than the educator. On the other hand, the age brings fragility. Many elderly people struggle with hearing or sight. It is, therefore, similarly important to facilitate possible struggles.

The last aspect to point out about seniors as a target group is their **heterogeneity** as a population. Every elderly person has their own life story with their own experiences. They can have various experiences with learning or working: some might have worked their whole life, others (often women) might have been housewives.

Similarly, the knowledge the elderly bring in terms of ICT-skills can be individual. The range of **skills** among the elderly is wide, starting with possibly no experience of the technology to daily use. It is therefore additionally difficult to gather seniors as one target group above the previously mentioned variety in life experiences.



Role of the trainer

1

As a trainer, working with elderly people as participants, one must develop a very nuanced understanding of the audience. As previously mentioned, the elderly form a very specific and yet diverse audience. They have struggles that may be similar, but their life experiences are as individual as the single participants. It is therefore an important prerequisite of the trainer to have a sensibility for the target group. In this sense it would be recommended to have experience in working with elderly people from previous occupations.

2

Another unique aspect of the role of the educator when working with elderly is that the participants are all older than the educator. On the one hand the dominant age difference can cause an imbalanced relationship. Here the trainer must respect the age of the participants and the experience they bring, while at the same time show dominance in their expert knowledge.

3

On the other hand, the generational difference means that most participants are only familiar with front-of-class teaching methods. From their time at school most participants will only remember being taught by an older person who explains to them what they do not know yet. This method, however, is as much outdated as it is not the principal teaching method in the e-Protect curriculum.

4

Nevertheless, a trainer needs to keep in mind that the elderly might not be familiar with a collaborative teaching method. When a participant has little experience in self-oriented learning this method of sharing and learning from experiences can be difficult. At the same time as the trainer introduces themselves it is important to clarify the role, since otherwise the participants who have not encountered this teaching method before might feel a loss of orientation.

Working with the participants

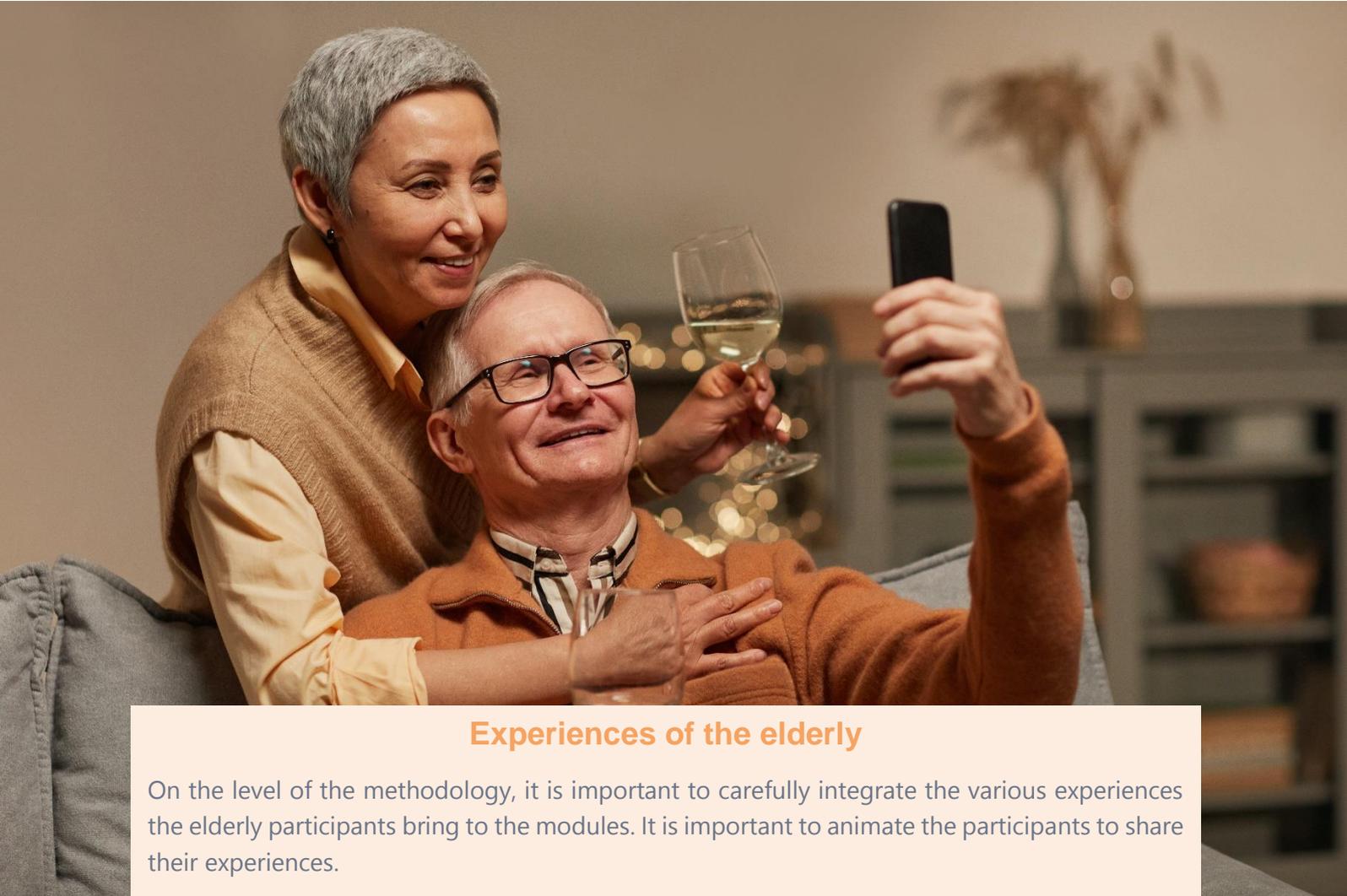
Since the elderly people are a very heterogeneous target group it is important to try to bring them together. Since they all have an interest in developing their ICT-skills they have signed up for the e-Protect course. Further than that, it is crucial to find a common starting point.

While the educator tries to bring the group together as one, he/she should learn about the individual participants as well. On the one hand various motivations bring the elderly into the courses. On the other hand, they have several questions they want to learn about in the classes. Both dimensions of the individual learner are important. Knowing the individual motivations and the open questions helps the educator bond with the individual participants and make them feel acknowledged.



Example: Start with the question “what would you like to know by the end of the lesson?”

Try to remember the individual answers and come back to them when explaining a topic or answering a question.



Experiences of the elderly

On the level of the methodology, it is important to carefully integrate the various experiences the elderly participants bring to the modules. It is important to animate the participants to share their experiences.

Experiences can be examples from the daily where the participants can recount a situation from their life. At the same time, it can also be something they have heard or read. Animating the elderly participants also means making them share their difficulties and their questions.

To bring the course to a simpler level you can ask the participants about questions that have occurred in their daily life or when solving the exercises. Even to answer these questions it would be a great advantage of the trainer if they know about the experiences of the participants. In this way the educator can give a very detailed and helpful answer to the question.

Developing ICT skills

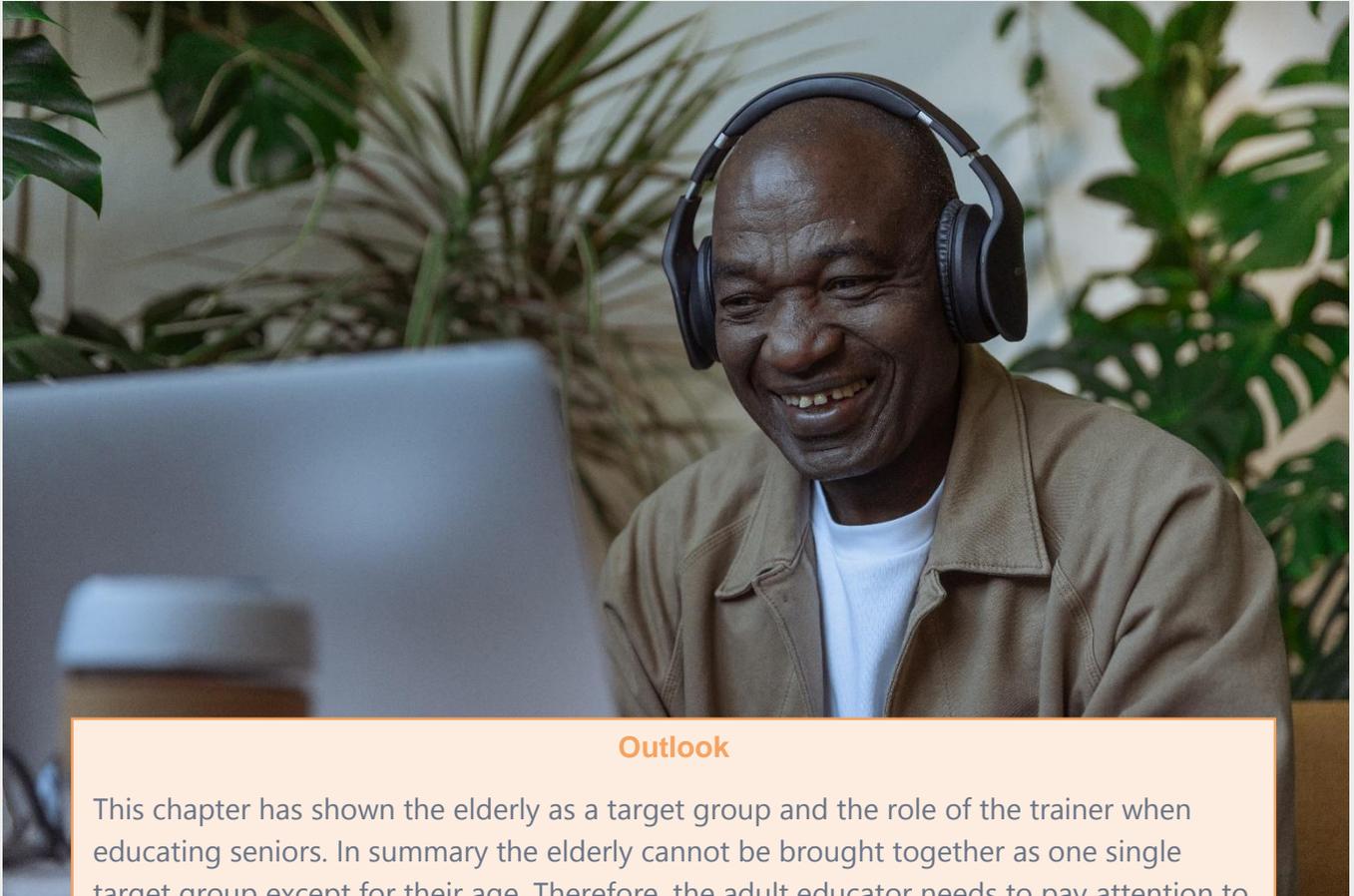
With ICT skills it is practice that matters. Front-of-class methods, which seniors are the most accustomed to, should not be an option when teaching ICT skills. Here the educator should mainly facilitate their practice and support the exchange among the participants.

When it comes to digital technology many adult educators confirm that elderly people just want to know how to do something. Most times they will have heard about some application from their grandchildren. When they come into an ICT class, they often just want to know about the one application their grandchildren have talked about and simply want to be able to use the application.

When working with the e-Protect curriculum the adult educator should be able to go beyond that specific wish a participant might bring into the lesson. The trainer should not only show how an application is used but also what the implications are. Especially when it comes to privacy settings and data privacy, the discussion about the implications is vital. Every participant might have individual needs and desires of privacy. With a discussion of the implications the educator can bring the individual participant to their own conclusion of what solution might fit their needs best.

The e-Protect curriculum, however, does have elements and slides where expert knowledge is explained. This gives the trainer the possibility to give short phases of front-of-class education during a module. The success of the module, thereafter, lies in the subsequent phases of trial-and-error where the participants can explore their skills and ability.

Chapter 3: The Role of adult trainers in educating elderly people



Outlook

This chapter has shown the elderly as a target group and the role of the trainer when educating seniors. In summary the elderly cannot be brought together as one single target group except for their age. Therefore, the adult educator needs to pay attention to social skills as much as to the expert knowledge on the topic.

In conclusion, after having elaborated on different methods for the different specifics, the role of the adult educator stays the same with every target group. In the end it is the need of the individual participant that is at centre of the lesson that is planned. Therefore, the main aim should not be to run through the lesson plan as quickly as possible but to facilitate the needs of the individual learner with the e-Protect curriculum as a guideline.

Chapter 4: The e-Protect Competency Scale

The e-Protect Competency Scale consists of a powerful and innovative tool to measure elder people's (65+) efficacy on consumer and data protection skills and competences.

The scale is useful for professionals working with this target group, as it allows a clear view of the training needs in terms of consumer and data protection competences.

The e-Protect Competency Scale includes 10 key competence areas divided in 3 main thematic areas: Consumer behavior and protection, Online payments and transactions and Data protection and privacy.

According to the four hierarchical levels of competence (basic, intermediate, advanced, expert) as adjusted to the target group, these competence areas unfold 40 specific and interconnected competences. The Competency Scale sounds like a complicated tool but in reality is not. Users can access the scale online in the e-Protect project's website and navigate to understand the simplicity and levelled structure of the scale. A snapshot of the Competency Scale is given below.



1. Consumer behaviour and protection: This area addresses the most important skills for a safe and conscious experience during buying goods and services online. It deals with the consumer's emotions, attitudes and preferences that affect choices, as well as critical capability to avoid risks and frauds.

Digital marketplaces: What the elderly need to know to access and navigate digital marketplaces, search for goods and services, evaluate and compare the identified results, and make decisions critically during each phase.

Buyer rights and seller responsibilities: The knowledge on digital marketplaces rules, including the indicators to evaluate the reliability of sellers, how to assert consumer rights and redress or provide support to others.

Commercial advertisements: How to recognise commercial communication, evaluate critically and interpret its information and practices, and optimize direct marketing to user's preferences.

Responsible consumption: The awareness of the impact of consumer behavior and choices on the environment, and advocate on socially responsible and sustainable consumption.





2. Online payments and transactions: This area unfolds the required skills for conducting transactions through the internet, as well as managing personal finances. Awareness on security measures have also an essential place in this category due to the less-regulated activity.

Payments and finances: The knowledge and safe access to the available financial services and payment channels, as well as the initiation and documentation of transactions.

Online banking: How to access online banking accounts, manage the included options and services, and initiate simple transfers and routine payments through e-banking.

Security measures and threats: What are the most common online threats and frauds, how to recognize them, as well as methods to challenge fraudulent use, redress and obtain reimbursement if deemed admissible.



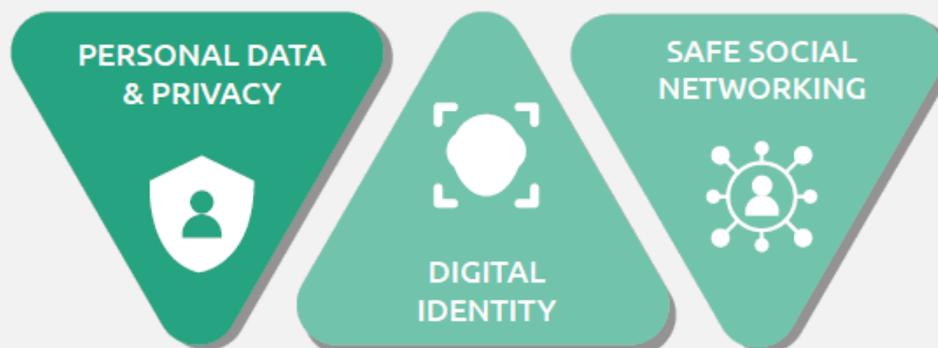
Note! The competences of this scale are not exhaustive. Individuals should recognize the need to identify more competence gaps and stay updated on the vast changing conditions of the digital world to sustain a high level of digital literacy.

3. Data protection and privacy: This area refers to the competences needed to protect our personal data and life and maintain discretion of choice. It includes individuals' online activity as well as interacting with other users through social media.

Personal data and privacy: The knowledge how and why personal data are collected, to recognize privacy policy terms, as well as take measures to protect and manage personal accounts.

Digital identity: Why the use of digital identities is important, how to develop and create personal accounts and manage preferences to enjoy the benefits of online profiles.

Safe social networking: What are the dynamics of social media, how to responsibly interact in digital communities, adjust privacy settings and contribute positively through social media.

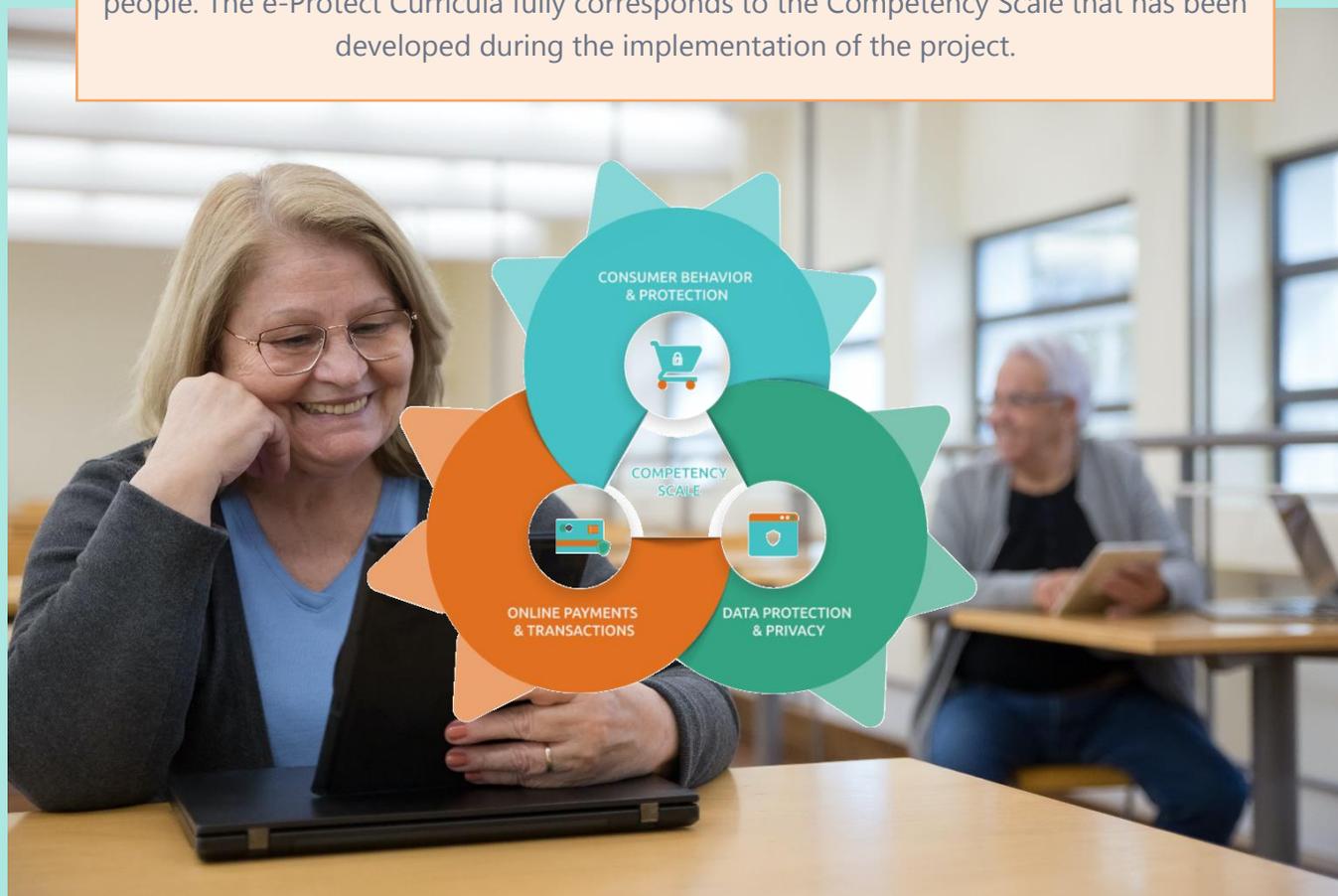


Note! The prior work, results, conclusions, and recommendations are presented in the Transnational Report.

Chapter 5. The e-Protect Curricula

Description of the Curricula

The e-Protect Curricula maps the Internet Safety competences in regard to consumer and personal data protection, providing in detail the description of the learning outcomes in terms of knowledge and skills, describing each competence and its value for elderly people. The e-Protect Curricula fully corresponds to the Competency Scale that has been developed during the implementation of the project.



Chapter 5. The e-Protect Curricula

The e-Protect Curricula consists of the 3 thematic areas of the Competency Scale and their units, which are basically the 10 competence areas of the Competency Scale. The units of the e-Protect Curricula are the following:

Thematic area	Units / Competence Area
1. Consumer behavior and protection	1.1. Digital marketplaces
	1.2. Buyer rights and seller responsibilities
	1.3. Commercial advertisements
	1.4. Responsible consumption
2. Online payments and transactions	2.1. Payments and finances
	2.2. Online banking
	2.3. Security measures and threats
3. Data protection and privacy	3.1. Personal data and privacy
	3.2. Digital identity
	3.3. Safe social networking



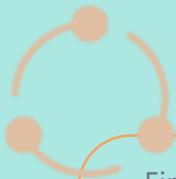
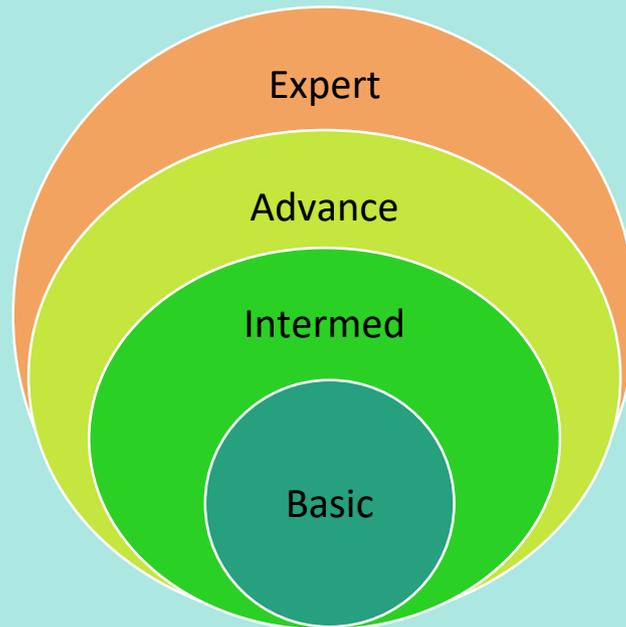
Structure of Lesson Plans

Each Unit of the e-Protect Curricula has the following structure:



Levelled approach to teaching

All modules have been designed according to the levelled approach. The content is organized in increasing order of complexity. You can see the following scheme to understand the levelled approach that has been used in the curricula:



Firstly, the simplest version of a task is presented. It is followed by a more complex version of a task which requires more knowledge and skills. In that way the learner is able to develop a meaningful context into which subsequent ideas and skills can be assimilated and acquires more stable cognitive structures and therefore better retention and transfer. It also increases motivation through the creation of meaningful learning contexts.

How to use the curricula?

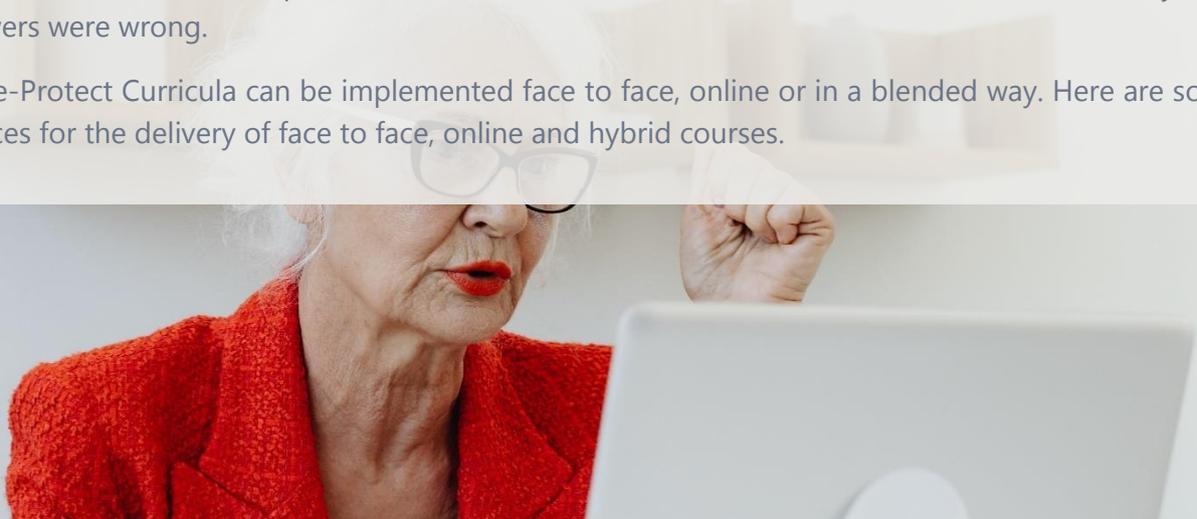
The delivery of each module should begin with outlining the desired learning outcomes of the module. Then, the educator will define the competence that the learners will acquire at the end of this module and explain why this competence is important for the elderly.

The educator will continue with the primary contents of the module that are divided based on the level of difficulty and complexity. The levels are basic, intermediate, advanced, and expert.

Next, the learning activity, designed in four steps according to the levels, should be implemented individually or in groups. This activity will help the learners develop their knowledge, skills, and attitudes on the module's subject.

The last part includes the assessment questions. The educator could either share photocopies and give some time to the learners to answer the questions or give them the questionnaire to answer at home after a short period of reflection, giving them the chance to evaluate themselves. The same can be done in the online delivery of the modules. The instructor could prepare a google form and share it with the learners. It is important that the learners can see their mistakes and understand why their answers were wrong.

The e-Protect Curricula can be implemented face to face, online or in a blended way. Here are some advices for the delivery of face to face, online and hybrid courses.





Face to face

Using Online Tools

Face-to-face classes can highly benefit from the use of online tools. There, the components of the course that can be implemented with the use of online tools should be identified and then the instructor should choose the tools that suit the purpose of the lesson. Some useful tools are: Padlet, Ideaboardz, Mindmeister, Popplet etc.

Classroom Discussion

The instructor should provide a safe environment where learners can explore their thoughts on a subject with the others. It is an effective way for students to consider different perspectives. The sharing of personal experiences should be enhanced.



Online delivery

Online Lecture

- ❖ Provide links to related resources and other websites.
- ❖ Distribute the course or notes via e-mail to the learners.
- ❖ Break a long presentation into shorter segments. Short lectures provide enough information to serve as a basis for further reading and other learning activities.

Discussion

Most adult learners like discussion as an instructional strategy because it is interactive and encourages participatory learning. Discussion encourages learners to analyse alternative ways of thinking and acting. Through this, learners explore their own experiences to become better critical thinkers. The discussion is often the heart of an online course.

Small Group Work

You can divide the group in smaller groups in order for the learners to discuss content, share ideas, and solve problems. The learners can present their ideas, as well as consider ideas that will be put forth by others. In this way, they see a variety of viewpoints on a subject.



Hybrid teaching

Do's

- Make your remote learners feel like they're still part of your class even though they're still learning from home. Your remote learners should still be able to participate in the same activities and lessons that your hybrid students are.
- Maintain in-person and remote learners interacting with each other often, via breakout rooms or on apps like Jamboard, Kahoot, or FlipGrid to maintain a sense of community.
- Set learning expectations for in-person and remote learners. While they may be different for both groups, learners should be aware of the expectations while on Zoom, such as cameras, participation, and safety.
- Give your remote learners a variety of ways to demonstrate that they're engaged during your lessons. Just because their screens may be off, doesn't mean they're not there. You can encourage them to unmute themselves, use the chat box, use reactions or hand signals to share.

Don'ts

- Don't forget to unmute (or mute) yourself.
- Don't overextend yourself. Find 2-3 apps and stick to them.

What you should consider when teaching adults

Adults like to see the teacher as equal. This lays some demands on the teacher. Respect the learners and take their background into account. Take emotions into the lessons together with different experiences, encourage exploration and exchange experiences and opinions. Hold the lesson open and flexible to meet the learners needs. Be careful not to lose the focus on the topic and the objectives.

Using open dialogue can prove more fruitful than the traditional lecture. It gives learners the opportunity to participate with their own experiences, knowledge and opinions. The same applies also to discussion in groups of different sizes. All active participation methods should have possible impact on the course, subjects and how to present or work with them and thus give the learners some ownership to the course. What you should consider when teaching adults:

1. Adult learners learn what they can connect to their own reality and what they perceive as relevant.
2. Adult learners take control over their learning experience and they are fully responsible for their own learning.

Adult teaching

Important: The course must therefore relate to:

- What they feel they need.
- What they can connect to own reality.
- What they see relevant to their own situation.

Adult teaching

Important: Prepare yourself adequately and study in depth the learning material before the delivery of the course!

Chapter 6. Preparing the classes

The learners' ability and instructional goals can be raised by creating appropriate classroom environments. The classroom environment should be welcoming and warm and if it's possible offer the opportunity of selection (seats, computer etc.) An effective environment should be created carefully to facilitate the teaching/learning process and to support its users' performance as well.

Classroom temperature

The relationship shows that the temperature for the optimal performance of schoolwork is lower than for optimal performance of office work.



Seats

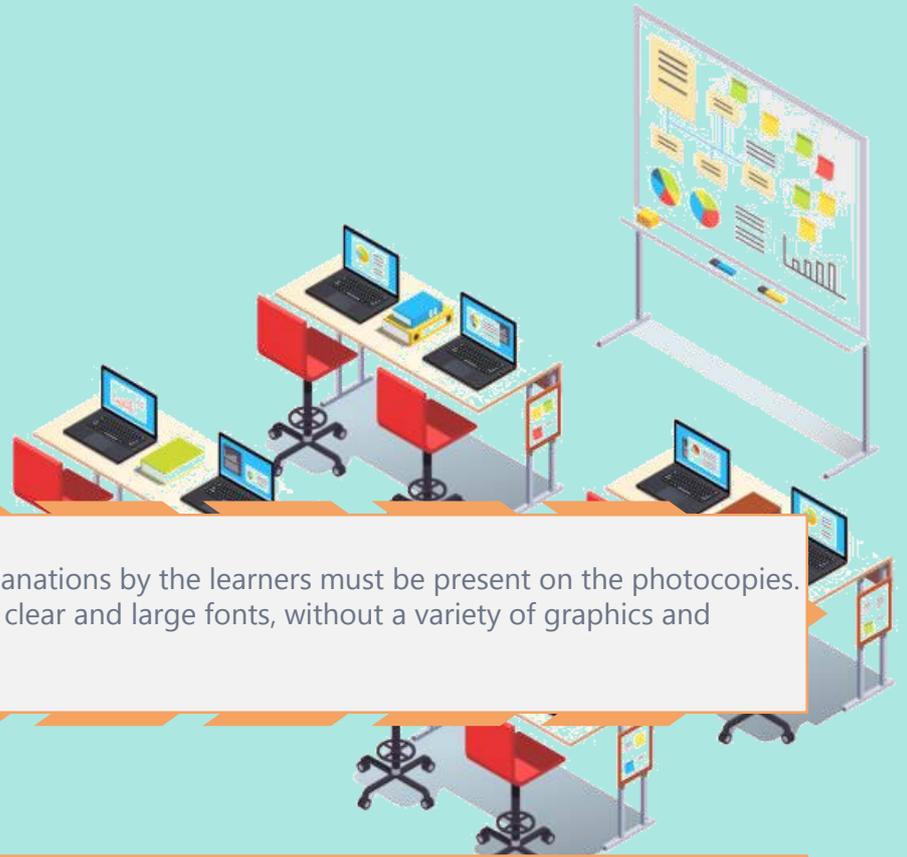
Classrooms require a specific setting that should be designed to facilitate such activities. The elderly should be free to select their seats according to their preferences at the beginning of the session and during the session they should be free to select different seats if they wish to. The seating arrangement should be flexible.



Equipment

Equipment in the classroom must serve the needs of the elderly and teaching staff.





Aids and materials

Free space for written comments or explanations by the learners must be present on the photocopies. Presentation power points must be with clear and large fonts, without a variety of graphics and pictures.

Visual factor

Lights

Natural light is recommended for the teaching and the learning environment. If the lesson is offered during the afternoon, the light must be sufficient.

Reflection

Instructor must be in the center of the classroom and have eye contact with all the elderly people during the lesson. When it is necessary to write on the whiteboard it must be in a position which is not representing obstacle for the vision of the written notes.

Projector/Whiteboard

Instructor must be in the center of the classroom and have eye contact with all the elderly people during the lesson. When it is necessary to write on the whiteboard it must be in a position which is not representing obstacle for the vision of the written notes.

Communication

The language that a trainer uses during the process of teaching is the most important tool in the classroom. The language in the present paragraph will be referring to voice and language. Trainers should build confidence through dialogue, provide communication opportunities and monitor discussions.



Phonology – Voice

The trainer's voice includes a set of parameters such as tone, volume, rhythm etc. The language should be clear, with pauses and wait time to give the trainees the possibility to think, process their answer and answer. According to a post from Harvard Graduate School of education a trainer should wait for several seconds after asking a question so that students, particularly introverted ones, are able to gather their thoughts before responding and that way is proven to expand participation and improve the quality of student responses. The trainer's tone should be moderated in a medium tone, depending always on the distance of the students in the classroom and the distance from the closest student to the trainer. A trainer should be careful so that doesn't give the impression of shouting by using a higher tone during speaking.



Language

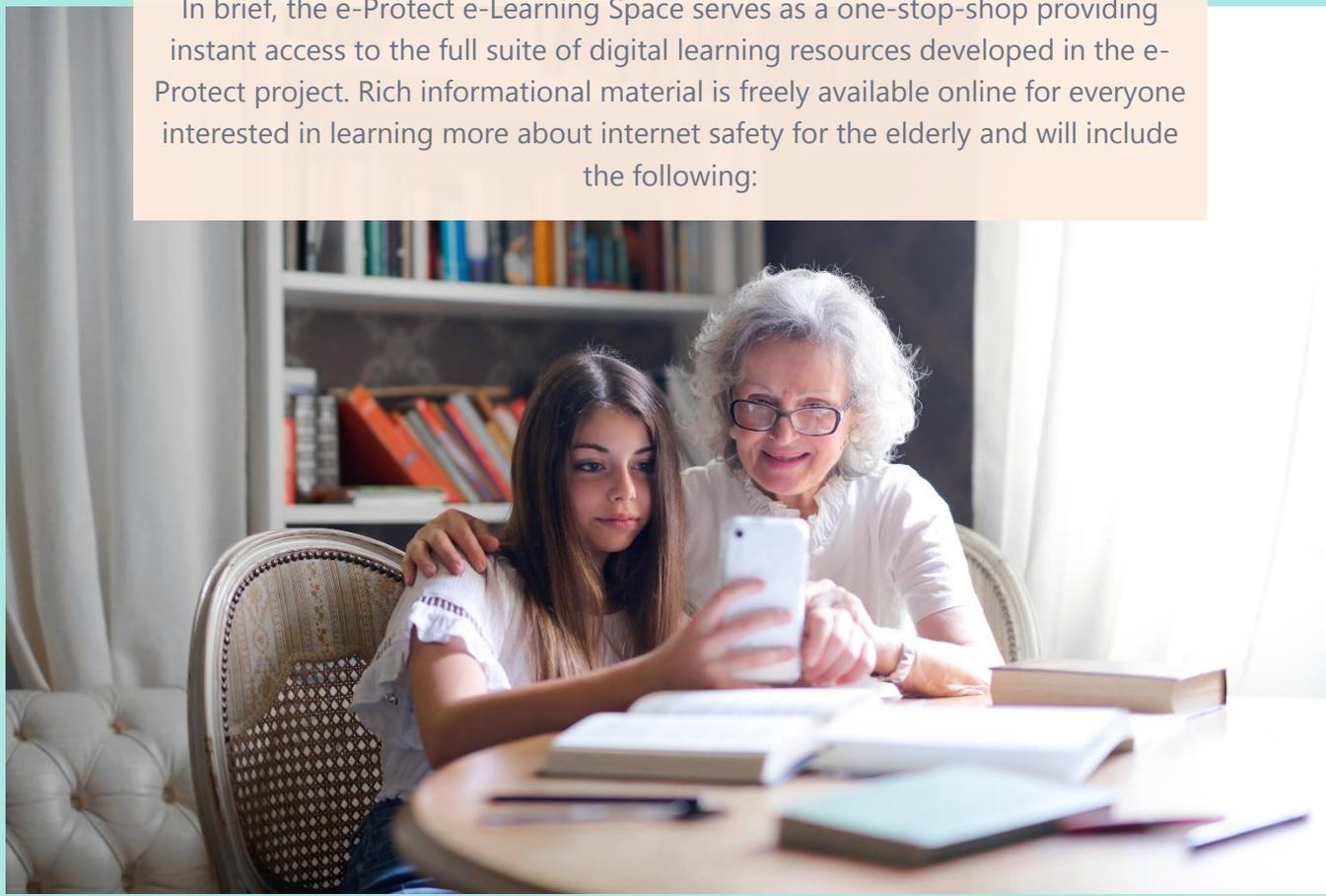
A trainer during his teaching should avoid giving instructions in imperative. It is essential that the instructions should be given in indirect mode, in an indicative mood, for example: *Let's turn on our computers together!*

A trainer should be available to discuss, to construct a dialogue and to manage the discussions in class. The trainer should provide opportunities for interaction to every participant for participation and expressing opinions. Trainer should emphasize in the acceptance of different opinions, constant inclusion of the elderly in the dialogue and listening to all sides. In various situations trainers should compromise to a decision-making process or find alternative solutions.

Chapter 7. The e-Protect e-Learning Space

The digital transformation of public welfare services which reflects a broad range of trends and developments is becoming a key objective across the EU member states. While digital competence is considered one of the key competences for lifelong learning as the use of digital technologies is constantly rising, the elderly population is less familiar with ICT. Consumer and personal data protection of the elderly during their online activity is a general concern irrespective of nationality or place of residence.

In brief, the e-Protect e-Learning Space serves as a one-stop-shop providing instant access to the full suite of digital learning resources developed in the e-Protect project. Rich informational material is freely available online for everyone interested in learning more about internet safety for the elderly and will include the following:





[LOGIN](#) [REGISTER](#) [RESET PASSWORD](#)

Sign in to Your Account

dashstudent



.....



Remember Me

Log In

The e-Protect e-Learning Space includes:

- e-Protect Curricula corresponding to the Competency Scale
- Assessments for each Competence based on the four-level approach of competence (i.e., basic, intermediate advanced, expert)
- e-Protect Train-the-Trainer Toolkit for adult educators
- Pilot Programme Implementations
- National Reports on the e-Protect Pilot Programme Implementations
- Additional material and resources
- Country reports on needs analysis
- Transnational report on consumer and data protection skills of the elderly
- e-brochure in partner languages

www.eprotect-project.eu/e-learning



Why to create an account?

The e-Protect e-Learning Space hosts micro-learning resources specifically related to the internet safety skills for the elderly. This content is designed for professionals working with the target group of elderly people (65+) or related institutions, policy makers, experts in the field of education, researchers etc. The user interface is designed to support easy-to-navigate features, such as easy access to search and updates and simple navigation. The main feature of the online space is the e-Protect Competency Scale which illustrates the 10 key competence areas divided in 3 main thematic areas: Consumer behavior and protection, Online payments and transactions and Data protection and privacy.

In addition, the e-Protect e-Learning Space hosts the project's activities and deliverables to ensure that consumer and data protection requirements are known and are taken into account in defining and implementing EU training courses for the elderly. The transnational character of the online space, as it is translated into all partner's languages (i.e., Greek, French, Germany) increases the visibility of the project and encourages a broader and long-term impact of the project's results.

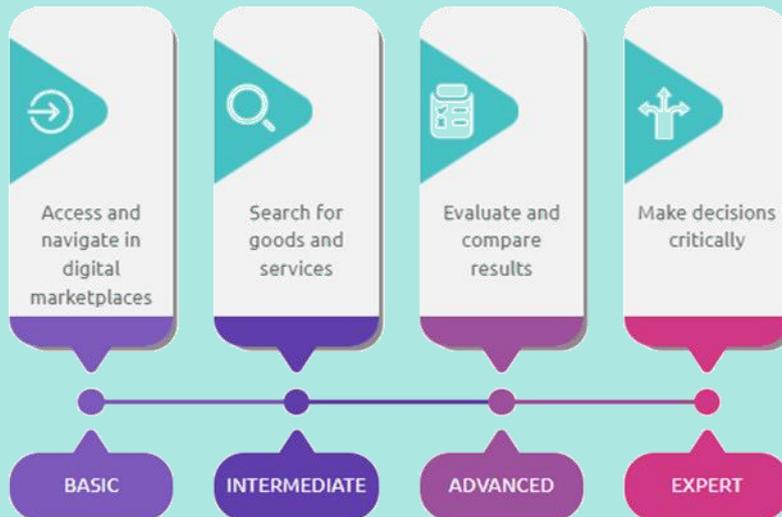
The e-Protect e-Learning Space can be accessed from the project website: www.eprotect-project.eu by clicking on 'E-LEARNING' from the menu, or by visiting directly www.eprotect-project.eu/e-learning. The creation of an account is required by all users to assist you in tracking your progress and get a comprehensive picture of the reviewed material.



Consumer Behavior & protection



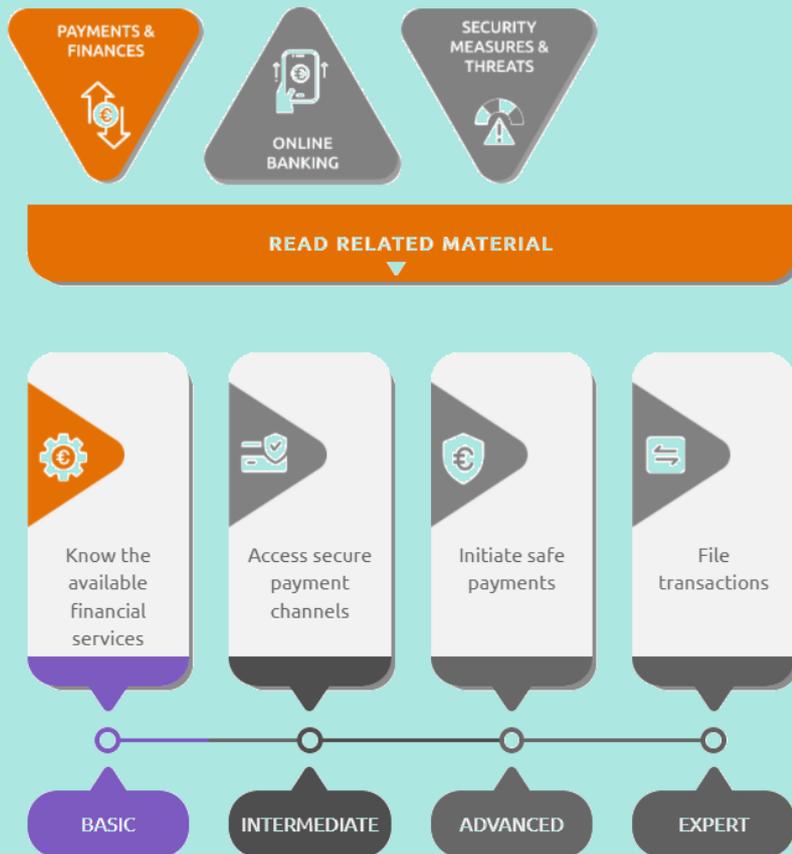
READ RELATED MATERIAL



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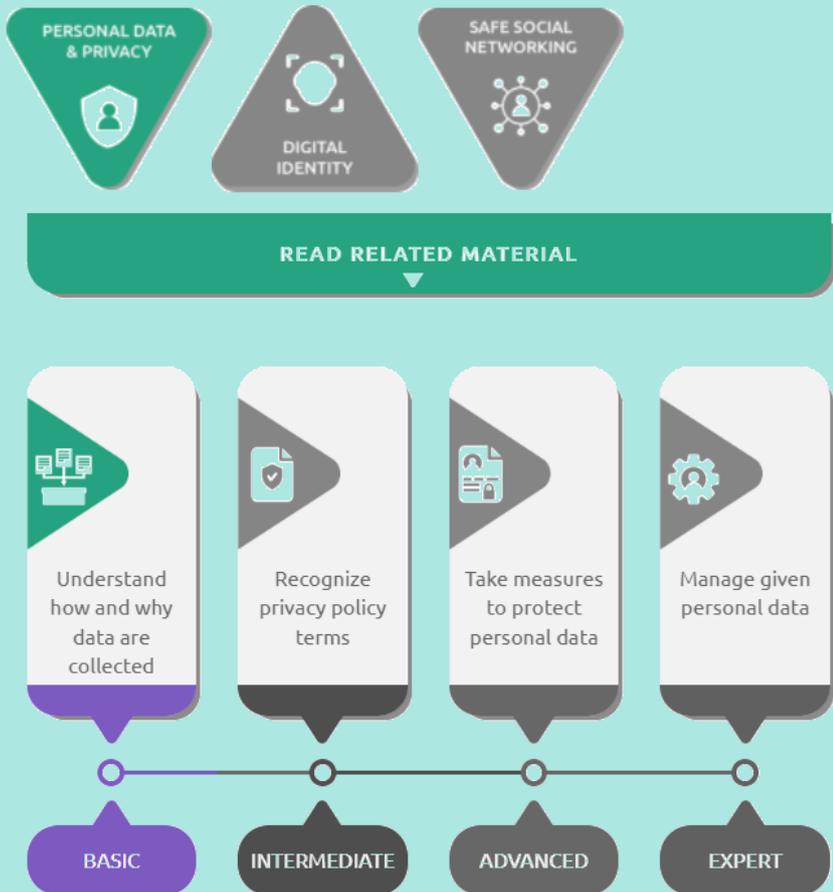
Online Payments & Transactions



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Data Protection & Privacy



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Meet the partners



CARDET

www.cardet.org

CARDET (Centre for Advancement of Research and Development in Educational Technology) is one of the leading research and development centre in the Euro-Mediterranean region, with global expertise in project design and implementation, capacity building, and e-learning.



INNOVADE LI

www.innovade.eu

INNOVADE is a social innovation organisation with extensive expertise in designing and implementing projects and solutions in diverse settings around the globe. INNOVADE is interested in the healthy and sustainable development of organisations, new businesses, start-ups, social enterprises and it is involved in various local and regional initiatives that promote entrepreneurship, innovation, and Information and Communication Technologies.



The Rural Hub

www.theruralhub.ie

The Rural Hub is an association that specializes in community development and local initiatives to support the social inclusion of disadvantaged rural youth, migrant communities and isolated older residents, by providing a wide range of training and capacity development programmes.



KMOP

www.kmop.gr

KMOP is a non-profit organization aiming to drive solution-oriented, knowledge-based interventions that are crucial to foster resilience and make the world a better place to live. KMOP's main areas of expertise include social welfare and health, employability and human rights protection, scientific research and development of know-how in social policy and social protection issues.



eSeniors

www.eseniors.eu

E-Seniors is a non-profit non-governmental organization that aims at fighting e-exclusion by offering ICT training to seniors (people aged 55 and over). It strives to bridge the digital gap between generations, foster seniors' social participation, and propose activities encouraging seniors to spend actively their free time.

S V E B ■
F S E A ■

SVEB

www.alice.ch

SVEB is the Swiss national umbrella organization for adult education and operates as a professional association and pressure group. It also manages the national training-of-trainers system and is responsible for eduQua, the national quality label for adult learning providers.

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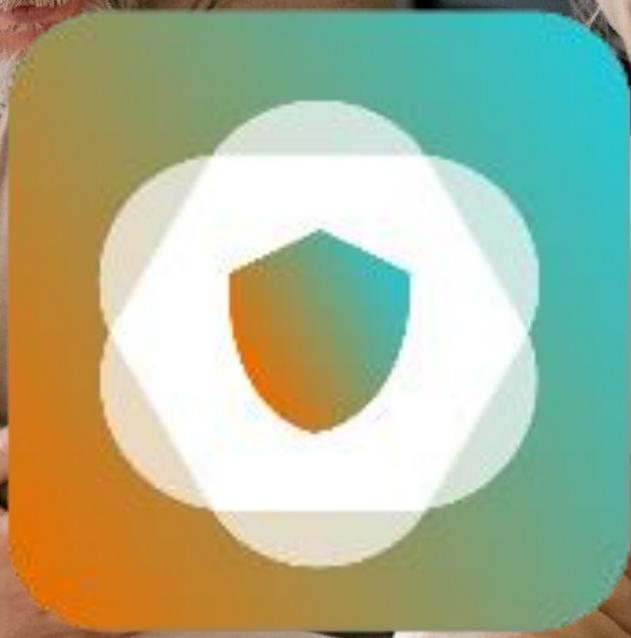
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e-protect