



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

WP2

M5 - Digital services and tools in the daily life of seniors



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Module Overview

Estimated duration:

2 hours (adaptable to in-person or online delivery).

Target group:

Adult educators, trainers, facilitators, volunteers and community-learning professionals working with older adults in digital-skills and everyday digital-services learning environments.

Module Objectives

This module is part of the Train the Trainers Framework and aims to equip educators with practical knowledge, facilitation skills and confidence-building approaches for teaching digital services and everyday online tools to older adults.

By the end of the module, participants will be able to:

- Explain why digital services and online tools are increasingly important for older adults' independence, wellbeing and social participation.
- Design and facilitate practical, task-based digital-learning activities focused on real-life needs such as communication, e-health, e-government services, mobility tools, online banking and online safety.
- Support older adults in using digital services safely and confidently through clear explanations, slow pacing, repetition and emotionally supportive teaching methods.
- Recognise and respond to common barriers affecting older adults' use of digital services, including fear of mistakes, privacy concerns, low confidence, unfamiliar terminology and security-related anxiety.
- Teach core digital-safety concepts – including passwords, phishing awareness, two-factor authentication and safe online behaviour – using reassuring, non-fear-based approaches appropriate for senior learners.
- Evaluate learning outcomes through practical observation, supported task completion and participant reflection.



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Section 1 – Communication and Social Connectivity Tools

Section 1 Overview:

Key Topics	Detailed Contents	Teaching Methodology for the Trainer
1.1 Why Digital Communication Tools Matter for Older Adults	Communication apps as tools for connection, participation and wellbeing. Emotional barriers, fear of mistakes, privacy concerns and the importance of confidence-building.	Guided mini lecture (10 min); trainer introduces communication tools through real-life examples. Short pair reflection (5 min); trainers identify the communication needs most relevant in their contexts.
1.2 Video Communication and Messaging Apps	WhatsApp, Viber, Zoom and similar tools. Calls, video calls, messages, photos, permissions, notifications and respectful support during guided practice.	Demonstration and guided practice (10 min); trainer models a communication task step by step. Role-play exercise (10 min); participants practise trainer–senior interaction using plain language and supportive pacing.
1.3 Email and Online Social Communities	Email basics, online communities, safe participation, recognising suspicious messages and reducing fear around online communication.	Scenario-based activity (10 min); participants analyse example messages and identify suspicious patterns. Group discussion (5 min); trainers reflect on

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		how to explain online safety calmly and clearly.
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1.1 Why Digital Communication Tools Matter for Older Adults

Guided mini-lecture (approx. 10 minutes)

The trainer introduces communication tools as practical tools for connection, participation and emotional wellbeing rather than as “technology lessons”. The focus remains on meaningful everyday situations familiar to older adults: speaking with family members, receiving photos, participating in community life, joining online groups or maintaining contact during periods of isolation.

The trainer explains that many older adults approach digital communication with mixed emotions. While communication apps can reduce loneliness and increase independence, they can also create fear, insecurity and frustration when the technology feels unfamiliar or too fast.

Theoretical part

Digital communication tools have become an increasingly important part of everyday social participation. Messaging applications, video calls, emails and online communities allow older adults to maintain relationships, access information and remain socially engaged even when mobility, distance or health create barriers to face-to-face contact.

For many seniors, however, communication technology is emotionally sensitive. Fear of making mistakes, concerns about privacy, uncertainty about notifications and confusion caused by unfamiliar interfaces can quickly reduce confidence. Some older adults worry that they might “break something”, accidentally share personal information or embarrass themselves in front of others.

For this reason, communication learning should begin from familiarity and emotional safety rather than technical complexity. Trainers should frame communication tools



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as extensions of already known social behaviours: calling, writing messages, sharing experiences and staying connected with people they trust.

The trainer's role is therefore not simply to explain buttons and applications, but to create a calm learning environment where mistakes are treated as normal and confidence grows gradually through repetition, reassurance and visible success.

Research on older adults' digital learning consistently shows that emotional factors strongly influence participation and persistence. Older learners are more likely to continue practising when activities feel personally meaningful, socially relevant and emotionally safe (Bhattacharjee et al., 2020; Wilson-Menzfeld et al., 2023).

Practical activity: See Additional Materials – Activity 1

Technical and equipment requirement:

Presentation slides

Module Overview (Slide 4) Section 1 – Communication and Social Connectivity Tools (Slide 6), 1.2 Video Communication and Messaging Apps (Slide 7), sheets of paper, pens for notes and reflections, smartphones or screenshots of communication applications if available.

1.2 Video Communication and Messaging Apps

Demonstration and guided practice (approx. 10 minutes)

The trainer introduces messaging and video-calling applications as practical tools that support connection, emotional wellbeing and everyday communication. Rather than focusing on all available functions, the trainer selects one or two simple and meaningful tasks, such as sending a message, answering a video call or sharing a photo.



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The emphasis remains on clarity, repetition and confidence-building rather than speed or technical completeness.

Theoretical part

Messaging and video communication applications such as WhatsApp, Viber, Zoom or Messenger are among the most frequently used digital tools by older adults. These tools often represent the first meaningful reason why seniors engage with smartphones or digital devices at all – for example, to communicate with children, grandchildren, healthcare providers or community groups.

At the same time, communication applications contain many hidden layers that experienced users often overlook: notifications, permissions, icons, microphones, cameras, contacts, attachments and pop-up requests. What appears “simple” to experienced users may require substantial orientation and reassurance for older learners.

Many seniors also experience anxiety related to video communication itself. They may worry about appearance, making mistakes during calls, accidentally turning on the camera or microphone, or not understanding what other participants can see or hear. Trainers should therefore normalise confusion and explain that uncertainty is part of learning, not a sign of inability.

Good teaching practice focuses on:

- one communication task at a time,
- slow demonstration,
- visible repetition,
- keeping the device in the learner’s hands,
- using plain and concrete language,
- reducing unnecessary technical terminology.

Research on digital learning among older adults highlights the importance of supported practice and patient facilitation. Confidence develops gradually when



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learners experience successful repetition in a calm environment (Wilson-Menzfeld et al., 2023).

Practical part: See Additional Materials – Activity 2

Technical and equipment requirements:

Presentation slides Video Communication and Messaging Apps (slide 7), smartphones or tablets if available, printed screenshots or step cards, sheets of paper, pens for notes, “Role-play: communication teaching with older adults” worksheet.

1.3 Email and Online Social Communities

Short trainer input and scenario-based activity (approx. 10 minutes)

The trainer introduces email and online communities as tools for participation, information-sharing and maintaining social contact. The focus is placed on helping older adults participate safely and confidently without creating unnecessary fear around online communication.

The trainer explains that many seniors do not avoid email or online communities because they are unwilling to learn, but because they fear scams, embarrassment, misinformation or “doing something wrong”.

Theoretical part:

Email remains an important communication tool for accessing services, receiving official information, communicating with organisations and participating in online activities. At the same time, online communities such as Facebook groups, local forums or interest-based groups can support social participation, reduce isolation and create opportunities for peer connection.

However, online communication spaces also expose older adults to uncertainty and security-related concerns. Suspicious messages, fake profiles, misleading links and emotionally manipulative content can quickly reduce trust and confidence.



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For this reason, trainers should avoid fear-based teaching approaches focused only on danger. Instead, learning should emphasise recognition, calm decision-making and safe behavioural patterns.

Older adults do not need advanced technical knowledge to participate safely online. What they need most is the ability to recognise recurring warning signals and to feel permitted to slow down, pause and ask for help.

The trainer should therefore frame online safety around simple behavioural patterns rather than complicated technical explanations.

Examples of common suspicious-message patterns include:

- pressure and urgency (“Act immediately”, “Your account will be closed today”),
- requests for personal information or passwords,
- unexpected communication,
- unfamiliar senders,
- strange wording or spelling mistakes,
- links redirecting outside familiar websites.

The trainer reinforces an important emotional message: uncertainty is not failure. Choosing “I’m not sure” is often the safest possible decision.

Research on older adults and digital participation shows that fear and embarrassment frequently prevent learners from asking questions or verifying suspicious situations. Supportive teaching environments therefore play an important role in building safe digital habits (Bhattacharjee et al., 2020).

Practical part: See Additional Materials – Activity 3

Technical and equipment requirements:

Presentation slides *Video Communication and Messaging Apps* (Slide 7), *3.1 Online Banking...* (Slide 10 – scam), online safety patterns, printed examples of



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emails/messages/social-media posts, sheets of paper, pens for notes, “Recognising suspicious messages” worksheet.

Section 2 – e-Health, e-Government and Everyday Services

Section 2 Overview:

Key Topics	Detailed Contents	Teaching Methodology for the Trainer
2.1 e-Government and Administrative Tools	Accessing digital public services, healthcare portals, pension systems and digital identity tools. Reducing fear of complexity and teaching one task at a time.	Step-by-step demonstration (10 min); trainer models one simple administrative task slowly and clearly. Micro-teaching exercise (10 min); participants design a short teaching sequence focused on one e-service task.
2.2 Healthcare and Wellbeing Apps	Booking appointments, accessing prescriptions, checking medical information and addressing emotional barriers linked to digital health services.	Scenario-based workshop (15 min); participants analyse emotional and technical barriers related to healthcare apps. Guided group reflection (5 min); trainers identify

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		supportive communication approaches.
2.3 Mobility and Daily Assistance Tools	Route planning, transport apps, reminders, delivery services and everyday digital assistance tools that support independence and routine management.	Task-based practical activity (10 min); participants practise explaining one mobility or service task step by step. Pair activity (5 min); trainers practise learner-centred guidance and reassurance.

2.1 e-Government and Administrative Tools

Step-by-step trainer input and demonstration (approx. 10 minutes)

The trainer introduces e-government and administrative tools as practical services connected to everyday needs rather than as abstract digital systems. The focus is placed on helping older adults complete one meaningful administrative task safely and independently.

Examples may include:

- accessing healthcare portals,
- checking pension information,
- using digital identity systems,
- opening local-government websites,



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- downloading documents,
- confirming appointments.

The trainer explains that seniors' main difficulty is usually not intelligence or motivation, but complexity, unfamiliar structure and fear of making irreversible mistakes.

Theoretical part:

Many public and administrative services are increasingly moving into digital environments. While these systems may improve efficiency, they can also create exclusion when older adults feel unable to navigate unfamiliar interfaces, understand procedures or trust digital systems.

Older adults often experience administrative platforms as stressful because they combine:

- unfamiliar terminology,
- multiple sequential steps,
- passwords and security procedures,
- fear of “doing something wrong”,
- time pressure,
- privacy concerns.

For this reason, trainers should avoid overloading learners with explanations or trying to teach complete systems all at once. Effective teaching focuses on:

- one realistic task,
- one sequence at a time,
- visible repetition,
- clear orientation,
- slow pacing,



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- emotional reassurance.

The trainer should also remember that many older adults already possess the logical understanding necessary for administrative tasks. What they often lack is familiarity with the digital structure itself. Trainers therefore act as translators between institutional digital language and everyday practical understanding.

Task-based teaching helps reduce anxiety because learners can immediately see a meaningful outcome. Completing even a small administrative action independently can significantly increase confidence and willingness to continue learning.

Research on digital inclusion among older adults consistently highlights the importance of practical relevance, repetition and supported autonomy in administrative digital learning (OECD, 2025).

Practical part: See Additional materials – Activity 4

Technical and equipment requirements:

Presentation slides e-Government and Administrative Tools (slide 8) and practical examples, internet connection if available, smartphones/tablets/computers, printed screenshots or step cards, sheets of paper, pens for notes, “Micro-teaching: e-government task design” worksheet.

2.2 Healthcare and Wellbeing Apps

Scenario-based workshop and guided reflection (approx. 15 minutes)

The trainer introduces healthcare and wellbeing applications as highly meaningful but emotionally sensitive digital tools. The focus is placed not only on technical explanation, but also on trust, privacy, reassurance and reducing anxiety connected to digital healthcare environments.

Examples may include:



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- booking medical appointments,
- accessing prescriptions,
- viewing medical records,
- receiving appointment reminders,
- checking health information,
- using wellbeing or medication-reminder applications.

The trainer explains that healthcare-related digital tasks often create stronger emotional reactions than other types of digital learning because they involve personal information, health concerns and fear of making mistakes in important situations.

Theoretical part:

Digital healthcare services are becoming increasingly common in many European countries. Online appointment systems, electronic prescriptions, patient portals and wellbeing applications can improve convenience, independence and access to healthcare information for older adults.

At the same time, healthcare platforms are often perceived as intimidating. Older adults may worry about:

- entering incorrect information,
- misunderstanding medical content,
- losing access to healthcare services,
- exposing private data,
- forgetting passwords or login procedures,
- accidentally confirming or cancelling something important.

For many seniors, emotional barriers are as significant as technical barriers. Anxiety, embarrassment or fear of appearing “incapable” may prevent older adults from asking questions or practising independently.



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The trainer's role is therefore to create psychological safety before focusing on technical accuracy. Trainers should:

- normalise confusion,
- slow down the process,
- avoid technical jargon,
- explain privacy calmly and clearly,
- reinforce that help-seeking is appropriate and responsible.

Healthcare learning should also remain task-based and realistic. Older adults benefit most when they practise one practical action connected to real daily needs rather than exploring an entire system at once.

Supportive communication is especially important in healthcare-related teaching. Reassuring language such as:

- *"We can repeat this together."*
- *"Nothing important happens immediately."*
- *"You always have time to check before confirming."*
can significantly reduce emotional pressure and improve confidence.

Research on older adults and digital healthcare use highlights the importance of trust, simplicity and guided support in sustaining engagement with e-health tools (World Health Organization, 2025).

Practical part: See Additional Materials – Activity 5

Technical and equipment requirements:

Presentation slides Healthcare and Wellbeing Apps (slide 9), wellbeing and emotional barriers, healthcare portal screenshots or demo environments if available, sheets of paper, pens for notes.



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2.3 Mobility and Daily Assistance Tools

Task-based trainer input and practical activity (approx. 10 minutes)

The trainer introduces mobility and daily assistance applications as practical tools that support independence, orientation and routine management in everyday life. The focus is placed on helping older adults understand the underlying logic of digital tasks rather than memorising isolated technical steps.

Examples may include:

- route planning applications,
- public transport apps,
- appointment reminders,
- delivery services,
- navigation tools,
- online grocery ordering,
- weather or timetable applications.

The trainer explains that many older adults already understand the real-life routines behind these services. The teaching goal is therefore to connect familiar daily actions with their digital equivalents.

Theoretical part:

Mobility and assistance applications can significantly increase independence and confidence in everyday life. They help older adults organise routines, navigate unfamiliar environments, remember appointments and access services more autonomously.

At the same time, these tools often combine several layers of digital interaction:

- searching,
- typing,



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- selecting options,
- interpreting maps,
- confirming actions,
- recognising notifications.

This can easily overwhelm learners if the teaching focuses too heavily on technical details instead of practical routines.

For this reason, trainers should structure learning around familiar real-life scenarios. Instead of beginning with the application itself, the trainer begins with a meaningful situation:

- going to the doctor,
- visiting family,
- finding a bus,
- ordering groceries,
- remembering an appointment.

This approach reduces abstraction and helps learners understand the purpose behind each digital action.

Task-based and scaffolded learning are especially effective when teaching mobility-related applications to older adults. Trainers should:

- break tasks into small steps,
- verbalise actions clearly,
- use repetition,
- focus on stable patterns,
- reassure learners that remembering every detail is unnecessary.

The trainer should also reinforce an important confidence-building message: apps are tools that guide the process step by step. Learners do not need to memorise the entire procedure at once.



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Practical part: See Additional Materials – Activity 6

Technical and equipment requirements:

Smartphones/tablets if available, printed screenshots of maps or service apps, internet connection if available, sheets of paper, pens for notes, “Task-based mobility learning” worksheet.

Section 3 – Online Finance, Safety and Digital Confidence

Key Topics	Detailed Contents	Teaching Methodology for the Trainer
3.1 Online Banking and E-commerce Basics	Safe use of online banking and shopping platforms, recognising secure websites, scam awareness, and reducing fear through pattern recognition rather than memorisation.	Scenario-based learning (15 min); participants analyse simulated online-banking and shopping situations. Guided reflection (5 min); trainers discuss reassuring ways to explain online safety.
3.2 Securing and Data Protection for Seniors	Passwords, two-factor authentication, phishing awareness, protecting personal information and responding calmly to suspicious situations.	Interactive safety exercise (10 min); participants identify warning signs in example messages and pop-ups. Small-group activity (10 min); trainers design

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		simple safety explanations for older learners.
3.3 Building Digital Confidence	Emotional barriers, fear of mistakes, confidence-building strategies, positive reinforcement, repetition and supportive learning environments.	Guided reflection (10 min); participants identify confidence-building teaching strategies. Peer discussion (5 min); trainers share approaches that reduce frustration and increase learner motivation.

3.1 Online Banking and E-commerce Basics

Guided trainer input and scenario-based learning (approx. 15 minutes)

The trainer introduces online banking and e-commerce as practical digital services that can support independence and convenience when used safely and confidently. The focus is placed on recognising safe behavioural patterns rather than creating fear or teaching complex technical rules.

The trainer explicitly reduces emotional tension at the beginning of the session by explaining that digital financial tools are not “dangerous by default”.

Theoretical part:



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Online banking and digital shopping services have become common parts of everyday life. They allow older adults to pay bills, transfer money, purchase products, compare prices and access services without travelling physically.

At the same time, financial digital environments often generate strong anxiety among older adults because mistakes are perceived as serious and irreversible. Many seniors fear:

- losing money,
- exposing personal information,
- being scammed,
- clicking the wrong link,
- making “one irreversible mistake”.

Fear-based teaching can unintentionally increase insecurity and avoidance. Trainers should therefore avoid dramatic warnings or overly technical explanations. Instead, online safety should be framed around calm observation and recognition of recurring behavioural patterns.

The trainer explains an important core principle: scams change their appearance, but their behaviour usually follows stable patterns.

These recurring warning patterns often include:

- urgency and pressure,
- requests for passwords or secret information,
- unexpected contact,
- emotional manipulation,
- unfamiliar links or websites,
- attempts to move the learner outside familiar processes.

The trainer reinforces:

“You do not need advanced technical knowledge to stay safer online.”

“You only need to slow down and recognise warning patterns.”



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Learning should always take place in simulated or demonstration environments. Trainers should never require learners to use real bank accounts or expose sensitive financial information during practice sessions.

Research on older adults and digital safety highlights that reassurance, repetition and confidence-building significantly improve engagement with online financial services (OECD, 2025).

Practical part: See Additional Materials – Activity 7

Technical and equipment requirements:

Presentation slides *Online Banking and E-commerce Basics* (Slide 10), printed screenshots of websites/messages, simulated banking or shopping examples, sheets of paper, pens for notes, “Recognising safe and suspicious financial situations” worksheet.

3.2 Securing and Data Protection for Seniors

Interactive trainer input and safety-awareness activity (approx. 10 minutes)

The trainer introduces digital safety and data protection as practical everyday habits rather than highly technical concepts. The emphasis is placed on helping older adults feel more confident and less afraid when navigating online environments.

The trainer explains that many seniors already behave cautiously in everyday life and that digital safety follows similar principles:

- slowing down,
- checking unfamiliar situations,
- protecting private information,
- asking for help when uncertain.



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Theoretical part:

Older adults are frequently exposed to warnings about scams, fraud and online dangers. While safety awareness is important, excessive fear-based messaging can create avoidance, shame and loss of confidence.

For this reason, trainers should approach digital safety through reassurance, pattern recognition and practical habits instead of technical complexity.

Key safety concepts introduced in senior-friendly language may include:

- strong passwords,
- protecting personal information,
- recognising suspicious messages,
- two-factor authentication,
- avoiding unsafe links,
- understanding permissions and pop-ups.

The trainer should avoid overwhelming learners with technical terminology. Instead, explanations should connect digital safety with familiar real-world behaviours.

Examples:

- “A password is similar to a house key.”
- “Two-factor authentication is an extra confirmation step.”
- “A suspicious message online works like a stranger asking for private information.”

The trainer also explains that emotional reactions are an important part of online scams. Many fraudulent messages attempt to create:

- urgency,
- fear,
- confusion,

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- embarrassment,
- pressure to act quickly.

Older adults benefit when trainers explicitly state:

- “You are allowed to stop.”
- “You do not need to respond immediately.”
- “Asking for help is a safe and responsible action.”

Research on digital learning and older adults shows that confidence and emotional safety strongly influence whether seniors continue using digital tools independently (Bhattacharjee et al., 2020).

Practical part: See Additional Materials – Activity 8

Technical and equipment requirements:

Presentation slides *Securing and Data Protection for Seniors* (Slide 11), printed examples of emails/messages/pop-ups, sheets of paper, pens for notes, “Digital safety and data protection” worksheet.

3.3 Building Digital Confidence

Guided trainer input and reflective activity (approx. 10 minutes)

The trainer introduces digital confidence as a gradual process built through repetition, meaningful success and emotionally supportive learning experiences. The focus is placed on helping older adults move from fear and hesitation toward greater independence and willingness to practise.

The trainer explains that confidence is not created by “perfect performance”, but by repeated experiences of manageable success.

Theoretical part:



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Many older adults approach digital learning with low self-confidence shaped by previous negative experiences, rapid technological change or repeated messages that digital technology is “for younger people”.

Fear of mistakes, embarrassment, frustration or dependence on others can reduce participation long before technical learning even begins. Some older adults may already believe that they are “too old” to learn digital tools successfully.

For this reason, confidence-building must be treated as a central teaching objective rather than as a secondary outcome.

Effective confidence-building approaches include:

- starting with small and achievable tasks,
- using repetition without shame,
- acknowledging progress visibly,
- creating psychologically safe learning environments,
- encouraging peer support,
- avoiding overly technical language,
- normalising mistakes as part of learning.

The trainer should model calmness, patience and reassurance throughout the session. Emotional tone strongly influences whether older adults continue practising independently after the session ends.

Positive reinforcement is especially important. Trainers should highlight what learners successfully achieved rather than focusing primarily on errors or incomplete understanding.

Examples of supportive trainer language:

- “You managed this independently.”
- “You remembered more than you think.”
- “Repeating steps is completely normal.”
- “Digital skills grow through practice.”



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Research on older adults and digital learning consistently highlights the importance of emotional safety, supportive facilitation and visible success experiences in sustaining engagement and motivation (Wilson-Menzfeld et al., 2023).

Practical part: See Additional Materials – Activity 9

Technical and equipment requirements:

Presentation slides “Building Digital Confidence” (slide 12), sheets of paper, pens for notes, “Building digital confidence” reflection worksheet.

Additional Materials

Activity 1 – Pair Reflection

Activity 2 – Communication Role-play

Activity 3 – Message Sorting Activity

Activity 4 – e-Government Micro-teaching

Activity 5 – Healthcare Scenario Workshop

Activity 6 – Mobility Practical Task

Activity 7 – Online Banking Exercise

Activity 8 – Scam Recognition Activity

Activity 9 – Building Digital Confidence Reflection



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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 the most relevant digital services and tools used in the daily lives of older adults, including communication, e-health, e-government and online financial services.

1 / 2 / 3 / 4 / 5

2. Practical Applicability

I feel confident designing short, task-based digital-learning activities that reflect older adults' real-life digital needs.

1 / 2 / 3 / 4 / 5

3. Facilitation & Communication

The module improved my ability to explain digital services using supportive, confidence-building and senior-friendly teaching approaches.

1 / 2 / 3 / 4 / 5

4. Accessibility & Everyday Use

I gained a better understanding of the emotional, cognitive and technical barriers older adults may experience when learning digital services.

1 / 2 / 3 / 4 / 5

5. Digital Safety and Trust

The module strengthened my ability to explain digital safety, privacy and scam prevention using calm, clear and reassuring language.

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1 / 2 / 3 / 4 / 5

6. Evaluation & Quality Assurance

The practical exercises, reflections and evaluation methods presented in the module are useful and realistic for assessing learning outcomes.

1 / 2 / 3 / 4 / 5

7. 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

8. Reflective Question

What is one concrete digital service, teaching strategy or confidence-building approach you plan to apply in your future work with older learners?

(Optional)

Any additional comments or suggestions for improving the module:

(Optional)

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