



# SMARTPHONE AND THE INTERNET IN DIFFERENT ASPECTS OF LIFE

GUIDELINES FOR ICT TRAINERS  
WORKING WITH SENIORS



Erasmus+



**The project title:**

Smartphone and the Internet in Different Aspects of Life

**The project number:**

2019-1-PL01-KA204-064903

**Project type:**

KA2 - Cooperation for innovation and the exchange of good practices

KA204 - Strategic Partnerships for adult education

**Project Partners:**

AKTYWNI XXI Foundation, Poland - coordinator

Association e-Seniors, France

Training 2000, Italy

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The editing of this handbook was finished on 2022.



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SIDAL Project and authors

*This project has been funded with support from the European Commission. This publication reflects the views of the author only and the Commission cannot be held responsible for any use which may be made of the information contained therein.*



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## 1. FOREWORD

This publication is the result of the international project "Smartphone and the Internet in Different Aspects of Life" (SIDAL). Its aim is to show good practises developed in partner organisations in the area of improving digital competences of seniors.

A special role was assigned to the use of a smartphone and it's functionalities by seniors to make life easier and extend the independent functioning of ageing people.

The publication may be helpful for trainers and coaches working with seniors in the field of digital technologies, in various forms of informal education.

## 2. INTRODUCTION

Digital technologies are now ubiquitous in human life. Despite the fact that the Internet era has spanned over 20 years, adults, “digital migrants” still belong to the group of people at risk of digital exclusion. This is especially true for seniors who struggle to keep up with technological changes.

In many cases, digital services can improve the quality of life of seniors in various areas. Digital technologies allow for faster, more convenient and cheaper coping with everyday tasks, communication with friends, participation in culture and learning events, and developing interests.

Everyone wants the elderly people to remain independent as long as possible. Various devices and applications can help. However, it will be possible to use them when those seniors get to know this type of technology in advance.

Our experience shows that many older people are afraid of discovering new digital solutions on their own. They expect support and help in acquiring new digital skills. Training on new digital technologies for seniors, especially regarding the use of smartphones, is a challenge for many trainers.

The aim of the project "Smartphone and Internet in various aspects of life" is to develop a new approach to improving digital competences in adults - digital migrants, in particular seniors and people with disabilities, to develop a methodology for developing the ability to use the Internet using smartphones, using applications that affect the quality and safety of life.



## PARTNERSHIP IN THE SIDAL PROJECT.

### **AKTYWNI XXI Foundation, Poland - coordinator.**

The Foundation conducts educational and development activities addressed to adults and children in Jelenia Góra. The main area of activity is running the Jelenia Góra Academy of the Third Age - activation and integration of the seniors' community.

The Foundation implements Erasmus+ partnership projects, which contribute to the expansion of the Foundation's educational offer and better preparation of staff to provide development services.

### **Association e-Seniors, France**

E-Seniors is located in Paris and its main objective is to reinforce the social inclusion and the autonomous lifestyle of the older adults with the help of ICT-tools. The association offers ICT-training for seniors in the Parisian region in order to structure a strong local network. These courses help them in their daily life and promote wellbeing and active ageing. At E-Seniors level, this approach helps the association to have a good understanding of their requirements and attitudes related to the adapted ICT-tools and services.

### **Training 2000, Italy**

TRAINING 2000 is an adult education centre, which operates mainly in the Marche Region, Italy. The organisation carries out adult education and training (LLP - continuous and permanent education) activities in the areas of ICT, English language for adults and Italian language and ICT for immigrants, integration of disadvantaged groups, agriculture and rural tourism, sustainable environment, new methodologies in teaching and learning (blended-learning), project management, community development and healthy life style (mental well-being, active ageing and food habits).

The organisation participates in different Erasmus+ projects in order to offer innovative and up-to-date training to the community.



### 3. THE MAIN DRIVERS OF INCREASING DIGITAL COMPETENCES AMONG SENIORS AGE

#### 3.1. THE RELATIONAL CONCEPT OF DIGITAL COMPETENCES AS THE BASIS FOR DESIGNING DEVELOPMENT SERVICES FOR SENIORS

The relational approach emphasises the individual needs and motivations of ICT users, defined in relation to the needs and benefits of all spheres of life. The relational approach to competences is a relatively new concept, according to which information technologies are not a separate area outside the sphere of everyday life, but a dimension of social life that cuts across all its areas.

The most important element of the relational model is the assumption that the use of digital technology ( including the use of ICT) in everyday life to support the functioning of individuals.

According to the relational approach, an intervention to be effective must take into account the individual's motivations and social differentiation - both between social groups and at the individual level. In relational terms, competent use of the Internet is defined as such that can contribute to the improvement of the quality of life of an individual, in different areas.<sup>1</sup>

Based on this approach, in 2015, at the request of the Ministry of Administration and Digitization in Poland, the report entitled Taxonomy of functional digital competences and a methodology for measuring the level of functional digital competences of people from the 50+ generation were developed.<sup>2</sup>

Functional digital competences are understood as the combination of knowledge, skills and motivation related to the use of digital technologies in order to meet needs on a current basis and obtain measurable benefits. Therefore, these competences are important only from a functional perspective as they support ICT users, meeting various needs and achieving different goals .

Experts conducted research on the basis of which eight key areas of life activity were defined: professional and personal development, rest and interests, social relations, everyday affairs, health, civic involvement, finance, religion and spiritual needs. Then, in each area, some of the most important types of benefits that can be obtained there are identified. The framework thus prepared includes functional digital competences related to specific everyday activities that can be implemented through information and communication technologies.

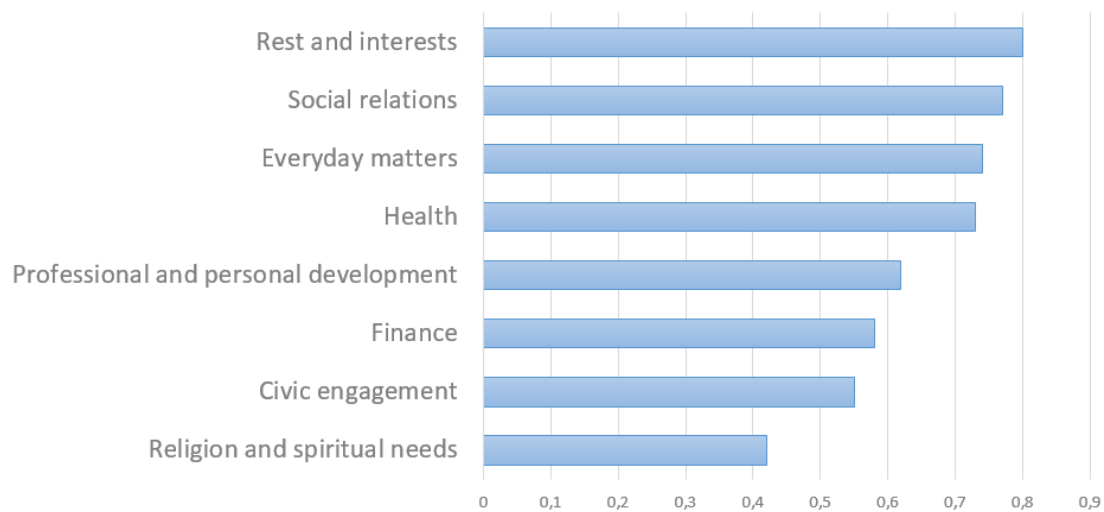
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<sup>1</sup> A. Tarkowski i in., Taksonomia funkcjonalnych kompetencji cyfrowych oraz metodologia pomiaru poziomu funkcjonalnych kompetencji cyfrowych osób z pokolenia 50+., Stowarzyszenie „Miasta w Internecie”, 2015

<sup>2</sup> <https://docplayer.pl/11420823-Taksonomia-funkcjonalnych-kompetencji-cyfrowych-oraz-metodologia-pomiaru-poziomu-funkcjonalnych-kompetencji-cyfrowych-osob-z-pokolenia-50.html> access 9.01.2022



### Interest of the elderly in the use of ICT in specific areas of life



Source: Taxonomy of functional digital competences and methodology of measuring the level of functional digital competences of people from the 50+ generation





### 3.2. FUNCTIONAL TAXONOMY CONCERNING THE DIGITAL LITERACY OF SENIORS AS A STANDARD METHOD AND DIGITAL LITERACY TRAINING DIRECTED TO A GROUP OF 65+

Functional taxonomy concerning the digital literacy seniors, published by the Polish Ministry of Digitization<sup>3</sup> can be the basis for planning development activities for seniors in each of the partner organisations in the SIDAL project.

It relates to important areas of life:

1. Social relations
2. Leisure time
3. Health
4. Finance
5. Everyday matters
6. Civic involvement

Area of life	Potential benefit from the use of ICT	Functional digital competences
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<sup>3</sup> <https://mc.bip.gov.pl/rok-2016/standard-sposobu-i-zakresu-prowadzenia-szkolen-i-zajec-animacyjnych-w-zakresie-kompetencji-cyfrowych-skierowanych-do-grupy-65-w-dzialaniu-3-1-popc.html> access 9.01.2022



Social relation	I maintain a social relationship	<ul style="list-style-type: none"> <li>• I can maintain and develop relationships with relatives (family, friends, acquaintances) via the network</li> <li>• I can use tools enabling conversation or other forms of online communication in order to develop and maintain relationships with relatives</li> <li>• I can use online communication tools to exchange current information</li> <li>• I can use websites devoted to getting to know people</li> <li>• I can communicate with a newly met person, using the website functionalities, taking care of about my own security and privacy</li> </ul>
	I care about privacy	<ul style="list-style-type: none"> <li>• I can use the privacy settings in social networking sites</li> <li>• I can use the private mode in web browsers depending on the needs</li> <li>• I can manage the history of the pages in the web browser</li> <li>• I can manage the content published by others on social networking sites</li> </ul>
	I manage images and information about me	<ul style="list-style-type: none"> <li>• I can modify my images on the Internet, depending on the needs and audiences</li> <li>• I can manage the content published by me on social</li> </ul>
Rest and hobby	I enjoy free time	<ul style="list-style-type: none"> <li>• I can find information about the cultural and entertainment offer in my area</li> <li>• I can find video, movies, music and internet radio services on the Internet</li> <li>• I can find online entertainment</li> <li>• I can find tourist information about my area</li> </ul>
	I practice my hobbies	<ul style="list-style-type: none"> <li>• I can find websites and websites with information related to my interests</li> <li>• I can find communities of people sharing my interests and participate in their activities</li> <li>• I can buy equipment, materials and aids (for example books) needed to develop my interests online</li> <li>• I can create posts and news about my interests and publish them on the web</li> </ul>
Health	I lead a healthy lifestyle	<ul style="list-style-type: none"> <li>• I can compare the results of my research with the optimal ones for my age group</li> <li>• I can find on the Internet information on a healthy lifestyle and healthy eating</li> <li>• I can use mobile applications recording my physical activity</li> <li>• I can find, choose and sign up on the Internet for sports (exercise) classes appropriate for my health condition</li> <li>• I can exchange information on a healthy lifestyle (I publish posts or comments on portals, forums, groups, blogs)</li> </ul>
	I use health care	<ul style="list-style-type: none"> <li>• I can find a healthcare facility, which services can be used for free or for a fee</li> <li>• I can find information about the availability of free</li> </ul>



		<p>testing and vaccination indicated in my situation</p> <ul style="list-style-type: none"> <li>• I can subscribe to medical services for rehabilitation (sanatorium)</li> <li>• I can use selected forms and devices of e-care, for example remote transmission of the results of heart rate monitoring</li> </ul>
	I receive information and self-help health	<ul style="list-style-type: none"> <li>• I can find information at home and in case of any symptoms, I can assess their credibility</li> <li>• I can find information about the risks of unhealthy behaviours</li> <li>• I can find the information you need in a situation of danger to health or life</li> <li>• I can find information on the action of medications that I am about to take (therapy or treatments that I have to undergo)</li> <li>• I can assess the credibility of information and sources of information concerning health issues</li> </ul>
Finance	I manage my finances	<ul style="list-style-type: none"> <li>• I can check the account status online</li> <li>• I can make an online transfer</li> <li>• I can exchange currency online</li> <li>• I can verify online information on loans and advances that are favourable for me</li> </ul>
	I buy cheaper	<ul style="list-style-type: none"> <li>• I can find and compare the prices of various products on the Internet using appropriate tools</li> </ul>
	I earn online	<ul style="list-style-type: none"> <li>• I can sell items via websites</li> <li>• I can post advertisements (ads) on my products or services on the Internet</li> </ul>
Everyday affairs	I deal with official matters without leaving home	<ul style="list-style-type: none"> <li>• I can check if a product or service that interests me is available as an e-service</li> <li>• I can fill in the appropriate forms and get them send in order to settle the matter via the e-service</li> <li>• I can find on the Internet contact details and operating hours of the institution (office) I need</li> </ul>
	I do online shopping	<ul style="list-style-type: none"> <li>• I can use online stores</li> <li>• I can safely pay by card (transfer) on the Internet</li> <li>• I can seek advice on (find reviews) products that I want</li> </ul>
	I plan trips and travels	<ul style="list-style-type: none"> <li>• I can find on the Internet, using a search engine or geolocation websites, the address of the place I want to reach, if it is available, I can also see a photo of the location</li> <li>• I can set the route by public transport or b by another means of transport</li> <li>• I can check the location of a public transport stop and its timetable</li> <li>• I can check the prices of public transport tickets and buy tickets via the Internet</li> <li>• I can use the GPS function on a smartphone</li> </ul>



Civic engagement	I gain knowledge about the municipality, country and the world, in general	<ul style="list-style-type: none"> <li>• I can find information services, including local website , and use them</li> <li>• I can find information about current events interesting for me</li> <li>• I can find a TV and radio program I</li> </ul>
	I participate in civic life	<ul style="list-style-type: none"> <li>• I can find associations and foundations operating in my place of residence or in the close area that I like</li> <li>• I can establish contact with associations and foundations (e.g. by e-mail or via a social network)</li> <li>• I can find information about current events and meetings in my area</li> </ul>

### 3.3. RESEARCH ON THE SCOPE AND FREQUENCY OF USE OF DIGITAL TECHNOLOGIES BY SENIORS AND THEIR DEVELOPMENT NEEDS IN THIS AREA CARRIED OUT UNDER THE SIDAL PROJECT

In the spring of 2020, partner organisations jointly developed a survey examining the scope and frequency of using digital technologies among older people and their development needs in this area. Partners conducted a survey among senior groups in the period from April to June 2020. The survey was divided into three parts. In the first part, we asked respondents about the frequency of using the Internet in the areas of: communication, acquiring knowledge and skills, using

everyday services (shopping, booking, banking, official and health-related matters) and entertainment.

The second part gave an answer to the question of which devices (smartphone, tablet, computer or laptop with the Internet) seniors use most often and what they use them for.

In the third part, we asked about the development needs of the respondents.

The research was conducted in the spring of 2020, during the pandemic period. Therefore, the main route to reach the respondents was the Internet. Seniors answered in most cases via the online form, which certainly does not allow for the generalisation of the results obtained. As the aim of our study was to analyse digital behaviour and development needs of students, participants of educational activities among partner organisations, the results obtained in this way are sufficient to draw conclusions and prepare an interesting educational offer in order to improve digital competences.

We are also aware that there are seniors around with digital competences much lower than our respondents, and this should also be taken into account when planning a wide educational offer.

## RESEARCH RESULTS

**In Poland, 54 people replied to the questionnaire.** Among them, 74% are women and 26% men. As far as the age distribution is concerned: people under 65 constitute 15%; 80% of participants are between the ages of 66 and 75; and people over 75 are 5%. Respondents declare that while being professionally active, they belonged to the following professional groups: teacher (20%), economist / accountant (20%), office worker (20%), technical profession (20%), health care / care (7%), business activity (6%) and seller (6%).

Polish participants of the survey use news websites (74%), text and multimedia messages (67%), messaging and social media (63%) every day, and approx. 57% of respondents use e-mail every day. The use of blogs turns out to be the least popular. It is also important to note that 17% of respondents never use social media, and 5% never use instant messaging or news services.

In the area of learning from the Internet, the largest number of respondents (77%) searches for the information they need using web browsers. 24% of respondents systematically use the Internet to learn foreign languages, and 31% of respondents often follow online courses. It is important to notice that half of the respondents never use the Internet to learn in the areas they were asked about.



In the area of internet services, the largest number of respondents indicated that they regularly use e-banks (54%), while only 22% of e-purchases. 28% of respondents often use online maps. It should be noted that 44% of respondents never do official matters online, and about 48% have never bought tickets or made reservations online. This part of the survey also shows that 34% of respondents replied that they never use the internet services mentioned in the survey.

In the area of entertainment, respondents regularly listen to music from the Internet (48%), fewer people watch movies (39%) and the least frequent respondents watch cabarets (26%).

When asked about using digital technology without the Internet, the respondents indicated mainly: taking digital photos - 56% of responses and typing on a computer - 46%. It is worth noting that 50% of respondents never use digital devices to monitor physical activity, and 43% of respondents never play digital games.

In the second part of the survey, we asked about the type of devices used. Only 5% of respondents do not use a smartphone, the rest do it every day. Tablets are less popular - 46% of respondents never use them. On the other hand, laptops or computers are in common, frequent use by the respondents - 89% of responses.

Many respondents declare the extensive use of a smartphone both for communication, using various messengers and social media, for taking photos, searching for information, reading news, watching movies and playing.

It is also worth noting that 26% of respondents who have a smartphone use it only as a telephone, practically not using the functionalities that require the Internet.

People who use tablets, browse news and social media websites, read books, and listen to music. They also take pictures and make corrections.

Laptops or computers are frequently used. They are used to implement all internet services (e-banks, shopping), communication, and also serve as browsers for photos, information or tools for reading books or playing.

**In the survey conducted in France** 32 people took part, including 60% women and 40% men. As for the age distribution, the following are: people under 65 constitute 28%; 56% of participants are between the ages of 66 and 75; and people over 75 are 16% of the respondents. Respondents declare that they were in the past teachers (over 15%), nurses (12%), secretaries (12%), working in public positions (12%), psychologist (6%), engineer / IT specialist (6%), management (6%).

In response to the question of how often do you use the Internet to communicate? We can see that more than half of the respondents are used to checking e-mail every day, reading information and using communication tools such as WhatsApp or Skype, to communicate with friends or family. Also, a significant proportion of people use text messages. However, social networks are



still not very popular with older respondents as only 22% of people use them every day and 41% of participants don't use them at all.

The vast majority of respondents declare that they use the Internet to search for the necessary information every day or at least once a week (e.g. Google search engine). For other types of courses and activities, such as attending online courses or foreign languages or reading e-books, participants are not very used to using them.

Respondents quite rarely use online services related to medical problems or purchases and reservations. Nevertheless, they sometimes start using the Internet for official and financial matters. They are more comfortable checking their bank accounts online or using the map while travelling.

Respondents do not really use the Internet for entertainment, or they do so rarely. Watching movies once a week is indicated by 19%, and rarely by 31%, the majority also do not watch or listen to music on their devices.

When working on devices without an Internet connection, survey participants declare that they take digital photos, use a spreadsheet or write on a computer. Playing games was indicated by 65% of respondents. Moreover, the vast majority of respondents neither prepare a presentation nor monitor their physical activity.

Interestingly, almost all respondents declare that they have smartphones and use them on a daily basis (94%). Using a computer or laptop with the Internet is also popular among the respondents, as 72% of them use it every day and 19% once a week. The tablet is less popular as 53% of participants do not use it at all, and 31% use it daily.

Participants declare that the favourite tools used in their smartphones are: communication tools, such as phone calls, text messages, instant messaging; checking mailboxes; searching for information on the Internet and reading articles online. Some off-line tools such as calendar, pedometer and photos are also used.

Participants with a tablet prefer to use it for games, reading articles, or watching TV shows and photos.

Using a computer or laptop is more dedicated to longer tasks such as: carrying out administrative or financial procedures, checking bank accounts or mailboxes, making reservations or buying tickets. Other activities such as watching photos or TV shows / movies or playing games are also popular.

**In the survey conducted in Italy** 38 people participated, of which around 60% of the respondents are women and around 40% are men. 50% of them are 55-65 years old, 37% of people are 66-75 years old, and only 13% are people over 75 years of age.

When asked about their profession, 44% of people were involved in teaching (mainly at school and university), training and science (as a doctor); 28% worked as employees in both the public and private sectors (as a public employee, nurse, as a bank employee or in a private company), 22% of the respondents worked in manufacturing companies (craftsmen and employees), trade or ran a company (company manager) , 6% of the respondents indicated that the previous profession was "student", and 6% of the total number of people who are still working.

The analysis of the respondents' responses shows that they most often use information services (around 90% of people), followed by messaging, social media and e-mail.

With regard to acquiring new knowledge and skills, the respondents use the Internet on a daily basis to search for information (87%), while definitely less frequently when it comes to online courses (3%), reading e-books and recording a lecture (8% and 8% respectively). ). Recording a lecture is generally not common to seniors. Seniors rarely use the Internet for educational purposes (online courses, foreign language learning and e-book reading), where the proportion is approximately 46%, 44% and 47% respectively.

With regard to the use of Internet services, a relatively low percentage of people shop online (3%), handling official matters and financial settlements is at the level (8%), and none of the respondents admitted to using IT devices for arranging medical matters or making hotel and flight reservations.

When it comes to access to entertainment, internet use is fairly limited to rare occasions. 36% of respondents rarely watch movies, 44% of the total rarely use the Internet to listen to music, and almost half of the respondents rarely use the Internet to watch cabarets.

When it comes to using IT offline, almost 60% of respondents use it to write content and more than 50% to take digital photos, 61% never use offline IT to play games, and only a small percentage of people uses offline IT for technical purposes, e.g. to prepare a spreadsheet (14%), a presentation (16%). 19% of respondents use tools to monitor their own physical health and well-being.

In terms of the use of IT devices, almost all respondents declared that they use a smartphone on a daily basis (97.3%), while about 64% of respondents use a computer or laptop with the Internet. For the tablet, the response values "daily" and "never" are almost equal (37% and 34% respectively).

The smartphone is used by respondents for daily activities, mainly communication (chatting, Skype, WhatsApp, text messages), access to entertainment (social media, reading, reading messages and searching for information), online banking and work-related operations.

The tablet presents fewer answers than the smartphone, which means that not all respondents own or know the tablet. However, compared to smartphones, it can be pointed out that tablets are most often used for entertainment (photos, games, Youtube, music, online shopping, reading) and in some cases for work activities.





The survey showed that the majority of respondents use laptops or computers for professional activities using Google Drive, Microsoft office software and for their own purposes: e-mailing, searching for information and creating their own content.

A complete study of the questionnaires carried out in Poland, France and Italy, together with the breakdowns of the results, can be found in Annexes 1-3.



#### 4. CONCLUSIONS AND RECOMMENDATIONS FOR CONDUCTING DEVELOPMENT ACTIVITIES FOR SENIORS IN THE FIELD OF BUILDING DIGITAL COMPETENCES

Below, we are presenting conclusions and recommendations according to activities carried out in each partners countries within the project "Smartphone and Internet in various aspects of life". Observations were collected so to support and improve learning pedagogies for this specific target group.

We believe that these recommendations will be a useful guide for trainers working with adults, especially seniors.

1. The vast majority of people use a smartphone every day, but do not use many of its functionalities - it is important to increase the skills of using applications that improve the quality of life.
2. The respondents have very diverse digital skills and various experiences in using ICT - it is worth considering when planning activities, enabling seniors to share knowledge and experiences.
3. The respondents have various development needs, therefore it is necessary to tailor the didactic process and work in small groups.
4. The results of the research carried out in each of the partners countries show the necessity to develop a different program of local activities for each partner, corresponding to the needs of its beneficiaries.
5. Education of seniors should be implemented as a long-term process, extended in time, based on specific activities (training, animation activities).
6. Education of seniors should be carried out using the project method, based on the relational concept of digital competences. Digital competences in such a model are developed through the implementation of thematic activities. in which competence relates to the implementation of the interests and meeting needs.
7. Effective measures to those seniors with the aim of building with them a close, friendly relationship.
8. The subject of development activities should be a pretext to present new technologies to seniors and give them the opportunity to use ICT. It should also be tailored to the individual interests and needs of participants.
9. The meetings should be carried out in simple language and the technological issues should be explained with an understandable terminology .
10. The pace of teaching should be adapted to the group. The content, repeated many times, gives seniors the opportunity to understand, remember and consolidate their skills.
11. Digital competences must be actively used to be embedded.



12. Actions to acquire basic competences and the attitude of using the internet and digital technologies should not be subject to formal assessment, competence measurement or certification.
13. A voluntary form of evaluation can be carried out using quizzes and other gamification tools.
14. Coaches working with seniors should have high social competences, to understand their motivations, pace of work and limitations. The trainer should inspire the trust of seniors, motivate them and inspire them with passion for new technologies.

### **Definitions of development activities, animation and training.**

**A development activity** is a sequence of meetings with a trainer over a specified period of time, within which animations and training are carried out in the frequency and intensity resulting from the goals, needs and predispositions of the target audience.

**Animation** is a method of informal activation, which consists of interactions aimed at: making it easier for an individual and a group to participate in a more active and creative acquisition of new knowledge and skills; easier communication with others; participation in the life of the environment, in social life, integration of the local seniors' environment. Animation activities should be based on grassroots initiatives of local communities, e.g. collecting memories of the area, photography of local monuments, portrait of a neighbour, etc. These activities allow to use the existing potential of local communities (senior clubs, rural housewives' clubs, etc.) to raise and consolidate digital competences .

**Training** is a series of classes concerning a specific topic, the main goal of which is to acquire new knowledge and / or skills or to supplement / improve previously acquired knowledge and / or skills.

**Project method** - is a development method based on seniors' participation in training / animation by using the newly acquired knowledge in practice and sharing knowledge and experience with others. The design method is based on learning by doing, direct experience, teaching teamwork and stimulating thinking. By using the design method, seniors experience a given situation, and not only obtain information about it. The choice of the topic of the design method should result from the interests of seniors and relate to their life experiences, which is the best way to acquire knowledge and skills.



## 5. DEVELOPMENT ACTIVITIES FOR SENIORS IN THE FIELD OF BUILDING DIGITAL COMPETENCIES - EXAMPLES OF GOOD PRACTISES

### 5.1. SCENARIO SIDAL N°1 FR

**Title / Subject:** Communication tools and applications for everyday life

**Introduction:** Online workshop, participants will receive the link by email. Duration: 120 minutes.

**Objectives:** To present the communication tools used today by the general public and the necessary applications in our daily lives (nutrition, mobility, sleep, keep in touch etc.).

**Programme:**

1. Welcome and presentation of the SIDAL project (duration 10 minutes)
2. Presentation of the most common communication tools used by the general public: slide 3 to slide 11 + practical session (duration 40 minutes). The presentation is in a separate file
3. Presentation of popular applications used by the general public to lead a healthy and active life: slide 12 to slide 20 + practical session (duration 40 minutes)
4. Summary and questions/answers (duration 20 minutes)
5. Online questionnaire: questionnaire prepared in advance to assess the level of satisfaction of the participants (duration 10 minutes)

**Learning outcomes:**

- Improving participation in remote meetings with video (camera, microphone, discussion space)
- Better communication with family and friends via technological tools
- Improving the health of senior citizens and promoting active ageing



## 5.2. SCENARIO SIDAL N°1 IT

Title / topic: Smartphone and the Internet in Different Aspects of Life – Google Tools Presentation: Jamboard

Introduction: Face-to-face meeting. PowerPoint presentation with slides. Duration: 90 minutes.

Objectives: To be aware of Google's tools and apps to plan and fulfil daily tasks and activities. To be competent in using Jamboard in " Civil protection activities" – Falchi della Rovere of Senigallia.

Course of the classes:

1. Registration
2. Oral speech - Welcome and introduction to the SIDAL project. Brief overview about the context, the topic and aim of the SIDAL Project.
3. Distribution of written instructions about Google Tools – Each participant received a written paper containing the description of 4 Google Tools and a step-by-step description about their usage. The following tools were selected: Jamboard, Google Arts & Culture, Google Forms and Google Sites.
4. Substantive part – PowerPoint presentation. The presentation is in a separate file. Participants attended an oral presentation about Jamboard, a useful Google Tool to brainstorm, organise ideas and plan daily activities. Each slide was projected on a white board, explained and discussed with the attendees.
5. Active involvement – during the presentation, participants showed their interest, asking questions and providing examples. This peer-to-peer interaction characterised the entire presentation and promoted their engagement towards the subject.
6. Summary and real life examples – At the end of the PowerPoint presentation, participants confronted and discussed Jamboard's possible real-life applications, according to their needs, and downloaded the app.
7. Feedback – Participants showed interest towards the chance to use their smartphones and the Google tools in their daily lives to plan activities and to keep in touch with other people creating online communities. In fact, they encouraged Training 2000 to organise further similar initiatives.

### **Learning Outcomes:**

- Mastering the Google tools and their features to deploy them in daily tasks and activities.
- Create online communities using Jamboard, to support common tasks in daily activities in the community (volunteering work).

## 5.3. SCENARIO SIDAL N°1 PL



**Title / topic:** What is the Internet of Things?

**Introduction:** Online classes. Participants join via the provided link. Duration: 60 minutes.

**Objectives:** Introducing the concept and common applications of the Internet of Things IoT

**Course of the classes:**

1. Welcome and a task to warm up. Aim - concentration, exercise of perceptiveness. The presentation is in a separate file.
2. Participants search for 6 words hidden in a puzzle (slide 3) - time 5 minutes. During work, participants have the microphones turned off so as not to disturb each other. The trainer asks if all the concepts are known. If not - he/she explains briefly.
3. Substantive part - according to the presentation (slides 5-25), presentation and discussion about devices communicating via the Internet encountered, known or used by participants.
4. Movement exercise - after several dozen minutes of staring at the screen, a few minutes of movement exercise is necessary. This part is very much liked by the participants. Here we propose an eye-ear-hand coordination exercise (slide 27). Participants stand up (you can also sit), along with the trainer, read the letters of the alphabet aloud, while raising the appropriate - indicated hands. The exercise is repeated several times, increasing the pace.
5. Summary, reflection - participants give feedback (slide 28). Each person selects from the list and completes one sentence with their own thoughts.

**Learning Outcomes:**

- Increasing the ability to join and participate in video meetings (camera, microphone, chat).
- Increased knowledge about the Internet of Things.



#### 5.4. SCENARIO SIDAL N°2 FR

**Title / Subject:** Tools and applications dedicated to cognitive games and general culture

**Introduction:** Online workshop (participants will receive the link by email) or face to face.  
Duration: 120 minutes.

**Objectives:** To present the tools and applications dedicated to cognitive games and general culture games for a better mental stimulation.

**Workshop programme:**

1. Welcome and presentation of the SIDAL project (duration 10 minutes)
2. Presentation of the most common cognitive games used by the general public: slide 4 to slide 9 + practice (duration 40 minutes)
3. Presentation of general knowledge games used by the general public: slide 10 to slide 17 + practice (duration 40 minutes)
4. Summary and questions/answers (duration 20 minutes)
5. Face-to-face or online questionnaire: pre-prepared questionnaire measuring participants' level of satisfaction (duration 10 minutes)

**Learning outcomes:**

- Improve participation in video meetings (camera, microphone, chat room)
- Improve participants' mental stimulation through cognitive games
- Improve the general culture of the players and exchange with friends
- Improve seniors' health and promote active ageing



## 5.5. SCENARIO SIDAL N°2 IT

**Title / topic:** Smartphone and the Internet in Different Aspects of Life – Google Tools Presentation: My Maps

**Introduction:** Face-to-face meeting. PowerPoint presentation with slides. Duration: 90 minutes.

**Objectives:** To be aware of Google’s tools and apps to plan and fulfil daily tasks and activities. To be competent in using Google My Maps in “ Civil protection activities” – Falchi della Rovere of Senigallia such as training new volunteers and raising awareness among civilians.

**Course of the classes:**

1. Registration
2. Oral speech - Welcome and introduction to the SIDAL project. Brief overview about the context, the topic and aim of the SIDAL Project.
3. Distribution of written instructions about Google Tools – Each participant received a written paper containing the description of the lessons with a step-by-step description about their usage. They were also given the printed version of the PowerPoint presentation. The presentation is in a separate file
4. Substantive part – PowerPoint presentation. The presentation focused on Google Maps and its features and in particular on how these tools could be implemented in training activities for new volunteers and in campaigns aimed at raising awareness among the locals. In fact, the core of the workshop was modifying the official virtual map available on the Civil protection website ([www.protezionecivilesenigallia.it](http://www.protezionecivilesenigallia.it) ).  
The map already showed the risks of the area from the hydro-geological point of view (floods, landslides and earthquakes) characterising the Senigallia area and was marked with specific labels and descriptions. The presentation explained how to download this detailed map on their own Google section called “My Maps”, and create a route with new stages and descriptions according to emergency management (civil defence) topics and codes. In this case, 4 stages were chosen to lead the participants through specific spots which featured on the virtual map 4 very simple quizzes. The topics concerned the distinctions between the emergency phases, the predisposed areas to gather the





volunteers and the citizens and the behaviours to have when waiting in the aforementioned areas.

5. Active involvement – the participants were shown examples of activities (multiple choice, flashcards and matching activity available on [www.quizlet.com](http://www.quizlet.com)) concerning basic notions and behaviours to implement in case of emergency. Even when facing small challenges, participants worked together to find the solutions and prove their competences. Testing the “treasure hunt” activity gave them the opportunity to brainstorm about the possible activities to prepare.
6. Summary and real life examples – At the end of the PowerPoint presentation, participants confronted and discussed My Maps and other technologies real-life applications, according to their needs.
7. Feedback – Participants showed interest towards the chance to use MyMaps to plan training courses and activities for new volunteers joining the Civil protection department. Finally, they encouraged Training 2000 to help them organise training sessions and awareness-raising campaigns for the local communities.

**Learning Outcomes:**

- Mastering the Google tools and their features to deploy them in daily tasks and activities.
- Google My maps can support common tasks in daily activities in the community when facing civil protection activities and trainings.

## 5.6. SCENARIO SIDAL N°2 PL

Title / topic: We decode QR codes.

Introduction: Classes in a stationary form. Duration 90 minutes.

Objectives: Increasing the efficiency of using QR codes.

Course of the course:

1. Welcome and a warm-up task. Aim - concentration, exercise of perceptiveness.

Participants search for 10 words hidden in a puzzle - time 5 minutes.

The wording puzzle can be printed or the link sent through smartphones. Given small screens, it is better to print.

Around the smartphone



P	S	Z	E	G	J	F	N	U	K
A	P	N	W	I	-	F	I	G	J
S	X	Y	B	N	I	P	R	A	M
S	M	A	R	T	P	H	O	N	E
W	E	P	O	E	T	L	U	D	M
O	S	P	W	R	C	R	T	R	O
R	S	N	S	N	W	S	E	O	R
D	A	V	E	E	F	S	R	I	Y
A	G	N	R	T	Z	U	V	D	H
S	E	N	Z	Y	L	K	A	V	T

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Link to the Polish version <https://learningapps.org/watch?v=p0jcchmn21>

Link to the English version <https://learningapps.org/display?v=phpwk540322>

2. Found solutions are the basis for repeating the meaning of individual terms.  
The facilitator conducts a conversation with the group, supplements the audience's statements.
3. Check if you have an application for scanning QR codes on your smartphone.  
Participants check.
4. Support the participants with the installation of the app.  
Important! Only people who want to use it install the application.



By the way, the trainer reminds participants of the rules of downloading the application.

5. We scan QR codes.

The trainer has prepared QR codes with links to various websites (preferably known to seniors or interesting for them). There may be publications with QR codes.

Seniors scan the code, the trainer explains the meaning of the icons that appear on the application screen, seniors enter page by the browser.

The operation is repeated several times, to consolidate skills.



6. What else can encode and how to do it?

Teacher shows the generator of QR codes online, discusses its functionalities.

Asks for reading coded information:

"Perform 5 bends to the right, and 5 to the left"

Participants perform a movement exercise.

7. The trainer asks to scan the QR code and fill in the questionnaire prepared in the Google form.

8. Discussion about codes that require special software to be read - codes on tickets, covid certificate, codes on food products.

9. Presentation of the application Healthy food (you need to prepare some food) - interested persons install the application.

10. Presentation of the survey results. The questions are a pretext for students to reflect on the digital competences they already acquired.

The facilitator discusses the results and, where there are competency gaps, he complements the information or proposes to perform exercises.

The content of the questions posed in the questionnaire is included in the appendix.

11. Summary, reflection - What new things have I learned today?

12. Task: Pay attention to the QR codes in the vicinity, check what is hidden under them.

Learning outcomes:

- Increased skills: using IT concepts, checking software on a smartphone, installing applications, using a QR code scanner in everyday life situations, filling out forms.



## 6. SHORT-TERM JOINT STAFF TRAINING EVENTS IN SIDAL PROJECT

Short-term joint staff training events - seminars for trainers focused on digital tools for improving seniors' lives quality.

### 6.1. SHORT-TERM JOINT STAFF TRAINING EVENT - PARIS, FRANCE

In the framework of the SIDAL project, E-Seniors held a training session in Paris, from the 4<sup>th</sup> to 6<sup>th</sup> of February, on the following topic: "How seniors use applications supporting a healthy lifestyle?". This training aimed at proposing an educational offer to trainers to support the acquisition of digital skills among seniors, through the use of smartphones. To this end, E-Seniors proposed different tools and approaches that can be used by the trainers and therefore lead to an improved quality of life.

#### 1) Kahoot: an innovative game on smartphone

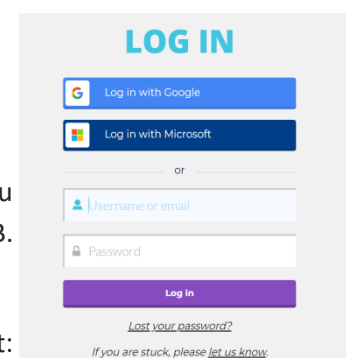
The goal of this online game is to use mobile tools (smartphones or tablets) in a funny and playful way and to train participants on specific topics (cultural knowledge mathematics, history, movies, TV shows, books etc.) available in the game. The added value of this game is also the possibility to create your own quiz and to propose it then to some users or to the community of players.



- **Step 1: registration on the platform**

In order to create your own game, an account is needed. As user, you have to create an account through mobile devices or through a PC (N.B. the app is different from the screen on your PC).

1. Go to your browser and look for Kahoot:  
<https://kahoot.com/>
2. Log in on the top right corner
3. Create a username and password
4. Log in on the platform

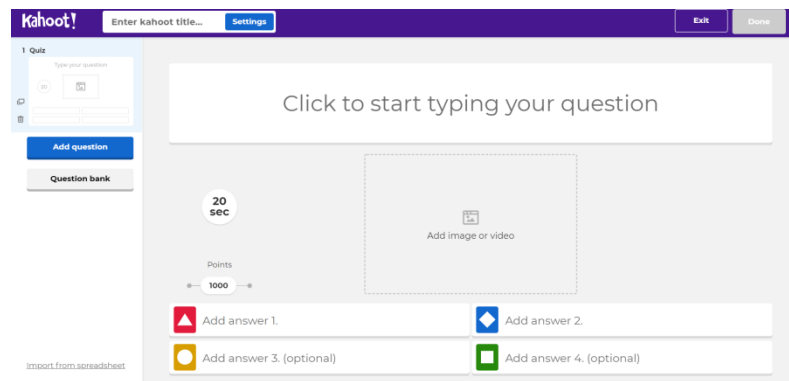


Screenshot available on PC



- **Step 2 : Creation of a Kahoot quiz**

Once you are on the home page, you have the possibility to create your own quiz. In the middle of the screen, you can click on “My Kahoots”, and then go to “Create new”. On the top left corner, “settings” button appears.



- **Step 3 : Adding a question**

1. Clicking to start typing your question (the game could be a quiz, a true or false system, an open question by typing the right answer etc.). In this case, we have chosen a quiz.
2. Adding an image or a video
3. Proposing answer(s) to each question
4. You can choose the number of seconds for answering by clicking on « 20 seconds »
5. You can add as many questions as you want 😊
6. Once you have finished, click on the top right corner on “Done” button
7. Your Kahoot will appear in the list of “My Kahoots”

- **Step 4: How to play?**

The organizer should have a PC and a video projector to present the questions to the audience and the participants should have a tablet or a smartphone with the Kahoot app previously downloaded on their device.

1. Go to My Kahoot
2. Click on « Play » for launching the chosen Kahoot game
3. You can invite as many persons as you want
4. Choose Classic mode (1:1 devices)
5. Once you click on classical mode, a PIN number appears automatically and all participants will insert this PIN number on their app by clicking on « **Enter PIN** »
6. Then click on « Start » and the question & answer will arise on the screen
7. The participants will choose the correct answer by clicking on the correct colour in due time



In order to test a Kahoot game, E-Seniors proposed to the trainees a game already implemented on the platform.

## 2) Digital Treasure Hunt

Digital treasure hunts were created by E-Seniors five years ago for proposing to its members an activity mixing use of ICT tools, culture and walking. But what exactly does this consist of?

- A digital treasure hunt is not only a playful activity but also a **sportive** one because **the paths** that the « hunters » walk **can take several kilometers!**
- The idea is **to propose to the participants a predefined path** in a selected neighborhood

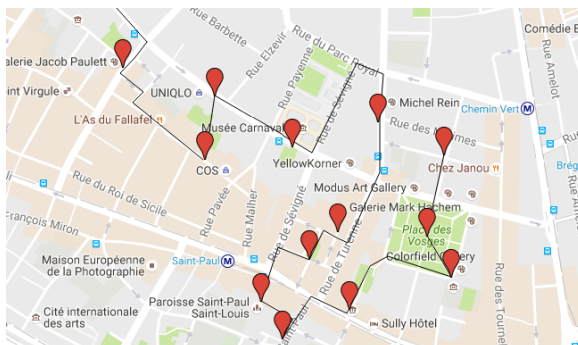


- This path includes **several points of cultural interests** (*such as places, historical buildings etc.*)
- These points are **marked on a map** and under each point there is a related **quiz or question that the « treasure hunters » need to resolve**
- **The resolution of the questions enable to move forward** on the path, and the hunt organizer is available to **help for finding the right responses**
- These hunts can be organized either by associations, municipalities, or by persons themselves!
- **All you need is to have:**
  - A camera
  - Internet connection
  - Know-how for using ICT tools (i.e. Google Maps, Word, apps etc.)
  - A tablet or a smartphone that will be used during the hunt
- **Step 1: Situating the path of the hunt**
  1. **Define the neighbourhood for the hunt** (focus on a limited geographical area, such as a park or a block of buildings)
  2. **Research interesting facts about the chosen area**, about history, monuments, statues etc. by using different information sources (web, newspapers, magazines...)
  3. **Go to the chosen neighbourhood** and take pictures of the points of interest that will be shown during the hunt
  4. Once the points of interest are defined, **create a road map**, for instance with Google MyMaps **with the departure and the arrival points**



**Road map with Google MyMaps ([www.google.fr/maps](http://www.google.fr/maps) )**

- Go to menu
- Click on “my addresses”
- Click on “Maps”
- Click on “Create my map”



● **Step 2: Creating a quiz for the hunt**

1. Decide in which **way** you want to present the questions (*open/closed questions, multiple choice questions, enigmas etc....*)
2. Consider the possibility **to include GPS coordinates** or hyperlinks that could help with the resolution of the questions
3. Consider which **material** you use for the quiz (*paper, electronic format, PDF, Google Drive, QR codes...*)
4. **Optional:** Foresee a small gift in the end of the hunt for all the participants

● **Step 3: integration of the quiz questions**

1. **Paper format:** include all the questions on a paper that you print and give for the participants
2. **Digital format:** create a digital document (for example. Word, PDF or Google doc) with the questions, this document can be consulted through the participants' mobile devices
3. **QR code Format:** add the questions transferred into the QR codes (go to your browser and look for a website that transform your questions into QR codes and print them)



● **Step 4: The roll-out of the digital treasure hunt**







1. Invite participants (*max 5 persons for 1 organizer, 10 persons for 2 etc.*)
2. Call or send an email to all participants indicating the meeting point or proposing a question to find the departure spot
3. Give a contact number in case of any problems
4. Ask the participants to show up with their mobile devices and they have one and remember to provide the papers including the quiz (in case they don't have mobile devices, prepare some devices)
5. Follow the hunt in a group that is lead by the hunt organizer, move forward together throughout the path

In order to understand the objectives and the roll out of the digital treasure hunt, E-Seniors organized during the training a walk in the 1<sup>st</sup> district of Paris for discovering the secrets of this neighborhood and practicing the game.

### **3) CitizenAct project (from EIT Health program)**

During this training, E-Seniors explained the different phases of European project named CitizenAct aiming at reinforcing the use of ICT mobile tools for improving seniors' lives and the methodology used. E-Seniors answered all questions raised by the participants.



- **Short description**



The project *Senior Citizens, Actors in Healthy Living with Digital Tools* (CitizenAct) was funded by EIT Health Business Plan 2019 and lasted one year. It gathered European partners from University of Barcelona in Spain (UB), Medical University of Lodz in Poland (MUL) under the coordination of E-Seniors Association in France (ESE).

EIT Health is a consortium of European partners (private & public organizations, companies, universities) working in the field of health, ageing and wellbeing (<https://eithealth.eu/>)

This project responded to several observations:

- The use of smartphones among senior citizens is growing year after year
- There is a real need in using mobile devices and apps for everyday life (mobility, administrative issues etc.)
- eHealth systems, connected solutions or mobile devices play an increasing role in the self-care management. These tools are becoming an essential part of innovative care systems

CitizenAct objectives are to empower senior citizens in using mobile tools for managing their own health and acquiring new skills and knowledge about ICT tools; to encourage active ageing; and finally, to receive seniors' needs and requirements during local workshops and co-creation events named "Hackathon" and organized in Paris, Barcelona and Lodz.

- ***Milestones and methodology***

1. Training program

The idea was to create a training program dedicated to senior citizens and put them on the first line of the creation process!

At the very beginning of the project, seniors indicated their ICT needs and requirements as well as their daily lifestyles in a pre-questionnaire in order to adapt the program to these special seniors' needs and expectations (socio-demographic data, use of new technologies, healthy habits and lifestyle).

A post questionnaire was realized at the end of the project for comparing the answers once the program was finished and analyze the evolution.

2. Local workshops

In total, 70 seniors participated in local workshops in Paris, Lodz and Barcelona for testing the program on mobile tools during 4 months (around 2 workshops per month).

Two steps: beginners in small groups at the beginning of the workshops and bigger groups including people having a basic level in ICT skills.



Trainers attended each workshop for guiding the group with the program and managers were also there for helping the participants (ratio 1 supervisor/3 people)

### 3. Material needed

During each session: one smartphone per person, videoprojector.

PowerPoint presentations were realized for guiding the group.

Bluetooth connection/cable connection for projecting supervisor's smartphone and content on the screen ☑ the whole group can follow the rhythm at the same time and is able to follow on a big screen.

Presentations were printed in paper version for allowing people to take notes, and then send to all participants per email.

### 4. Content

Different apps related to health and active ageing were presented and divided by topics:

- **Communication:** WhatsApp, Messenger, Skype
- **Nutrition:** Yuka (analyzing the composition of food)
- **Cognitive games:** NeuroNation, Luminosity (memory, reasoning, speed processing etc.)
- **Health data management:** shared medical record between doctors and patients
- **Mobility:** Google Maps, navigation and transport apps
- **Health & Well-being:** organizing online appointments with a doctor, app dedicated to medication intake, checking the allergies, meditation etc.

The content and apps were readapted following seniors' comments.

#### ● **Hackathon events**

In total, around 100 seniors participated in co-creation events in Paris and Lodz for exchanging with professionals (health organisation's managers, start-ups, municipality representatives, business creators) regarding mobile tools, for thinking about ideas about tailored apps and tools, and for creating prototypes of apps.

The participants were divided in 5 groups corresponding to different topics, such as nutrition, mobility, health data management, prevention and well-being.



- **Results**

CitizenAct focused on reducing the barriers that seniors are facing, such as lack of skills and understanding, lack of support or self-confidence, by offering them tailored training and opportunities to exchange with other citizens and professionals in healthy active ageing, innovators in digital care and other stakeholders and professionals.

CitizenAct engaged directly European citizens providing them structured training and adapted information about available digital tools, such as reliable health apps and online tools for health data monitoring, and their usage for healthy living and active ageing.



In the framework of the training, E-Seniors shared the questionnaires for assessing seniors' quality of life and ICT needs as well as the roadmap for the creation of the Hackathon in Paris in order to reproduce co-creation events and exchanges in partners' countries.

## 6.2. SHORT-TERM JOINT STAFF TRAINING EVENT - FANO, ITALY

Within the framework of the SIDAL project - Smartphone and the Internet in Different Aspects of Life, trainers and seniors will gather in Fano, Italy to take part in the meeting held on 26<sup>th</sup> – 28<sup>th</sup> October 2021. The session “WEB 2.0 – a tool for learning, teaching and validation” aims at the development of new skills for adult learners in order to operate in new digital learning

environments and support them in their learning activity. In particular, the session will focus on the use of 4 Google tools and apps to support their daily activities and improve the quality of their lives to engage and interact with their communities. The following online Google tools were selected: Jamboard, Google Arts & Culture, Google Sites and Google Forms.

## 1. Jamboard

Jamboard is a useful tool which can be used to plan and write by using your mouse, draw and erase as if it were a real whiteboard. You can use this Google app to collaborate, share ideas during a brainstorming session and make real-world connections to build a community around common interests. The app can be used by both trainers and attendees to work together during the learning process and organise classrooms and group seminars. Participants can access the Jamboard app via Android and iOS systems from their mobile phones, tablets or Chromebook, or via their PC using the official website

This tool is particularly useful for planning and sharing ideas with your students and/or friends. For instance, you can create your virtual agenda or timetable.

- Step 1: Registration on the platform

In order to access the website or the app, you need to create a Google account. (Please, note that the layout of the app is different depending on your device).

1. Download the Jamboard app from your mobile phone or go to your browser and look for Jamboard:
2. [https://edu.google.com/intl/it\\_it/products/jamboard/?modal\\_active=none](https://edu.google.com/intl/it_it/products/jamboard/?modal_active=none)
3. If you already have a Google account, sign up with your credentials. If you do not have a google account, create a new username and password
4. Log in on the platform

- Step 2 : Creation of a Jamboard

1. Now you are on the homepage, and you can create your Jamboard. To create a new Jam, tap on the symbol « + » on the right side of your display and a white board will appear on your screen.

- Step 3: Start planning



1. On the left side of your display, you will find a series of tools such as virtual pencils, highlighters, paint brushes, you can select the text or the drawing options. Select one and choose your preferred colour.
2. Start writing/drawing on your board by clicking with your mouse or touching it.
3. From this section, you will find other options such as the eraser to delete text, select it and then touch the areas that you want to delete on your board.
4. You can also insert sticky notes, select and place them on the board, then add text using your keyboard.
5. The other available option will allow you to import contents and pictures from the Internet, your drive, your camera or your library by selecting them from your personal device.
6. Finally, you can add and invite people to participate and share your board with them. You can share the link to your board or add them by email, or share your jam into other formats such as a pdf file.
7. Your changes on the board will be saved automatically.

- Step 4: How to plan a group activity?

The organiser should have a PC and a video projector for presenting the activity to the audience and the participants should have a computer, a tablet or a smartphone with the app Jamboard previously downloaded on their devices. If you need to organise a remote training session, due to the Covid19 pandemic, you may use Zoom, Google Teams or other online platforms. Make sure you have previously downloaded the app and invited participants to attend your event.

1. Go to Jamboard.
2. Tap on the symbol « + » on the right side of your display and create a new white Jam.
3. Start a group conversation about your hobbies and common interests (e.g. music, arts, culture...).
4. You can place a sticky note at the centre of the board representing the topic to be discussed.
5. Add and invite participants in order to share your board with them. You can share the link to your presentation or add them by email.



6. Encourage brainstorming and invite your attendees to draw, write and share what they like the most to express their feelings and ideas.
7. By building a virtual community, you will learn how to use Jamboard and will notice that technology might make a positive impact on your life.

## 2 – Google Arts & Culture

Google Arts & Culture is a Google app containing a gallery of the most important artworks shown inside the museums all around the world. This Google Tool will allow you to display a 3D version of the masterpieces. This app is useful to search information about arts and culture and go through a 3D experience.

- Step 1: Registration on the platform
  1. Download the Google Arts & Culture app from your mobile phone or go to the website <https://artsandculture.google.com/>
  2. Log in by using your Google account. (Note: you do not need to create a new account. Use the one that you previously created and log in by inserting your username and password).
  3. Click on “Log in”
- Step 2: Navigate the app
  1. Starting from the homepage, you can browse artworks, places, games and museums from the homepage. Some suggested items are already displayed.
  2. You can also start from the menu on the top left side of your screen and browse the “Collection” by clicking on it. You can explore it according to the alphabetical order or to their location on the map. Choose one by touching the screen and scroll through the list, or zoom the map by using your fingers.
  3. By clicking on the items you want to read, all the related information will be displayed. You can look for information about the artworks, their artists and museums.
  4. Some museums will feature a Pegman option (the yellow man icon). By clicking on it, it will allow you to experience a virtual tour of the museum.
- Step 3: Plan your group activity



1. After selecting a common interest, ask your participants to carry out some research about a selected topic.
2. Look for a shared topic (e.g. choose an artist or art movement) and look for information around you. Are there any museums in the nearby?
3. Share the link of your museum with your friends.
4. Experience a virtual tour. Take part on a virtual tour inside the museum and explore its history and masterpieces. We suggest you a list of museums offering online virtual tours, select one among the following list and enjoy your virtual experience:
  - Van Gogh Museum (Amsterdam, Netherlands)
  - Uffizi Gallery (Florence, Italy)
  - Palazzo Te (Mantua, Italy)
  - Museo dell'Ara Pacis (Rome, Italy)
  - Tate Britain (London, UK)
  - Belvedere (Wien, Austria)
5. This app also give you the opportunity to create a gallery of your favourite masterpieces, virtual tours, collections, games and experiments. By clicking on the heart icon, you will be able to create your own gallery (click on "Favourites") and become an art curator. You can publish your gallery/tour by sharing the link with whoever you want.

### **3 – Google Sites**

(Please, note that you can access this Google tool via your desktop computer only).

Google Site is a particularly useful tool to create a website or blog to share information, files and experiences.

- Step 1: Registration on the platform
1. Open your browser and go to Google Sites by following this link:  
<https://sites.google.com/>





2. Log in with your Google account (Note that you do not need to create a new one. Insert the username and password that you have previously created and log in).
- Step 2: How to use Google Sites
1. In order to create a new website, click on the “+” button on the top left corner of your screen.
  2. Rename your Google website on the top left corner by clicking inside the box and typing inside it. Choose a name for your website.
  3. Then, start editing the homepage of your website by following the same process. In fact, you can write the title by typing inside the box and you can change the background by clicking on “Change image” and you can decide whether to “Upload” a picture or “Select image” by choosing an existing one by default or “Search” and select one from Google.
  4. In order to continue editing your website, you can double-click the blank area and a ring will appear, featuring different icons. The options will show you that you can add text, images, embed content, import from your drive or upload material. Note that you can add content also starting by the box on the right top corner of the page, by clicking on “Insert” and selecting the layout you prefer. By scrolling down the menu, you can also add further material such as videos from YouTube, documents, slides, maps and insert them.
  5. When you start typing, highlight the text in order to change fonts, colours and create links. As you type, you can delete content, duplicate it or change the background colour or move the sections to rearrange them by clicking on the corresponding icons.
  6. In order to add new pages to your website, go to the box on the right top corner of the page, and click on “Pages” and click on “+”. Select whether you want to add a new page or a new link on the navigation bar. You can decide to add as many pages as you want and rearrange them.
  7. From the top bar you can also invite other people to contribute and edit your website, by clicking on the icon “Share with others”. You can choose to select specific people or to display your website to the public. You can choose specific people by sending them a message and typing their email address, the pen icon will allow you to select and invite them to edit or to view your website.
  8. After finishing, you can click on “Publish” and choose a web address to create your URL. You can also manage the public of your website, depending on your level of privacy, and change the view from “Anyone” to “Specific people” by inviting them. After that, click on “Publish”.



- Step 3 : Create a website for your group
  1. Together with your group, summarize what you have done so far. In fact, the website can be used as an online group diary or blog containing all your memories, experiences and the main activities carried out during the day. You can ask the members of your group to express their comments, opinions and what they have learnt.
  2. The course leader shall create a new website by clicking on the “+” button on the top left end corner of your screen
  3. Then they may invite learners to contribute and edit the group website, by clicking on the icon “Share with others” and selecting specific people.
  4. In this way, by clicking on the mail they receive, participants can display the website and start building it up and editing it together.
  5. In the end, all the work done should be published as an online group diary.

#### **4 Google Forms**

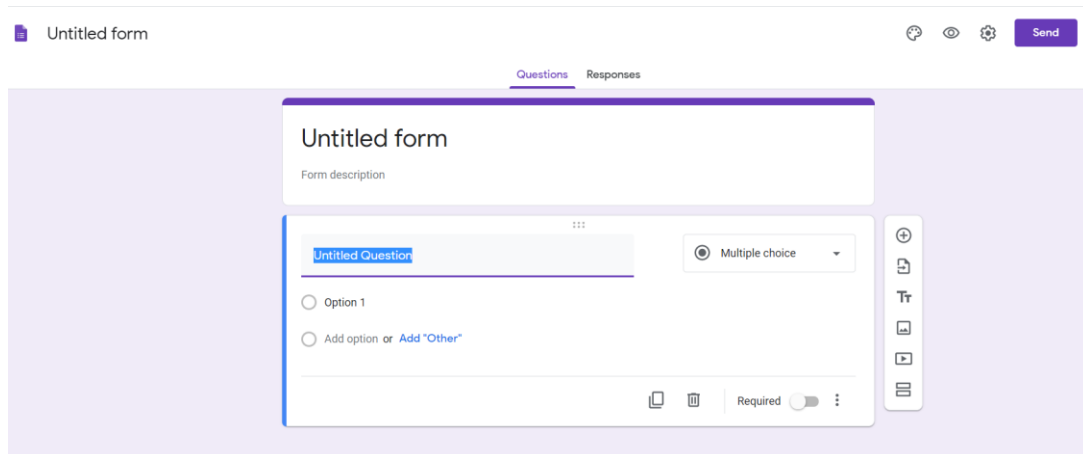
(You can access this Google tool by using your desktop PC)

Google Forms is a useful tool to create questionnaires and collect feedback and answers from your friends and colleagues.

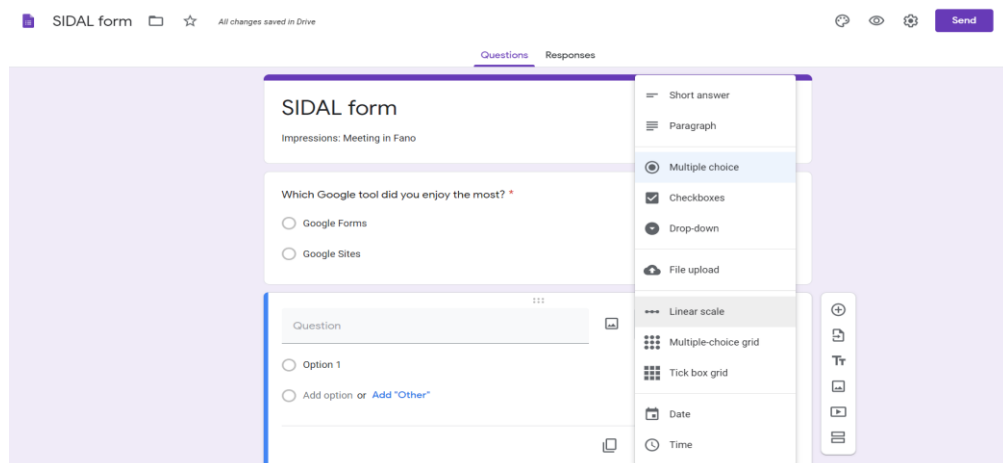
- Step 1: Registration on the platform
  1. Open your browser and go to Google Forms by following this link:  
<https://www.google.com/forms/about/>
  2. Log in with your Google account (Note: you do not need to create a new one. Insert the username and password that you have previously created and log in).
  3. Select the Private mode and then Go to Google Forms
  
- Step 2: How to use Google Forms



1. After logging in, an Untitled Form will be displayed
2. On the top left corner of the screen you can change the title of the questionnaire. Choose a title and type it on the keyboard.



3. You can start editing your template by using your mouse and clicking in the different sections.
4. Click on the down arrow next to the “Multiple Choice” section to scroll down the menu and display the different options (i.e. multiple choice, checkboxes, dropdown, short answer, paragraph). At the end of each question, make sure that the “Required” field is active by clicking on it and moving the cursor to the right.



5. For instance, if you add a “Multiple choice” question, you can provide other options, by clicking on “Add options or add other”.



6. For instance, if you add a “Linear scale” question, you can set different values to assess your answers, by selecting a number using the arrows and typing a label to explain the value

The screenshot shows the Google Forms editor interface. At the top, it says "SIDAL form" and "All changes saved in Drive". There are tabs for "Questions" and "Responses". The main question is "Which Google tool did you enjoy the most? \*". Below it are two radio button options: "Google Forms" and "Google Sites". The second question is "Will you use these tools in the future?". It is configured as a "Linear scale" question. The scale is set from 1 to 5. The label for 1 is "Definitely!" and for 5 is "No way". There are icons for adding a description, a new question, and a required toggle. Below the main question is an "Untitled Question" with an "Option 1" radio button.

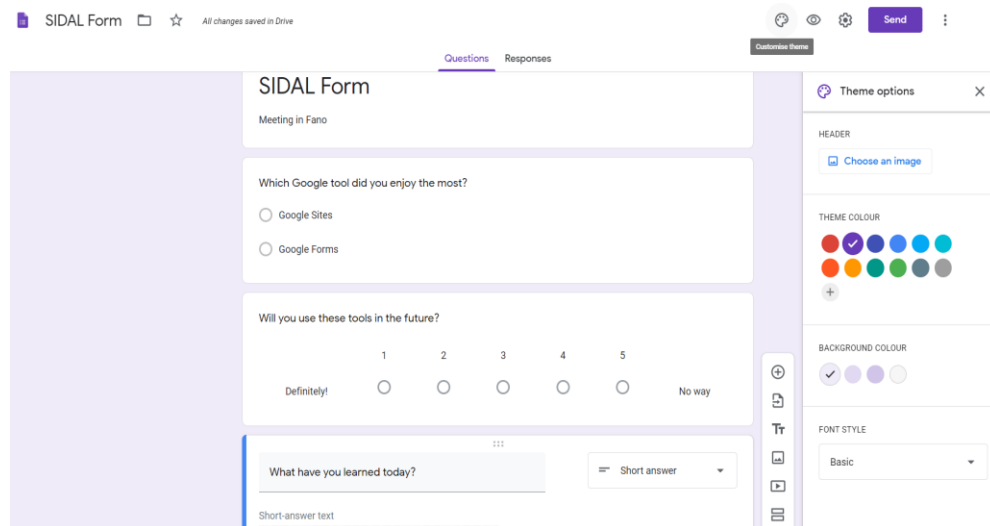
meaning.

7. You can add a description by clicking on the three vertical dots and select “Description”. Then start typing your text.
8. You can create other questions by clicking on the “+” symbol on the menu at your right and repeat the previous steps.

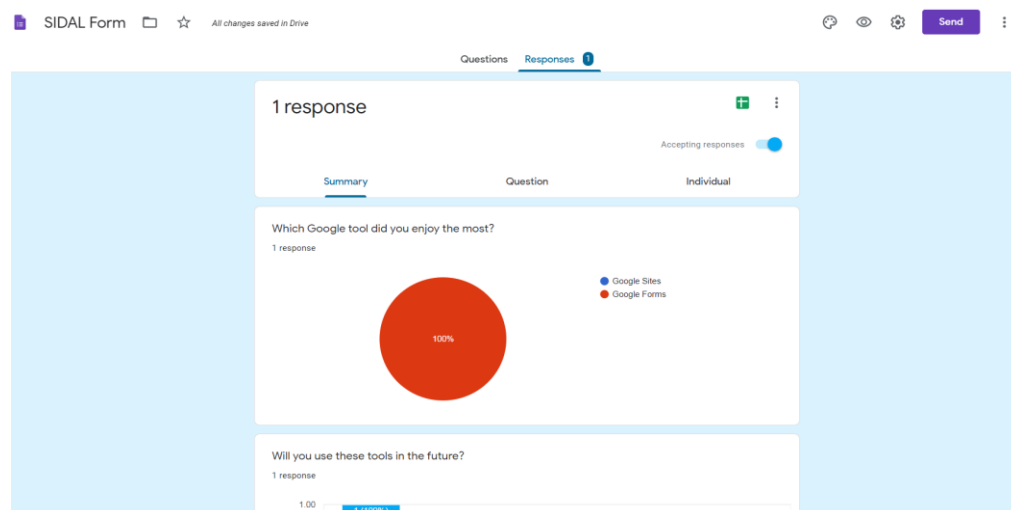
9. You can decide to create a new section by clicking on the last icon of your menu.
10. In case you had an already existing form, you can click on the “Import questions” icon from the menu in order to import already existing questions.
11. From the menu on the top, on the right side of the screen, click on the palette icon to change the header, the theme colour and the background colour by clicking on your



preferred items, you can also change the font style by selecting one from the drop down menu.



12. Once you have finished, click on the eye icon on the top right corner in order to display a preview of your form. Then you can close this page.
13. You can send your form to other users by clicking on “Send” on the top of your page and then type the email address of your friends and colleagues.



14. Once the form has been filled in, click on “Response” to see the answers. You can sort them by displaying the following sections “Summary” to have an overview, “Questions” to check the individual questions and “Individual” to display a specific interviewee.

- Step 3 : Create your questionnaire



1. Go to Google Forms and log in
  2. Create your questionnaire
- Milestones and methodology

### **Training programme**

The core idea of the training programme was to train senior citizens in order to make them aware of the possibilities offered by the online Google tools in order to engage both with their online and physical communities. Adult learners will be able to work in new learning environments and master new ICT tools which can be used for their future daily activities.

#### Local workshops

The workshop took place in Fano, Italy from 26<sup>th</sup> to 28<sup>th</sup> October. In total, around 6 seniors participated. The participants were divided into groups.

#### Material needed

During each session: participants should have access to a computer/tablet, additionally they can have a mobile phone. Note that some of the selected Google Tools are not available in an app version.

Make sure you have the right equipment and test that everything is working properly. Internet connection, cable connection to project the supervisor's computer, computer and smart phones for the participants and content on the screen. In this way, the whole group can follow the rhythm at the same time, going through a step by step presentation displayed on a big screen.

PowerPoint presentations were realised to guide the group. Presentations will be printed in paper version to allow people to take notes. The trainer should then send them to all participants via email.

#### Content



Different apps related to free time and planning will be presented:

- **Planning and Organisation:** Jamboard, Google Sites
- **Communication:** Jamboard, Google Sites, Google Forms
- **Research:** Google Arts & Culture
- **Interaction:** Jamboard
- **Virtual Reality and mobility:** Google Arts & Culture

The content and apps were readapted following the seniors' comments.

## ATTACHMENTS - SIDAL QUESTIONNAIRES

### ATTACHMENT 1 - SURVEY CONDUCTED IN POLAND

#### **Basic information and characteristics of the respondents**

The SIDAL project - Smartphone and the Internet in Different Aspects of Life, aims to develop a new approach to increasing digital competences in adults, in particular seniors and people with disabilities, to develop a methodology for developing Internet skills using smartphones and applications that affect the quality and safety of life.

In the period from mid-May to the end of June 2020, the **Foundation Aktywni XXI** conducted the survey to check in which areas and how often digital devices and technology are used by the elderly and to survey their development needs in this area.

Among 54 people who completed the questionnaire, 74.1% of the respondents are women (40 responses), and men 25.9% (14 responses). As for the age distribution - people under 65 constitute 14.8% (8 responses); 79.6% of participants (43 responses) were aged between 66 and 75; and people over 75 years of age constitute 5.6% (3 responses). The respondents declare that while being professionally active, they belonged to the following professional groups: teacher (20.4%), economist/accountant (20%), office worker (20.4%), technical profession (20.4%), healthcare/care (7.4%), business (5.6%) and salesman (5.6%).

#### **Questions**

##### **As a senior, how often do you use the Internet in various areas: communication?**

	Everyday	Once a week	Rarely	Never	TOTAL
<b>Social Media</b>	33	7	5	9	54
<b>E-mails</b>	31	6	14	2	53
<b>Information services</b>	40	6	4	4	54
<b>Blogs/YouTube</b>	11	13	18	11	53
<b>Communicator</b>	34	10	7	3	54
<b>Text/Multimedia messages</b>	36	9	9	-	54

The responses show that the largest number of respondents use news websites (74%), text and multimedia messages (67%), messaging and social media (63%) every day, and about 57% of





respondents use e-mail every day. The use of blogs is the least popular. It is also important to note that 17% of respondents never use social media, and 5% never use messaging or news services.

**As a senior, how often do you use the Internet in various areas: acquiring knowledge and skills?**

	Everyday	Once a week	Rarely	Never	TOTAL
Learning foreign languages	2	11	20	21	54
Following online courses, e-learning	2	15	13	24	54
Reading e-book	5	4	14	30	53
Recording lecture using Dictaphone	1	2	9	42	54
Searching for necessary information	41	9	3	-	53

In the area of learning from the Internet, the largest number of respondents (77%) searches for the information they need. 24% of respondents systematically use the Internet to learn foreign languages, and 31% of respondents often use online courses. Significant information is that about half of the respondents never use the Internet to learn in the areas they were asked about.

**As a senior, how often do you use the Internet in various areas: use of services?**

	Everyday	Once a week	Rarely	Never	TOTAL
Banking (e-bank)	9	20	11	14	54
Dealing with medical matters online	1	8	30	15	54
Dealing with official matters online	1	3	26	24	54
Financial settlements, tax declarations	1	2	33	18	54
On-line shopping, store applications	1	11	26	16	54



<b>Purchase of tickets</b>	1	3	22	28	54
<b>Making hotel and flight reservations</b>	1	3	24	25	53
<b>Using maps</b>	3	12	32	7	54

In the area of Internet services, the largest number of respondents indicated that they regularly use e-banking (54%), while only 22% of e-shopping. 28% of respondents often use internet maps. It should be noted that 44% of the respondents never do official matters online, and about 48% have never bought tickets or made reservations online.

This part of the survey shows that many respondents rarely or never use these internet services.

**As a senior, how often do you use the Internet in various areas: access to entertainment?**

	<b>Everyday</b>	<b>Once a week</b>	<b>Rarely</b>	<b>Never</b>	<b>TOTAL</b>
<b>Watching movies</b>	7	14	26	7	54
<b>Listening music</b>	14	12	23	5	54
<b>Watching comedy sketches</b>	1	13	26	13	54

In the area of entertainment, respondents regularly listen to music from the Internet (48%), fewer people watch movies (39%) and the least frequent respondents watch comedy sketches.

**How often do you use IT while off-line?**

	<b>Everyday</b>	<b>Once a week</b>	<b>Rarely</b>	<b>Never</b>	<b>TOTAL</b>
<b>Taking digital photos</b>	8	22	21	2	53
<b>Playing games</b>	10	5	16	23	54
<b>Using a spreadsheet e.g. Excel</b>	2	5	18	29	54
<b>Typing on the computer</b>	13	12	28	1	54
<b>Preparing presentations</b>	-	5	19	30	54
<b>Monitoring of physical activity</b>	9	9	9	27	54



We also asked about using digital technology without the Internet. Here, digital photos are dominant - 56% of indications and typing on a computer - 46%. It is worth noting that 50% of respondents never use digital devices to monitor physical activity, and 43% of respondents never play digital games.

### How often do you use these IT devices?

	Everyday	Once a week	Rarely	Never	TOTAL
Smartphone	51	-	-	3	54
Tablet	8	9	12	25	54
Laptop or computer with the Internet	33	15	6	-	54

Only 5% of respondents do not use a smartphone, the rest do it every day. Tablets are less popular, while laptops or computers are commonly used by respondents.

### What are you mostly using each tool for? Do not apply if you are not using it.

#### SMARTPHONE

1.	Phone calls, SMS, Internet search, e-mail, YouTube.
2.	Checking messages, weather, FB, phone calls, taking photos, sending and receiving messages / SMS, MMS /, Messenger, Google, Internet mail,
3.	Phone calls, reading e-mails, WhatsApp, YouTube, Photos, Messenger and a Chrome web browser
4.	Contacts with other people (phone, sms, mms, messenger), listening to music, application for physical activity, solitaire
5.	For contacts - phone calls, texting, taking photos, sending photos and videos, etc.
6.	Taking pictures, using instant messaging, transferring data from an old phone to a new one
7.	Calls, SMS, text and audio messages and interstate calls on WhatsApp, photos
8.	Checking news, banking services, taking pictures, chatting, using Youtube



9.	Communication with friends, receiving mail, sending messages and photos.
10.	Photos, communication, search engines, mail, news, translator, pedometer
11.	For communicating, taking photos, searching for information, etc.
12.	Chatting, taking photos, reading current news.
13.	Calls, sms, mms, social networks, WhatsApp, applications
14.	Phone, internet, alarm clock, notepad, calculator, apps, etc +
15.	Contacts, searching for information, receiving links
16.	For phone contacts, using WhatsApp ++
17.	For calling, MMS texting and taking photos
18.	Communication, use of services, google, music
19.	Sms, social media, information, messages
20.	For calling and playing games, social media
21.	Checking e-mail, press releases
22.	Calls, SMS, photos, info, games +
23.	For contacts with family and friends
24.	Conversations, social media
25.	Phone, facebook, wikipedia
26.	FB, SKYPE, Messenger,
27.	For communication + + + +
28.	For calling



Many respondents declare the extensive use of a smartphone both for communication, using various messengers and social media, to take photos, search for information, read news, watch movies and play.

It is also worth noting that 26% of respondents who have a smartphone use it only as a telephone, practically not using the functionalities that require the Internet.

**TABLET**

1.	Searching for news, browsing maps, searched for answers to a bothering question
2.	Take photos, edit photos, view messages.
3.	Expanding knowledge, obtaining information
4.	Legimi- e-books, photos and photo editing
5.	Review of information, photos, writing
6.	Reading info sites.
7.	Photos, Facebook, maps
8.	Viewing photos
9.	Listening to music
10.	Google

**LAPTOP OR COMPUTER**

1.	Professional work, digital class register, organization sheets, creating documents, searching for information via the Internet, e-mail, watching movies, videoconferences, + +
2.	News websites, FB, e-mail, Google, internet shopping, internet bills, writing and printing, I use calculators
3.	Work on Microsoft Office applications, blogger, skype, bank account management, pit settlements, online purchase orders, occasional official matters, e-mail.



4.	Mail, bank settlements, ordering products via the Internet, FB, You Tube, Skype, photo editing, games
5.	Checking e-mail, searching for information, taking PITs, viewing photos, etc.
6.	To conduct business, settlements and send appropriate documents. to offices,
7.	Reading news, watching interesting movies, applications, learning a foreign language.
8.	Communication, contact with the bank, participation in online classes
9.	Using google, watching movies and series, games, news services.
10.	News, movies, music, bank, shopping, medical appointments, official matters,
11.	Checking e-mail, editing letters, replies to e-mails
12.	Work, playing solitaire, access to a bank account, e-mail
13.	Receiving mail, e-banking, messages, information
14.	For bank charges, for viewing messages, for contact with family
15.	Checking messages, shopping, sending messages.
16.	Transfers, e-mail, browser, on-line shopping
17.	Communication, banking, information, games, movies, science
18.	Information overview, bank transfers, post office etc.
19.	Bank account service - as a trusted device
20.	Email, transfers of money, browser, shopping
21.	Mail, news, search engine, sudoku, translator
22.	Shopping, getting the information you need.
23.	Bank information search offices Youtube
24.	For looking for recipes with goggles



25.	Language learning, gymnastics, movies, music
26.	Mail, banking sites, movies, entertainment
27.	Banking, browsing portals
28.	Watching movies, Skype, YouTube
29.	Mail, transfers of money, messages
30.	For emails and work
31.	Preparing a presentation
32.	Google, writing, email,
33.	Viewing the news
34.	For e-mail communication
35.	For information searches
36.	Mail, internet, games
37.	Games, news, gmail
38.	For work
39.	e-mail, playing games
40.	For shopping

Few people in the study group use a tablet, while laptops or computers are in frequent use. There are differences in how you use them. Tablets are mainly used as browsers for photos, information or tools for reading books or playing games, while all Internet services (e-banks, shopping) are carried out using desktop or laptop computers.

**What skills related to IT devices and internet use mentioned above would you like to improve?**

1.	How to present from a smartphone on a computer - what parameter requirements, search on YouTube and losing, hotel search and reservations, purchase of domestic
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	and foreign transport tickets, purchase of tickets for events, registration with a doctor
2.	Fluency in basic computer programs, keeping the computer in good working order and performance, using safe handling of Internet activities, etc.
3.	Better resolution photos and a suitable editor for photos and audio editing, free of course. Faster links and computer speed
4.	Using various applications on a laptop to prepare interesting teaching and dissemination materials
5.	I would like to have a better knowledge of general computer operation so that I can easily handle official matters.
6.	The language of IT concepts, techniques for dealing with minor faults when something does not work
7.	Delete unwanted messages from Messenger and nuisance friends, keep a blog
8.	Using social media, shopping, running errands in offices.
9.	I know the basic, necessary for me, the rest I read on the internet
10.	Yes, learn more about the operation of these devices, forms of security,
11.	Improving document creation, creating presentations, e-learning
12.	Knowledge of the safe use of the possibilities offered by the Internet
13.	Photo manipulation
14.	Expand knowledge
15.	Smartphone operation
16.	Computer software
17.	Writing, photo processing
18.	Support for new technologies
19.	I would like to master the tablet





20.	Functions of tablets, smartphones + + + +
21.	Writing a blog, photo animation
22.	Taking photos and processing them
23.	Getting things done online
24.	The speed of using the devices
25.	Safe use of the Internet.
26.	Programming (selected); Film processing
27.	Know more IT news
28.	Use of communication services with offices
29.	Learning and designing interesting things.

The respondents declare a wide spectrum of ITC development needs. Different answers can be seen. From those on a high level of generality: Get to know more information technology, to quite precisely defined development needs.



## ATTACHMENT 2 - SURVEY CONDUCTED IN FRANCE

### Background information and respondents profile

E-Seniors conducted the SIDAL questionnaire in France for analysing and measuring digital competences among adults and particularly senior people and people having disabilities in order to develop a tailored methodology addressing their needs and requirements in terms of digital tools. In total 32 participants answered this survey between mid-April and the end of May 2020.

Women represent 59.4% of the participants (19 answers) while men represent 40.6% of the participants (13 answers) so we can see that the majority of respondents were women. Regarding the age repartition, 56.3% of the participants (18 answers) are between 66 and 75 years old; the under-55s represent 28.1% (9 answers); and the over-75s are 15.6% of the respondents (5 answers). The respondents declare to have been teacher in the past (more than 15%), nurse (12%), secretary (12%), working in public function (12%), psychologist (6%), engineer/computer scientist (6%), or executive (6%) etc.

### Questions

#### As a senior, how often do you use the Internet in various areas: communication?

	Everyday	Once a week	Rarely	Never	TOTAL
Social Media	7	6	6	13	32
E-mails	28	4	-	-	32
Information services	18	8	4	2	32
Blogs/YouTube	2	4	12	14	32
Communicators	17	6	7	2	32
Text/Multimedia messages	12	8	6	6	32

To this question, we can notice that more than half of the respondents are used to check everyday their emails, to read information and to handle communication tools such as WhatsApp or Skype for communicating with friends or family. Also a non-negligible part use text messages. However, social networks are still not really popular among older respondents since only 7 persons use it every day and 13 participants do not use it at all.



**As a senior, how often do you use the Internet in various areas: acquiring knowledge and skills?**

	Everyday	Once a week	Rarely	Never	TOTAL
Learning foreign languages	2	2	10	18	32
Following online courses, e-learning	-	3	6	23	32
Reading e-book	-	2	8	22	32
Recording lecture using dictaphone	-	-	2	30	32
Searching for necessary information	18	13	1	-	32

The large majority of respondents declare using the Internet to search for necessary information every day or at least once a week (e.g. Google Search). For other types of courses and activities such as following online courses or foreign languages, or reading an e-book, the participants are not very used to follow them.

**As a senior, how often do you use the Internet in various areas: use of services?**

	Everyday	Once a week	Rarely	Never	TOTAL
Banking (e-bank)	8	8	5	6	27
Dealing with medical matters online	1	7	14	9	31
Dealing with official matters online	4	10	10	5	29
Financial settlements, tax declarations	4	12	12	4	32
On-line shopping, store applications	1	7	14	6	28
Purchase of tickets	4	4	16	5	29
Making hotel and flight reservations	3	5	15	6	29



Using maps	2	11	9	6	28
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As we can notice in the table above, the respondents are using quite rarely online services linked with medical issues or private purchases and reservations. Nevertheless, they're starting using sometimes Internet for official and financial issues. They're more at ease with consulting their bank accounts online or using a map for traveling.

### As a senior, how often do you use the Internet in various areas: access to entertainment?

	Everyday	Once a week	Rarely	Never	TOTAL
Watching movies	4	6	10	12	32
Listening music	5	4	9	14	32
Watching comedy sketches	-	4	10	18	32

The table above illustrates the fact that the respondents are not really using the Internet for entertainment or quite rarely. Watching movies may happen once a week for 6 of them and rarely for 10 do others, but the majority doesn't watch and listen a lot of music on their devices.

### How often do you use IT while off-line?

	Everyday	Once a week	Rarely	Never	TOTAL
Taking digital photos	8	12	7	5	32
Playing games	9	9	3	11	32
Using a spreadsheet e.g. Excel	11	10	6	5	32
Typing on the computer	11	10	6	5	32
Preparing presentations	-	3	7	22	32
Monitoring of physical activity	2	2	5	23	32



When they are not connected to the Internet, the participants to this survey declare using their devices for taking digital photos, for using a spreadsheet or for typing on the computer. The use of games is quite balanced between the pros and cons. Also, the large majority of respondents does not prepare presentations or monitor their physical activity.

### How often do you use these IT devices?

	Everyday	Once a week	Rarely	Never	TOTAL
Smartphone	30	-	1	1	32
Tablet	10	2	3	17	32
Laptop or computer with the Internet	23	6	2	1	32

It is interesting to notice that almost all respondents claim having a smartphone and using it every day (30 persons). The use of computer or laptop with the Internet is also popular among respondents since 23 of them are using it every day and 6 once a week. The tablet is less popular since 17 participants do not use it at all and 10 persons use it every day.

### What are you mostly using each tool for? Do not apply if you are not using it.

#### SMARTPHONE

1	Pedometer, whatsapp, google, mail, weather forecast, news
2	Taking pictures, communicating with family
3	I use social networks to communicate with my family and I go to Google a lot to look for information.
4	Emails and messengers
5	whatsapp, mail, newspaper articles, google search
6	Whatsapp, phone, photos
7	Weather forecast, pedometer, whatsapp
8	Email services, music
9	Checking my e-mails and reading articles, exchanging with the family



10	My mailboxes and online newspapers, music
11	Telephone et whatsapp
12	Information and news
13	Phone, text messages
14	Phone
15	Phone and whatsapp
16	Checking my emails
17	Email, photos and google
18	Email, phone, calendar, calculator
19	Phone, photos, emails
20	Phone, photos, Whatsapp and sometimes Instagram
21	Text messages

The participants declare that the favorite tools used on their smartphones are: communication tools such as phone calls, text messages, instant messaging; checking their mail boxes; looking for information on the Internet and reading articles online. Some off-line tools are also used such as calendar, pedometer, and photos.

**TABLET**

1	Reading newspapers, games, netflix
2	Searching for information, games
3	Online games



4	Games, arte replay (TV channel)
5	I don't use it often but to look at pictures or read articles.
6	Very handy for games, information etc...
7	Bank account
8	Games, Facebook

For the participants having a tablet, they prefer using it for games, for reading articles or for watching TV shows and pictures.

#### **LAPTOP OR COMPUTER**

1	Online banking, netflix, mail, reservations (ticket, accommodation, doctor), online shopping
2	For administrative or time-consuming tasks
3	Emails, writing and researches
4	Email, Word, Google search
5	Emails, administrative procedures
6	Reading newspaper articles, emails
7	Tax payment, Google searches, writing a text
8	To write something or check my account
9	For working, for writing
10	Internet
11	Very useful for important things
12	YouTube
13	Mail box



14	facebook, twitter, instagram, e-mails, news, google search
15	News, games, account monitoring, administrative procedures
16	Messaging, tax returns and google
17	Messaging, information search
18	Emails - photo albums
19	Emails, press, google search
20	Emails, Internet
21	Information, administration, online banking

The use of computer or laptop is more dedicated to longer tasks such as: realizing administrative or financial procedures, consulting their bank accounts or their mail boxes, making reservations or purchasing tickets. Also, other activities like watching pictures or TV shows/movies or playing games are also popular.

**What skills related to IT devices and internet use mentioned above would you like to improve?**

1	Having more entertainment resources, synchronization between tools and TV for example
2	I would like to shop online
3	Online administrative declaration
4	Make photo touch-ups and be able to put them on the Internet
5	I would like to learn how to make better use of social networks
6	Online medical follow-up with a doctor, monitoring of physical activity and vital parameters
7	Being more autonomous to buy online





8	Online courses, language courses
9	I'd like to learn how to do my research better online.
10	Pay for online purchases, tickets without fear
11	Getting to know social networks a little bit better
12	Taking online courses
13	Use of mobile applications
14	More knowledge in the various accesses on the Internet
15	Shortcuts
16	Online courses, administrative procedures
17	Paint
18	Better processing and prioritisation of information on the Internet
19	Online courses
20	Knowing how to use a cloud
21	Facebook
22	Filing my documents, Using What'sapp to send documents to be completed by other people, (i.e. How to send questionnaires through Whatsapp and receive the completed questionnaires)
23	Having a basic training with Windows 10
24	Readability

The respondents to this survey declare that they would like to improve their skills and knowledge in purchasing articles or tickets on the Internet, in realizing administrative or official procedures online or following online courses on interesting subjects. Also there is a demand for better using and understanding the social media, the clouds and useful tools for using their smartphones or their computers.

SMARTPHONE AND THE INTERNET

SID@L  
IN DIFFERENT ASPECTS OF LIFE





## ATTACHMENT 3 - SURVEY CONDUCTED IN ITALY

### **Background information and respondents profile**

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The project SIDAL - Smartphone and the Internet in Different Aspects of Life aims to develop a new approach to improve digital competences in adults - digital migrants, in particular seniors and people with disabilities, developing a methodology to achieve Internet skills using smartphones and applications that affect the quality and safety of life. In Italy data was collected between 15<sup>th</sup> April and 9<sup>th</sup> May 2020, in total 38 people were reached.

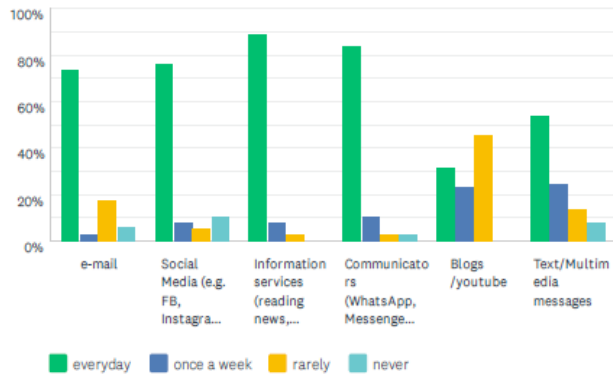
Roughly 59% of the respondents are female, while around 40% are male. 19 people of them are aged over 65, while 14 people belong to the group of 66-75 years old, and only 3 people are over 75 years old. Therefore, it was identified the main job occupation of the interviewed. 36 respondents have stated their previous job occupation, wherein 44.4% of people were involved in the area of teaching (mainly at school and at the university), training and academic study (as a PhD researcher); 27.7% worked as employees in both public and private sectors (as a public employee, a nurse, as a bank employee or in a private company employee), 22.2% of people are involved in manufacturing (artisans and workers), commerce or own a company (company manager), 6,25% previous occupation was 'student' except for 6,25% of the total who is still working.



## Questions

1) As a senior how often do you use the Internet in various areas: **communication**.

As a senior, how often do you use the Internet in various areas: Communication



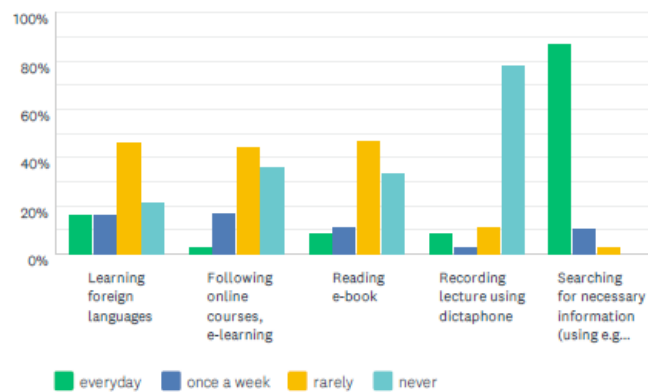
	EVERYDAY	ONCE A WEEK	RARELY	NEVER	TOTAL
e-mail	73.53% 25	2.94% 1	17.65% 6	5.88% 2	34
Social Media (e.g. FB, Instagram, Twitter)	76.32% 29	7.89% 3	5.26% 2	10.53% 4	38
Information services (reading news, reports)	89.19% 33	8.11% 3	2.70% 1	0.00% 0	37
Communicators (WhatsApp, Messenger, Skype)	84.21% 32	10.53% 4	2.63% 1	2.63% 1	38
Blogs /youtube	31.43% 11	22.86% 8	45.71% 16	0.00% 0	35
Text/Multimedia messages	54.05% 20	24.32% 9	13.51% 5	8.11% 3	37

What stands out from the bar chart is that the greatest degree of IT devices frequency of usage was recorded in the information service area, followed by communicators, social media and emails. Roughly 90% of people uses information service in their everyday life, in stark contrast with 0% who never use information service tools.



2) As a senior, how often do you use the Internet in various areas: **acquiring knowledge and skills.**

As a senior, how often do you use the Internet in various areas: Acquiring knowledge and skills



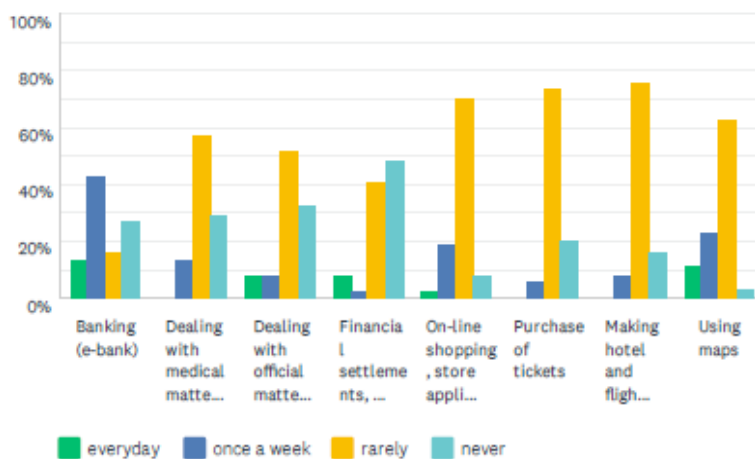
	EVERYDAY	ONCE A WEEK	RARELY	NEVER	TOTAL
Learning foreign languages	16.22% 6	16.22% 6	45.95% 17	21.62% 8	37
Following online courses, e-learning	2.78% 1	16.67% 6	44.44% 16	36.11% 13	36
Reading e-book	8.33% 3	11.11% 4	47.22% 17	33.33% 12	36
Recording lecture using dictaphone	8.33% 3	2.78% 1	11.11% 4	77.78% 28	36
Searching for necessary information (using e.g Google search engine)	86.84% 33	10.53% 4	2.63% 1	0.00% 0	38

In relation to acquiring new knowledge and skills, respondents tend to use the Internet every day to search for necessary information (86,8%), but the green bar decreases sharply when it comes to follow online courses (2,8%), reading e-book and recording lecture (8.3% and 8.3% respectively). Recording lecture, is generally not common for seniors. However, seniors rarely use the Internet for educational purposes (learning foreign languages and reading a book), where the percentage are roughly equal, 45.95%, 44.44%, 47.22% respectively.



3) As a senior, how often do you use the Internet in various areas: **use of services**.

### As a senior, how often do you use the Internet in various areas: Use of services



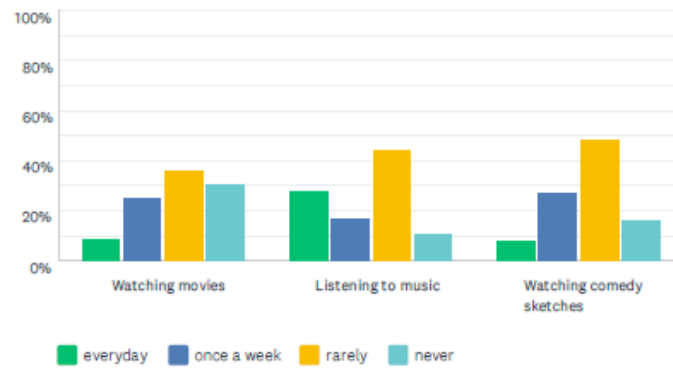
	EVERYDAY	ONCE A WEEK	RARELY	NEVER	TOTAL
Banking (e-bank)	13.51% 5	43.24% 16	16.22% 6	27.03% 10	37
Dealing with medical matters online	0.00% 0	13.51% 5	56.76% 21	29.73% 11	37
Dealing with official matters online	8.11% 3	8.11% 3	51.35% 19	32.43% 12	37
Financial settlements, tax declarations	8.11% 3	2.70% 1	40.54% 15	48.65% 18	37
On-line shopping, store applications	2.70% 1	18.92% 7	70.27% 26	8.11% 3	37
Purchase of tickets	0.00% 0	5.88% 2	73.53% 25	20.59% 7	34
Making hotel and flight reservations	0.00% 0	8.11% 3	75.68% 28	16.22% 6	37
Using maps	11.43% 4	22.86% 8	62.86% 22	2.86% 1	35

In relation to use of services, globally speaking the Internet is rarely employed, indeed only a pretty low percentage of people uses the Internet to do on-line shopping (2.7%), dealing with official matters and financial settlements present a plateau (8.11%), whilst none of respondents affirmed to use IT devices to deal with medical matters or to make hotel and flight reservations.



4) As a senior, how often do you use the Internet in various areas: **access to entertainment.**

As a senior, how often do you use the Internet in various areas: Access to entertainment



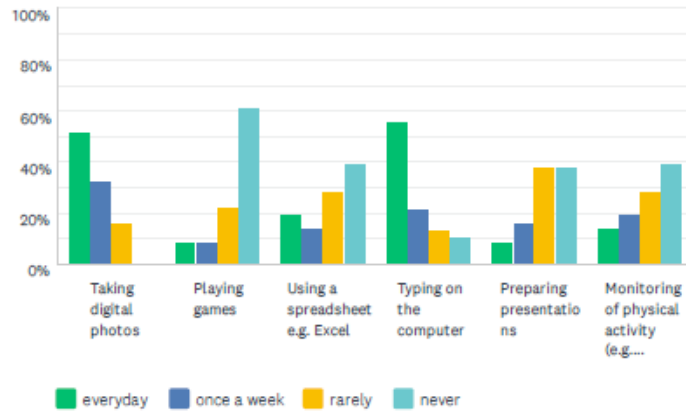
	EVERYDAY	ONCE A WEEK	RARELY	NEVER	TOTAL
Watching movies	8.33% 3	25.00% 9	36.11% 13	30.56% 11	36
Listening to music	27.78% 10	16.67% 6	44.44% 16	11.11% 4	36
Watching comedy sketches	8.11% 3	27.03% 10	48.65% 18	16.22% 6	37

In relation to access to entertainment the use of Internet remains pretty limited to rare occasions, indeed 36.11% of respondents rarely watch movies, 44.44% of the total rarely employs Internet to listen to music, and almost a half rarely uses Internet to watch comedy sketches.



5) How often do you use IT while off-line

How often do you use IT while off- line



	EVERYDAY	ONCE A WEEK	RARELY	NEVER	TOTAL
Taking digital photos	51.35% 19	32.43% 12	16.22% 6	0.00% 0	37
Playing games	8.33% 3	8.33% 3	22.22% 8	61.11% 22	36
Using a spreadsheet e.g. Excel	19.44% 7	13.89% 5	27.78% 10	38.89% 14	36
Typing on the computer	55.26% 21	21.05% 8	13.16% 5	10.53% 4	38
Preparing presentations	8.11% 3	16.22% 6	37.84% 14	37.84% 14	37
Monitoring of physical activity (e.g. pedometer, fit applications, heart rate measurement)	13.89% 5	19.44% 7	27.78% 10	38.89% 14	36

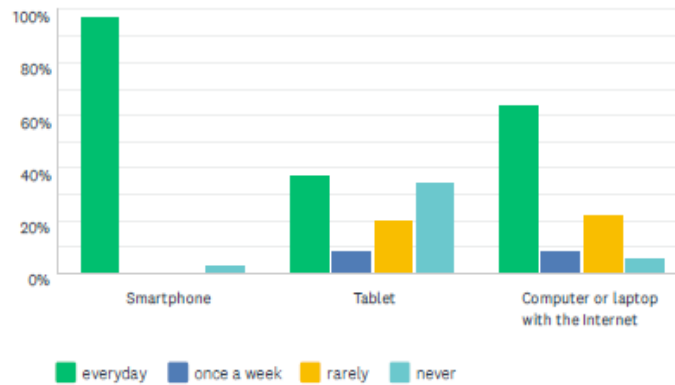
In relation to the use of IT while off-line, almost 60% of respondents use them to type contents and more than 50% to take digital photos, therefore 61% never use IT while off-line to play games, and only a little percentage of people utilizes offline IT for technical purposes e.g. prepare a spreadsheet (13.89%), a presentation (16.22 %) and monitor own physical health and well-being (19.44%).





6) How often do you use these IT devices?

How often do you use these IT devices?



	EVERYDAY	ONCE A WEEK	RARELY	NEVER	TOTAL
Smartphone	97.30% 36	0.00% 0	0.00% 0	2.70% 1	37
Tablet	37.14% 13	8.57% 3	20.00% 7	34.29% 12	35
Computer or laptop with the Internet	63.89% 23	8.33% 3	22.22% 8	5.56% 2	36

In terms of usability of IT devices almost all of respondents declared to use their smartphones every day (97.3%), whereas the computer or laptop with the Internet is used by approximately 64% of participants. As far as the tablet is concerned the values of answers 'everyday' and 'never' are almost equal (37.14 % and 34.29 % respectively).

7) What are you mostly using each tool for? Do not apply if you are not using it.

Options	Answers
Smartphone	91.67 - 33 people
Tablet	33.33% - 12 people
Laptop or Computer	77.78% - 28 people



<b>Answers: Smartphone</b>
1. Callings
2. Internet, email, messages
3. WhatsApp, telephone, photos,
4. Communication
5. Callings
6. WhatsApp, researches
7. Messages, look for information, communication
8. Telephone, messages, news
9. WhatsApp
10. Callings, information, social media
11. News, information
12. News, information
13. Many uses
14. Everyday usage
15. Everyday usage
16. Callings, news ,music, fitness, Google, bookings, online payments, e-banking...everything
17. Callings
18. Communication, search for information
19. Work, search for information



20. Contacts
21. Contacts
22. Callings, messages, WhatsApp, e-mails, photos, forecasts, etc.
23. Callings, WhatsApp, e-mails
24. Work related activities, personal needs
25. Communication
26. WhatsApp
27. Communication (callings, textual messages, e-mails)
28. WhatsApp, news
29. WhatsApp, news Facebook, social media
30. WhatsApp, news Facebook, social media
31. Facebook, e-mails, Internet
32. WhatsApp, Facebook, news, online banking
33. WhatsApp, Messenger

Broadly speaking, the smartphone is used by the respondents to perform everyday activities, mainly for communicative purposes (callings, Skype, WhatsApp, textual messages), to access entertainment (social media, reading, to read news and search for information), online banking and work related operations.

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<b>Answers: Tablet</b>
1. Photos, games
2. Information, entertainment
3. Read books
4. Purchases, Youtube, Music
5. Online newspaper
6. Contacts
7. Messages, e-mails, photos, games etc.
8. Map, Internet
9. Work related activities
10. Read
11. Electronic register
12. Youtube, games, news

As one can see, tablet presents a lower number of answers compared to smartphone, meaning that not all respondents possess a tablet or are familiar with it. However, in comparison to smartphone, it is possible to pinpoint that tablets are mostly used for entertainment needs (photos, games, Youtube, music, online shopping, read) and in some cases for work related activities.

<b>Answers: Laptop or Computer</b>
1. To type contents and send e-mails
2. You tube, Wikipedia, e-mailing, study English language
3. Work related activities



4. Video-calling
5. Spreadsheet, writing, researches
6. Study, read, search information,
7. News, work related activities, online banking
8. Music and news
9. Photos, e-mailing, institutional websites
10. Distant learning
11. Type contents
12. Type contents
13. News, online shopping, search for information
14. Many uses
15. Information
16. E-mailing
17. Work related activities
18. Word related activities, read news
19. E-mailing, Internet, work related activities
20. Work related activities, Internet, e-mailing, video-calling
21. Work related activities, personal needs
22. Work related activities
23. Work related activities



24. E-learning, movies
25. Balance sheet, research for information, fiscal fulfilments
26. E-mailing, online banking, Microsoft Excel, Google Photos, Google Drive
27. Internet, e-mailing
28. Skype, e-mailing, Microsoft Word, Microsoft Excel, Google

As the table shows, the majority of respondents tend to use laptops or computers to perform job operations with the employment of Google Drive, and Microsoft office software functions, and for own needs: e-mailing, search for information and produce own contents.

**8) What skills related to IT devices and internet use mentioned above would you like to improve?**

1. I utilise several applications
2. Computer
3. I am very up-to-date
4. Research, study, video-conferencing
5. Personal Computer
6. Spreadsheet, researches
7. Learn the functionalities of personal computers and smartphones
8. Utilize my smartphone more effectively
9. None of them
10. Elaborate pictures and photos



11. Computer
12. Learn to draw in 3D
13. Learn to draw in 3D
14. To reach a better convenience on several services
15. Learn foreign languages
16. To extent my knowledge and skills on using them
17. Smartphone
18. Smartphone
19. Computer
20. Make presentations
21. All of them
22. Learn to use Excel
23. Carry out recorded video lessons
24. Online banking
25. Online banking
26. None of them
27. Internet
28. To improve my work related operations
29. Online shopping
30. I do not know





31. Tablet
32. Youtube
33. Google Drive
34. Use E-book, kindle, even if I prefer paper books
35. To learn English
36. To deal with medical matters

## Conclusions

The survey was conducted in Italy, it was championed by a total of 38 seniors aged over 55 years old. The purpose of this report was to analyse the overall frequency of usage of technologies to accomplish ordinary life situations. To investigate this information, the questionnaire was divided into three sections: the frequency of usage of IT devices, the frequency of usage of off-line devices, the frequency of usage of smartphones, tablets and computers and for what purposes. The results of the questionnaire will help trainers and educators to reach a global understanding of the skills possessed on IT devices across different age groups of seniors, in order to design specific training courses.

The survey highlights the overall frequency of usage of IT devices and the Internet is globally on average. Technologies, indeed, are used as base users to perform communicative purposes through WhatsApp, textual and multimedia messages; as entertainment on social media, or to search for information and read news. What stands out from this evaluation is that respondents seem to be familiar with smartphones the most, as it is widely used to accomplish ordinary life tasks. On the contrary, the tablet recorded the least amount of answers, possibly linked to the fact that less people possess it or not use it with the same frequency as smartphones or computers. As far as concerns the tablet, in this report emerges a general tendency to utilise it to access the entertainment (e.g. reading digital books, news, Youtube, games, cf. Q7 section tablet, answers 4, 7, 12); whereas in terms of laptop or computer usage, respondents tend to use it for work related activities, cf. Q7 section laptop or computer, answers 5, 25, 28). As far as the needs of users are concerned, it is possible to affirm that question 8 is of paramount importance for trainers to develop appropriate learning materials. What emerges about the real needs of users, is a feeling to not fully exploiting the functionalities of own devices, and willing to learn to use them properly and effectively. However, it has been detected a high degree of anomalies between needs, possibly some users are more skilled cf. answers: 'Learn to draw 3D', or 'None of them' whilst



some others are still learning own smartphone functionalities cf. answers: 'Smartphone', 'All of them'. The degree of knowledge seems to be quite vary, some users already utilise technologies proficiently cf. 'I am very up-to-date'/ 'I utilise several applications'/ 'Carry out recorded video lessons', in stark contrast with others who answered cf. 'Learn everything'/ 'All of them'. As it is shown in the table above in Question 8 most of the real needs of seniors converge in learning practical functionalities of IT devices to boost more sophisticated operations cf. answers 'Google Drive'/'Spreadsheets'; to perform needed online services cf. answers 'E-banking'/'Online shopping'/'Medical matters'/'To reach a better convenience on several services'. As a consequence, we suggest to use these outputs as a guideline to design specific IT-based training courses and training materials for seniors. Hence, courses should be devoted to increase the rate to perform practical tasks. As a consequence, training materials should rely upon practical activities with a decentralised focus on IT theoretical framework. At the end of the course trainees should be able to perform everyday operations rapidly and smoothly.

To wrap-up, we can say that the vast majority of users utilise technologies for communicative purposes, entertainment and working operations. Whilst only a little percentage of respondents utilises technologies to perform educational activities or more sophisticated operations such as online banking, booking, making reservations and deal with medical issues.