

MELISE

MEdia Literacy for
SEnior European
citizens



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1. Digital Landscapes and Media Literacy Challenges for Seniors

UNIT 2 Digital and Media Literacy and Motivation

by IDYL Lernen

L1 - UNIT 2

The Unit on brief:

1. Introduction
 2. Understanding the specific needs of the target audience
 3. Ensuring the right to communication and information
 4. Support and motivation
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1. Introduction

- **Digital and media literacy for senior citizens**
- **Ensure their active participation** in a digital society
- **Bridge the digital divide**



Well-designed programmes

Knowledge and Tools

Motivational and emotional support

Promote their neuroplasticity

Facilitate the digital inclusion



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2. Understanding the specific needs of the target audience

- Learn about communication in order
- Communicate with their loved ones.
- Access to online services
- Entertainment and information



Barriers to accessing digital and media literacy:

- Lack of familiarity with technology
- Technophobia: fear of using digital devices
- Feelings of frustration or exclusion
- Physical problems
- Cognitive and memory problems



Programmes should take into account:

- The **conditions** of the participating older adults
- Encourage their **neuroplasticity**
- Facilitate the **understanding of technology**
- Promote the development of **digital skills**
- Provide **support and motivation**
- Fostering **skills to access** information
- Adopting a **critical attitude** towards information.



3. Ensuring the right to communication and information

- Provide the necessary knowledge to generate a critical and differentiated attitude towards information.
- Risk of exposure to misinformation.





- Communicate with family and friends
- Intergenerationally communication
- Reduce social isolation and loneliness
- Make informed decisions
- Mental and physical health

4. Support and motivation

The ability to:

- **access**
- **analyse**
- **evaluate**
- **create content**

With an appropriate, effective and motivating support



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4.a. Didactics and supporting tools for digital and media literacy

Integrate processes of the internal and emotional state of the participants:

- **who learns and accesses** new content
- **who transmits** the contents and **accompanies** the learning process.



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The General Guide

- Deactivating competence
- Allowing mistake
- Collaboration
- Deactivating fears
- Playful atmosphere
- Clear language
- Patience
- Offer alternatives
- Accompanying and guiding.
- Interaction
- Including knowledge and experience

4.b. Motivational methods

- Detecting interests and needs

At the beginning and during the course of the workshop

Facilitated by a **PRESENTATION**



- Express interests
- Take notes
- Focused during the meeting



- Check-in and check-out:

- **Check-in** at the **beginning**
- **Check-out** at the **end**
- 1 - 3 clear questions
- Speak for a few minutes without interruption
- Dialogues and comments are not allowed
- Environment for neurocognitive connections

– Repetition

A fundamental didactic tool to access a new topic.

Repeating at least 3 times allows the integration of knowledge.

In this way a new neural synapse is generated.



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4.c. Inclusive and participatory methods

PBL Project-based learning

The following stages:

1. Research and analysis
2. Practical development
3. Presentation
4. Joint evaluation.



Types of PBL projects:

- Internal
- Intergenerational
- Social



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5. Digital literacy: Manual of basic tools for the use of digital devices adapted to senior citizens.

The practical use of the tools is the first step.

Asking questions and providing support for difficulties.

Digital literacy manuals in every language.

links:

<https://www.digitaleseniorinnen.at/fileadmin/redakteure/Downloads/mobiseniora-teil-3-methoden-und-glossar.pdf>

<https://drive.google.com/file/d/1EfrfC-9XmdnXFL35KrP0uRbR36pr8kM/view>



THANK YOU
VERY MUCH

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