

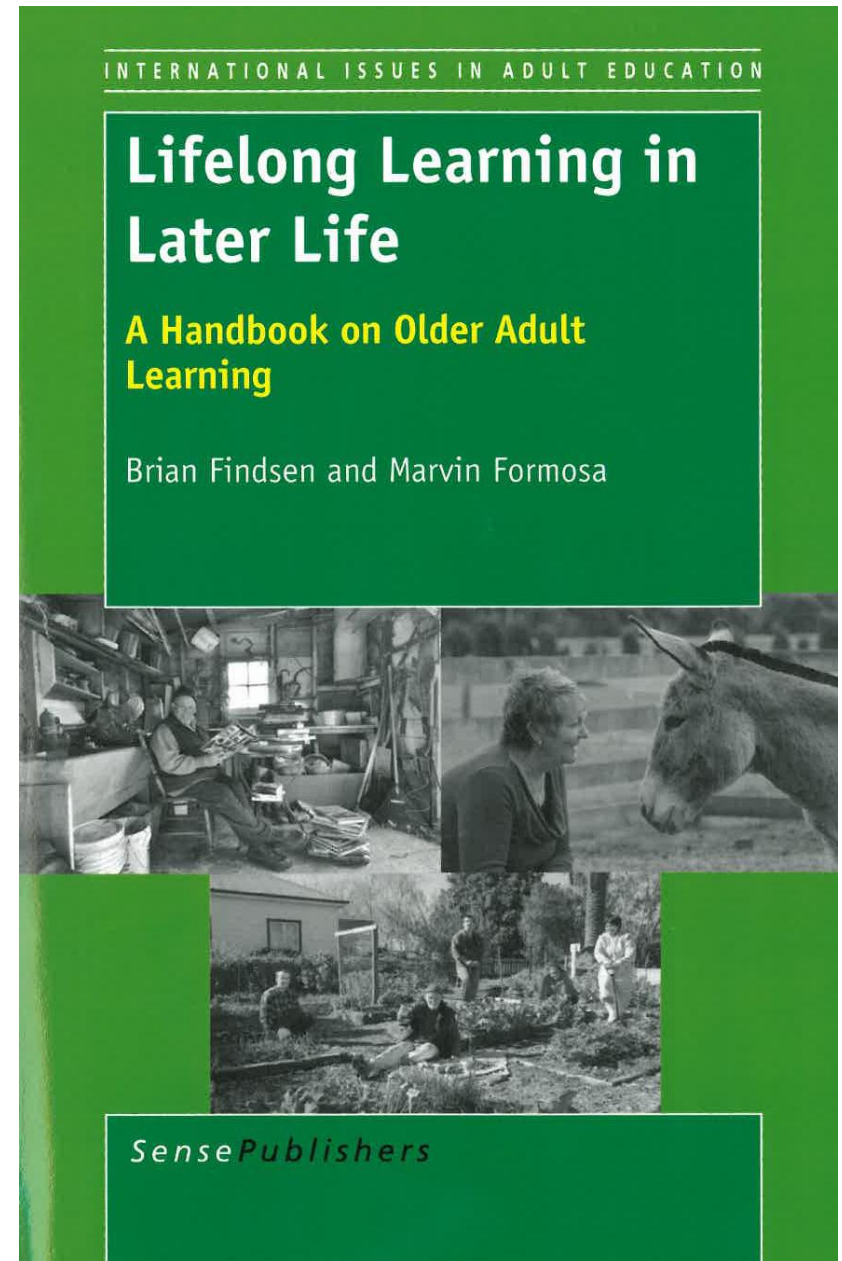
# **MASTERING ICT IN THE THIRD AGE**

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University of Malta**



# OVERVIEW

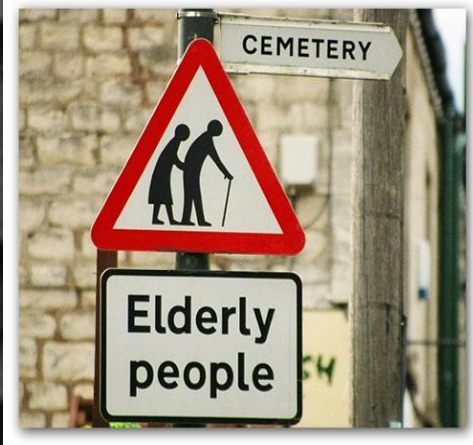
- **THE END OF RETIREMENT AS WE KNOW IT!**
- **LEARNING MYTHS**
- **LEARNING BARRIERS**
- **FACILITATION LEARNING**
  - **PRESENTATION SKILLS**
  - **PITCH**
  - **VISUAL AIDS**



**WORK EXIT**

**PASSIVE**

**FRAIL**





**ACTIVE  
AGEING**



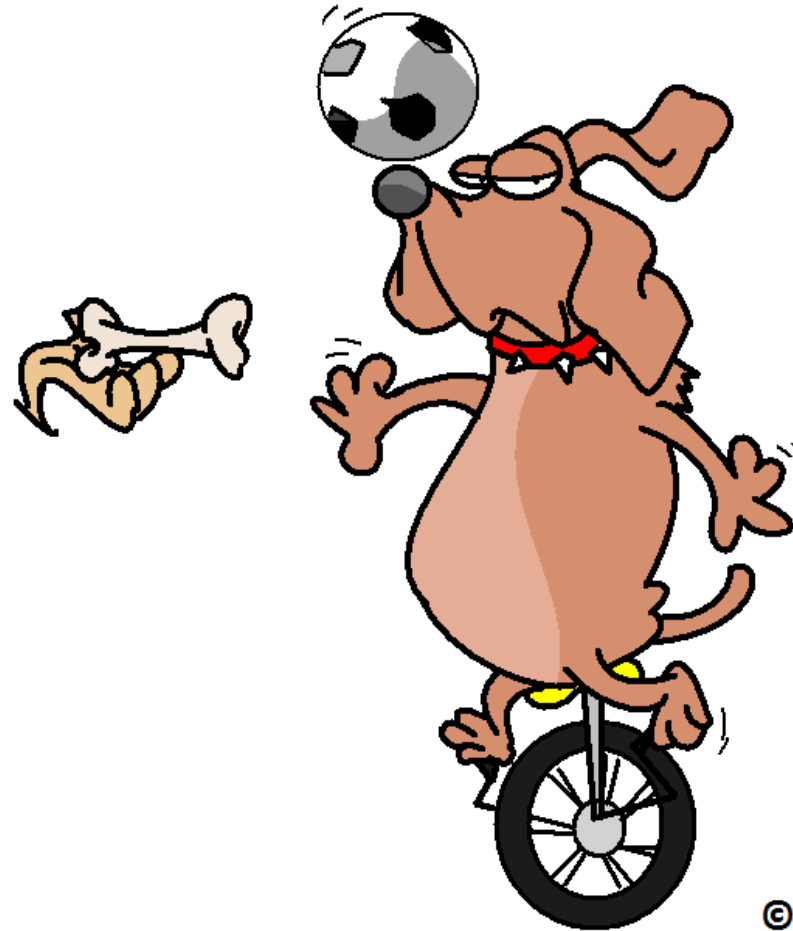
**PRODUCTIVE  
AGEING**

**SUCCESSFUL  
AGEING**

# OLDER PERSONS ARE NOT INTERESTED IN LEARNING



# OLDER LEARNERS ARE NOT INTERESTED IN LEARNING ANYTHING NEW



# OLDER LEARNERS ARE NOT INTERESTED IN ICT

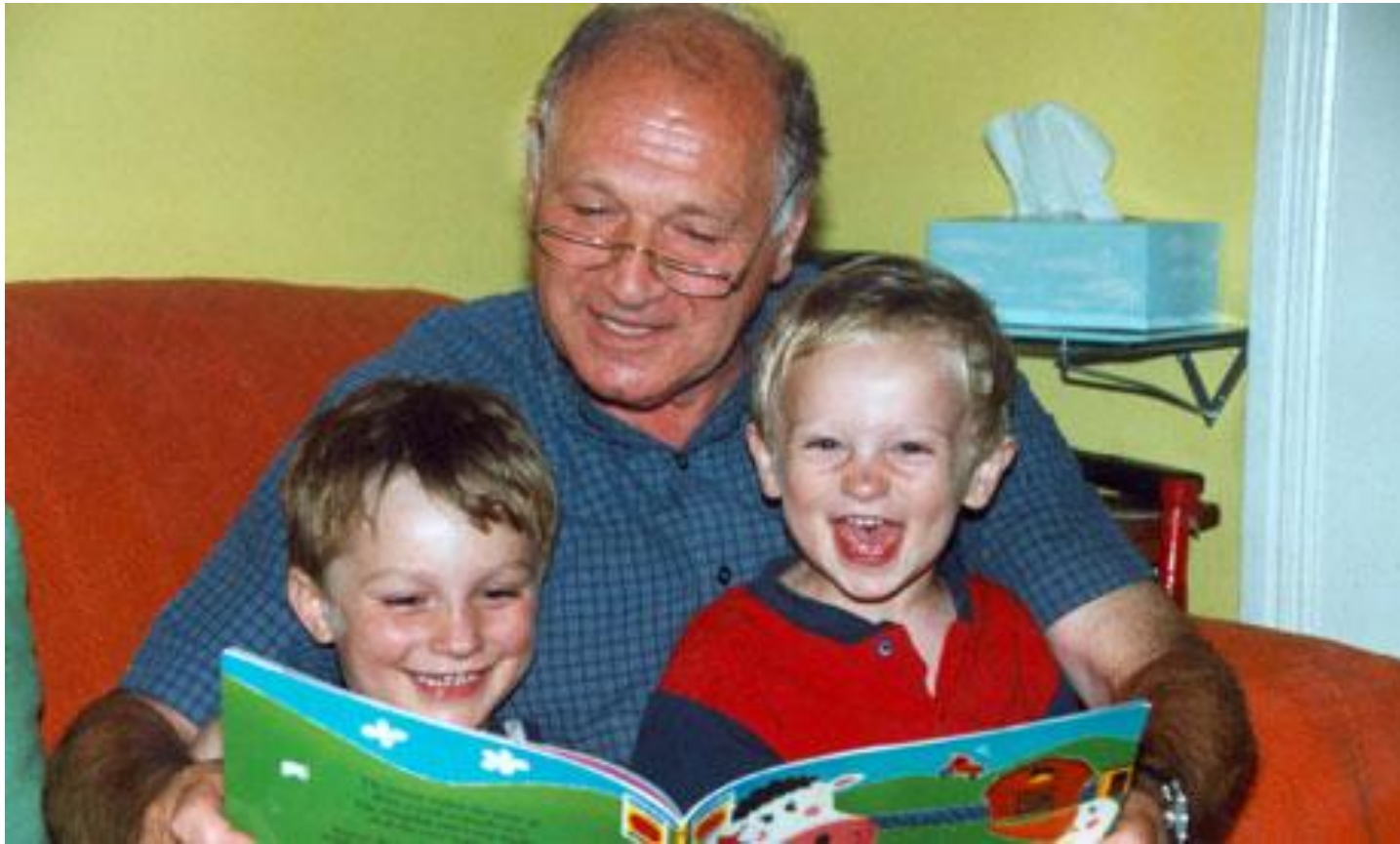


# PERSONAL EXPERIENCES





# PERSONAL CIRCUMSTANCES



# ORGANISATIONAL ISSUES

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# LEARNING PREFERENCES IN THE THIRD AGE

- **Third agers prefer learning in an informal learning environment, in small classes or groups**
- **Third agers need slower paced, low intensity training and often prefer self-paced learning**
- **Third agers are often independent learners - self-directed and with a clear idea of their goals.**
- **Third agers want clear and explicit instructions, with clear print and web-based resources.**

# FACILITATING ICT LEARNING IN THE 3<sup>RD</sup> AGE

- Specific supports for mature and older learners in the **early stage** of computer courses are important. Otherwise, the dropping rate is high.
- **Older learners-only classes** and **peer teaching** tend to be most beneficial.
- **Providing writing materials for taking notes** and **laminated index cards** containing basic computer skills are excellent ideas.
- Older adults require **more time or self-paced practice** to master content.

# PRESENTATION SKILLS

- **Take time upfront to establish audience rapport.**
- **Always speak to the audience and identify yourself when entering the room.**
- **Position yourself close to your audience during interactions.**
- **Expect to take more time in teaching older adults, so you will not be frustrated if the pace is slower.**

# PITCH

- **Have light on your face and stay out of the shadows.**
- **Ask periodically if your audience can hear you. *A word of caution: Remember that older learners may be embarrassed to admit their difficulty in hearing and feel less confident.***
- **Speak slowly and distinctly. Use clear tones in a low-frequency range, that is speak deeper, not louder.**
- **KISS (Keep it Simple Speaker). Cover only three major points per session.**
- **Use anecdotes or examples, relevant to learners or use learners' experiences to illustrate your points.**

# VISUAL AIDES

**Since most adults are primarily visual learners, adding visual elements in the classroom like audiovisuals, flip charts, and handouts is key.**

**A visual aid should be easily seen. We've all been in a presentation where the presenter has apologized for poor slides or overheads. If your audience cannot see or read it, why use it?**

**Have a magnifying glass or a small flashlight available for use, if needed.**

**A visual aid helps the learner to “see” the point you are making. Your visual, therefore, should relate to your key points.**

**Overheads and slides can be used in any size room since image size can be adjusted by the placement of equipment and adjusting focus.**