



**uisel**  
Ubiquitous  
Information  
for the  
Seniors Life

[HTTP://UISEL.EU](http://uisel.eu)

# PEDAGOGICAL MODEL



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## 1. Methodology and Design

Even though country-specific differences and differences in perception by the interview partners exist, there are some general conclusions to draw from the empirical material that can also be put into a greater context. First of all, all interview partners without any exception agreed that there is a need for tablet learning among seniors in all partner countries, and this need will be growing even further in the future. Tablet usage is perceived to bring various benefits to older adults, including location-independent communication, entertainment, acquisition of real-time information and news to just the fact to have one's finger on the pulse of the time. Despite this growing demand, tablets are hardly used by seniors in any of the participating countries yet. Out of this gap between demand and supply arises the need for projects like UISEL to function as light-house examples.

The reasons that practitioners claim to be responsible for lack of tablet usage among seniors overlap with general barriers to the internet and mobile devices, as referred to by the European Commission (2013, 2014). They comprise on the side of the seniors a) differences in technological acceptance and attitudes towards technology, including security issues, and lack of confidence and b) lack of skills and competences, starting from lack of basic comprehension how tablet computers work; on the side of the tablets themselves c) lack of usage simplicity in design, structure and in regard to the constant need for updates and d) costs of acquisition and for services. Accordingly, practitioners observe e) a social stratification of the digital divide in regard to income, education, former occupation and f) health. The latter is of particular importance, as – correlating with the tablet design – the use of touch-screens, the onscreen size and the general construction of a tablet can become a challenge under certain health conditions.

Some of these mentioned barriers – particularly a) competences and b) attitudes - can be tackled by the UISEL project, while others – like costs or tablet design – are more

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difficult to approach. However, all of them have important implications for the specification of a pedagogical model, the target group and expected results. In the following, five relevant implications are discussed: the target group, technical prerequisites, contents and modules, learning environments and didactics and schedule specifications.

a. The UISEL target group(s)

Relying on the practitioners' assessment and the body of sociological literature, older adults most interested in ICT learning are about 50-70 years old, at good health and physical functioning (sensory, visual and in regard to mobility, to be able to attend classes) and have a higher socio-economic status (higher income/pension, higher education and a former occupation where they have used computers). This group is more likely to participate in organized education and also more likely to have, at least basic, ICT skills. Deviation from any of these criteria would demand for specific adaptations in the pedagogical concept, particularly the need for more intense work on the development of learning skills and the basic understanding of mobile devices.

b. Technical requirements

Even though practitioners are at odds over whether tablets are more or less suitable for older adults, their touchscreens have been mentioned to cause usage problems a several times. Even though the UISEL consortium cannot tackle this issue at its heart, the use of the touch-screen for the training can be modified in accordance to these difficulties (i.e. more tapping than swiping, etc.). Beyond this hardware precondition, practitioners have mentioned challenges for ICT teaching that arise out of different operating systems. Android is being considered most user-friendly for seniors by the interview partners. Within the training software, font and icon sizes must be considered and should be adjustable.

c. Content and modules

Following the principles of geragogy and the estimation of the interviewed practitioners, all content in the learning process should be of relevance for everyday-life practices. Only if content is located within the personal socio-cultural space, if it is helpful for vital questions and embedded into every-day life practices, learning

outcomes will be sustainable. How can such relevant content be identified? One hint lies in the services that seniors already use more regularly. The most regularly used services by seniors are in all countries e-interaction, e-information and e-entertainment. The latter has not been considered by the consortium beforehand and has only arisen inductively out of the research field.

Another addition that emerged from the field is the expansion of an introductory module in which basic understandings of tablets and ICT skills are being taught. Contents may comprise core tablet characteristics, like usage of a touch screen, how cloud storages work or how to do software updates, as well as differences between tablets and laptops or personal computers. The aim of this module would be to establish a basic understanding of tablet principles and increase confidence in its usage.

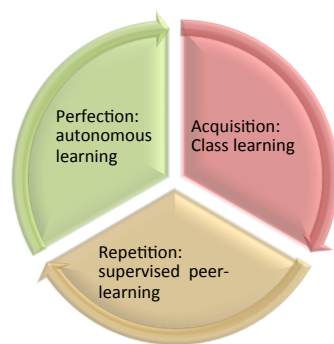
On the other hand, e-banking, e-health and e-government are not used very often by seniors in the participating countries yet. This is due to different challenges they might bring along, particularly security issues and the importance of personal interaction for seniors, for example when shopping or doing bank transfers. In these regards, the clerk or sales person is a confidant and in many (rural) areas, also an acquaintance. Moreover, some countries are lacking sufficient infrastructure for these services. Due to the fears in regard to security issues in these areas, an additional e-security module or the integration of e-security as part in the basic module or the respective content modules (e-health, e-banking, e-government) should be considered.

#### d. Teaching and learning

According to geragogical principles, the role of the trainer should promote self-learning ability and be more oriented towards facilitation and motivation than towards demand and control. The task of motivation and confidence-building is also referred to as crucial by the practitioners. They often experience negative reactions of seniors at the beginning of ICT courses, as some are afraid of not having enough ICT skills, others are not familiar with learning in a course setting, many fear privacy and security issues, and some might not perceive the technology as useful for their everyday lives. Practitioners, thus, face a lot of initial constraint. It is their endeavor to relieve these anxieties and remove barriers.

Didactics that help in this process in regard to class learning comprise more explanations and communication, simplicity, patience, self-confidence training, individual support, respect for everyone's own pace and involving fun activities. After sometime participants will become more confident and curious to learn. In regard to e-learning, despite being a more autonomous process, practitioners think that a lot of support and guiding will still be needed (i.e. integration of Skype, telephone hotlines). Also a gamification approach could be considered in the e-learning modules.

Class learning is also effective as it fosters social interaction and networking. The importance of peer learning, the class as social community as well as the learning support of family member has been mentioned a several times. Learning processes should make use of these social networks and be embedded into them. Thus, a third component in addition to class learning and autonomous at-home learning should be considered: The creation of free learning spaces in which groups, family members and individuals can repeat learned content with available, but not obligatory supervision and help.



#### e. Schedule specifications

The proposed outline of the UISEL model, containing 16 hours of training per module, seems adequate to most practitioners. Eight hours each will take place in class, eight hours at home or in learning spaces (see above). Each session should not exceed 2 hours (or 3 hours if including a break) and include a social moment, like a joint snack or coffee. Classes should take place twice or three times a week at a maximum and run in

spring or summer, but not during summer holidays or festivities' seasons. Each session should be limited to teaching one function, which should be recalled at the beginning of the next session.

### 1.1. Learning methodology

To facilitate self-determined tablet learning for older adults, the UISEL project has made use of sociological studies, geragogic principles and practical knowledge of experts in the field of senior education. A methodology based on this body of knowledge must consider differences in the access to and participation in learning and ICT use (sociological dimension), characteristics of learning processes and according didactics for older learners (geragogy) and practical experiences acquired in different cultural and organizational contexts (expert interviews). The proposed methodology will be portrayed in four steps: the role of the trainer, the participant structure, the teaching and learning environment and the content and module framework.

#### a. The role of the trainer

Promoting learning to learn-processes, trainers are not so much teachers as facilitators, moderators, motivators and confidence-builders on an equal footing. Thus, the self-perception of trainers must be revised and power relations between them and the learning subjects are to be embellished. The relation between trainer and learner is symmetrical. Trainers should commit to eight didactic geragogical principles (Bubolz-Lutz, 2010):

- 1) Association of reflection and action
- 2) Stimulation of exchange of experiences
- 3) Thematization of the learning biography
- 4) Support of self-determination and co-determination
- 5) Facilitation of social networks and shared identities
- 6) Involvement with values orientations and images of ageing
- 7) Embed learning in the life-nexus and the social space
- 8) Creation of stimulating learning environments

As the trainer will only be in direct face-to-face contact with the participants half of the training, the role of trainer as motivator gains importance. The job of an 'E-learning-

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coach' is not only to facilitate learning to learn in class, but also learn to learn with the usage of the internet: how to find information, how to train acquired skills online and where to turn to if one needs help.

Moreover, the trainer must be aware that he or she is one node in a social network of learners, comprising both participants, their family members and friends. They shall make use of this social network full of resources, particularly for the phases of autonomous e-learning, in establishing a group identity among participants, supporting peer learning and integrating family members with ICT skills into the learning process.

Finally, the trainer must be flexible and sensitive to the participants' paces, needs, wishes and constraints. Older adults start from different levels, have different learning biographies, learning styles and resources and face different constraints. A trainer must cater this heterogeneity of older age and not try to go through with a fixed schedule.

Concerning the trainers' training, besides having access to the modules (addressed to the seniors), trainers will also have access to: proposed extra activities to be used with the seniors, tips and experts' advice on topics related with seniors' learning strategies (andragogy) or with ICT knowledge for training seniors (materials to be produced by the partners according to their expertise); exchange of experiences among the trainers will be promoted as well. The training will be implemented mainly online along 2 weeks; there will be one attending session at the beginning and one at the end. The e-component shall be based on pre-defined activities.

### **Bullet Points**

- Trainers are facilitators, motivators and confidence-builders on equal footing
- Trainers must facilitate to learn how to learn, both in a class setting and online
- Trainers should make use of the resources available in the social network and support peer-and family-learning
- Trainers must be flexible and cater the variety of learning needs, styles and paces among participants
- Initial trainers' training will take place

b. Who's participating?

Older adults are a highly heterogeneous group, and not all are participating equally in senior education. Participation patterns are structured through social inequalities and cultural differences. The same accounts for the acceptance and usage of new technologies. Without specific effort to reach educationally and socially disadvantaged groups, the typical UISEL learners will

- be in the third age (about 50-a maximum of 75 years), most likely of the 'Household technology generation' (born around 1949 onwards)
- be female
- have a higher educational attainment (compared to the average senior)
- have a higher income (compared to the average senior)
- be mobile and relatively healthy

This group is expected to have basic ICT skills, i.e. knows how to use a computer and a mobile phone, but might never have used a tablet or smartphone. They can also be expected to have a rather continuous educational biography (i.e. participation in vocational training and non-occupational adult education), thus having developed some learning abilities over their life courses. Their physical status is expected not to cause too many problems with the usage of a touchscreen (as in cases of arthritis or tremor), however (slight) visual impairments can be expected.

Even though this characterization describes the 'typical' group of participants, deviations are likely to occur. Such deviations demand for changes in the content-wise and didactic proceeding. For example, developing competent usage of the touch screen might take longer among persons with certain health restrictions, the pace will be slower among persons with little educational experience and e-learning will take more guidance for them, women might start from a different level of technological experience than men – which also accounts for persons with lower resp. higher income, etc.

To grasp these differences, a short initial survey will be distributed among the participants. The basic content structure (see below) should be adapted and modified



in accordance to the participant structure. Trainers will receive a check-list of how to proceed and deal with heterogeneity in the schedule.

### Survey\_UISEL Participants

- When have you been born?  
19\_\_\_\_\_
  
- Are you...?  
 female       male
  
- What is the highest level of education that you have completed?  
 less than primary school       primary school completed  
 secondary school completed       high school completed  
 college completed       university completed  
 post graduate degree completed
  
- Do you have problems with...?  
 your eyesight  
 picking up small things with your fingers  
 holding your hands steady
  
- Please tick the devices that you are using on a regular basis.  
 PC       Laptop / Notebook       Mobile Phone  
 Smartphone       Tablet       None of these

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## Bullet Points

- The typical participants can be expected to be younger, higher educated, relatively health and have basic ICT skills (computer, mobile phone)
- Most participants will not have any experience with tablet computers
- At the beginning of each class, trainers should distribute a short survey to get an overview of the participant structure
- Based on this overview, content and modules can be adapted

### c. Teaching and learning environments

The UISEL Pedagogical Model suggests a combination of class learning and e-learning. Class learning is important due to two factors: the learning community and the trainer. Particularly in the beginning of a learning process, participants might be reluctant to use new technologies as they are afraid of not having enough ICT skills, are not familiar with learning in a course setting, fear privacy and security issues or some might not perceive the technology as useful for their everyday lives. The initial task of the trainer is thus to relieve these anxieties and remove barriers with the help of didactic methods. Beyond, class learning fosters social interaction and the creation of learning communities. Trainers should make use of these social networks and embed learning processes into them.

E-Learning, on the other hand, is important for practice and repetition of learning content at one's own pace and preferences. Despite e-learning being estimated with eight hours per module, this time can of course be extended by the participants if they wish to repeat certain tasks. Learning becomes thus more suitable for the individual and can be more easily embedded into the personal everyday-lives. However, e-learning also requires a lot of autonomous learning and self-motivation skills. It is thus more difficult for persons that are not well acquainted with learning, and might be more difficult for older adults that have little ICT skills. The UISEL consortium proposes three ways to adapt to this challenge. If it turns out that participants have little learning and/or ICT experience (see initial survey), the following measures should be taken:

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- increase the amount of mobile or e-guidance, for example through Skype meetings or telephone calls
  - decrease the amount of e-learning in favor of class learning
  - add a third pillar next to class and at-home learning, namely learning spaces in which groups, family members and individuals can repeat learned content with available, but not obligatory supervision and help

#### **Bullet Points**

- The UISEL model proposes a combination of class learning and e-learning
- In class learning, initial constraints shall be relieved and social learning communities shall be fostered
- E-learning serves for repetition and practice in each individual's own pace and by their own preferences
- The amount of fully autonomous learning can be adapted in case participants are not well experienced with learning and/or ICT usage

#### d. Content and modules: a flexible framework

The UISEL learning model proposes a basic structure of content and modules. This framework aims to be concrete enough to offer a structure to both trainers and older learners, but should also be flexible enough to leave enough participative space for co-creation of the learning process. The basic framework comprises one basic module and several thematic modules – e-interaction, e-information, e-entertainment, e-health, and e-banking - which can be selected either by the trainer or based on the participants' interests and needs. Each module comprises 16 hours of teaching and learning. In the basic framework, eight hours will take place in class and eight hours by autonomous self-learning/e-learning. Each module is then again divided into eight components, comprising a two-hour learning unit each. This basic framework is portrayed in figure 5.

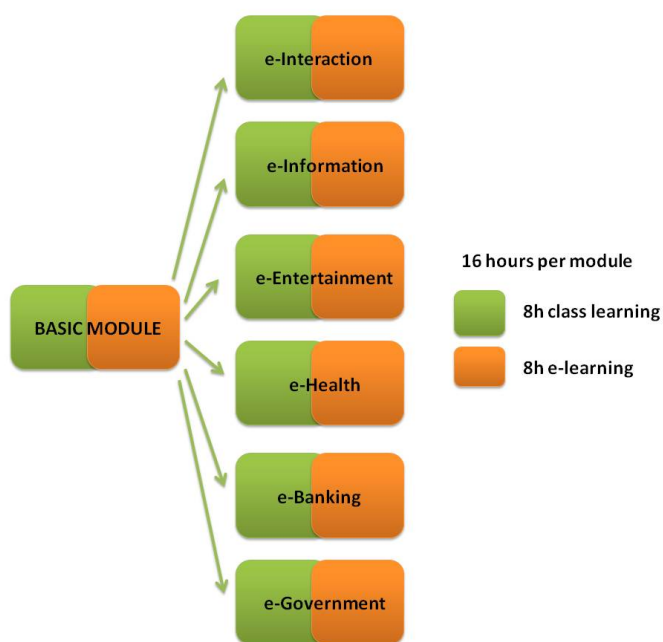


Figure 1: UISEL basic learning framework

The different content modules are not consecutive and can be chosen freely. The basic module, on the other hand, is supposed to be the foundation for all thematic modules. As the participants are expected to have no or very little tablet experience, it aims to establish a basic understanding of tablet principles and increase confidence in its usage. The basic module should thus be worked through before each content course. However, if trainers face tablet experienced participants (see initial survey) this module can be skipped for the whole group or certain individuals. If, on the other hand, participants have greater difficulties with handling tablets, this module can be expanded.

The empirical data of the UISEL project indicate that e-interaction, e-information and e-entertainment are the most regularly used services by seniors so far, while e-banking, e-health and e-government are not used very often by yet. However, the interests and needs of the particular group participating in a course shall determine the modules that are actually being selected and studied. Following the principles of geragogy and the estimation of the interviewed practitioners, all modules should be processed to be of relevance for everyday-life practices in the specific social and cultural context of the participants. Only if content is located within the personal

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socio-cultural space, if it is helpful for vital questions and embedded into every-day life practices, learning outcomes will be sustainable.

The different modules themselves are structured in four parts, comprising a four-hour learning unit each (two in class, two e-learning). The single units are consecutive and with increasing skill levels. The basic structure comprises the maximum learning content. It can be adapted to the pace of the participants. Thus, if participants need more time for or are more interested in specific module components, others can be left out without interrupting the learning process. The module outlines are shortly portrayed below.

1. Introductory (basic)
2. e-interaction / communication
3. e-information / government
4. e-entertainment / media
5. e-health
6. e-banking / shopping

The schedule should contain class learning sessions that do not exceed two hours. Classes should take place twice a week and therefore each module should run for 15 days on the basis of 2 classes per week (2h/each) with an interval of at least 2 days

### **Bullet Points**

- The UISEL learning framework comprises one basic module and five thematic modules to choose from
- Each module comprises 16 hours of teaching and learning, eight of which are in class learning and eight of which are e-learning
- Each module is divided into four consecutive learning units, comprising two hours class learning and two hours e-learning
- The framework shall be adapted to the participants' skill levels in the sense that
  - The basic module can be expanded or skipped
  - The learning units within a module can be expanded or skipped
  - The ratio of class learning to e-learning can be modified

### 4.3 Modules contents and objectives

BASIC module (16h)		
<b>General Objectives</b>	<p>At the end of this module, trainees will:</p> <ul style="list-style-type: none"> <li>• Understand the basic principles of how a tablet works and what the differences between tablets and personal computers/laptops are</li> <li>• Gain basic competences in the use of tablets (including touchscreens, doing updates, saving files, etc.)</li> <li>• Have better confidence in their personal ICT skills</li> <li>• Increase their knowledge on technological security and feel safer about tablet usage</li> </ul>	
<b>UNIT 1 (2h+2h)</b>	<p><b>Introductory Module – What is a tablet (for)?</b></p> <ul style="list-style-type: none"> <li>• Additional user value of tablets compared to computers</li> <li>• Stimulate interest</li> </ul> <hr/> <p><b>The touchscreen</b></p> <ul style="list-style-type: none"> <li>• Functions and basic principles</li> <li>• Move things, increase and decrease sizes</li> <li>• Desktop and returning to the desktop</li> <li>• Introduction of the e-learning app and the learning game</li> </ul>	<p><b>1.a. Activities Classroom Lessons:</b></p> <ul style="list-style-type: none"> <li>• Group discussion: Advantages of tablets in everyday-lives, Questions &amp; Answer, Share experiences the trainees already had with tablets</li> <li>• Video tutorial: Joint introduction of the device: Lock/Unlock; Open/Close Apps; Increase/Decrease size; Rotate screen (Together, trainer is present for questions &amp; feedback);</li> <li>• Group activity: Joint opening of learning game and e-learning app</li> </ul> <p><b>1.b. Activities E-Learning</b></p> <ul style="list-style-type: none"> <li>• Do-it-yourself User-Guide: Switching Device On/Off, Charging, Lock/Unlock, Desktop &amp; returning to desktop</li> <li>• Learning game: Finish all levels of the learning game</li> </ul>
<b>UNIT 2 (2h+2h)</b>	<p><b>WorldWideWeb &amp; WIFI</b></p> <ul style="list-style-type: none"> <li>• Introduction: How does the internet work?, Introduction of different browsers,</li> <li>• Activate WIFI and use of the browser: Identification and log-in</li> <li>• Surf the web: Online Search Engines</li> </ul>	<p><b>2.a. Activities Classroom Lessons:</b></p> <ul style="list-style-type: none"> <li>• Group discussion: Repetition of previous unit; Discussion of e-learning tasks</li> <li>• Step-By-Step: Joint WIFI registration</li> <li>• Group Mindmap: Collect knowledge on websites, URLs, the WWW</li> <li>• Step-By-Step: Using a browser</li> <li>• Google Quiz: Find answers online</li> </ul> <p><b>2.b. Activities E-Learning</b></p> <ul style="list-style-type: none"> <li>• WIFI-Map: Find WIFI-spots in personal surroundings and repeat step-by-step Log-In</li> </ul>

<p><b>UNIT 3 (2h+2h)</b></p>	<p><b>Apps</b></p> <ul style="list-style-type: none"> <li>• Desktop: Theoretical input &amp; activities, Open &amp; close Apps</li> <li>• Apps: Introduction of the Google Play Store, install and delete Apps</li> </ul>	<p><b>3.a. Activities Classroom Lessons:</b></p> <ul style="list-style-type: none"> <li>• Group discussion: Repetition of previous unit; Discussion of e-learning tasks</li> <li>• Individual activity: Get to know your tablet and return to the desktop</li> <li>• Step-by-Step: Joint Google Play Store registration</li> <li>• Group-Mindmap: Collect knowledge on apps</li> <li>• Step-by-Step: Search for, download and uninstall one app</li> </ul> <p><b>3.b. Activities E-Learning:</b></p> <ul style="list-style-type: none"> <li>• Research, install and uninstall different apps</li> </ul>
<p><b>UNIT 4 (2h+2h)</b></p>	<p><b>Online Security</b></p> <ul style="list-style-type: none"> <li>• What is online security and how can I protect my privacy online?</li> <li>• Important realms of online security: phishing e-mails, safe passwords, anti-virus software</li> </ul>	<p><b>4.a. Activities Classroom Lessons:</b></p> <ul style="list-style-type: none"> <li>• Group discussion: Share experiences with online security, express fears &amp; doubts, raise awareness</li> <li>• Individual online-research &amp; group discussion: Find information on yourself, a friend or a relative</li> <li>• Pair work: Identify phishing e-mails</li> <li>• Slides: Check list: How to spot a fraud e-mail &amp; What does a safe password look like? Practical Do's &amp; Don'ts,</li> </ul> <p><b>4.b. Activities E-Learning</b></p> <ul style="list-style-type: none"> <li>• Anti-Virus-Software: Research and discuss different possibilities with friends &amp; family</li> <li>• Phishing e-mails: Identify e-mails as fraud or real</li> <li>• Password-Checks: Create safe passwords &amp; share them with the group</li> <li>• Discuss experiences with data-security with friends &amp; family</li> </ul>

E-INTERACTION / COMMUNICATION module (16h)		
<b>General Objectives</b>	<ul style="list-style-type: none"> <li>to acknowledge the importance of using new technologies in everyday activities</li> <li>to show interest in accessing social media resources</li> <li>to acquire the skills necessary to use different programs, software and websites</li> </ul> <p>Learning outcomes, at the end of this module, learners will be able to:</p> <ul style="list-style-type: none"> <li>create and use an e-mail, Facebook, Skype account</li> <li>to manage these accounts</li> <li>to communicate through these social media channels / apps / tools</li> <li>share different thoughts, pictures, videos with friends in the virtual environments</li> <li>to look for the information they need (especially for health related issues, managing own financing, travelling, spending the spare time etc.)</li> </ul>	
<b>UNIT 1 (4h)</b>	in class (2h)	<p><b>Communication: e-mail</b></p> <ul style="list-style-type: none"> <li>create an Gmail account</li> <li>account settings / privacy settings</li> <li>creating and sending an e-mail (editing the subject, reply, fwd)</li> <li>attaching documents / pictures in e-mail</li> <li>adding contacts</li> <li>creating mail groups/ sending messages to groups / the CC and BCC option</li> <li>searching, filtering</li> </ul>
	e-activities (2h)	<ul style="list-style-type: none"> <li>add to contacts the e-mail of the trainer and colleagues/respondents</li> <li>sending to the trainer an e-mail in which are attached a document and a picture</li> <li>sending e-mail to the colleagues, replying and fwd</li> </ul>
<b>UNIT 2 (4h)</b>	in class (2h)	<p><b>Communication: Skype</b></p> <ul style="list-style-type: none"> <li>creating a Skype account (based on the previous email created)</li> <li>adding persons / creating groups / searching for a person</li> <li>using text / video calls (be familiar with microphone and web camera)</li> <li>sending messages</li> </ul>
	e-activities (2h)	<ul style="list-style-type: none"> <li>using video calls with the colleagues/family</li> <li>sending message/ questions to the trainer</li> </ul>



<b>UNIT 3 (4h)</b>	in class 2 h	<p><b>Accessing and using social media resources: Facebook</b></p> <ul style="list-style-type: none"> <li>• create a Facebook account</li> <li>• account settings/ privacy settings</li> <li>• uploading photos and putting them in albums</li> <li>• adding / removing friends</li> <li>• like page</li> <li>• adding comments on their own profiles or on friends profiles</li> <li>• sharing different information</li> </ul>
	e-activities (2h)	<ul style="list-style-type: none"> <li>• uploading personal photos</li> <li>• adding friends</li> <li>• adding comments on friends profile</li> <li>• accessing different Facebook profiles / pages</li> <li>• using different apps and games</li> </ul>
<b>UNIT 4 (4h)</b>	in class (2h)	<p><b>Interaction Forums</b></p> <ul style="list-style-type: none"> <li>• seek necessary information on specialized forums</li> </ul> <p>e.g. : <a href="http://www.expertlaw.com/forums">http://www.expertlaw.com/forums</a> (is a forum for discussion regarding the legislation)</p> <p><a href="http://www.medhelp.org/forums/list">http://www.medhelp.org/forums/list</a> (is a medical forum dedicated to health; in collaboration with many doctors on various specialties)</p> <p><a href="http://www.tripadvisor.com/ForumHome">http://www.tripadvisor.com/ForumHome</a> (is a forum where can find information and ask questions about traveling)</p>
	e-activities (2h)	<ul style="list-style-type: none"> <li>• to search discussion forums for their area of interest</li> <li>• asking questions on forums</li> </ul>

E- INFORMATION / E-GOVERNMENT module (16h)	
<b>General Objectives</b>	<p>By the end of this module, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Find out relevant information from websites and government portals</li> <li>• Acquire the needed information about legislation (laws), protection and exercising their rights on EU and national level</li> <li>• Acquire information needed to protect and exercise their rights – these can be found on webpages of various local and national governmental institutions and citizen associations working to protect the seniors’ rights</li> <li>• Find options within legal norms on how to solve a consumer problem; how to protect themselves against financial abuse – where and how to seek help</li> <li>• Acquire information on how to claim their social benefits</li> <li>• Locate important institutions</li> </ul>
<b>UNIT 1a</b> In class (2h)	<p><b>EU and national documents</b></p> <ul style="list-style-type: none"> <li>• Learning about finding information available online which deals with rights of senior citizens at national and EU level, such as <i>The national program for the protection of the elderly</i>, <i>National Concept for the protection of human rights of citizens</i></li> <li>• Acquiring information from European rights protection documents: <a href="http://ec.europa.eu/social/main.jsp?catId=559&amp;langId=it">http://ec.europa.eu/social/main.jsp?catId=559&amp;langId=it</a> <a href="http://ec.europa.eu/your-rights/help/individuals/index_sk.htm">http://ec.europa.eu/your-rights/help/individuals/index_sk.htm</a></li> <li>• Acquiring information at national level: Government portals and webpages of particular Government Departments, e.g. State Department of Health, National strategy for rights protection, National programme for senior’s protection</li> </ul>
<b>UNIT 1b</b> e-learning (2h)	<ul style="list-style-type: none"> <li>• Searching for specific information or material online on rights of elderly - abuse, on services provided by individual municipalities, on entitlement to allowances. Participants can share useful information and raise their social and legal awareness.</li> <li>• Seek out particular act dealing with senior rights protection, both at EU and national level</li> </ul>
<b>UNIT 2a</b> In class (2h)	<p><b>Consumer Protection</b></p> <ul style="list-style-type: none"> <li>• stay protected against scams and mischievous business practices and financial abuse</li> <li>• consumer protection</li> <li>• practical information about consumer rights and how to claim them</li> </ul>
<b>UNIT 2b</b> e-learning (2h)	<ul style="list-style-type: none"> <li>• Search for a webpage about consumer protection – associations and counseling organizations providing consumer advice and solutions to particular problems</li> <li>• Download specific law on scam business practices in services and in providing loans. Use the Department of Justice portal. Simulate a specific problem and search for its solution. Slovakia – Consumer Rights Committee - <a href="http://www.pravaspotrebitela.sk/">www.pravaspotrebitela.sk/</a> Czech Rep. - <a href="http://www.asociace-sos.cz">www.asociace-sos.cz</a>, <a href="http://www.dtest.cz">www.dtest.cz</a> – online consumer counseling services</li> </ul>

<p><b>UNIT 3a</b> <b>In class</b> <b>(2h)</b></p>	<p><b>E-government interaction</b></p> <ul style="list-style-type: none"> <li>• Seeking out information about benefits for seniors</li> <li>• Acquiring information about arranging specific social services and seeking counselling on which benefits a senior is entitled to</li> <li>• Being able to find out information about particular municipality providing a range of services</li> </ul> <p>Practical exercises:</p> <ul style="list-style-type: none"> <li>• Find out about online services provided by a particular municipality: who is entitled to it and how to apply for it</li> <li>• Send a message to relevant municipal body</li> <li>• Find an electronic form to fill out</li> </ul>
<p><b>UNIT 3b</b> <b>e-</b> <b>learning</b> <b>(2h)</b></p>	<ul style="list-style-type: none"> <li>• SK: Send a message to the Mayor of Prievidza via: <a href="http://www.prievidza.sk/spravodajstvo/vy-sa-pytajte-primatorka-odpovie/">www.prievidza.sk/spravodajstvo/vy-sa-pytajte-primatorka-odpovie/</a></li> <li>• Find out about particular services and conditions for their granting via the central portal for public service <a href="https://www.slovensko.sk/sk/e-služby/">https://www.slovensko.sk/sk/e-služby/</a></li> <li>• Download an application iObčan and Odkaz pre starostu (iCitizen and Message for the Mayor – or other apps available in your country), get familiar with the options, submit an entry, share the response, ...</li> <li>• CZ: Send a message to the Mayor, inquire online about municipal services Send a message to the municipality</li> </ul>
<p><b>UNIT 4</b> <b>In class</b> <b>(2h)</b></p>	<p><b>E-services</b></p> <ul style="list-style-type: none"> <li>• Acquiring knowledge on how and where to get various on-line information about services such as traffic on national and local level, public transport options, culture events, sports, hobbies, entertainment, arts, maps, locating institutions, finding directions, weather, news,...</li> <li>• Useful links on national and local level: SK: National public transport timetable <a href="http://www.cp.sk">www.cp.sk</a> Culture and important institution of Prievidza: <a href="http://www.prievidza.sk">www.prievidza.sk</a> Public transport timetable of Prievidza: <a href="http://www.imhd.zoznam.sk/pd/mhd.html">www.imhd.zoznam.sk/pd/mhd.html</a> Locating important institutions <a href="http://www.mapa.zoznam.sk">www.mapa.zoznam.sk</a> CZ: public transport connections in Prague: : <a href="http://spojeni.dpp.cz/">http://spojeni.dpp.cz/</a> What to do in Prague: <a href="http://www.praha.eu/jnp/cz/co-delat-v-praze/index.html">http://www.praha.eu/jnp/cz/co-delat-v-praze/index.html</a></li> </ul>
<p><b>UNIT 4b</b> <b>e-</b> <b>learning</b> <b>(2h)</b></p>	<ul style="list-style-type: none"> <li>• Choose an institution/venue you need to visit and find the address, find out different ways how to get there including public transport options, check the timetable and connections, etc.</li> <li>• Consult the city cultural agenda online and propose an interesting event to the group</li> <li>• Check the weather forecast for the next 7 days (e.g. <a href="http://www.sme.sk">www.sme.sk</a>)</li> </ul>

E-ENTERTAINMENT / MEDIA module (16h)		
<b>General Objectives</b>	<p>At the end of this module, trainees will be able to:</p> <ul style="list-style-type: none"> <li>• Know how to access and use free online multimedia resources</li> <li>• Develop their personal interests through digital media</li> <li>• Foster their creativity using free online media tools like image editing</li> <li>• Use online applications to stimulate mental dexterity (memory retention, speed of thought)</li> <li>• Enjoy free time and learn with online games</li> </ul>	
<b>UNIT 1 (4h)</b>	in class (2h)	<p><b>Free online resources for entertainment</b></p> <ul style="list-style-type: none"> <li>• What entertainment resources are available on the Internet</li> <li>• How to find resources like TV channels, radio stations portals, online newspapers and magazines</li> <li>• How to distinguish between free and paid e-resources</li> <li>• What is and how to use YouTube?</li> <li>• How to search, browse and play videos</li> <li>• How to like and comment videos</li> <li>• How to setup an YouTube account</li> <li>• How to use channels and subscriptions</li> <li>• How to upload your own videos</li> <li>• How to address security issues</li> </ul>
	e-activities (2h)	<ul style="list-style-type: none"> <li>• Watch demo videos on YouTube</li> <li>• Search about a specific topic of your interest (ex. culinary or cinema)</li> <li>• Search for your preferred music and share the link with the trainer</li> </ul>
<b>UNIT 2 (4h)</b>	in class (2h)	<p><b>Online newspapers and journals</b></p> <ul style="list-style-type: none"> <li>• What information news resources are available on the Internet</li> <li>• What entertainment news are available on the Internet</li> <li>• How to access world and local information resources</li> <li>• How to distinguish between free and paid resources</li> <li>• What is the difference between web access and app access</li> </ul>
	e-activities (2h)	<ul style="list-style-type: none"> <li>• Go to issuu.com. Select one e-magazine of your interest and read an article.</li> <li>• Check if your favorite newspaper has an app, download and install it. Report the differences with the web version</li> </ul>

<b>UNIT 3 (4h)</b>	in class (2h)	<p><b>Online games</b></p> <ul style="list-style-type: none"> <li>• What games can you play on your tablet</li> <li>• How to find games</li> <li>• How to distinguish between free and paid games</li> <li>• How can you use games to improve yourself: brain games, language learning games</li> <li>• How to use online games to meet and talk with other seniors</li> </ul>
	e-activities (2h)	<ul style="list-style-type: none"> <li>• Explore games on Speed, Memory, Attention, Flexibility, and Problem Solving. Using Luminosity, perform your Fit Test and check the results.</li> <li>• Learn languages online - each lesson works as a game. Using Duolingo.com initiate a game with your friends and share the results.</li> </ul>
<b>UNIT 4 (4h)</b>	in class (2h)	<p><b>Photo edition</b></p> <ul style="list-style-type: none"> <li>• How to edit a photo: crop, rotate, basic, fine-tune, color</li> <li>• How to improve a photo</li> <li>• How to make a collage</li> <li>• How to save in cloud or social networks</li> <li>• How to create greeting cards: select a type, add photos, effects, text and share it in social networks</li> </ul>
	e-activities (2h)	<ul style="list-style-type: none"> <li>• Using Instagram. Download the app, install it and create an account. Look for friends who have registered in Instagram as well.</li> <li>• Using Instagram. Take a photo, apply filters and then share it with your trainer and colleagues.</li> </ul>

E-HEALTH module (16h)		
<b>General Objectives</b>	<p>In the end of this module, trainees will be able to:</p> <ul style="list-style-type: none"> <li>• Know the main activities, events and services related to health issues that are available on –line</li> <li>• Learn how and where get information about health websites and condition –specific association at national and local level</li> <li>• Know how to manage a personal account to have access to the local e-health services: reservation medical appointment, management of the electronic medical dossier, download and upload health exams/GP’s prescriptions</li> <li>• Know the main services available about telemedicine: private and public sector</li> <li>• Take part in blog related to specific disease or health issue groups</li> </ul>	
<b>UNIT 1 (4h)</b>	In class (2h)	<p><b>ACCESS EUROPEAN AND NATIONAL RESOURCES ON E-HEALTH</b></p> <ul style="list-style-type: none"> <li>- Knowing information and services available online about health issues at European and national level – Overview_ First part:</li> <li>- E-Health in Europe, the European health card (<a href="http://ec.europa.eu/health/ehealth/policy/index_en.htm">http://ec.europa.eu/health/ehealth/policy/index_en.htm</a>; <a href="http://ec.europa.eu/social/main.jsp?catId=559&amp;langId=it">http://ec.europa.eu/social/main.jsp?catId=559&amp;langId=it</a>)</li> <li>- Interesting web-site on e-health at national level: <ul style="list-style-type: none"> <li>o National Ministry of health <ul style="list-style-type: none"> <li>▪ (Italy: <a href="http://www.salute.gov.it/">http://www.salute.gov.it/</a>)</li> </ul> </li> <li>o National health System <ul style="list-style-type: none"> <li>▪ (Italy: Local Health Authority such as : <a href="http://www.ausl.re.it/come-funziona-il-servizio-sanitario-nazionale-ssn.html">http://www.ausl.re.it/come-funziona-il-servizio-sanitario-nazionale-ssn.html</a> )</li> </ul> </li> </ul> </li> <li>- Find specific information or material on the E-health website analyzed.</li> <li>- Follow the procedure to receive the newsletter edited by the National Ministry of Health</li> <li>- App national Ministry of Health (healthcare assistance abroad, body mass index, ...)</li> </ul>
	E-activities (2h)	<ul style="list-style-type: none"> <li>- Searching for web-site on Condition specific-associations (Alzheimer, stroke,...) <ul style="list-style-type: none"> <li>o (e-information, e-interaction FB and blog)</li> </ul> </li> <li>- look at the “E-health encyclopedia” (within the Health Ministry website analyzed in class) the meaning of “Parkinson disease”</li> <li>- look at the FB page of the Alzheimer association and see if there is any local association in your region/town (write down the contacts of the association)</li> </ul>
<b>UNIT 2 (4h)</b>	In class (2h)	<p><b>ACCESS E-HEALTH SERVICES: ONLINE RESERVATION</b></p> <p>Be able to access and use services available on-line about health – the Online Medical appointment reservation:</p> <ul style="list-style-type: none"> <li>- Access to the website of the regional health system</li> <li>- Get information on the Local authority department (payments, FAQ, archive)</li> <li>- Online reservation services</li> </ul> <p>Practical exercises :</p> <p>Register on <a href="https://www.cupweb.it/cup_web_regionale/main.htm">https://www.cupweb.it/cup_web_regionale/main.htm</a> website</p>
	E-activities (2h)	<ul style="list-style-type: none"> <li>- Use the app myCup Reggio Emilia (to reserve a medical appointment using a smartphone or a tablet)</li> </ul>



UNIT 3 (4h)	In class (2h)	<p><b>ACCESS E-HEALTH SERVICES: THE ELECTRONIC MEDICAL DOSSIER</b></p> <ul style="list-style-type: none"> <li>- The electronic medical dossier (<a href="http://support.fascicolo-sanitario.it/guida/primo-accesso/crea-il-tuo-account">http://support.fascicolo-sanitario.it/guida/primo-accesso/crea-il-tuo-account</a>) <ul style="list-style-type: none"> <li>o Registration (account)</li> <li>o Desks available</li> <li>o Mandate document</li> </ul> </li> </ul> <p>Practical exercises:</p> <ul style="list-style-type: none"> <li>o Access the electronic medical dossier</li> <li>o View and download medical reports</li> <li>o View and download medical prescriptions</li> <li>o Manage notifications</li> <li>o Get information about your doctor</li> </ul>
	E-activities (2h)	<ul style="list-style-type: none"> <li>- The electronic medical dossier (<a href="http://www.fascicolo-sanitario.it">www.fascicolo-sanitario.it</a> #sthash.HU4jKm50.dpuf <ul style="list-style-type: none"> <li>o Reserve an appointment</li> <li>o Pay the ticket with online services</li> <li>o Try the Electronic Medical Dossier app (download the app and one document of the electronic medical dossier)</li> </ul> </li> </ul>
UNIT 4 (4h)	In class (2h)	<p><b>GET INFORMATION ON TELEMEDICINES AND HEALTH APPS</b></p> <ul style="list-style-type: none"> <li>- General explanation on telemedicine (including info on available APPs): <ul style="list-style-type: none"> <li>o Definition</li> <li>o Overview on devices and services</li> </ul> </li> <li>- Public sector: see possible devices and services offered at local level (are there any devices that can be prescribed by the GP?)</li> </ul> <p>Practical exercises:</p> <ul style="list-style-type: none"> <li>- look for public health website where it's possible to better understand how this new technology works</li> </ul>
	E-activities (2h)	<p>Knowing information on telemedicine:</p> <ul style="list-style-type: none"> <li>- Overview on private companies at national and EU level</li> <li>- Comparing tools, prices and usability according to the different disease</li> </ul> <p>Practical exercises on health app</p> <ul style="list-style-type: none"> <li>- Use app about health (water tracker, blood analysis, ...)</li> </ul> <p>Water tracker:  <a href="https://play.google.com/store/apps/details?id=com.joe1327.watertracker&amp;hl=it">https://play.google.com/store/apps/details?id=com.joe1327.watertracker&amp;hl=it</a>  medicines reminder  <a href="https://play.google.com/store/apps/details?id=com.medisafe.android.client">https://play.google.com/store/apps/details?id=com.medisafe.android.client</a></p> <p>Blood pressure  <a href="https://play.google.com/store/apps/details?id=com.boxeelab.healthlete.bpwatch">https://play.google.com/store/apps/details?id=com.boxeelab.healthlete.bpwatch</a></p> <p>Understand the lab values  <a href="https://play.google.com/store/apps/details?id=com.pushandplay.mobile.cito">https://play.google.com/store/apps/details?id=com.pushandplay.mobile.cito</a></p>



E-BANKING / E-SHOPPING module (16h)		
<b>General Objectives</b>	In the end of this module, trainees will be able to: <ul style="list-style-type: none"> <li>• Eliminate the fear of performing economic transactions electronically</li> <li>• Identify the benefits and drawbacks of the electronic management of economic transactions</li> <li>• Know the basic functionality offered by financial institution</li> <li>• Know what is e-Commerce and understand the Internet facilities for shopping</li> <li>• Know and learn how to use different payment methods which can be used in electronic economic transactions</li> </ul>	
<b>E-Banking</b>		
<b>UNIT 1 (4h)</b>	Classroom lessons (2h)	<b>Access to electronic banking and basic functions</b> <ul style="list-style-type: none"> <li>• Understand the concept of e-banking and learn about the services offered</li> <li>• Know how to enable electronic banking service</li> <li>• Identification and accessing electronic banking</li> <li>• Bank statements / balances review</li> <li>• Payments / return bills with direct debit orders</li> </ul>
	<i>E-Learning (2h)</i>	<ul style="list-style-type: none"> <li>✓ <i>Enabling electronic banking</i></li> <li>✓ <i>Accessing my e-Banking</i></li> <li>✓ <i>Review of the movements and balances of our accounts</i></li> <li>✓ <i>Make a payment of a receipt / Return Receipt</i></li> </ul>
<b>UNIT 2 (4h)</b>	Classroom lessons (2h)	<b>Advanced features of electronic banking</b> <ul style="list-style-type: none"> <li>• Transfers</li> <li>• Management of payments / direct debits</li> <li>• Contracting and monitoring services:                             <ul style="list-style-type: none"> <li>○ Top up cell phones</li> <li>○ Taxes/Insurance</li> <li>○ Term deposits</li> </ul> </li> </ul>
	<i>E-Learning (2h)</i>	<ul style="list-style-type: none"> <li>✓ <i>Move money between your accounts</i></li> <li>✓ <i>Top up your mobile phone</i></li> <li>✓ <i>Direct debits management</i></li> <li>✓ <i>Check credit card movements</i></li> </ul>

E-Shopping		
<b>UNIT 3 (4h)</b>	Classroom lessons (2h)	<p><b>E-Commerce: buy/sell services over the Internet</b></p> <ul style="list-style-type: none"> <li>• Learn the basics of e-commerce</li> <li>• Know the risks associated with online shopping</li> <li>• Identify methods to shop safely online</li> <li>• Understand the different ways in online shopping: direct purchasing, group buying, auctions, ...</li> <li>• Search products &amp; compare prices for shopping</li> <li>• Create customer accounts</li> <li>• Make purchases through internet</li> </ul>
	<i>E-Learning</i> (2h)	<ul style="list-style-type: none"> <li>✓ <i>Search information for some product using Google and/or others companies websites.</i></li> <li>✓ <i>Search for a product on Amazon and eBay, check the information that both services provide about the product and compare prices.</i></li> <li>✓ <i>Create a customer accounts in Amazon or eBay.</i></li> <li>✓ <i>Buy in Amazon a free electronic book reader "Kindle for Android" and a free e-book.</i></li> </ul>
<b>UNIT 4 (4h)</b>	Classroom lessons (2h)	<p><b>Payment methods for electronic transactions</b></p> <ul style="list-style-type: none"> <li>• Security in electronic payments</li> <li>• Payment methods</li> <li>• PayPal accounts</li> <li>• Virtual Credit Cards</li> </ul>
	<i>E-Learning</i> (2h)	<ul style="list-style-type: none"> <li>✓ <i>Creating a PayPal account or similar service</i></li> <li>✓ <i>Management PayPal account or similar service</i></li> <li>✓ <i>Creating and using virtual credit cards</i></li> </ul>