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Programme of Training

Training
Adults
Online

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Training Adults Online

Intellectual Output 1: Programme of Training

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This document is the leading component of Intellectual Output 1 and it constitutes the necessary framework for the use of all the training resources developed in the context of the TAO project. It describes the reasoning behind the different kinds of project outputs: training programme, handbook and TAO app. Its main purpose is to guide training providers and independent learners on their journey to improvement of provision of training to mature adults over the age of 50.

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EUROPEAN CONTEXT OF THE PROJECT

The project idea was born out of a joint need to address the limited range of CPD materials dedicated to professionals involved in teaching senior adult learners. The aim is to contribute to the available training resources for educators, trainers and teachers who may find themselves running a programme for senior learners and searching for guidance and ideas. It was our idea to go beyond mere lists of skills or activities that educators may be aiming for and put them in the broader context of motivation and methodology of teaching this age group. The robustness of the Programme stems from the strength of cooperation among four diverse educational institutions from three different European countries: Poland, Germany and the UK. In this way it brings three cultural/national traditions and views on senior adult education and four different, albeit practical and specific, approaches to the education of adults 50+:



- **English Unlimited, Poland** – a language school offering, since 1990, general English courses for senior citizens with elements of digital training and cooperating with U3A in the area of Gdańsk, Sopot and Gdynia in the north of Poland
- **Wisamar Bildungsgesellschaft gemeinnützige GmbH, Germany** – a non-profit educational institute in Leipzig, active in vocational, cultural and adult education and in contact with a department of Leipzig University devoted to senior learners
- **edEducation, UK** - a consultancy, based in North Yorkshire, with a tradition of cooperating with adult training institutions in the region like Newcastle University, Durham University and A1 Community Works
- **WBS Training, Germany** – one of the most important providers of vocational distance education and training for adults, certified and often commissioned by public national authorities in Germany.

WHO IS IT FOR?

The programme is dedicated to all teachers, trainers and educators who work in/for:

- a. Teacher Training Colleges and Faculties
 - b. Centres of professional teacher development and training
 - c. Formal and non-formal adult educational institutions such as U3A, Centres for Further and Continuing Education
 - d. Vocational Training centres which provide training to adults 50+ seeking employment or re-training
 - e. Language schools
 - f. Staff at Community and Activity Centres which run programmes for adults 50+ and senior learners
 - g. Freelance tutors
 - h. Education policy makers
- Beneficiaries of the project belong to different interrelated groups:
 - **A. Educators** of mature adult learners 50+ who often face challenges related to the following issues:
 - Age diversity in the group 50+ - as it covers those still in employment or trying to find a job (ages 50-65) and those who are already retired and want to keep on learning for personal development (ages 65 +)
 - Scarcity of training resources dealing specifically with these age groups
 - Lack of specialized programmes of training for this age group
 - Varying degrees of cognitive and digital skills in groups
 - Varying degrees of motivation
 - Inadequate range of online tools suitable for this age group as the vast majority of online resources are created for young digital natives



- The difficulty in choosing suitable online tools from the inexhaustible and ever-growing number of new tools
- Sometimes formal requirements of the course (if applicable) e.g a certificate or achievement test
- **B. Adult learners 50 +** who need competent and dedicated teachers, instructors, coaches etc. to rely on when getting general knowledge and / or practical help in using online tools in different contexts, such as:
 - out of personal interest (searching for information on the Internet, managing online shopping, banking, travelling etc., keeping in contact with family and friends)
 - in the learning process - blended or distance learning
- **C. Providers of educational policies and training programmes**
- **D. Providers of vocational training**

CORE CONCEPTS

In this section we are going to look at the suggested framework of training adult learning professionals who want / need to find out more about the nature of teaching adult senior learners. Although the 50+ age group does not often receive much attention in the media when education is on the agenda, it is, in fact, the single age group in Europe which may dominate the curriculum in lifelong learning institutions by 2050 thanks to the increased life expectancy on our continent. In a shorter perspective, by 2030, people over 65 will form almost a quarter of the European population. Senior adult learners are going strong in numbers and they certainly need competent and dedicated professionals to assist them in acquiring new skills and knowledge in the ever-changing environment.

- **Senior learners 50+**

This term is very broad and not always precise as it refers both to people who are still very active in their professional lives or seeking employment as well as those who may be in their late eighties and dependent on others. According to the World Health Organization, one can talk about at least three subgroups there: 45-59, 60-74, 75-89 and the final – longevity group 90+ . Nevertheless, we have decided to keep the term 50+ mainly because, according to our experience of classes with a number of senior adult learners, these groups are always diverse and heterogeneous as far as age is concerned. What may be even more important than one's date of birth, is their attitude to learning and cognitive abilities which are individual features.



- **Educators**

The name covers different roles and occupations and may refer to individual adult learning professionals such as teachers, vocational trainers, employers of adult learning professionals, providers of training for adult learning professionals as well as those in charge of developing educational programmes. Each group can benefit from the TAO Programme of Training in a different way depending on their professional context and needs.

- **A Framework of Training**

The TAO Programme of Training is a collection of resources such as The Guide for Educators and its mobile version – The TAO Application - which reflect the collective professional experience of four educational institutions from Poland, Germany and the United Kingdom set in the context of resources available online. In this way, far from being prescriptive, it presents a wide range of topics related to the main subject of training senior adults 50+ using online tools. The practical competences of educators and the learning process in which adults 50+ are engaged are the main focus of this Programme. Apart from some theoretical units in the Guide, The Programme offers examples of lesson plans (Guide Parts B and C) as well as proposed training scenarios. It also contains ideas about educators' self-assessment and further development and can be used as a reference material, a starting point for a staff training programme or as a self-study resource.

- **Teaching online and online tools**

The term – “online” – used throughout the Programme refers to all forms of ICT tools available on the Internet for educational purposes. Therefore, it has a much wider meaning than online classes being a form of distance learning. The experience of the project partners (which includes vocational distance training as well as teaching distance foreign language classes) seems to suggest that online distance learning attracts fewer senior adult learners than *residential* courses which may still be due to inadequate digital skills of learners or the fact that some online platforms are not yet 50+ friendly. Whatever the reason, we believe that educators need to constantly update their professional skills and be acquainted with many helpful online tools, which are 50+ friendly; in this way, they can include online tasks in the course of training and encourage their adult learners to apply them on the course or outside it. (part D of the Guide).

AIMS AND OBJECTIVES

The main objectives of the TAO Training Programme are to

- provide a flexible framework for training and/or acquiring competences of educators who are going to work with adult senior learners 50+, 60+, 70+ etc, and specifically in the context of online learning
- raise the awareness of all professionals involved in teaching / learning at a later stage in life
- suggest further resources and methods of professional development



- promote a reflective approach in professional development
- provide examples of reflective validation related to different training situations

TAO TRAINING RESOURCES

There are various resources available to educators following the TAO training programme. The main learning resources are the three Intellectual Outputs as defined by the project framework: **Programme of Training, Guide for Educators and TAO App**. A series of additional learning resources are available for use alongside the main resources. These may be appendices to the main learning resources, but also links to external materials, online places, social networks and media resources. Some of them were not developed by this project but are listed as complementary towards the achievement of the learning goals outlined by the project.

The Training resources focus on the following topics:

Part A: Teaching and learning methods of mature learners 50+

Part B: Digital and organizational skills of educators and 50+ participants, using online platforms for teaching different skills and competences

Part C: Adult 50+ language teaching specifics including suitable online tools and lesson plans

Part D: Online tools for teaching mature learners 50+

The core part of the training resources is the Guide, available as an e-PUB in three language versions English, German and Polish:

- Link to [Guide in DE](#)
- Link to [Guide in PL](#)
- Link to [Guide in EN](#)

The Guide is also available in the mobile form as TAO Application, which allows for fast instant online / offline access and updates.

- Link to [App for download](#) (Android)
- Link to [App for download](#) (PC)



The additional training resources are outlined in the following table and presented either as publications or links in the table. They include manuals, publications, websites, media articles, blogs and other sources currently available on the Internet (March 2019). We are aware of the fact that the list could be more extensive, especially when it comes to technology, and should be updated regularly. Therefore, we would welcome all suggestions of other high-quality resources related to the topic of training senior adults and the suitability of online tools for the education of this age group.

| TRAINING FRAMEWORK – Additional Training Resources | | | |
|---|---|--|---|
| Training Resource | English | German | Polish |
| Part A Teaching and learning methods of mature learners 50+ | <ul style="list-style-type: none"> Difficulties and rewards of teaching seniors Difficulties and rewards of teaching seniors Language learning at a senior age language learning for 50+ Teaching Senior adults Teaching older adults Computer training program for senior learners Computer course curriculum for senior learners Tasks for teacher education A Reflective Approach Mature Project | <ul style="list-style-type: none"> digitaleseniorinnen.at: Qualitätskriterien in der SeniorInnenbildung Deutsches Institut für Erwachsenenbildung (DIE): wb-web – Plattform für Lehrende in der Erwachsenen- und Weiterbildung → Artikel zum Thema Geragogik auf der Plattform Webseite mit Artikeln zu den Themen Geragogik und Lebenslanges Lernen Weiterbildender Masterstudiengang Geragogik an der Pädagogischen Hochschule Karlsruhe | <ul style="list-style-type: none"> Poradnik Edukatora (CODN) , 2005 Poradnik Edukatora Poradnik trenera osób starszych , Wrocław 2013 Poradnik trenera Siver team Łukasz Tomczyk, Edukacja osób starszych. Seniorzy w przestrzeni nowych mediów, Difin, Warszawa 2015 Link Niezbędnik latarnika 50+ , 2012 Niezbędnik Latarnika 50 + Edukacja osób starszych, Warszawa 2013, STOP Link |
| Part B Digital and organizational skills of educators and 50+ participants , using online platforms | <ul style="list-style-type: none"> Dynarski, Susan: Online Courses Are Harming the Students Who Need the Most Help. The New York Times, January 19, 2018 Freeman, Jessica: The benefits of e-learning in a new technological era. Totalalms.com, December 1, 2016 Muilenburg, Lin Y.; Berge, Zane L.: Student Barriers to Online Learning: A factor analytic study. | <ul style="list-style-type: none"> Materialien rund um Internet und neue Medien für in der Seniorenarbeit aktive TrainerInnen im Digital-Kompass Die Bundesarbeitsgemeinschaft der Senioren-Organisationen (BAGSO): Wegweiser durch die digitale Welt – für ältere Bürgerinnen und Bürger (Download) | <ul style="list-style-type: none"> szkolenia MATURE F2F szkolenia MATURE praca własna E-mentor ; dwumiesięcznik www.e-mentor.edu.pl |



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| <p>for teaching different skills and competences</p> | <p>Distance Education, Vol. 26, No. 1, May 2005, pp. 29-48</p> <ul style="list-style-type: none"> • Lebenslanges Lernen online von Senioren für Senioren: Senioren-Lernen-Online • Senioren ins Netz: Train the Trainer Handbuch „Lebensweltorientierte Bildungsarbeit in Internetkursen und -projekten für Seniorinnen und Senioren“ • www.computerhilfen.de • www.easy4me.info • www.computerkurs.com • www.navigatorseite.de • www.grundlagen-computer.de • www.der-pc-anwender.de • www.senior-surfer.com |
| <p>Part C Teaching languages online Use of various online tools for language teaching</p> | <ul style="list-style-type: none"> • Specific aspects of teaching foreign languages to seniors/participants of the University of the Third Age, Mgr. Iva Koutská, Ph.D., Charles University, Prague, 2016 • Benefits of Learning a Second Language as a Senior, Our Parents staff, ourparents.com, 2016 • Technology Fear Stops Older Adults From Logging On, Michael Haederle, AARP Bulletin, 2011 • ICT Learning by Older Adults and Their Attitudes toward Computer Use, Antonio González, María Paz Ramírez, and Vicente Viadel, Hindawi, 2015 • Older Adults Perceptions of Technology and Barriers to <p>German as language of instruction:</p> <ul style="list-style-type: none"> • www.deutsch-lernen.com • de.islcollective.com • www.duolingo.com • www.klett-sprachen.de <p>German as target language:</p> <ul style="list-style-type: none"> • www.deutsch.info • www.deutschakademie.de (English) • de.islcollective.com • student-education.com (English) • www.bbc.co.uk/languages/german (English) • www.schubert-verlag.de <ul style="list-style-type: none"> • https://www.busuu.com/pl • https://www.supermemo.pl/ • https://www.angprofi.pl/ • nauczanie hybrydowe języków (www.jows.pl) • wykorzystanie TIK do nauczania gramatyki (www.jows.pl) • Języki Obce w Szkole (www.jows.pl) • kształcenie językowe osób w wieku późnej dorosłości (www.jows.pl) |



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| | <p><u>Interacting with Tablet Computers: A Focus Group Study</u>, Eleftheria Vaportzis, Maria Giatsi Clausen, and Alan J. Gow, <i>Frontiers in Psychology</i>, 2017</p> <ul style="list-style-type: none"> • <u>How to Help Seniors with Technology</u>, Melanie Haiken, <i>Caring.com</i>, 2018 • | | <ul style="list-style-type: none"> • <u>edukacja obcojęzyczna polskich seniorów w kontekście UTW</u> (www.jows.pl) |
| <p>Part D Online tools for teaching mature learners 50+</p> | <p>http://practicaledtech.com/</p> <p>http://cyber-kap.blogspot.de/</p> <p>http://www.techsavvyed.net/</p> <p>https://www.edutopia.org/technology-integration</p> <p>https://www.gse.harvard.edu/uk/topic/Technology</p> <p>http://www.gettingsmart.com/</p> <p>Journal of Interactive Online Learning http://www.ncolr.org/</p> <p>Journal of Educators Online https://www.thejeo.com/</p> <p>The E-Learning Guild https://www.elearningguild.com/</p> <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Auswahlkriterien digitale Trainingstools: https://wb-web.de/material/medien/digitale-trainingstools.html • Liste mit digitalen Tools für den Unterricht: https://digitalunterricht.ch/2017/09/25/digitale-tools-die-besten-apps-tools-fuer-den-unterricht/ • Digitaler Werkzeugkasten – Apps und Tools für den Unterricht: https://magazin.sofatutor.com/lehrer/digitaler-werkzeugkasten-apps-und-tools-fuer-den-unterricht/ • Webtools für LehrerInnen: https://www.flipclass.eu/webtools/ | <ul style="list-style-type: none"> • Ciekawe narzędzia (nie tylko) online dla każdego nauczyciela http://nowoczesnenauczanie.edu.pl/ciekawe-narzedzia-nie-tylko-online-dla-kazdego-nauczyciela/ • <u>Wykorzystanie Padletu na lekcjach języka obcego</u> (www.jows.pl) • <u>ujarzyć technologię</u> (www.jows.pl) |



TEACHING AND LEARNING PATHWAYS

This project foresees several ways that the training resources can be used in separate teaching and learning contexts. In the following tables several pathways illustrate how the resources can be combined to make the best use of them. These scenarios are based on the testing and trialling activities which took place during the implementation of the project and while trying to be helpful, they cannot be considered as a prescription, but more as an inspiration for a personal approach to suit the teaching and learning needs.

There are other Guides related to the topic of teaching learners 50+ with, and about, online tools, and they have been included in the Resources, but such online publications are still few and far between. Therefore, The Training Programme focuses on the TAO Guide as it deals with all the main topics of training senior learners online, both in theory and practice. Given the variety of unique professional contexts in which adult educators may be working in, the TAO Guide and the present Programme of Training address this issue in a structured and universal way – by looking at three types of training and learning pathways.

1. TRAINING AND LEARNING PATHWAYS – SELF-LEARNING



The first pathway promoting professional training and development is dedicated to educators who may choose - self-learning – as the most convenient form of extending their professional interests. If they need to find out more information about training senior adults, especially in the context of training digital skills, they may follow these steps:

Step 1. After reading this Programme of Training, go to the website of the project (www.tao.eu.com.pl) and download the Guide for educators in the language version you require – English, German or Polish.

Step 2. Study the list of contents of the Guide:

- Part A gives the psychological background to the topic and focuses on the way senior adults learn best; it also touches on the skills of educators of senior learners
- Parts B and C combine presentation with practice in the context of online learning and provide examples of lesson plans
- Part D offers a comprehensive trip through state-of-the-art free online resources available to educators which are suitable for learners 50+

Step 3. Choose the order in which you want to work with the information from the Guide.

You may go directly to the Part of your immediate interest and read the rest later on or follow the order of the Guide structure. It has been designed with a view to move from general to specific and the reader may benefit the most by going through all the parts.

Step 4. In each part, try to find from 5 to 9 statements or ideas which you'd like to put to test in your teaching.

Step 5. Follow the links in each part and note down additional ideas.

Step 6. Create your own mind-map of the topic you have been reading about and circle the key words or phrases.

Step 7. Go through the reflective tasks for each part of the Guide and try to complete them.

Step 8. Download the TAO Application from the website and go to the flashcards for each Part.

Step 9. Try to use the flashcards to review the information.

Step 10. Consult the Guide, and the App, whenever you need to and follow up the links and resources to extend your theoretical and practical professional knowledge. Share your ideas with colleagues!!!



2. TEACHING AND LEARNING PATHWAYS – FACE TO FACE TRAINING PROVIDER

The second pathway can be applied to a situation when someone, who wants to gain experience in coaching groups of senior learners or bring elements of online training to their class, is training with a mentor. The mentoring programme will be personalised, and training resources would then provide a flexible matrix to be adjusted to the needs of an institution. Let us look at possible steps in this mentoring process:

Step 1. The trainee and mentor meet to discuss the areas where the trainee may need most input or practice. The following topics could be discussed then:

- How much experience does the trainee have in teaching senior learners? Is the experience positive or negative and why?
- What are the areas of difficulty or where more expertise is needed?
- How would the trainee rate her/his own online skills? What resources do they use?
- The website www.tao.eu.com.pl
- The content of the Guide
- Expected outputs

The outcome of the meeting will be an individual mentoring programme which would involve parts of the Guide and other reference materials as well as some reflective tasks, possibly peer-observation or microteaching.

Step 2. Both sides agree on the content, structure and timeframe of the programme. They also discuss which parts of the Guide are most relevant to the needs of the trainee and how she/he will work with it.

Step 3. The trainee uses the Guide and resources compiled in the present Programme of Training and prepares for tutorials with the mentor. A possible way of going through the Guide material and Resources has been described in the pathway of **Self-learning Steps 2-8**. As an alternative, the trainee and mentor meet a number of times to discuss the areas of new knowledge or gaining new skills.

Step 4. The trainee does some peer-observation tasks and delivers feedback, or both the trainee and the mentor are involved in microteaching and discuss mutual feedback.

Step 5. The mentor and the trainee select the topic of an essay which combines the outputs of the mentoring programme or discuss an alternative form (podcast, YouTube recording, video tutorial etc.) which would present trainee's reflection and provide a new step in her/his professional development.

Step 6. The trainee completes the assignment.

Step 7. Both the trainee and the mentor exchange feedback on the programme of mentoring.



3. TEACHING AND LEARNING PATHWAYS – BLENDED TRAINING

The third context in which the outputs of TAO can be used for professional training or development can be a structured course taking place over a term in institutions like colleges of further education, universities or postgraduate studies. We assume that such courses would have several trainees in a group as well as tutors, and that both groups could do the course either in an offline setting (meetings, lectures, tutorials) or online. The logistical and organisational parameters of such courses could vary from one institution to another; the concept of training educators of senior learners to use online tools can be a part of an extensive course curriculum focused on andragogy and geragogy, or it could be a one-day introductory training event before teaching starts. In either case, TAO outputs can be of immediate help.

If the training context is taking place offline, then the process could include the following steps:

Step 1. Familiarisation with the topic of training senior learners using online tools (interactive tutorial, lecture, open discussion)

- Presentation of key concepts
- Gathering information about trainees' knowledge about and experience with the topic
- Presentation of the Guide, App, and other resources

Step 2. Selection of tasks and resources (tutorials, discussion, brainstorming)

- Reading assignments (the Guide and Resources)
- Follow-up discussion and defining areas of competences and abilities that need to be developed
- Selecting effective forms of training

Step 3. Putting new knowledge into practice (microteaching, tutorials, workshops)

- Practical assignments (lesson plans, microteaching, peer-observation etc.)
- Receiving feedback
- Applying feedback to improve performance (second round of assignments)

Step 4. Validation through reflection (essay writing, video blog, poster presentation, etc.)

- selection of reflective tasks
- presentation of learning outputs

If the course or training is delivered and attended online, then the same steps may apply; the difference, then would be in the form and means of communication and partly the content with more focus on online tools presented in part D of the Guide and types of assignments.



VALIDATION THROUGH REFLECTION

Validation and assessment are an important part of professional development and they need to be acknowledged in the process of training, be it self-learning, face to face or through different forms of structured or blended learning. While questionnaires may be useful as a means of getting immediate, measurable feedback, they often fail to touch the nerve of the process of learning or reveal how educators and learners are practically benefitting from it. In Continuous Professional Development, learning outcomes are perceptible through reflection, often in the form of peer discussion, journal entry, essay writing, action research, self-observation and other ways helping us to understand concepts and their practical applications.

We believe that reflection is the best form of evaluation and validation of the training process in a flexible framework of training, such as offered in TAO. Both the Guide and the Application can be used on any learning path by individual trainers or on structured courses, and assessment tools need to respond to such needs. For instance, those using The Guide and suggested resources for self-learning could also continue the reflective approach by regular self-observation followed by short journal entries as a way of recording one's experiences. Those, who are tutored on one-to-one basis can also respond to the reading material through journal writing and thus focus on the process of continuous development, while members of structured or blended courses can also discuss case-studies, set up microteaching and discussions. Teacher reflection can take a variety of forms and all of them can lead to the evaluation of training.

In the Guide, we have included sets of questions at the end of each part – A, B, C, and D, which can serve as triggers for self-reflection, essay writing or discussion. The tasks may vary in their nature and are mere suggestions of other forms of professional reflection.

REFLECTING TASKS

Part A Teaching and learning methods of mature learners 50+

If you are involved in running a course for senior learners, think of one of your “typical” or recent classes with them or the course as such. When the memory is clear in your mind, please try to answer the following questions:

1. Did my students have a choice in:
 - a. choosing some aspects of the course / lesson?
 - b. determining how they would achieve the goals?
2. Did the techniques I used encourage learners to discover for themselves certain principles or rules? What rules did they discover?
3. Were the students aware of the purpose of the course / lesson? How do I know this?



| | |
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| | <ol style="list-style-type: none"> 4. Did the course / lesson appeal to the genuine interests of learners? Was it relevant for them? How do I know this? 5. How would I rate my own enthusiasm when presenting that lesson / course? 6. Which of the principles of Geragogy have I put into practice? |
| <p>Part B Digital and organizational skills of educators and 50+ participants, using online platforms for teaching different skills and competences</p> | <p>As a trainer in a course for senior learners who have little or no experience with using new technology in learning you could reflect on the following questions:</p> <ol style="list-style-type: none"> 1. How well was I prepared? Was I able to offer technical help when required? 2. Was I able to allay the participants' fears of using the computer? How did I manage that or what do I have to do to achieve this? 3. In what way did the participants get the opportunity to relate to their know-how or to overcome negative experiences from the past? 4. How were the goals for the lesson set? Were all participants able to reach their set goal and were to goals realistic and relevant to the needs of the participants? 5. Was I patient, encouraging and enthusiastic enough to spawn enthusiasm for the topic and hunger for more in the participants? How do I know that? |
| <p>Part C Online tools for teaching mature learners 50+</p> | <p>Teaching a foreign language is not just about grammar and vocabulary, it's about sharing your love of a foreign language and the culture that it represents. With mature adult learners it's even more true. We would like to suggest a few questions for self-reflection, exploring your personal take on what you have just learnt:</p> <ol style="list-style-type: none"> 1. Have I discussed with my senior learners the benefits of learning a foreign language? Have I taken into account their own motivation, goals and learning needs? 2. Have I addressed my learners' fears of being unable to cope and have I reassured them with practical strategies? Are they onboard? Most importantly, are they enjoying the learning process? 3. Are my teaching methods adapted to senior learners? Have I really considered all the aspects that might limit their learning and devised a strategy to compensate for the limits? 4. Have I selected the suitable online tool for the appropriate learning task? 5. Have I spent enough time exploring the online tool before I integrate it in my language lesson? Do I know the answers to possible technical questions from my learners? |
| <p>Part D Adult 50+ language teaching specifics including suitable online tools and</p> | <p>Before you start using online tools with your learners 50+, ask yourself the following questions:</p> <ol style="list-style-type: none"> 1. What is my own level of digital literacy? |



lesson plans

2. What is the level of digital literacy of my learners?
3. What is the purpose of using online tools with learners 50+ in my lessons? Do I want to use online tools because I like to work with them personally or because I see a benefit in using them for my learners (e.g. an alternative way to familiarize themselves with technology)?
4. Is the tool I would like to use with my senior learners adequate for the level of digital literacy of my learners?
5. Can I use the online tool destined for my learners easily myself? Did I check all the functions of the tool in order to be able to answer any questions of the learners?