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GenerationInfinity

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

WP2

M4 - Smartphone Use by Older Adults



 **Bluechain**



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Module Overview

Estimated duration:

This module is designed for a 2-hour session (adaptable to in-person or online delivery).

If time is limited, trainers should *prioritise* the following:

- o the short trainer inputs in Sections 1 and 2,
- o the checklist/set-up work in 1.3,
- o the session-structuring exercise in 2.2,
- o the paired demonstration exercise in 2.3,
- o the troubleshooting discussion in 3.2.

Also, in 3.3. there are activities that may be *shortened* (or assigned as follow-up reflection): these are the longer debriefs, the peer exchange, and the extended reflection.

If all activities are delivered in full, additional time may be needed (more than two hours).

Target group:

Adult educators, trainers, facilitators, volunteers and community-learning professionals working with senior learners in smartphone-skills settings.

Module Objectives

This module is part of the Train the Trainers Framework and aims to equip educators with expert knowledge, facilitation skills and ready-to-use methods for designing and delivering smartphone-learning activities for older adults.



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- Explain why smartphones are a primary gateway to digital participation for older adults and justify smartphone teaching with concrete, evidence-based examples.
- Design and be able to facilitate or supervise a 20-30 minute smartphone-learning activity focused on one practical task, using real and widely available tools such as calls, messages, camera, maps, reminders, QR codes and trusted service apps.
- Facilitate respectful, clear and confidence-building smartphone instruction for older adults: manage pace differences, reduce jargon, prevent overhelping, and build psychological safety.
- Teach and model the use of core smartphone features and accessibility settings on Android and iOS devices, adapting explanations to mixed-ability groups and different learner needs.
- Assess residual and acquired skills in a smartphone session with simple, practical instruments such as observation, short practical task completion and participant reflection.

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Section 1 – Foundations of Smartphone Learning for Older Adults

Section 1 Overview:

Key Topics	Detailed Contents	Teaching Methodology for the Trainer
1.1 Why Smartphone Skills Matter in Later Life	Smartphones as the main gateway to communication, information, navigation, reminders, emergency support and service access for older adults. Meaningful learning goals and everyday relevance.	Guided mini-lecture (10 min); illustrate why smartphone teaching matters with 2-3 concrete life examples. Short group brainstorming (5 min); trainers identify the most relevant smartphone-related needs in their own contexts.
1.2 Evidence-Based Focus on Seniors' Smartphone Needs (Feasibility Report)	Overview of Feasibility Report findings and recurring barriers: access versus confidence, fear of mistakes, pace, memory load, security concerns, and different learner profiles among older adults.	Short trainer input (5 min); presenting key findings from the Feasibility Report. Guided reflection (5 min); trainers discuss how the evidence should shape what and how they teach.
1.3 Role of the Trainer in Smartphone Education	Trainer as facilitator, demonstrator, translator of device language, organiser of safe practice, and manager of device diversity, accessibility and consent.	Checklist exercise (8-10 min); review or adapt a smartphone session setup checklist. Short live demo (3-5 min); in pairs, trainers practise opening a smartphone-learning session.
1.4 Communication, Confidence & Accessibility	Plain language, scaffolding, pacing, psychological safety, accessibility as ordinary smart use, and avoiding patronising or overhelping behaviours.	Short role-play exercise (10 min); in triads, trainers practise a short smartphone-teaching exchange and observe communication patterns.

		Brief debrief (5 min); group shares observations and key “Do / Don’t” principles.
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1.1 Why Smartphone Skills Matter in Later Life

Guided mini-lecture (approx. 10 minutes)

The trainer presents smartphone learning as a practical route to autonomy, connection and safer participation in everyday digital life. Rather than listing features in the abstract, the trainer uses two or three concrete scenarios—for example contacting family, checking a route, enlarging text, or setting a reminder—so participants can visualise why smartphone skills matter to older adults.

Theoretical part:

Smartphones are often the first and most immediate doorway into the digital world for older adults. They combine communication, information, navigation, reminders, photography, messaging and service access in one device that is carried daily. When older adults can use smartphones with greater confidence, they are better positioned to stay socially connected, manage everyday tasks more independently and access digital services that increasingly shape ordinary life (World Health Organization, 2025; Vuorikari et al., 2022).

At the same time, smartphone learning is not simply about teaching isolated technical steps. Many older adults want to learn because they have a concrete purpose: to speak with grandchildren abroad, receive a photo, check a bus route, find a clinic, read a message without asking for help, or avoid feeling dependent on others. Trainers should therefore begin not with device jargon, but with meaningful goals that learners recognise as relevant and worthwhile. But even more generally speaking,



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understanding the basics of how smartphones work helps learners feel less as if they have been “left behind” by times that are changing too quickly.

This perspective should be key to the mind of the trainer. A trainer is not merely introducing a piece of hardware. They are helping older adults acquire a sense of dignity and confidence, and sharpen their everyday problem-solving skills, and helps them see that all these time they were not incapable with technology—as many come to feel—they were simply untrained. When that concept is clear, motivation tends to be stronger and practice feels less intimidating.

Practical part:

Group brainstorming (approx. 5 minutes)

After the mini-lecture, the trainer invites participants to identify the smartphone-related situations that matter most in their own professional contexts. Guiding questions may include: Which everyday smartphone tasks are most relevant for the older adults you work with? Which tasks would most immediately support independence, safety or social contact? In which situations do older adults ask for help with smartphones most often?

The activity closes with a short synthesis highlighting that smartphone teaching is most effective when it begins from real need, not from the trainer’s idea of what is “basic”.

Technical and equipment requirement: Sheets of paper, pens for notes and reflections for brainstorming.



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1.2 Evidence-Based Focus on Seniors' Smartphone Needs (Feasibility Report)

Short trainer input (approx. 5 minutes)

The trainer presents a concise overview of key findings from the Generation Infinity Feasibility Report, emphasising recurring patterns rather than country-by-country detail. The focus is on the difference between owning a smartphone and feeling able to use it confidently and safely.

Theoretical part:

The Feasibility Report provides a cross-country picture of how seniors in the partner countries actually use smartphones in daily life. Across Bulgaria, Greece, Italy, Poland and Slovenia, the smartphone appears as the most common digital device in the senior samples: 89.8% of respondents in Bulgaria reported owning one, 90.7% in Greece, 82.5% in Italy, 80% in Poland, and all participants in the Slovenian sample reported smartphone use. This is an important finding for trainers, because it suggests that smartphone-based learning is not a marginal topic but the most realistic entry point into digital participation for many older adults (Generation Infinity Project, 2025).

At the same time, the report makes clear that ownership does not mean confident use. Seniors in the partner countries mostly use smartphones for communication first—calls, messaging applications, video calls, social media and information search—while more demanding smartphone-mediated tasks remain much less secure and much less autonomous. Across the national reports, recurring difficulty areas include downloading or installing applications, using health-related or banking apps, setting up devices, resolving technical issues, remembering passwords, understanding pop-ups and permissions, and recognising scams or unsafe websites (Generation Infinity Project, 2025).

The Feasibility Report also shows that smartphone learning needs are shaped by age, residence and support networks. Younger seniors and those with more previous exposure to technology are generally more willing to explore new smartphone

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functions, while adults aged 70+ and seniors in rural areas are more likely to restrict their use to basic communication and to depend on relatives or friends for help. Across partner countries, common barriers include fear of making mistakes, concern about online security, difficulty reading on small screens, confusion caused by English terminology, and limited confidence when interfaces change. As a result, the report consistently points toward face-to-face or hybrid teaching, small groups, slow pacing, repetition, clear visual materials and practical tasks linked to everyday life as the most appropriate training conditions (Generation Infinity Project, 2025).

The following observations do not come from the Generation Infinity Feasibility Report itself; they came up from wider and more general research literature, used here as a complementary interpretive frame for trainers.

Evidence on older adults' digital learning consistently shows that access alone does not guarantee confident use. Many older adults own a smartphone, but they still limit themselves to a narrow range of actions because they are unsure how to navigate menus, interpret prompts, remember steps or recognise risks. Research also shows that older adults are not a homogeneous group: needs differ according to age, previous digital exposure, health, confidence, residence and social support (Bhattacharjee et al., 2020; OECD, 2025).

A common finding is the gap between functional relevance and perceived difficulty. Activities such as messaging, using maps, checking appointments, scanning codes or recognising suspicious links may appear simple to experienced users, yet they often contain several hidden conceptual layers. Trainers therefore need to identify which steps are actually difficult for the learner, rather than assuming the task is self-explanatory (Vercruyssen et al., 2023).

Emotional factors are equally important. Fear of making mistakes, losing data, or becoming a victim of fraud can stop practice before it begins. Experiences of ageism—from society, family members or previous learning environments—can also affect willingness to try. A learner who has repeatedly been told that "technology is for



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younger people" may enter a session expecting failure rather than progress (Gudynaite et al., 2025; World Health Organization, 2021).

Practical part:

Guided reflection (approx. 5 minutes)

Following the input, the trainer invites participants to translate evidence into teaching decisions.

Reflection prompts may include:

- Which smartphone uses are most relevant for the older adults you work with?
- How do fear, confidence and previous negative experiences affect learning?
- What does the evidence suggest about pacing, task size and repetition?
- How should smartphone teaching address safety and trust concerns explicitly?

Technical and equipment requirement: Sheets of paper, pens for notes, "Guided reflection" worksheet.

1.3 Role of the Trainer in Smartphone Education

Theoretical input and checklist introduction

The trainer explains that smartphone education for older adults requires more than technical knowledge: the trainer must create the conditions in which practice feels possible, safe and intuitive.

Theoretical part:

In smartphone education, the trainer functions as facilitator and translator, and at the same time as safety net. Trainers help older adults move between device language and everyday language, linking unclear prompts and unfamiliar icons with understandable



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actions. They also decide how much to demonstrate, and when to pause—since any learner can be overwhelmed by a large influx of information. Specifically for seniors, the trainer must remember that often seniors are being trained for the first time on technology that to younger, tech-savvier people might feel intuitive, natural, and easy. The trainer should try to put themselves in the position of the learner.

The trainer must prepare for real-world variation. Some participants will use Android, others iPhone. When mixed operating systems are present in the same session, the trainer should first demonstrate the common logic of the task to the whole group and then, where possible, divide participants into small Android and iPhone working groups for guided practice. If separate groups are not feasible, participants can be paired with someone using the same system and supported with parallel screenshots for both interfaces.

Some participants will have forgotten passwords, others will be worried about updates, permissions or accidental charges. Good preparation therefore includes seating, charging, connectivity, device diversity, accessibility, local (country level) screenshots and backup plans. What looks like a minor organisational detail can strongly affect the learning experience (Czaja et al., 2019).

The trainer's role demands emotional and ethical care. Trainers should establish permission around touching devices, explain clearly when personal information or photos are involved, and reassure participants that mistakes are part of learning. A calm, well-structured opening often determines whether learners feel respected and willing to try.

Practical part:

Checklist exercise (approx. 8-10 minutes) and session opening simulation (approx. 3-5 minutes)



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Participants first review a smartphone session setup checklist in pairs or small groups, noting which organisational details are already ensured in their own context and which need adaptation.

They then simulate the opening of a smartphone-learning session. One participant takes the role of trainer and the other observes or plays a learner. The focus is on greeting participants, stating the objective in plain language, setting expectations, and establishing a calm tone from the start.

The trainer closes with a short debrief on what helped create clarity, reassurance and readiness for practice.

Technical and equipment requirement: Sheets of paper, pens for notes, “Smartphone session setup checklist” worksheet, “Session opening - live demo worksheet”.

1.4 Communication, Confidence & Accessibility

Short conceptual input

The trainer introduces the communication patterns that support or hinder smartphone learning with older adults. Particular attention is given to plain language, pacing, scaffolding and the ordinary use of accessibility settings.

Theoretical part:

One of the most common barriers in smartphone teaching is speed. What feels obvious and fast to the trainer often requires slow visual attention, careful motor action and time to process for the learner. When steps are delivered too quickly, older adults may appear passive or hesitant even when they are actively trying to follow. Plain



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language, slower pacing and repeated orientation cues therefore play a central role in confidence-building (Bhattacharjee et al., 2020; Wilson-Menzfeld et al., 2023).

Accessibility should also be presented as ordinary smart use, not as a special measure for “people with problems”. Larger text, brighter screens, higher contrast, stronger volume, simplified home screens and supportive reminder tools can make the smartphone more usable for a wide range of learners. Presenting these adjustments as everyday customisation helps protect dignity while improving teaching effectiveness. And teaching seniors how to change their phone’s accessibility settings offers double confidence for learners with accessibility needs: not only because they feel included in the learning process but also because they are taught how to acquire accessibility through the phone’s settings in their personal everyday use.

Communication style shapes psychological safety. Trainers should avoid unexplained jargon, taking control of the device too quickly, or expressing surprise when a learner succeeds. A respectful learning exchange acknowledges the learner's experience and keeps the task in their hands for as long as possible.

Practical part:

Role-play exercise (approx. 10 minutes) and brief debrief (approx. 5 minutes)

Participants work in triads: trainer-observer, trainer or helper, and older learner. They practise a short smartphone-teaching exchange focused on one simple task such as opening settings, enlarging text or sending a message.

The observer notes language, pace, body position, use of reassurance, and finds ways to help without taking over. After the role-play, the whole group discusses which communication choices made the learning process easier or harder.

The debrief ends with key “Do / Don’t” principles, especially around slowing down without infantilising, asking permission before intervening and keeping the learner actively involved.



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Technical and equipment requirement: Sheets of paper, pens for notes, “Role-play: smartphone teaching with older adults” worksheet, “Role-play debrief” worksheet.

Section 2 – Teaching Core Smartphone Skills and Everyday Applications Text

Section 2 Overview:

Key Topics	Detailed Contents	Teaching Methodology for the Trainer
2.1 Teaching Smartphone Orientation, Interface & Accessibility Settings	Home screen, buttons and gestures, notifications, Wi-Fi and mobile data, key settings, Android/iOS differences, text size, brightness, sound, contrast and supportive personalisation.	Short trainer input (5 min); presenting concrete orientation and accessibility examples. Guided discussion (5 min); trainers identify which basic smartphone functions and settings matter most in their contexts.
2.2 Structuring Task-Based Smartphone Sessions	Task-based learning built around calls, contacts, messages, photos, maps, QR codes, reminders and selected service apps. Session formats, time management and fallback options.	Practical exercise (10 min); trainers outline the structure of a 20-minute smartphone-learning session. Peer exchange (5 min); trainers present their session structure and receive brief feedback.
2.3 Demonstrating Core Tasks and Coaching Supported Practice	Think-aloud demonstration, step-by-step modelling, supported practice, preserving learner autonomy, and using assistants, peers or volunteers without turning support into overhelping.	Trainer-led discussion (5 min); key messages for modelling and supported practice. Short simulation (5 min); trainers practise a brief

		micro-teaching explanation of one smartphone task.
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2.1 Teaching Smartphone Orientation, Interface & Accessibility Settings

Short trainer input (approx. 5 minutes)

The trainer presents a small set of core smartphone concepts and settings using real examples rather than abstract terminology. The emphasis is placed on orientation, and the thing to avoid is the learner's informational overload.

Theoretical part:

For many older adults, difficulty begins before any “app use” takes place. They may be unsure how to return to the home screen, distinguish a notification from a message, recognise what a settings icon means, or understand whether they are on Wi-Fi or mobile data. Trainers should therefore begin with orientation: where they are, how to go back, how to get to the home screen, how to recognise the app in question, and what the main controls do.

To prepare for the teaching, trainers can rehearse at home how they would pick up their smartphone (for instance, to check their messages) and take written note of every single action (pressing buttons, tapping or swiping on the screen) that was needed in order to execute the task.

Android and iOS differ in design, vocabulary and gesture logic, but the teaching goal is the same: help older adults understand the underlying task instead of memorising one brand-specific sequence. The trainer should name differences calmly, while reinforcing stable concepts such as home screen, contacts, settings, notification, camera or map.



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Accessibility and personal settings deserve an early place in training because they change the device immediately. Text size, brightness, sound, contrast and notification settings can remove barriers before more complex tasks are introduced. Research on digital-skills instruction suggests that supposedly basic operations often contain hidden layers, so trainers should reveal those layers slowly and in context (Vercruyssen et al., 2023).

Practical part:

Guided discussion (approx. 5 minutes)

Participants discuss which orientation issues and settings are most relevant in their own teaching contexts. The purpose is to prioritise content according to learner needs, not to teach every setting available on the device.

Prompts may include: Which smartphone functions are most confusing at the beginning? Which settings most immediately improve comfort and usability? How do Android and iPhone differences affect the teaching material?

The trainer must remember at all times that smartphone teaching improves when the first tasks reduce friction and increase control for the learner.

Technical and equipment requirement: Sheets of paper, pens for notes, “Guided discussion” worksheet.

2.2 Structuring Task-Based Smartphone Sessions

Theoretical input on session design

The trainer introduces task-based smartphone learning as a practical approach, always centred on one meaningful outcome rather than many disconnected features.



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Theoretical part:

Task-based smartphone teaching begins with an action the learner can recognise as useful: call a saved contact, send a short message, enlarge the display, find a destination, set a reminder, open the camera, scan a QR code, or identify a suspicious link. This type of learning is especially effective for older adults because it connects practice directly to daily life and makes success visible (OECD, 2025).

Short sessions require discipline in design. Trainers should define one clear objective, choose only the supporting steps that are absolutely necessary, and leave enough time for actual practice. Overloading the session with explanation or too many examples often reduces success rather than improving it.

Fallback options are part of good design. If the internet fails, the phone is outdated, a password is forgotten or the task proves too difficult, the trainer needs an alternative path: screenshots, printed step cards, a demonstration device, or a simplified version of the task. This preserves rhythm and reduces frustration.

Practical part:**Practical exercise – session structuring (approx. 10 minutes) and peer exchange (approx. 5 minutes)**

Participants design a 20-minute smartphone-learning session around one practical task. They identify the objective, format, opening, practice phase, closing and fallback option.

They then exchange their structures with peers and receive brief feedback on clarity, realism, senior-centred design and feasibility. The emphasis is on one achievable outcome, not on covering as much content as possible.

The trainer closes with a short synthesis on why good structure protects learning time and supports calm, focused practice.

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Technical and equipment requirement: Sheets of paper, pens for notes, “Practical exercise: session structuring” worksheet, “Peer exchange: session structure feedback” worksheet.

2.3 Demonstrating Core Tasks and Coaching Supported Practice

Short trainer input and discussion

The trainer focuses on how to demonstrate a smartphone task in a way that older adults can actually follow, repeat and remember.

Theoretical part:

Demonstration works best when the trainer thinks aloud. Instead of simply performing the task, the trainer names what they are doing and why: “I am opening Settings because that is where the phone keeps personal controls such as text size and sound.” This verbal framing helps the learner build a mental map of the device.

Supported practice should encourage the learner to keep their phone at hand as much as possible. The goal is to coach rather than to do the task on behalf of the learner. Pointing, prompting, waiting and asking short questions teach more than taking the device and completing the action quickly.

One-to-one types of learning environments can be especially valuable for confidence-building, because they create room for slower pacing, repetition and tailored explanation (Wilson-Menzfeld et al., 2023). Even in a group setting, trainers can borrow this logic by building in small moments of individual attention and structured peer support.

Practical part:



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Paired demonstration analysis and step-reconstruction exercise (approx. 10 minutes)

The trainer gives participants one simple smartphone task, such as enlarging text, saving a contact, opening a map, or scanning a QR code. Participants work in pairs. In the first round, one participant explains the task out loud as if guiding an older learner, while the other observes and notes where the explanation becomes too fast, too technical, or too controlling.

In the second round, the pair repeats the same task, but this time they must reduce the explanation to a small number of clear steps, use only plain language, and include short pauses that allow the learner to think and act. The focus is on keeping the device in the learner's hands, avoiding unnecessary intervention, and making each instruction concrete and manageable.

After both rounds, pairs briefly compare the two experiences and identify which changes made the explanation easier to follow and more respectful of learner autonomy. The trainer closes the activity with a short synthesis, drawing attention to practical principles such as limiting the number of steps, naming actions clearly, checking understanding without pressure, and allowing time for supported practice.

Technical and equipment requirement: Sheets of paper, pens for notes, smartphones or printed screenshots if available, "Paired demonstration analysis and step-reconstruction" worksheet.

Section 3 – Assessment of Residual and Acquired Skills, Troubleshooting and Quality Assurance

Key Topics	Detailed Contents	Teaching Methodology for the Trainer
3.1 Assessing Residual	Practical assessment focus on	Trainer input (5 min);

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and Acquired Skills in Smartphone Sessions	residual and acquired skills: whether the older learner can complete a smartphone task independently or with minimal support. Observation, short demonstration and participant reflection.	overview of simple assessment tools. Short exercise (10 min); trainers select one practical and one reflective assessment method.
3.2 Troubleshooting Common Challenges	Typical issues: learner anxiety, forgotten steps, different interfaces, accidental taps, connectivity problems, scam fears, permission pop-ups, and tasks that feel too abstract or too fast.	Scenario discussion (10 min); trainers analyse 2-3 common problem situations and propose interventions.
3.3 Trainer Reflection and Continuous Improvement	Using observation, feedback and experience to improve explanations, pacing, worksheets, screenshots, task design and session flow over time.	Guided reflection (5-10 min); trainers identify one improvement they would implement in a future smartphone-learning session. Short plenary wrap-up; key lessons for trainers.

3.1 Assessing Residual and Acquired Skills in Smartphone Sessions

Trainer input (approx. 5 minutes)

The trainer introduces assessment of residual and acquired skills as a supportive and practical part of smartphone teaching, not as a formal test. The focus is on what the learner can do with growing independence.

Theoretical part:

In smartphone sessions, the most useful indicator of learning is not abstract knowledge but functional autonomy. Can the learner return to the home screen, adjust



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text size, find a contact, send a message, open a map, or identify a suspicious request with little or no help? These small actions provide strong evidence of whether learning has transferred into usable skill.

Assessment should remain low-pressure. Many older adults are sensitive to the feeling of being tested. Observation during practice, a short practical repetition, or a reflective question at the end of the session are often more informative and less stressful than formal assessment. This approach aligns well with DigComp, which treats communication, problem-solving and safety as practical competence areas rather than purely theoretical knowledge (Vuorikari et al., 2022).

Practical part:

Practical exercise - selecting assessment tools (approx. 10 minutes)

Participants choose one practical and one reflective assessment method for a smartphone task they have already designed. They consider how and when the assessment would take place and how it can be kept natural and supportive.

The exercise encourages trainers to align the assessment tool with the learning goal: observation for task completion, short demonstration for autonomy, verbal or written reflection for confidence and awareness.

Technical and equipment requirement: Sheets of paper, pens for notes, “Practical exercise: selecting assessment tools” worksheet.

3.2 Troubleshooting Common Challenges

Theoretical part and scenario preparation



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The trainer explains that smartphone-learning sessions will always include moments of difficulty. The aim is not to avoid every problem, but to recognise emerging challenges and respond proportionally.

Theoretical part:

Common smartphone-learning challenges include forgotten passwords, inconsistent device menus, low battery, poor internet connection, accidental taps, disappearing pop-ups, confusing updates and fear triggered by security warnings. Some challenges are technical, some emotional, and many are both at once.

The trainer therefore needs to diagnose calmly and transparently. The trainer can model a recovery process: go back one step, restate the goal, reduce the task, check the connection, or switch to a simplified example. This is particularly important when the learner is already anxious or self-conscious (Bhattacharjee et al., 2020).

Practical part:

Scenario-based discussion and trainer intervention planning (approx. 10 minutes)

Participants analyse realistic scenarios such as a learner who becomes anxious after tapping the wrong icon, a group slowed by mixed Android/iPhone interfaces, a suspicious message that confuses the learner, or a task that fails because the phone has no internet connection.

They discuss warning signs, possible interventions, with the appropriate level of trainer response, and discussion of the principles guiding the decision. The goal is to protect learning, autonomy and psychological safety at the same time.

Technical and equipment requirement: Sheets of paper, pens for notes, “Scenario-based discussion” worksheet.



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3.3 Trainer Reflection and Continuous Improvement

Theoretical part and guided reflection

The trainer positions reflection as part of professional practice rather than an optional extra. Smartphone teaching improves through small, observed adjustments over time.

Theoretical part:

Every delivery of a smartphone session generates useful information: which explanation worked, which screenshot was confusing, which task was too ambitious, where learners became anxious, and which materials supported home practice most effectively. Trainers who notice and record these patterns become better able to adapt to future sessions.

Continuous improvement also supports sustainability. Once trainers refine a set of screenshots, practice sheets, task sequences and observation tools, they build a reusable local resource base. This reduces preparation time while increasing quality and consistency (OECD, 2025).

Reflection is especially helpful when working with older adults because success is often shaped by details: pacing, emotional tone, device diversity, relevance of examples and clarity of materials. Small attempts of recapping—reflecting on knowledge gained—can make a substantial difference to learning outcomes.

Practical part:

Guided reflection and improvement planning (approx. 5-10 minutes)

Participants think back on a smartphone session they have delivered, observed or designed. They identify what worked well, what was challenging and which one change they would introduce next time.



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The change should be concrete and actionable - for example simplifying a task, changing the order of explanation, improving a screenshot sheet, or adding a clearer safety reminder.

A short plenary sharing concludes the module and reinforces the value of brief, iterative reflection as a quality-assurance tool.

Technical and equipment requirement: Sheets of paper, pens for notes, “Guided reflection & improvement planning” worksheet.

Additional materials for participants

PowerPoint presentation:

See relevant Google Drive folder.

Worksheets (and pages in relevant document):

- SMARTPHONE SESSION SETUP CHECKLIST pg. 8
- SESSION OPENING - LIVE DEMO WORKSHEET pg. 10
- ROLE-PLAY: SMARTPHONE TEACHING WITH OLDER ADULTS pg. 11-12
- ROLE-PLAY DEBRIEF pg. 13-14
- PRACTICAL EXERCISE: SESSION STRUCTURING pg. 16
- PRACTICAL EXERCISE: SESSION STRUCTURING pg. 17
- PEER EXCHANGE: SESSION STRUCTURE FEEDBACK pg. 18
- PAIRED DEMONSTRATION ANALYSIS & STEP-RECONSTRUCTION pg. 19
- PRACTICAL EXERCISE: SELECTING ASSESSMENT TOOLS pg. 21-23
- SCENARIO-BASED DISCUSSION pg. 24-25
- GUIDED REFLECTION & IMPROVEMENT PLANNING pg. 26



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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 why smartphones matter in older adults' daily lives and how trainers can teach core smartphone functions and settings.

1 / 2 / 3 / 4 / 5

2. Practical Applicability

I feel confident designing a short (20-30 minute) smartphone-learning activity for older adults using real tasks such as calling, messaging, maps, reminders or QR-code use.

1 / 2 / 3 / 4 / 5

3. Facilitation & Communication

The module improved my ability to explain smartphone tasks in plain language, adjust pace, and support older learners respectfully and effectively.

1 / 2 / 3 / 4 / 5

4. Accessibility & Everyday Use

I gained clear guidance on how to teach accessibility settings, core phone features and practical everyday applications on Android and iOS devices.

1 / 2 / 3 / 4 / 5

5. Assessment & Quality Assurance



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The assessment tools presented (observation, practical task, reflection sheet) are simple and useful for assessing learning outcomes in smartphone sessions.

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, method, or improvement you plan to apply in your future smartphone-learning sessions with older adults?

(Optional)

Any additional comments or suggestions for improving the module:

(Optional)

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