digit gera

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TRAINING CURRICULUM

DIGIT-GERA: 2021-1-PL01-KA220-ADU-000026148

BUILDING A DIGITAL AGE-FRIENDLY LEARNING COMMUNITY

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1) Introduction and principles of DIGIT-GERA training course

The Digital Education Plan for Europe 2021-2027 highlighted the lack of training programs specifically designed for seniors using geragogy methodology. The DIGIT-GERA project aims to develop a comprehensive methodology for educating seniors in the European framework. It aims to harmonise good practices and enhance the skills of educators/trainers in providing training tailored to seniors, promoting their inclusion in the digital society. The project's goals include: developing a common pedagogical methodology, training educators to build age-friendly digital communities (DAFLC), promoting the European Digital Competence Framework for Teachers (DigCompEdu) to recognize digital skills, and creating a digital learning community for seniors.

DIGIT-GERA e-learning course is an innovative tool designed for trainers and employees of educational organisations, aiming to create a more inclusive and digital society. This course, based on the European Digital Education Action Plan, is a crucial initiative aimed at empowering seniors in the digital age. As society becomes increasingly global, it is essential to equip seniors with the skills and knowledge necessary to navigate the digital world confidently.

The DIGIT-GERA e-learning course consists of 10 comprehensive modules, designed to address the unique challenges and opportunities encountered by seniors in the digital era.

Educational Objectives

The objectives of the DIGIT-GERA course include:

1. **Enhancing the skills of teachers and trainers in using digital technologies to effectively teach seniors**, with a particular focus on areas defined in DigCompEdu, such as teaching, collaborative learning, and accessibility and inclusion.
2. **Developing the personal skills of teachers and trainers**, such as communication, collaboration, and problem-solving, to effectively support seniors in their digital journey.

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3. **Imparting knowledge of geragogy and teaching methods tailored to the needs of seniors**, including the introduction of the DigComp framework and its use in planning and implementing activities for seniors with an emphasis on safety.
4. **Preparing educators and trainers to conduct classes on active digital citizenship**, online safety, stimulating seniors' minds through technology, seniors' mental health, physical fitness, self-awareness, and critical geragogy.
5. **Building a digitally age-friendly learning community (DAFLC)** that will support seniors' learning and share teaching experiences.

Learning Outcomes

Upon completing the course, participants will be able to:

1. Explain the concept of a digitally age-friendly learning community (DAFLC) and its importance for older adults.
2. Identify the needs and preferences of seniors in terms of digital education.
3. Utilise digital technologies to effectively teach seniors.
4. Apply teaching methods tailored to the needs of seniors.
5. Promote active digital citizenship and online safety among seniors.
6. Build and support digitally age-friendly educational communities.

The course was prepared by an international team of specialists from Poland, France, Portugal, Spain, and Italy, ensuring a diversity of tools, methods, and perspectives, contributing to a deeper understanding of the topic by participants.

The DIGIT-GERA training course is developed in English, Polish, French, Spanish, Portuguese and Italian.

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2) DIGIT-GERA Training Program – Objectives and Summary table

Module	Duration (hours)	Units	Learning objectives	Learning outcomes
M1 - Introduction	1		Enhancing educators' digital skills for teaching seniors, focusing on: teaching, collaborative learning, accessibility, and inclusion, but also communication and problem-solving, as well as teaching geragogy and methods tailored to seniors. Preparing educators to teach digital citizenship, online safety, seniors' health, and creating a Digital Age-Friendly Learning Community (DAFLC).	Upon completing the course, participants will understand and implement a DAFLC for seniors, addressing their digital education needs, designing engaging activities, fostering community, promoting digital citizenship, and enhancing autonomy and health through digital tools.
M2 - Improving digital skills for senior learners	7	Unit 1. Digital Literacy for Senior Citizens Unit 2. What is collaborative learning? Unit 3.	Improving the ability of putting into place effective teamwork and communication (including interpersonal and cross-cultural awareness) skills. Assimilating multiple views and learning methods to deepen	After completing the module, participants understand the digital society's impact on seniors and can recognize and adapt to their individual needs, propose suitable learning options, review their methods,

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		Informal learning Unit 4. Teaching Aids & Pertinence Unit 5. Lesson Design	knowledge and promote critical thinking among seniors. Allowing seniors to foster individual accountability to the team and their work. Analysis of the needs of seniors and how comfortable they feel regarding their digital competences. Making sure they feel relevant enough in the learning process.	and evaluate and respond to seniors' learning progress.
M3 – Active digital Citizenship - Tools to lead adult learners from reflection and learning to action.	7	Unit 1. What pillars is the DIGITAL CITIZENSHIP concept based on? Unit 2. How to analyse the competencies that a senior should have in order to keep up with the changes in the digitalizing world? Unit 3. How to organise development processes appropriately adapted to the needs of seniors, thanks to which they	Improving the skills of trainers/educators in planning, organising and implementing development processes for seniors in the digital society, tailored to their needs. Increasing knowledge about digital society, analysing the necessary digital competences of seniors and presenting methods consistent with geragogy.	After completing the module, participants will understand the digital society concept and can help seniors engage by planning and adapting development processes, choosing suitable methods, and evaluating progress.

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		will actively join the digital society?		
M4 - Online safety - The European Digital Competence Framework for citizens as a tool to foster digital skills for senior citizens	6	Unit 1. How to teach seniors how to navigate safely in the digital environment? Unit 2. Various dimensions of safety	Increasing the skills of trainers in planning and implementing senior safety development processes in the digital world. Increase awareness of DigComp 2.2, focusing on security, device and content protection, data privacy, well-being and environmental impact. Improving the ability to design development processes related to the safety of seniors in the digital society.	After completing the module, participants will understand DigComp 2.2 and be able to plan and implement safety-focused development processes for seniors, ensure device and data protection, and reduce internet-related risks to well-being and the environment.
M5 - Expanding the minds of elderly persons: new horizon	8	Unit 1. Online market stories, silver economy and responsible consumption Unit 2. The 'silver economy' and the application of the 'onlife' concept to discover beauty Unit 3. Immersive technology through exploration of the senses.	Increasing the competences of trainers and educators of older people so that they can show their listeners new possibilities and perspectives in the use of technology. So that seniors can become true and active citizens of the digital world, through key activities such as: making informed market choices, discovering the surrounding beauty and new learning methods, building	At the end of the module, trainers and educators will be able to help seniors recognize technology's potential for supporting social causes, participate in community actions, become active local members, develop new skills, find new life goals, and promote mental and physical health using technology.

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			communities, supporting mental vitality throughout life.	
M6 - Enhancing seniors' mental health in a post-pandemic environment	6	Unit 1. What is mental health? Unit 2. The five steps to well-beeing	Increasing the skills of trainers in promoting mental health and a positive lifestyle for seniors, demonstrating ways to cope with the effects of Covid-19, reducing isolation and improving overall wellbeing through key wellbeing practices.	After completing this module, the trainer will be able to help seniors reconnect and maintain a healthy lifestyle, with an emphasis on holistic well-being and social engagement.
M7 – Enhancing seniors' physical conditions	6	Unit 1. FITNESS Unit 2. MEDITATION Unit 3. HEALTH Unit 4. NUTRITION	The goal is to equip educators with knowledge and resources that will help them teach seniors to lead a healthy and active lifestyle through physical activity, mindfulness practices and conscious dietary choices. Increasing the ability to use digital resources and applications supporting a healthy lifestyle.	After completing the module, the learner will know how to use the digital world's resources regarding fitness, meditation, nutrition and health to support the physical well-being of seniors.
M8 - Self-Awareness: raising older learners' conscientiousness of their role in society	6	Unit 1. How seniors see themselves and how they are seen by society. Unit 2. New paths for seniors' role in society.	The aim is to improve the skills of trainers that will enable them to support seniors to actively participate in society by increasing awareness of aging, promoting healthy aging and increasing digital skills and social inclusion.	After completing this module, trainers will be able to encourage seniors to reflect on their strengths and weaknesses, support their self-awareness and emphasise the importance of

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				developing the ability to actively participate in society.
M9 - Critical Geragogy: transforming the conditions that promote the disempowerment of older people	6	Unit 1. Critical Geragogy Unit 2. Positive digital engagement Unit 3. Reactive digital engagement	Learning the meaning of critical geragogy and their practical applications in the digital world.	After completing this module, participants will be able to: Define critical geragogy and its basic principles (empowerment, critical reflection, collaboration). Explain the benefits that critical geragogy can bring to the education of seniors (fighting marginalisation, lifelong learning, community building). Recognize the potential of digital technologies to empower and participate in society and develop seniors' self-efficacy in navigating the digital world.
M10 - Digital age-friendly learning community (DAFLC) - a practical space for learning and developing digital competences	7	Unit 1. How do we understand DAFLC? How do organisations create an Age-Friendly Digital Learning Community (DAFLC)? Unit 2. How can a trainer/educator create a DAFLC?	Increased understanding of the Digital age-friendly learning community (DAFLC) concept as a practical space for learning and developing digital competences of seniors.	After completing the module, the participant will know the forms of teaching work in senior-friendly digital educational communities, know the features of platforms used to build DAFLC and know how educators can use DFLC.

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		DigCompEdu as an indicator for the development of digital competences of trainers.		They will learn what the DigCompEdu matrix is for and how to use it.

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3) DIGIT-GERA Training Content

In this document, project partners developed a total of 10 modules dedicated to different topics dedicated to seniors' trainers and organisations working with seniors, useful for the implementation of a geragogical approach among this target group.

1. Introduction of DIGIT-GERA

This module refers to the presentation of the DIGIT-GERA project, objectives and outcomes of the course to be reached by the trainers, as well as short descriptions of the different chapters created by the consortium.

2. Digital Literacy – Improving digital skills for senior learners

In this module, trainers will understand how to approach and help seniors in acquiring and developing their digital skills. This chapter presents the methods proposed and analysed for supporting trainers during their courses and training with seniors as well as the best approaches to adopt on trainers' side: collaborative learning, informal learning, teaching aids and lesson design.

3. Active Digital Citizenship – Tools to lead adult learners from reflection and learning to actions

This module provides tools and advice to adult learners regarding digital citizenship, in order to reinforce their proactive and responsible participation in the digital world and to be an active citizen comfortable with new technologies.

4. Online safety - The European Digital Competence Framework for citizens as a tool to foster digital skills for senior citizens

This module is addressing cybersecurity within the context of the European Digital Competence Framework that empowers seniors to identify potential threats, safeguard personal information, and proposes how to engage seniors with digital technologies in order to be familiar with basic secure measures that could be beneficial while they're browsing online.

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5. Expanding the minds of elderly persons: new horizon

This module is presenting how to approach seniors to better understand the wide range of opportunities provided by the use of the Internet for developing new life skills, such as social skills, but also regarding topics such as well-being or even happiness.

6. Enhancing seniors' mental health in a post-pandemic environment

This module focuses on how to improve positive mindset among senior learners, showing the importance for trainers to help seniors resume their activities and establishing safe social contacts, thus finding and maintaining a healthy and positive lifestyle.

7. Enhancing seniors' physical condition

This module addresses the importance of maintaining a good physical condition with age and proposes tips and advices dedicated to seniors using digital tools.

8. Self-Awareness: raising older learners' conscientiousness of their role in society

Module 8 is designed to prepare educators to support seniors in understanding their place and importance in the community. The module consists of two units: the first focuses on how seniors see themselves and how they are perceived by society, which is intended to help educators identify and combat negative stereotypes. The second unit focuses on new pathways for the role of seniors in society, to help educators identify and combat negative stereotypes. The second unit focuses on new pathways for the role of seniors in society, with the aim of showing how seniors can participate actively and productively in society.

9. Critical Geragogy: transforming the conditions that promote the disempowerment of older people

This module is focused on how the geragogy as pedagogical approach may relate to seniors' self-fulfilment and reinforcement of a sense of purpose and identity.

10. Digital age-friendly learning community (DAFLC) - a practical space for learning and developing digital competences

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The concept of a Digital Age-Friendly Learning Community (DAFLC) is to create an inclusive, supportive and accessible digital environment for seniors to learn and develop skills.

In this module, participants will learn about various forms of didactic work in senior-friendly digital learning communities. Several examples of digital platforms, and other tools that trainers can use to create DAFLCs and facilitate seniors' understanding and skill development are described here.

The DigCompEdu European Framework as an indicator for the development of trainers' digital competencies was also introduced here.

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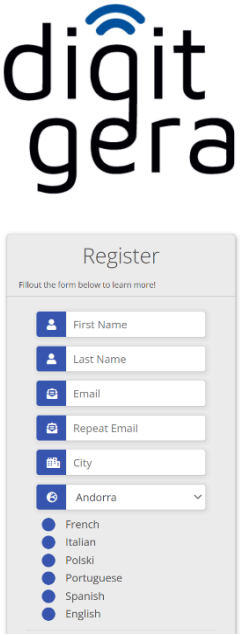
4) DIGIT-GERA Online course

As part of the project result 2, the DIGIT-GERA consortium developed helpful materials available through the DIGIT-GERA platform, an educational online tool dedicated to seniors' trainers and organisations used to deal with senior citizens: in each module, different units are described with pedagogical contents and self-assessment quizzes are accessible to the users.

The materials can be accessed from PCs, laptops, tablets or smartphones using the appropriate URL: https://digitgeracourse.eu/register/
This link is also directly accessible from the project website: https://digitgera.eu/

In each module, there is a description about the duration, the learning outcomes to reach as well as a self-assessment questionnaire to measure the acquired skills. Finally additional references are accessible to the users to improve their skills and learn new competences at their own rhythm.

The first step is the registration part inviting the user to give information about him/her:



Screenshot for the registration phase

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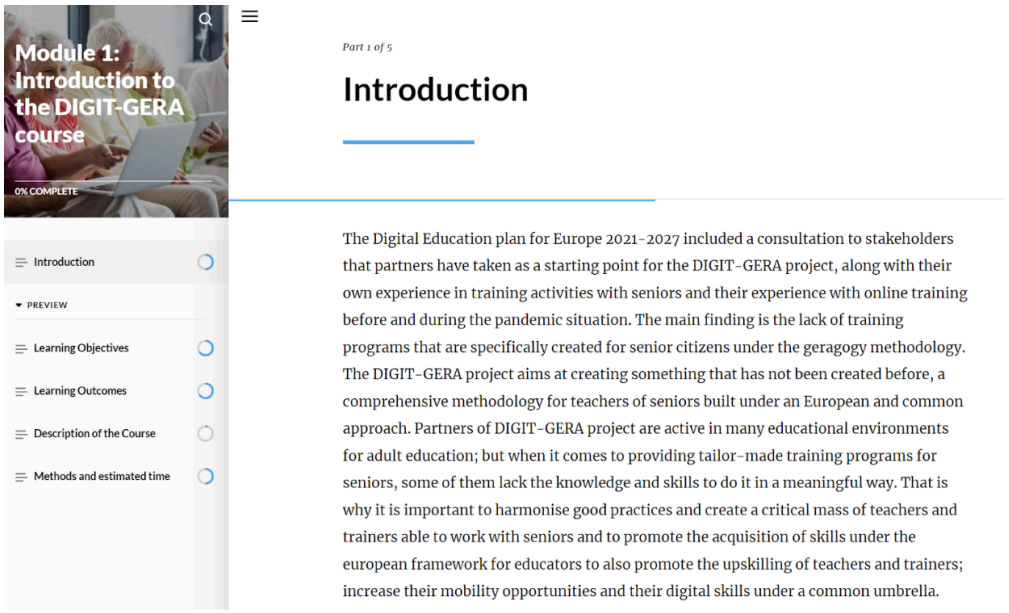
Once a trainer is registered, he or she can enrol in the course and the different modules depending on its needs and interests. In each module, there is an introduction part as well as parts describing the learning objectives and learning outcomes followed by the different units.



Screenshot from module 1

Screenshot from module 2

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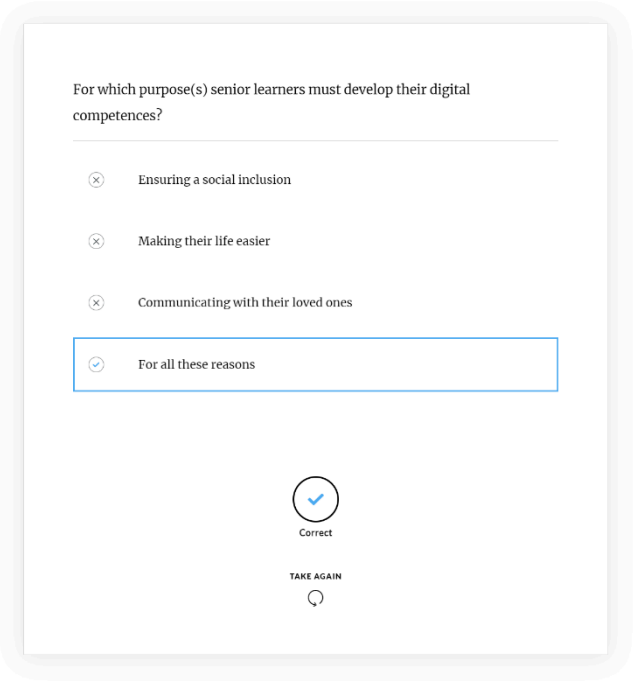
In each unit, a final part named “Check Yourself” allows the users to measure their level of knowledge through a self-assessment quiz directly integrated in the platform. As presented in the example below, the users have access to multiple choice questions in which they can select the right answer(s) by clicking on the bullet point(s).



Screenshot from am multiple choice question

At the end of each unit, a final conclusion is presented with a summary of key points, bibliography and references, as well as a final self-assessment questionnaire containing questions relating to all units. In each module, after passing the final quiz, the participant can generate a certificate.

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Summary of Key Points

Digital Literacy for Senior Citizens:

- Developing digital literacy is crucial for seniors to navigate the digital world and enhance their quality of life.
- Tailor the learning approach to each senior's individual needs, starting with basic training on computer usage and internet navigation.
- Cover essential topics like internet safety, smartphone and tablet usage, social media, apps, online security, and regular practice to reinforce skills.

Collaborative Learning:

- Collaborative learning involves groups working together to solve problems or complete tasks, fostering active engagement.
- Benefits include improved critical thinking, expanded horizons, quick thinking, learning through feedback, and the development of public speaking and listening skills.
- Intergenerational learning is particularly effective for older adults, reducing anxiety about technology and boosting confidence.

Screenshot presenting a summary of key points

Part 20 of 21

Bibliography & References

UNIT 2

Collaborative Activities - The Bell Foundation

What Is Collaborative Learning? Theory, Examples of Activities

Effectiveness of Instructional Strategies Designed for Older Adults in Learning Digital Technologies: A Systematic Literature Review | SpringerLink

UNIT 3

Effectiveness of Instructional Strategies Designed for Older Adults in Learning Digital Technologies: A Systematic Literature Review | SpringerLink

Informal Learning of Older Adults in Using Mobile Devices: A Review of the Literature

8 Benefits of Formal and Informal Learning | World's Largest Train the Trainer Company

What is Informal Learning? - LearnUpon

Screenshot presenting a section about bibliography & references

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