



GenerationInfinity

**Enhancing digital skills,
competencies & safety in European
older adults & seniors!**



**Co-funded by
the European Union**

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Project Partners



Municipality of Gotse Delchev
(Bulgaria)



Fundacja "Fundusz Inicjatyw"
(Poland)



Fondazione Università Adulti
Anziani (Italy)



Bluechain
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WP2 - TRAIN THE TRAINERS

FRAMEWORK TRAINING

MODULE FOR TRAINER

Module 1: Teaching digital
skills and abilities to
seniors and the elderly

Fondazione Università adulti/anziani



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Your path to becoming an effective digital facilitator

● Understanding Andragogy

Apply the art of facilitating adult learning to the digital context.

● Identify Specifics

Recognize barriers, motivations, and cognitive styles in the elderly.

● Design Methodologies

Overcome typical psychological and cognitive barriers.

● Adapt Style

Maximize engagement and learning effectiveness.

● *Final Goal: The final goal is not to teach technology, but to build Digital Self-Efficacy.*





The paradigm shift: from directive teaching to facilitation

● The context of the senior:

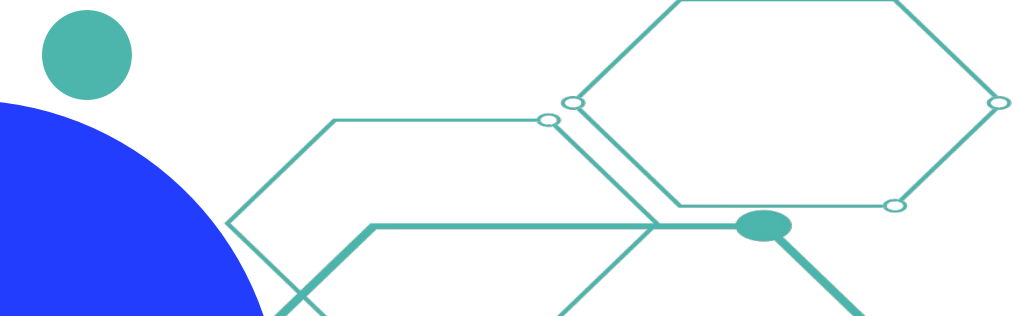
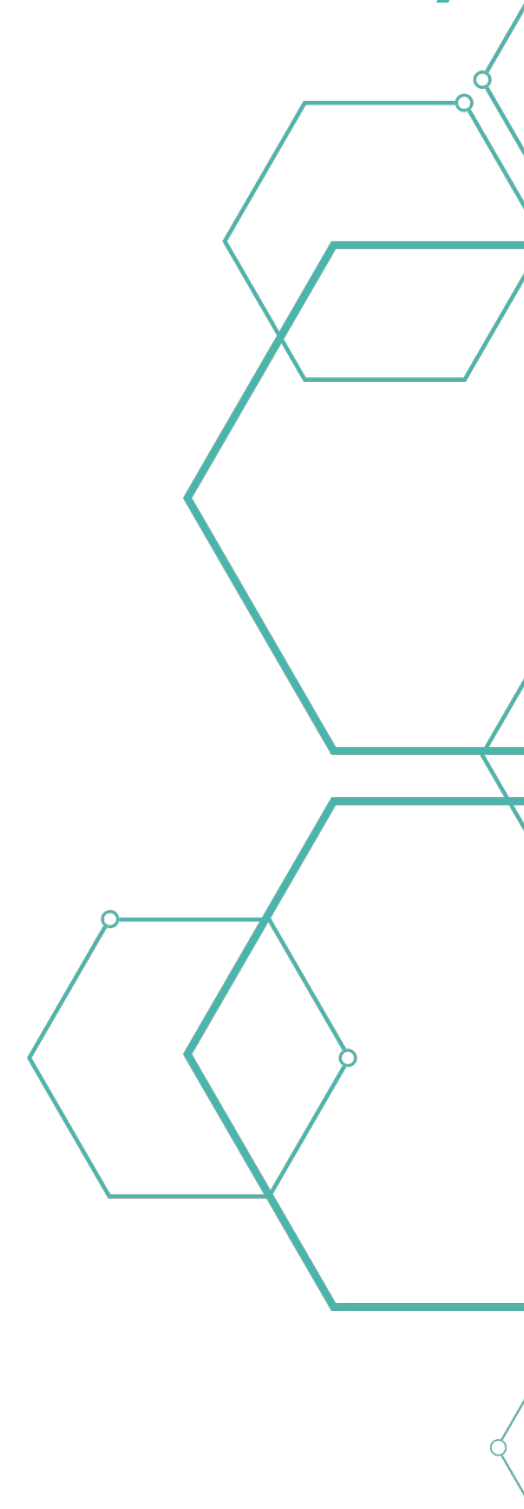
Retirement age, health, potential social isolation.

● The real challenge:

Digital inclusion is not a technical exercise, but a fundamental tool for Active Aging and social participation.

● Andragogy:

The art and science of helping adults learn. The senior is not a vessel to be filled, but an autonomous resource to be guided.



Malcolm Knowles' 5 Pillars of Adult Learning

Need to Know:

Why do I need to learn this?
The utility must be clear before starting.

Role of Experience

Personal experience is the main resource to which new concepts are anchored.

Self-concept

The adult is autonomous and must feel like the architect of discovery

Orientation to Learning

Focused on solving concrete problems, not abstract topics.

Readiness to Learn

Readiness triggers only in response to tasks related to real life

Reflection Point

How do we apply these 5 principles to teach smartphone usage?

Profile of the senior learner: understanding the starting point



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The Context:

Life transitions (retirement, health changes), risk of social isolation.

The Main Challenge: tep-by-Step Demonstrations

Low self-esteem and lack of Digital Self-efficacy. Mistrust in one's own abilities blocks learning.

The Objective:

Use digital as a bridge for active aging and family connection, defeating loneliness.



Unlocking Motivation: Start with Needs, Not Technology

Types of Motivation

● Intrinsic:

Staying up-to-date, lifelong learning, connecting with grandchildren Task-Based Teaching

● Extrinsic:

Bureaucratic needs (e.g., digital ID), online healthcare, access to public services.

Unlocking Motivation: Start with Needs, Not Technology

Practical Exercise

Wrong (Focused on function):

Today we are learning how WhatsApp works

Right (Focused on benefit):

Today we are learning how to receive and view photos of your grandchildren.

Defusing technological anxiety and psychological barriers

- **Fear of breaking the device:**

The constant fear that a wrong click can delete data or destroy the phone.

- **Fear of judgment:**

Feeling inadequate, slow, or not adept compared to younger generations.

- **Classroom simulation:**

How to manage the first practical approach?

Validate the student's fears, normalize mistakes, and reassure that nothing is irreparable.

Designing for the Aging Mind: Reducing Cognitive Load



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Cognitive Chaos:

Overly complex and cluttered interfaces.

Ambiguous icons (e.g., the hamburger menu or the settings gear).

Digital multitasking (managing multiple windows or apps simultaneously).

The Solution:

Prioritize a tactile/kinesthetic learning style (learning by doing).

Abstract theory increases cognitive load;
practical, guided action reduces it.





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The Checklist for an Optimized Learning Environment

Physical Space

Adequate lighting and glare-free screens

Clear acoustics, without background noise.

Seating arrangement that encourages eye contact and close assistance.

Time and Pace

Slow pace, calibrated to individual needs.

Short but frequent sessions to favor memorization.

Constant positive reinforcement for every small success.



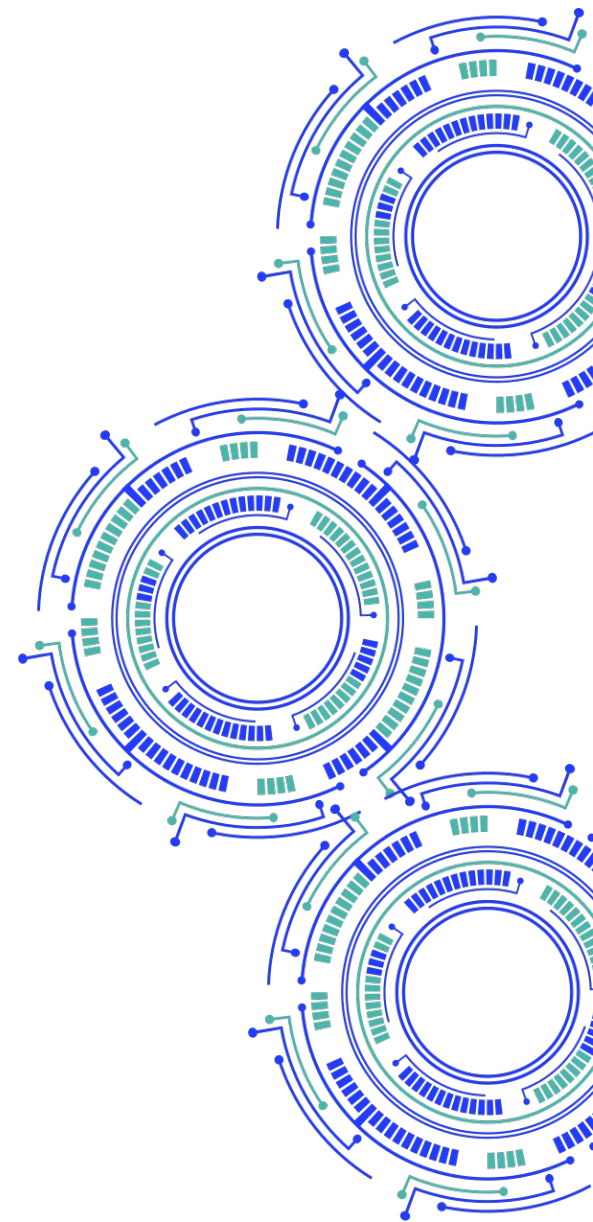


The Problem-Based Method

- **The Daily Challenge: Importance of Digital Confidence**
Always start from a real problem (e.g., How can I book a medical visit online?)
- **The Targeted Function:**
Teach the technical function only when it's needed to solve that problem.
- **Scaffolding (Support):**
Offer constant and progressive guidance during early attempts.
- **Fading (Autonomy):**
Gradually reduce help as the learner gains confidence.

Instructional Prompt:

Develop a 15-minute micro-lesson based on this cycle.



The Staircase of Micro-Competencies

Fragmentation:

Break down every complex skill into simple, isolated micro-actions.

Sequential Mastery:

The golden rule is to completely master one step before moving to the next. No rushing.

One Step at a Time:

Do not overload the learner by teaching exceptions or secondary functions if the foundation is not yet solid.

Designing Accessible Support Materials

Design Rules

- Use very large fonts (Large font) and high readability.
- Ensure high contrast (e.g., black text on a white background).
- Combine visual and written support (clear images with minimal instructions).

Practical Workshop:

Create a Quick Guide in just three steps for a specific digital function (E.g., How to send an attachment via email).

The Art of Feedback and Formative Assessment



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Primary Reinforcement

Praise effort and celebrate small successes to build self-efficacy.

Formative Assessment

Observe the action (the doing), totally eliminating tests or theoretical exams that generate anxiety.

Non-judgmental Environment

The error is part of the process, not a failure.

Critique

You clicked the wrong way.

Constructive Reinforcement

You found the right menu, now let's try touching this other icon together.



Your next steps: module evaluation

● **Task 1: Didactic Project:**

Present a lesson plan on a digital topic (e.g., Basic security)

● **Requirements:**

Integrate at least 3 principles of Andragogy and 2 adaptive didactic methodologies.

● **Task 2: Field Simulation:**

Role-playing session.

● **Requirements:**

Demonstrate empathy and the ability to directly manage a psychological barrier or a moment of frustration in the older adult.

The Trainer's Summary Framework

Mindset

Start from real needs (Andragogy).

Focus on self-efficacy.

Empathy for anxiety and cognitive load.

Environment

Slow and relaxed pace.

Short sessions, clear clear light, no noise.

Safe and non-judgmental space.

Action

Problem-Based Method.

Scaffolding & Fading.
Break down into micro-skills.

Only positive and practical feedback.



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Thank you!



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