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# GenerationInfinity

**The Generation Infinity Project:  
Enhancing digital skills,  
competencies and safety  
in European older adults and seniors!**

**WP2**

**MODULE 2 :**

**Digital Ageism and Digital Transformation -  
How They Affect European Seniors**



 **Bluechain**



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## Module Overview

### Estimated duration:

2-3 hours

### Target group:

Adult educators, trainers, facilitators, volunteers and community-learning professionals working with senior learners

### Module objectives:

At the end of this module, the trainer will be able to:

- Explain the key concepts of digital ageism as it relates to older adults, including ageism by omission, ageism by design, the digital divide in older adults, and the social impact of digital transformation on senior citizens in Europe.
- Design and facilitate short, hands-on learning activities that help educators recognize digital exclusion in everyday services relevant to seniors, such as e-government, health apps, banking systems, authentication procedures, and online access to essential information.
- Teach digital transformation issues in a way that reduces blame, develops critical awareness, and enhances dignity, using inclusive language, real-world cases, reflective discussion, and senior-centered examples.
- Help educators identify recurring patterns of exclusion in digital environments and respond with age-friendly, autonomy-oriented and non-paternalistic educational approaches.



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- Evaluate the learning outcomes of a session on digital ageism using simple and practical tools such as observation checklists, short analytical tasks, reflective prompts, and trainer self-review.



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## Section 1: Fundamentals of digital ageism and digital inclusion

|                                                                                                |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1.1</b></p> <p><b>Understanding digital ageism and the digital divide of seniors</b></p> | <p>Define classic ageism and digital ageism. Distinguish between ageism by omission and ageism by design. Understand the digital divide of older adults through access, skills, and effective use. Recognize that exclusion is not just about skills, but also about structures, systems, and design choices.</p> | <ul style="list-style-type: none"> <li>• Brief introduction by the trainer (5-7 min) presenting digital skills through familiar everyday examples, rather than just devices or apps.</li> <li>• Guided discussion (5 min) in which participants identify which digital tasks are most meaningful and urgent for seniors in their local context.</li> </ul> |
| <p><b>1.2</b></p> <p><b>Demographic diversity among older adults</b></p>                       | <p>The difference between young seniors and very seniors. Variations in trust, digital familiarity, sensory changes, and support needs. Why a uniform approach to older adults as users or learners is ineffective. The importance of adapting training and interpretation to different senior profiles.</p>      | <ul style="list-style-type: none"> <li>• Guided reflection activity (5-7 min) focusing on how different cohorts of seniors experience technology differently.</li> <li>• Discussion in pairs in which trainers identify how needs vary based on age, autonomy, and life context.</li> </ul>                                                                |
| <p><b>1.3</b></p> <p><b>Systemic biases and exclusion in everyday life</b></p>                 | <p>How digital systems can exclude even without explicit intention. Examples include: inaccessible fonts, complex interfaces, unclear workflows, forced digital procedures, and hidden assumptions in service design. Recognize that frustration often stems from systems, not personal failure.</p>              | <ul style="list-style-type: none"> <li>• Checklist exercise (8-10 min) where trainers examine examples of digital products or services and identify possible exclusion factors.</li> <li>• Short reference activity (3-5 min) on the shift from blaming the learner to analyzing the system.</li> </ul>                                                    |
| <p><b>1.4</b></p> <p><b>Inclusive language, dignity and positioning of the trainer</b></p>     | <p>Use non-discriminatory and non-paternalistic language. Avoid deficit-based descriptions of older adults. Position the trainer as a facilitator of autonomy and critical awareness. Strengthen dignity, rights, and participation rather than correction and dependence.</p>                                    | <ul style="list-style-type: none"> <li>• Short role-play exercise (10 min) in pairs or triads in which trainers practice reframing ageist or paternalistic language into empowering alternatives.</li> <li>• Short debriefing (5 min) focusing on which</li> </ul>                                                                                         |



|  |  |                                                                              |
|--|--|------------------------------------------------------------------------------|
|  |  | expressions support dignity and which ones unintentionally reinforce stigma. |
|--|--|------------------------------------------------------------------------------|

## Section 2: Digital Transformation, Rights, and the Daily Life of Seniors

|                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>2.1 Digital transformation in essential services</b></p>               | <p>How digital transformation impacts public administration, healthcare, banking, communications, and information access. Understanding "digital by default" systems and their consequences for the elderly. Risks of exclusion when essential services become accessible primarily through digital channels. Start from a real need rather than an abstract explanation. Build lessons around a "mission of the day," such as sending a message, finding a bus route, or booking a doctor's appointment. Introduce technical steps only when necessary to complete the task. Help learners understand the "why" behind each action.</p> | <ul style="list-style-type: none"> <li>• Scenario-based learning with real-world examples of e-government, telemedicine, banking, and access to public services.</li> <li>• Guided group analysis of where digital convenience for institutions becomes exclusionary for seniors.</li> </ul>                           |
| <p><b>2.2 Psychological and social consequences of digital exclusion</b></p> | <p>Isolation, dependence, anxiety, loss of confidence, reduced autonomy, and decreased social and civic participation. The relationship between inaccessible services and loss of dignity. Understanding the emotional impact of exclusion alongside the technical one.</p>                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Guided reflection activity (5-7 min) focusing on the emotional consequences that older people may experience when services become difficult to use.</li> <li>• Small group exchange where participants connect systemic barriers and experience emotional effects.</li> </ul> |
| <p><b>2.3 Age-friendly design principles and accessibility</b></p>           | <p>Reduce cognitive load. Support visual accessibility through contrast, font size, and clear iconography. Support motor accessibility and simplified interaction. Recognize usability as a matter of inclusion, not aesthetic preference.</p>                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Hands-on guided analysis of screenshots or interfaces. Small group task in which participants identify what makes an interface more or less age-friendly and</li> </ul>                                                                                                       |

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|                                                       |                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                       |                                                                                                                                                                                                                                                        | <i>propose simple improvements.</i>                                                                                                                                                                                                                                                             |
| <b>2.4 European policy frameworks and DigComp 2.2</b> | <i>Digital Decade objectives, DigComp 2.2, FRA perspectives, and the principle that no one should be left behind. Translating policy language into practical educational and training action. Mapping DigComp areas to the daily needs of seniors.</i> | <ul style="list-style-type: none"> <li>• Short explanation by the trainer (5-7 min) linking the EU frameworks to practical teaching priorities.</li> <li>• Practical exercise (10 min) in which participants match the DigComp areas to real-life situations experienced by seniors.</li> </ul> |

## Section 3: Anti-Ageist Teaching Strategies, Evaluation, and Reflection

|                                                                      |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3.1 Anti-ageist teaching methodologies</b>                        | <i>Problem-based teaching, scaffolding, fading, peer learning, and reverse mentoring are tools for inclusive practices. Avoid learner substitution and excessive help. Use meaningful tasks that strengthen autonomy rather than dependence.</i>        | <ul style="list-style-type: none"> <li>• Workshop design activities in which trainers create a short anti-ageist learning sequence around a real need of seniors</li> <li>• Guided discussion on how the methodology itself can strengthen or reduce exclusion.</li> </ul>                                                                 |
| <b>3.2 Recognizing and addressing exclusion in training practice</b> | <i>Identify signs that learner difficulty may stem from design barriers rather than a lack of intelligence or effort. Respond with empathy, simplification, and redesign of the explanation. Encourage critical digital awareness instead of shame.</i> | <ul style="list-style-type: none"> <li>• Scenario discussion (10 min) in which trainers analyze common “what is the source of the difficulty?” situations and identify whether the source is in the learner, the task, or the design.</li> <li>• Guided problem-solving activity focused on supportive intervention strategies.</li> </ul> |
| <b>3.3 Assessing learning</b>                                        | <i>Practical assessment focus: assessing whether the student can recognize ageism in services, explaining why a system might be</i>                                                                                                                     | <ul style="list-style-type: none"> <li>• Short oral exercise by the trainer (5 min) presenting practical and</li> </ul>                                                                                                                                                                                                                    |

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|                                                          |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                   |
|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>outcomes in digital ageism training</b>               | <i>exclusionary, and proposing more inclusive responses. Simple assessment tools: observation checklist, short analysis task, self-reflection sheet. Balance conceptual understanding, practical awareness, and professional sensitivity.</i>                                                                                                        | <i>reflective assessment options.</i><br>• <i>Mini exercise where trainers choose a practical method to evaluate a short session on digital ageism.</i>                                                                           |
| <b>3.4 Trainer reflection and continuous improvement</b> | <i>The importance of the trainer's reflection after each session. Use participant reactions, errors, and questions to improve examples, pacing, and materials. Identify which concepts generate confusion, defensiveness, or emotional resistance. Build a reusable set of examples, worksheets, and explanatory strategies for future sessions.</i> | <i>Guided reflection (5 min) in which trainers identify an improvement to be applied in the next session on digital ageism and inclusion. Short plenary session focused on practical adaptations and material sustainability.</i> |



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## Additional materials for participants

PowerPoint presentation

Appendix and Worksheets

## Module Evaluation

Please rate the following statements based on your experience of this module.

(1 = Strongly disagree | 5 = Strongly agree)

### 1. Learning Objectives

The module clearly explained the fundamentals of digital ageism and the social impact of digital transformation on senior citizens in Europe.

1 / 2 / 3 / 4 / 5

### 2. Practical Applicability

I feel confident teaching digital transformation issues in a way that reduces blame, develops critical awareness and enhances dignity.

1 / 2 / 3 / 4 / 5

### 3. Digital exclusion

The module improved my ability to identify recurring patterns of exclusion in digital environments and respond with age-friendly, autonomy-oriented and non-paternalistic educational approaches.

1 / 2 / 3 / 4 / 5

### 4. Facilitation & Communication



I do understand better the trainer position as a facilitator of autonomy and critical awareness, strengthening dignity, rights, and participation using non-discriminatory and non-paternalistic language.

1 / 2 / 3 / 4 / 5

## 5. Assessment & Quality Assurance

The assessment tools presented are simple and useful for assessing learning.

1 / 2 / 3 / 4 / 5

## 6. Overall Value

Overall, this module was relevant to my professional role and provided methods I can realistically apply in my work with older adults.

1 / 2 / 3 / 4 / 5

## 7. Reflective Question

What is one concrete idea or improvement you plan to apply in your future learning sessions with older adults?

(Optional)

Any additional comments or suggestions for improving the module:

(Optional)



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