

## IO4: MANUAL FOR TRAINERS

UNITED KINGDOM



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Center for Social  
Innovation

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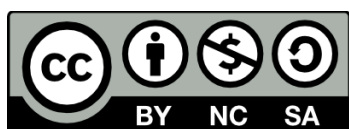
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## I Introduction

An increasing number of European countries are implementing online civic and commercial services to enable easier, cheaper, and faster administrative operations for citizens. The future trend is obvious: the demand of such services will increase significantly and so will the implementation by governments and businesses. However, while e-Government and e-Commerce offer a myriad of benefits, taking advantage of such services requires certain digital skills and know-how, which disadvantaged groups of people often lack.

In the framework of My e-Start, a European project funded by the ERASMUS+ Programme, a comprehensive online training for disadvantaged groups of people was developed, to equip them with the skills necessary for using the most common e-Government and e-Commerce services and to ensure a positive (first) e-experience as well as a sense of digital achievement.

The trainer manual at hand is one of the main products of the My e-Start project. It introduces the training materials and provides guidelines and accompanying materials for trainers.

Our trainer manual is aimed at trainers who work in any way with disadvantaged groups who suffer from the growing digital divide and need help in acquiring the skills required to use e-services. These are in particular older people, disadvantaged people with low levels of education and training, and people with a migration background.

The My e-Start Trainer Manual summarises the project experiences and recommended methodology in the practical implementation of the My e-Start project. In this way we aim for a strategic transfer of our approach into other European regions. This document highlights the key results achieved during the implementation of the My e-Start approach in the European partnering countries Austria, Bulgaria, Germany, Cyprus, and the United Kingdom. The Trainer Manual contains lessons learnt and recommendations which are of interest for potential future users and relevant stakeholders, to build upon the training and learning experiences and the feedback received during the piloting phase.

### Purpose of this manual

Motivating and enhancing the digital competence of adults with significant barriers to the use of electronic services is a challenging task - even more so when it is to be done using online learning itself. The wide experience of the project partnership with disadvantaged and low-educated target groups has underlined the added value, as well as the increased sustainability potential of the online course, when it is accompanied by guidance and additional materials for trainers of the target group.

With the suitable instructions, methodological suggestions and learning materials provided in this Manual for Trainers, the My e-Start online course can be embedded with greater ease into the various types of training programmes and face-to-face interventions that educators will engage with.

To this end, the manual first provides an overview of the most common e-Government and e-Commerce services with reference to the research conducted by our partners. This covers the trends observed in all partner countries (Austria, Bulgaria, Cyprus, Germany, United Kingdom). It informs as to the digital competencies essential to the appropriate use of these services on the grounds of the European Digital Competence Framework (DigiComp). Providing such information is necessary for the trainers to be able to grasp the larger picture in terms of which services the target group is missing out on and which digital skills they are lacking that would be necessary to access those services.



The manual then outlines the rationale and content of the Online Course, as well as its underlying pedagogical concepts (digital competence, easy language etc). With the target groups in mind, learning more about the structure and reasoning of the course material as well as the importance of their accessibility and relevance are at the forefront of a desirable educator approach.

These will be followed by suggestions on how to introduce the Online Course to the target groups and motivate them to participate in it. Furthermore, the manual adds value in guiding the integration of the course in a blended learning scenario, also providing accompanying face-to-face training materials. This is a crucial factor in increasing the transferability and sustainability potential of the project's outputs, as it opens up additional implementation opportunities in the context of face-to-face training programmes.

Finally, a section is devoted to the feedback received and lessons learnt from the piloting phase of the project. This is a report on the valuable observations of the target groups and professionals which helped us to finalise the educational materials.

### About My e-Start

The objective of My e-Start is to equip disadvantaged groups of people with the skills necessary for using the most common e-Government and e-Commerce services in their country and to ensure a positive (first) e-experience as well as a sense of digital achievement. My e-Start has focused on a few groups particularly vulnerable to digital exclusion, namely the elderly, those with low levels of education and training, and those with a migration background. The explicit aim of the project is to contribute to their digital inclusion and address the increasing digital gap by designing, developing, and promoting sustainable and tailored products that are widely applicable and highly impactful.

In order to establish the needs of these groups of people, partners in the project have carried out research for each of their countries while taking into account variations even within the countries themselves. This research aimed to identify what digital services are available in partner countries and how citizens can make use of them. It was carried out with a special focus on the three groups of disadvantaged adults: the elderly, people with a low education level and training, and migrants. In order to achieve the aims of the research partners have carried out three different streams of activities:

- A screening of the most important and common e-Government and e-Commerce services available, resulting in a set of the most common civic and commercial activities that can be done online (eg registering with the police, applying for a passport, submitting tax declarations etc).
- An analysis of these services in order to identify the digital competences required to use them, leading to a competence framework describing the digital competences needed to use e-Government and e-Commerce services. The 6 competences included in the framework are cross-referenced to the DigiComp European framework.
- A research of the “easy language” concepts of the partner languages, like Ogden’s “Basic English” or the German “Einfache Sprache”, resulting in checklists for the involved languages (Bulgarian, German, Greek and English) that will be applied in the following development work.

The findings of the report have served as a basis for the development of content for the training course. Please refer to Part IV of this manual for information regarding the course itself.



## II The most common e-Government and e-Commerce services

As with other aspects of citizens' digital competence, the actual usage of online services varies considerably by country. In addition, few countries collect data of the usage of services by age group, so results for the general population do not necessarily reflect their use by older people. Still, a common pattern in all countries is the increase in the use of all e-services. Some specific services grow faster than others in some partner countries, but the overall trend is clear.

By analysing the use of e-services in the partner countries, several general aspects of their use can be identified. **Entertainment services** seem to be very popular due to a low entry barrier and few digital skills required. **Communication services** are distinctly on the rise, especially in light of the Covid-19 pandemic. For some older citizens, these fulfil an important mental health role, allowing them to stay in touch with their loved ones despite the lack of face-to-face communication. With the decline of traditional media usage, an increasing number of people are relying on **internet news services** to stay in touch with the latest dynamics of the world around them, though this might be less prevalent among the older generation. While in some countries **online purchases/e-Commerce services** have become the norm, in others like Bulgaria the overall prevalence of is low, and not only among the elderly. Even so, numbers of transactions are steadily on the rise. Despite the increase in **making payments and managing personal finance** online, the older generation often has security concerns and is generally among the last to switch to them. The Covid-19 pandemic acted as a booster to the sector of **e-Government**, forcing many administrations to adapt long-postponed measures. This is probably the sector most affected by the recent changes, and the one where users have the greatest need for support because of the comparatively high skill level required to make effective use of these services. **Online education** and online courses appear to be among the least used e-services among the population in general, and certainly among our target group.

### Country specifics

#### Austria

Overall, the use of internet services in Austria is below the EU average. Austria ranks 18th out of 28 Member States. According to the latest data, the most common e-services in Austria are ranked as follows: **entertainment** (80% of users); **banking** (72%); **shopping** (71%); **news** (67%); **social networks** (63%); **video communication** (47%). In contrast, only 9% have attended an **online course**. **Internet banking** is the area where the use of an e-service in Austria goes above the EU average. 79% of the Internet users make use of **e-Government services**, and 53% submit **filled forms**. Interestingly, there is also data available on the percentage of e-shoppers in Austria who buy items in a particular market segment (clothes & sports goods and travel & holiday accommodation in the lead at 66% and 56% respectively), and the country performs very well with **digital public services**, ranking 8<sup>th</sup> in the EU. For more details, please refer to the transnational research report [p25].

#### Bulgaria

According to DESI, Bulgarian Internet users engagement with the following e-services ranks as follows: **video communication** (85% of users); **social networks** (78%); **news** (67%); **entertainment** (64%); **shopping** (31%); **banking** (13%); **selling online** (9%); **video-on-demand** (9%); **doing an online course** (3%). The lack of a unified e-identification is a main hindrance to making use of online e-Government services. As a result, citizens are required to obtain a separate Personal Identification Code (PIC) from, among others, the National Revenue Agency and the National Insurance Institute. Still, **25%** of citizens make use of **e-Government** services. 20% of citizens obtain information from public authorities' websites, 12.5% download forms from them, and 10% submit filled forms. For more details, please refer to the transnational research report [p26].



## Cyprus

The most common e-services in Cyprus include the **JCC** (a platform for **e-payments**; 200,000 registered users-10,000 transactions/day); **Foody/Volt/Wolt (food orders)**: Foody: 400K orders/month); **Taxisnet (tax returns-no data available)**; **e-Banking** (1 in 3). The General Health System (**GHS**) provides citizens with an online platform where they can register to receive universal healthcare. However, since the service does not provide the option to book appointments online and most adults in Cyprus have already made their registrations, it was considered of little value here.

According to Eurostat, the overall **online interaction of civilians with the authorities** stands at 50% as of 2019, increasing from 25% in 2010. Furthermore, 37% said they were able to download forms from government websites, of whom the great majority reported they were able to submit forms online. Cyprus also ranks among the top countries in the EU with regards to **security concerns**. For more details, please refer to the transnational research report [pp26-27].

## Germany

In Germany, studies show the most common e-Commerce sector services are as follows: **searching for content and information** (82%); **online shopping** (71%); **instant messaging** (70%); **ordering and booking** (58%); **online payments** – paypal, bitcoin, etc (55%); **on-demand or streaming services** (44%); **computer games or game apps** (43%); **collaboration with others** via applications such as Google Docs, Microsoft OneDrive (41%); **education** – courses, webinars, etc (36%); **mobile** – smartphone – **payments** (29%).

According to the 'e-Government Monitor 2020', the **use of digital government services continues to rise** – 6% more than last year, and a total of 14 % more than at the beginning of the yearly measurement in 2011. Moreover, at 54%, users outnumber non-users for the first time. Although this increase suggests the Covid-19 pandemic has had a strong influence, several factors speak for a generally positive development, ie a general trend towards digital use, also among the older population. For more details, please refer to the transnational research report [pp27-28].

## United Kingdom

The ONS established the main activities carried out online by adults in 2018: **finding information** about goods/services (77%); **internet banking** (69%); **watching commercially-provided, on-demand videos** (62%); **playing/downloading games** (31%); **selling goods or services** (25%);

Lloyds 2020 looked at internet uses, overall and split by age. The report observed that engagement typically decreases with age. Their analysis shows the following, in descending order, to be the most undertaken e-Government and e-Commerce activities of those included in the survey:

- **buying products/services** 81 % / 69 % for people aged 70-79;
- **streaming/downloading media** 57 % / 31 % for people aged 70-79;
- **accessing local council information** 48 % / 50 % for people aged 70-79 – note that in this case older users are above the average.

Whilst e-Government services did not feature in the earlier ONS analysis, the source asserts that while in the period 2014 – 2017, the use of the internet to interact with public authorities or services was stagnant, in 2018 there was clear rise. For more details, please refer to the transnational research report [p28].

## Common electronic devices

The picture presented by partner research regarding device use appears to be mixed and inconclusive. Smartphones are increasing in use everywhere, but they still have a long way to go



before they become the default option for older users. A factor additionally influencing the available data is many countries only collecting information on the devices used to access the internet outside of home or work – and, predictably, these are primarily mobile devices.

In some of the partner countries, research results have indicated that some users from the older generations still only have a home PC or laptop and no smartphone. Thus, despite the overall prevalence of smartphones, other devices cannot be excluded from the educational approach of the project. Smartphones are a newer technology, and the PC has had time to infiltrate the market and become familiar. It might also be worth noting that a large screen and a keyboard are much easier to use, especially if one is beginning to experience difficulties with their vision.

However, even in the older target group, smartphones are increasingly becoming a gateway to access the internet. Mobile devices are cheaper, multi-purpose, easy to carry around, and the younger generation is often keen to use them more. Therefore, the training in this project should also take into account the fact that some users may *only* have access to mobile devices.

A solution that appears to combine the best of both worlds – the larger size and display of the laptop, and the ease of use and mobility of the smartphone - is the tablet. Data from the UK suggests that these devices are the most popular with older users.

In conclusion, the information collected so far seems to suggest that no prevalence can be given to either PC or mobile devices, and training needs to be adaptable and available on both in order to truly achieve digital inclusion.

### Important services for disadvantaged adults

Based on an analysis of the particular needs of disadvantaged adults, it can be concluded that some e-Government and e-Commerce services have special relevance for them and should be prioritised when considering developing a training offer:

1. **Search engines** – To be able to find e-Government and e-Commerce services on the internet, disadvantaged adults need to be able to use search engines. Research indicates that, aside from UK central government, public websites in particular are often complex and not user friendly.
2. **Public authority sites** – accessing information, downloading, and submitting forms saves time and effort, and is also safer than going to the public administration and performing the services in person when health risks are involved. There are social services especially relevant for disadvantaged adults, such as searching for a job and making use of social services. Online voting is also not to be disregarded.
3. **Online shopping** – gradually gaining significance and popularity due to its practicality, users need to know what a legitimate online shop is and how can it be identified.
4. **E-banking** – although also increasingly becoming the norm, disadvantaged adults have concerns about using online banking because of a lack of trust in its safety and reliability. Addressing fears of data protection flaws will not only reduce the general reluctance to use online services, but save a lot of time and effort.





### III Digital competences required

The partners surveyed 26 popular services in the partner countries – with prevalence given to those considered most relevant to the target group of disadvantaged adults (E-Government services were given a priority over e-Banking and e-Commerce, although representatives of the latter two were included in every country). From this, a number of actions were identified that the users of e-services engage with on a regular basis:

1. Contacting different public sector services (using a gateway);
2. Submitting and receiving financial information related to taxes;
3. Submitting and receiving information on different forms of social insurance: pensions, disability benefits, unemployment benefits, sick and maternity leave;
4. Arranging appointments with different government services;
5. Applying for different certificates and registration regimens;
6. Applying for a job;
7. Finding information on different local services available, such as public transport, a city map, regular news and weather updates;
8. Management of one's personal finances through the use of e-Banking;
9. Making payments for goods and services;
10. Making money transfers;
11. Buying and selling services and goods through the use of an online marketplace;

To this end, the My e-Start project has developed an interactive online platform with the main purpose of facilitating the digital skills required to complete such actions successfully. Rooted in our experience with DigComp (*the global **Digital Competence Framework for Citizens** that provides a common understanding of what digital competence is, as well as a basis for framing digital skills policy*), a list of key competence areas is hereby presented that are reflected in the product developed and which guided the strategy of our output.

*Foundation indicators* are included below. For Foundational competence, a user should be capable of each, at a basic level:

- Foundation Level 1 – with guidance
- Foundation Level 2 – with autonomy and appropriate guidance where necessary

#### Competence area 1: Information and data literacy

##### 1.1. Browsing, searching, filtering data, information and digital content

*To articulate information needs, to search for data, information and content in digital environments, to access and navigate between them. To create and update personal search strategies.*

- **identify** my information needs
- **find** data, information and content through a simple search in digital environments
- **find** how to access these data, information and content and navigate between them
- **identify simple** personal search strategies



## 1.2. Evaluating data, information and digital content

*To analyse, compare and critically evaluate the credibility and reliability of sources of data, information and digital content.*

- **detect** the credibility and reliability of common sources of data, information and their digital content

[Adapted from DigComp; p9]

## Competence area 2: Communication and collaboration

### 2.3. Engaging in citizenship through digital technologies

*To participate in society through the use of public and private digital services. To seek opportunities for self-empowerment and for participatory citizenship through appropriate digital technologies.*

- **identify simple** digital services in order to participate in society
- **recognise simple** appropriate digital technologies to empower myself and to participate in society as a citizen

### 2.6 Managing digital identity

*To create, and manage one or multiple digital identities, to be able to protect one's own reputation, to deal with the data that one produces through several digital tools, environments and services.*

- **identify** a digital identity
- **describe** simple ways to protect my reputation online,
- **recognise simple** data I produce through digital tools, environments or services

[Adapted from DigComp; p15]

## Competence area 4: Safety

### 4.2. Protecting personal data and privacy

*To protect personal data and privacy in digital environments. To understand how to use and share personally identifiable information while being able to protect oneself and others from damages. To understand that digital services use a "Privacy policy" to inform how personal data is used.*

- **select simple** ways to protect my personal data and privacy in digital environments, and
- **identify simple** ways to use and share personally identifiable information while protecting myself and others from damages.
- **identify simple** privacy policy statements of how personal data is used in digital services

[Adapted from DigComp; p37]

## Competence area 5: Problem solving

### 5.2. Identifying needs and technological responses

*To assess needs and to identify, evaluate, select and use digital tools and possible technological responses and to solve them. To adjust and customise digital environments to personal needs (eg accessibility).*

- **identify** needs, and
- **recognise simple** digital tools and possible technological responses to solve those needs
- **choose simple** ways to adjust and customise digital environments to personal needs



[Adapted from DigComp; p43]

Please refer to the transnational research report [pp42-45] for further detail regarding each of the competence areas listed above – specific actions and skills the online platform aims to facilitate that relate to browsing, evaluating, collaborating, ensuring safety and solving problems in a digital environment.



## IV The My e-Start online course

### Rationale

Administrative procedures are increasingly carried out via online services. To use them, digital skills are needed, which disadvantaged groups often lack.

As Eurostat (2019) results show, age and educational level play an important role in the use of public e-services: younger people and those with higher education levels use e-government and interact with public authorities online much more frequently.

The "digital gap" is a phenomenon defined by the OECD (2002) as "the gap between individuals, [...] at different socio-economic levels in terms of their ability to access information and communication technologies and their use of the internet for a variety of activities".

It is therefore crucial to provide targeted support to disadvantaged people and help them acquire the skills needed to use e-services. This is exactly where My e-start comes in: Tailored to the target group that is particularly at risk of digital exclusion, an online course was created that teaches digital skills in easy to understand language.

### Pedagogical concepts

By combining the use of an online platform with a face-to-face training, the **blended learning** approach is being utilised. The content of the learning platform has been written in **easy to understand language** to make it more accessible to disadvantaged groups.

### Content

The My e-Start Online Course comprises 6 modules.

Modules 1-4 cover those skills *Essential* [E] to participation in a digital society, namely:

- Browsing, searching, and finding information
- Safety, security, and digital identity
- Communication and assistance
- Online payments

Modules 5 and 6 are *Applied* [A] modules, covering:

- e-Government
- e-Commerce

#### Module 1: Browsing, searching, and finding information [E]

This module comprises the following four fields of learning. Associated objectives and learning outcomes are included for each.

<i>Finding information</i>	
Introduce use of simple search strategies to find information on the internet	Learners will be able to: <ul style="list-style-type: none"> <li>• <u>Understand</u> the purpose of search engines and <u>give examples</u></li> <li>• <u>Access</u> a search engine</li> <li>• <u>Identify</u> needs and <u>use</u> simple online search strategies to <u>find</u> relevant websites and information</li> <li>• <u>Bookmark</u> pages for future use</li> <li>• Search for information <u>more confidently</u> online</li> </ul>



<i>Moving around online</i>	
Introduction to, and application of, the basic methods of online navigation	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• <u>Recognise</u> different types of hyperlinked page components and <u>determine</u> their destination</li> <li>• Have an <u>awareness</u> of cookies and pop-ups</li> <li>• <u>Use</u> browser window and common in-page components to move around and between pages</li> <li>• <u>Be more inclined</u> to go online for information</li> <li>• <u>Be more confident</u> when encountering pop-up windows and cookie notices</li> </ul>
<i>Understanding and evaluating what you find</i>	
Introduction to, and application of, the basic concepts of thinking critically in an online environment	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• <u>Identify</u> the URL of visited websites</li> <li>• <u>Give examples</u> of basic ways to recognise unsafe/suspicious domains</li> <li>• <u>Understand</u> the need to consider the veracity of online content</li> <li>• <u>Use</u> a variety of on-page control types to select and filter options and results</li> <li>• <u>Be more astute</u> online, including determination of what is useful or credible information</li> <li>• <u>Be more confident</u> in dealing with a variety of on-page controls</li> </ul>
<i>Introducing Apps</i>	
Introduction to the concept, access to and choice of Apps	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• <u>Distinguish between</u> an App, a mobile site and a desktop site</li> <li>• <u>Awareness</u> of the advantages of Apps</li> <li>• <u>Awareness</u> of availability of paid/free Apps</li> <li>• <u>Identify</u> the preferred environment according to personal needs</li> <li>• <u>Recognise</u> apps provided by official bodies</li> <li>• <u>Be more confident</u> using App stores and Apps</li> </ul>

## Module 2: Safety, security, and digital identity [E]

This module comprises the following four submodules. Associated objectives and learning outcomes are included for each.

<i>Accounts and Passwords</i>	
Introduction to the concept of accounts, what they are used for, and the creation of strong passwords	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• <u>Create</u> an account</li> <li>• <u>Understand</u> why different accounts are necessary for most online services</li> <li>• <u>Notice</u> important things to pay attention to during registration processes</li> <li>• <u>Create</u> strong and secure passwords themselves</li> </ul>
<i>Digital Identity</i>	
Introduction to digital identities and how to keep them safe	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• <u>Understand</u> what a digital identity is in general</li> <li>• <u>Differentiate</u> between different types of digital identities</li> <li>• <u>Identify</u> instances of digital identities on the internet</li> <li>• <u>Keep</u> their own digital identities safe</li> </ul>



<i>Online Safety</i>	
Introduction to online security concepts and one's digital footprint	Learners will be able to: <ul style="list-style-type: none"> <li>• <u>Understand</u> how almost everything that is done online can be traced and what that <u>means</u> for users</li> <li>• <u>Check</u> for cookies in their own browsers and know how to <u>delete</u> them</li> <li>• <u>Use and configure</u> pop-up- and ad-blockers</li> <li>• <u>Check</u> their browser's history</li> <li>• <u>Use</u> the 'incognito' setting of a browser</li> </ul>
<i>Fraudulent Frauds</i>	
Introduction to threats and dangers on the internet and ways to recognise them	Learners will be able to <ul style="list-style-type: none"> <li>• <u>Recognise</u> untrustworthy sites</li> <li>• <u>Recognise</u> scam techniques like 'phishing' and 'fake friend requests'</li> <li>• <u>Deal with</u> harmful links sent from fraudulent third parties</li> </ul>

### Module 3: e-Services – communication and assistance [E]

This module comprises the following three submodules. Associated objectives and learning outcomes are included for each.

<i>Identify support options</i>	
Introduction to support options and how to identify them	Learners will be able to: <ul style="list-style-type: none"> <li>• <u>Understand</u> what online support means</li> <li>• <u>Understand</u> what a FAQ section is</li> <li>• <u>Complete</u> online contact forms</li> <li>• <u>Make use</u> of video tutorials</li> <li>• <u>Recognise</u> chatbots, <u>know how</u> to interact with them and <u>know about</u> their limitations</li> <li>• <u>Communicate</u> with human representatives online</li> <li>• <u>Search</u> a website for contact information</li> </ul>
<i>E-mail as a tool to seek assistance</i>	
Introduction on using e-mail to seek assistance	Learners will be able to: <ul style="list-style-type: none"> <li>• <u>Understand</u> what an e-mail is and what its components are</li> <li>• <u>Know</u> the threats of using e-mail</li> <li>• <u>Protect</u> themselves from threats such as 'phishing'</li> </ul>
<i>Netiquette in online communications</i>	
Introduction to the concept of 'netiquette' in online communication	Learners will be able to: <ul style="list-style-type: none"> <li>• <u>Understand</u> the basic ruleset of 'netiquette'</li> <li>• <u>Apply</u> the rules of netiquette</li> <li>• <u>Behave</u> as a responsible 'netizen' on the internet</li> <li>• <u>Spot</u> online behaviour that is considered rude, according to netiquette</li> </ul>



#### Module 4: Online payments [E]

This module comprises the following four submodules. Associated objectives and learning outcomes are included for each.

<i>Introduction to online payments</i>	
Introduction to the concept, benefits, and requirements of online payments	Learners will be able to: <ul style="list-style-type: none"> <li>• <u>Understand</u> what online payment is</li> <li>• <u>Know</u> about the benefits of using online payments</li> <li>• <u>Understand</u> the requirements of online payments use</li> </ul>
<i>Safety assessment of an online payment environment</i>	
Introduction to the safety assessment of online payment environments	Learners will be able to: <ul style="list-style-type: none"> <li>• <u>Identify</u> safe and unsafe online payment environments</li> <li>• <u>Carry out</u> a safety assessment themselves</li> <li>• <u>Search for</u> privacy policy/statement</li> <li>• <u>Look for</u> secure site indicators – “https” or padlock</li> <li>• <u>Check for</u> contact information and return policies</li> <li>• <u>Check for</u> trust seals</li> <li>• <u>Apply</u> safety tips, eg <u>reading</u> customer reviews, <u>using</u> dedicated cards for payments, <u>update</u> one’s antivirus software</li> </ul>
<i>Input Personal Information</i>	
Introduction to the different stages of an online purchase	Learners will be able to: <ul style="list-style-type: none"> <li>• <u>Understand</u> the concept of a shopping basket (aka cart)</li> <li>• <u>Check out</u> as a guest</li> <li>• <u>Know</u> the difference between billing and shipping/delivery address</li> <li>• <u>Enter</u> their credit card information</li> </ul>
<i>Traditional Methods of Payments and Authentication Methods</i>	
Introduction to the most popular online payments	Learners will be able to: <ul style="list-style-type: none"> <li>• <u>Understand</u> the concept of an online payment method</li> <li>• <u>Understand</u> how different payment methods work, eg <u>Paypal</u>, pre-paid cards, online bank transfer</li> <li>• <u>Understand</u> the concept of “pay upon delivery”</li> <li>• <u>Use</u> the authentication method “two-factor authentication”</li> </ul>

#### Module 5: e-Government [A]

This module comprises the following four submodules. Associated objectives and learning outcomes are included for each.

<i>What is e-Government?</i>	
Introduction to the concept of e-Government	Learners will be able to: <ul style="list-style-type: none"> <li>• <u>Understand</u> the concept and purpose of e-Government</li> <li>• <u>Understand</u> why e-Government is useful</li> </ul>
<i>Types of e-Government services and how to find them</i>	
Introduction to certain basic e-Government services and examples on how to find them online	Learners will be able to: <ul style="list-style-type: none"> <li>• <u>Understand</u> the four different types of e-Government services</li> <li>• <u>Learn about</u> the most common actions regarding e-Government</li> </ul>



<i>Open-access e-Government services</i>	
Introduction to open-access e-Government services	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• <u>Understand</u> the concepts of, and <u>differentiate</u> between, open-access and closed-access e-Government services</li> <li>• <u>Be aware of</u> identifiers required for, and the Agencies/Departments which provide, some of the most commonly-used open-access UK e-Government services</li> <li>• <u>Have knowledge of how to use</u> the “tax your vehicle” online service</li> </ul>
<i>Registering for and using a closed-access e-Government service</i>	
Introduction to closed-access e-Government services	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• <u>Deepen</u> their knowledge on digital identity</li> <li>• <u>Be aware of</u> a number of methods of registering for a closed-access e-Government services</li> <li>• <u>Be aware of</u> the busiest UK central government websites, and some of the closed-access services they offer.</li> <li>• <u>Have knowledge of how to</u> register for a Government Gateway user ID and exploring a Personal Tax Account</li> </ul>

### Module 6: e-Commerce [A]

This module comprises three submodules and a final quiz, as below. Associated objectives and learning outcomes are included for each.

<i>What is e-Commerce?</i>	
Introduction to the concept of e-Commerce	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• <u>Get</u> a basic understanding of what e-Commerce is</li> <li>• <u>Learn</u> about the benefits of e-Commerce</li> <li>• <u>Learn</u> about different types of e-Commerce</li> </ul>
<i>Structures and Functionalities of Online Shopping</i>	
Introduction to structural and functional elements of online shops	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• <u>Tell</u> a simple website from an online shop</li> <li>• <u>Navigate</u> through an online shop</li> <li>• <u>Add</u> products to the shopping cart</li> <li>• <u>Checkout</u> and pay for an online purchase</li> </ul>
<i>Things to Consider When Shopping Online</i>	
Introduction to important aspects related to online shopping	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• <u>Identify</u> seals of approval</li> <li>• <u>Shop online</u> as a guest or as a registered user</li> <li>• <u>Check</u> for and utilise return policies</li> <li>• <u>Check</u> for country of origin of an online shop</li> </ul>
<i>e-Commerce Quiz: Test Your Knowledge</i>	
A quiz aimed at directly applying the learned knowledge	<p>Learners will be able to <u>answer</u> correctly:</p> <ul style="list-style-type: none"> <li>• What is an online shop?</li> <li>• What is the shopping cart of an online shop?</li> <li>• Is buying online secure</li> <li>• Can you buy goods online anonymously?</li> <li>• Can you buy goods online as a guest?</li> </ul>





## V Engaging learners' participation in the My e-Start online course

### Benefits of the online course

Online courses offer many advantages for the participants as well as for the teachers. One of the most important aspects is the flexibility in terms of time and space. The learning content can be accessed from anywhere at any time. Each person has his or her own learning speed. In particular, a topic like e-government services may require a little more time to gain the necessary knowledge, especially for complete beginners. However, the goal here is to help the learners to consolidate their digital skills in such a way that they can cope with the online world on their own.

The future is all about digital identities and online services, and these are important areas of focus for people who are not currently confident in the use of the internet. The aim of the course is to provide a basic knowledge of how users should navigate the Internet and the things they need to watch out for. The online course, which is divided into 6 modules, provides a perfect overview to help learners acquire digital skills.

The My e-Start online course and its content are freely accessible. It offers users the chance to return to the content over and over again – in order that they are able to look back at what they have already learned. The modules are written in simple language. To further establish and maintain progress and motivation, they also include practical exercises or examples and interactive elements with which learners engage.



## VI Blended learning approaches

The digital world has been evolving for a long time, but the Covid-19 Pandemic accelerated its evolution. During the pandemic, there were significant steps made in digital learning. The digital approach is usually associated with the younger generation, who are seen as 'digital natives'. However, digital learning is also an important method to enhance the digital competences of the older population and create digital inclusion. Learning how to use information and communication technologies (ICT) is not only essential for many areas of life, it also enables people to enhance their social connections. There is a common desire amongst the older generation to keep on learning and stay active, knowing it improves quality of life. This shows a great commitment and engagement with continued learning. The following are some of the fundamental aspects to consider, helping ensure quality of learning for the older population (Gonzalez et al 2015):

- Motivation
- Experience
- Need
- Self-concept
- Usefulness
- Orientation to learn

Some factors can affect the way older people learn, and learning strategies should be adapted accordingly. These factors may include:

- Physical and mental changes
- Memory loss
- Decline in cognitive abilities
- Life experience

To ensure the optimal learning environment with a twist of modernisation, a combination of learning methods would be advantageous – a combination of something familiar with something new.

“Blended learning is a way of learning that combines traditional classroom lessons with lessons that use computer technology and may be given over the internet.” (Cambridge Dictionary online). This method combines the best aspects of the two learning worlds: the traditional face-to-face class and the modern digital learning approach. It fulfils the attempt to find a learning method that unites something familiar with a modern attitude.

Here is an overview of the advantages of blended learning:

- Independent of time and place
- Use of different learning tools and methods
- Benefit of practical work– simulations of cases and virtual use of knowledge
- Possible cost saving
- Current learning status – flexible in adjusting the teaching plan and choice of further learning tools



## Concept and benefits

Using the fundamental aspects from Gonzalez et al 2015 for assured quality of learning, 4 important goals can be sifted out (Tennant et al, 2015, Tsai et al, 2015):

- **Usefulness of learning** – Personal and social needs are one of the main points of motivation for older people (Callahan et al, 2003). Their motivation for learning comes from developing their quality of life rather than work goals.
- **Cooperativeness and collaboration** – For older learners, a focus on teamwork and understanding their needs is essential to create a positive learning environment – one that can be further enhanced with proactive learning activities.
- **Fostering social inclusion** – The knowledge acquired should offer older adults the possibility of expanding communication channels with their relatives and friends, either close or distant, with the use of the internet.
- **Promoting autonomy** – Older adults must be the protagonists of their own learning. For this purpose, content should be designed with consideration given to the learning styles, interests and expectations of the older individual.

These should provide the framework for the concept of the learning model. According to Wlodkowski and Ginsberg (2017), the fundamental element that determines the learning process is motivation, which can be steered by the structure of the lessons and most significantly, the teacher themselves. The teacher can balance the new information and the learning ability of the student, and maintain and increase motivation by adapting to their needs. Older people tend to lack confidence in their capabilities to understand and use technology, and as a result often feel insecure, discouraged, and stressed when using technology (Laguna and Babcock, 1997). It is very important to integrate the newly learned information into daily life e.g. use of internet to search for an address.

### Face-to-face time in class

Older people often want to maintain access to face-to-face learning – to be able to ask for help when needed, to benefit from group-based learning and teamwork and for the feeling of “together we can do it”. The social connectivity this type of learning has to offer is very important. In this context, they can share their worries, needs and problems with others. The teacher plays an important role here - it is their obligation to guide the older learners and to respond to their needs.

### Learning Management System (LMS)

According to a national poll (Harrison Interactive, 2012) the most used technology in everyday life by the senior generation is electronic books. There are many advantageous technological features, such as adjustable text sizes, which can accommodate many common age-related limitations (Jochems et al, 2012).

A learning management system (LMS) such as the learning platform Moodle, can be seen as an advanced version of an electronic book. It can be used as an additional help tool, where learners are able to obtain new information and have space to use / revise their new knowledge or to be able to learn by themselves at their own pace. Some aspects will already be familiar to older people, e.g. obtaining information as they would from a book. Other aspects may still need to be familiarised but are useful to enhance or compliment the learning system as an additional tool.



## General tips for teaching older people

1. **Provide guided practice with feedback** – in this way, teachers can better empower and motivate their learners to expand their knowledge and practice their skills independently.
2. **Provide room for mistakes** – learning from mistakes sticks better! By giving them the opportunity to evaluate directly they can connect it with a situation e.g. by giving them a real-life example
3. **Allow for spare time** – speed of processing new knowledge is an age-related cognitive effect. Keep new information short and secure the new knowledge with practice (e.g. quizzes) or active participation (e.g. virtual reality example). Spare time can also be used for group discussion, question rounds or anything else that might help
4. **Information in written form** – give the option for older people to obtain new information in written form, so they can access it themselves. This allows them to learn at their own pace. Use visuals in the written form to strengthen the information → cognitive map

## Example

In the context of the “My e-Start” project, a possible blended learning approach could be as follows:

1. **Face-to-face Meeting:**  
The course starts with a face-to-face session. Some older learners may be overwhelmed with certain technical steps if the first session takes place online. To avoid this - and to create a more personal feel, a face-to-face session is the best choice at this stage. In this session, important matters and requirements can be discussed such as time schedule, registration of the platform, course content, and structure of the learning platform, learning objectives, and more.
2. **Self-Learning phase:**  
After clarifying the most important questions and details during the face-to-face session, participants can work individually through the modules.
3. **Online meeting:**  
Trainers have the opportunity here to either conduct an online session after each module, or after all 6 modules, to gather feedback and answer remaining questions regarding the learning content. This session can be structured in an interactive way, encouraging exchange among the participants.

## Further reading

If you would like to delve into this a little further, you might start with Educause Review’s 2020 blog ‘6 Models for Blended Synchronous and Asynchronous Online Course Delivery’ (7 minute read; last accessed 28/06/2022; available <https://er.educause.edu/blogs/2020/8/6-models-for-blended-synchronous-and-asynchronous-online-course-delivery>).



## VII Integration into face to face delivery

This section of the trainer manual aims to support you as an adult education instructor to integrate the My e-Start online course into face-to-face delivery with learners who wish to develop basic digital skills.

Acknowledging the challenge for instructors to pull off this integration, we have put together a series of resources to use with groups of learners during face-to-face delivery. These include Trainer notes (which follow in this section), plus corresponding PowerPoint slides and, in some instances, handouts.

This section, with its associated slides/handouts, comprises:

- **Introduction to the course:**
  - Being online
  - My e-Start Course
- **Entry level resources** – aimed at getting your new-to-the-internet learners started, these comprise:
  - How to get online
  - What’s needed to access the internet – infrastructure
  - Setting up – switching on and logging into your computer; connecting to and getting on to the internet; working in “Tabs”
- **Accessing the My e-Start online course** – getting to the course platform; registering and getting ready for the course
- **Wrap around resources** – this section is designed to provide you with resources to use around the learners completing each of these online course modules in turn:
  - Module 1: Browsing, searching and finding information
  - Module 2: Safety, security, and digital identity
  - Module 3: e-Services – communication and assistance
  - Module 4: Online payments
  - Module 5: e-Government
  - Module 6: e-Commerce

The resources you will need for your face to face delivery are as follows:

- your presenter computer with internet access and attached projector/screen arrangement
- learner computers with internet access (sufficient for 1 per learner)
- usernames and passwords to use the computers/network/internet (sufficient for all learners’ use)
- whiteboard/flipchart and pens, for plenary of reflection questions/tasks
- this Manual for Trainers section (VII)
- corresponding slides (PowerPoint *filenames are defined in each subsection*)
- corresponding handout printouts – sufficient for 1 each per learner (wherever *filenames are defined, in some subsections*)



## Introduction to the course

For this subsection, will need the following resources:

- the PowerPoint presentation *Slides for Trainers – VII Intro & Entry level.pptx*

### Being online



**Trainer input:** Slides 4-6



**Trainer notes:** Before diving into the e-course, it is useful to introduce learners to some basic concepts about the world of the Internet. You can start off by using a broad definition of the Internet and what it means to be online - see slides 5 and 6.

### My e-Start Course



**Trainer input:** Slides 7-10



**Trainer notes:** Using slide 8, explain to the class what the overall objectives of the My e-Start course are so that they have a clear understanding of what to expect from these classes.

The overall aim of these face-to-face deliveries is to:

- Support learners in developing basic digital skills
- Guide and support them with knowledge and tools to feel confident in navigating the online world
- Teach them how to use e-government and e-commerce services

By the end of these sessions, learners can reach an efficient level of **digital independence**.

Moving on, slide 9 is an outline of the resources that have been made available through the My e-Start project, and how learners can use them to improve their digital skills.



**Trainer input:** Slide 10



**Trainer notes:** Based on the programme plan that you've developed for your class, you may adjust this slide to better correspond to it. The aim of this slide is to give an accurate idea to the learners about the schedule of the sessions, and what will be



covered in each session. The table is indicative and should be adapted based on the resources available, the target group of learners and their digital needs, as well as the number of the learners.

**Session 1's** topic '**Introduction: the essentials of getting online; introducing and accessing the My e-Start online course**' refers to these first 3 subsections: Introduction to the course; Entry level resources; Accessing the My e-Start online course.

**Session 2 to 7** will cover all the modules available in the platform, which you can cover together with the class during your sessions in a blended approach of your preference. For example, each session can serve as an overall overview of each module, which learners can work on in their own time, and come back to you for questions and clarifications, or seek further support. In that case, you may shorten the duration of each session accordingly. You are encouraged to use the **Section VII Wrap-Around Resources** in the **Trainer's Manual** for support for each module, as well as the accompanying slides (PowerPoint), providing an overview and activities to **Reinforce, Extend, and Reflect** their skills and knowledge.

**At the end of the final session**, we suggest that the class is given opportunity to discuss what they've learned, what they found most challenging, and what they need in order to further their digital literacy skills beyond the course.



**Trainer input:** Slide 11



**Trainer notes:** If you are opting for a blended face to face approach, with a focus on autonomous learning, explain this to the class, and adjust Slide 11 accordingly.

## Entry level resources

For this subsection, will need the following resources:

- continuing with the PowerPoint presentation *Slides for Trainers – VII Intro & Entry level.pptx*
- the handout *A guide to working in multiple tabs* – sufficient for 1 each per learner

## How to get online



**Trainer input:** Slide 12-13



**Trainer notes:**



With slide 13, you are introducing learners to what will be covered in the first face-to-face session, in order to support them in achieving the aims presented in slide 8.

### *What's needed to access the internet? - Infrastructure*



**Trainer input:** Slide 14



**Trainer notes:** The basic requirement to successfully deliver these sessions is for each learner to have access to a device connected to the internet. In your classroom setting, to allow for uniformity in guidance, it is ideal that each learner has access to a computer or laptop. Where this is not possible, use of a tablet might suffice. Use of smartphones for these face to face sessions is likely to make delivery more challenging for you in terms of supporting the learners as they practice on different types of devices (eg computers, laptops, tablets and smartphones).

### *Setting up*

#### *Switching on your computer*



**Trainer input:** Slide 15-17



**Trainer notes:** with slide 16, you are acquainting them with how to switch on the device they are using in this training session – you will need to give them specific directions/assistance accordingly; the following are guidelines for a more general narrative as you show the slide:

- Powering on the computer
  - The power-on button is often marked with the same symbol on all computers
  - You will usually find it on the front of the computer case on a desktop computer; on a laptop, it will often be at the top of the keyboard; tell them where it is on the devices they are using for the session
- Powering on the monitor
  - If using laptops, the monitor should come on as it powers up; if using desktop computers...
  - The on/off button on your monitor should look like the power-on button for the computer





### Logging in to your computer



**Trainer input:** Slide 17



**Trainer notes:** with this slide, you are acquainting them with how to log on to the device they are using in this training session – you will need to give them specific directions/assistance accordingly; the following are guidelines for narrative as you show the slide:

- You often have to enter a username and password after you switch your computer on. This is called logging in to your computer
- This is useful when several people use the same computer, and makes sure that only you can access your information
- Give out here the username and password each learner will need to use for the session, then
  - have them enter them (as on shown on slide)
  - stress that the password is case sensitive
  - circulate the room and assist as necessary

### Connecting to the internet



**Trainer input:** Slide 18



**Trainer notes:** After switching on the computer and logging in, it is important for all learners to have access to the internet. Guide learners through the activity in this slide, and support where needed.



**Activity notes:**

- narrate as per slide 18
- circulate and assist as necessary throughout until everyone is connected
- observe that each learner:
  - knows to which network they must connect
  - have access to the password that is clearly written and visible to them
  - ensure they know that password may be long, short, with number and alphabetical characters, lower or upper case



### Getting onto the internet



#### Trainer notes:

- For the My e-Start Online course, we strongly suggest that you have the learners use Chrome: so that what they experience most closely matches the content of the course; Chrome is the most common browser by market share
- If you wish, you can crop the image on Slide 19 to show only the browser you will have them using – or just tell them which to look for



#### Trainer input: Slide 19

[DATA/SOURCE: Browsers [by usage \(Apr 2021 market share, Global Stats\)](#): Chrome (Google, 64%); Safari (on Apple devices, 19%); Firefox (Mozilla, 4%); Samsung Internet (3%); Edge (Windows devices, 3%)]



#### Trainer notes: suggested narrative follows

- Firstly, you will need to open a **Browser** (web browser) – a browser is a computer programme used to get onto the **Internet** and move around different **Websites**
- The browser you use will depend on the device you are using, but they are all very similar
- These are some of the most common examples of browser – Google, Firefox, Safari Edge



#### Trainer input: Slide 20



#### Activity notes:

- narrate as per slide 20 – telling them which browser to use
- circulate and assist as necessary whilst they follow the instructions

### Working in “Tabs”



#### Trainer input: Slides 21-24



#### Trainer notes: narrate as per slides





**Trainer input:** Slide 24



**Trainer notes:** narrate as per slide, then hand out “*A guide to working in multiple tabs*” ready for next slide



**Trainer input:** Slide 25



**Activity notes:**

- narrate as per slide 25
- circulate and assist as necessary
- observe that each learner is able to:
  - i. open new tabs
  - ii. switch between tabs
  - iii. close down to 2 tabs remaining – the original tab (likely to be the device-determined homepage, such as your organisation’s or Google!), plus one

## Accessing the My e-Start online course

For this subsection, will need the following resources:

- continuing with the PowerPoint presentation *Slides for Trainers – VII Intro & Entry level.pptx*
- the handout *Course Manual – How to use the My e-Start Online Course* – sufficient for 1 each per learner



**Trainer input:** Slide 26-28



**Activity notes:**

- narrate as per Slide 27
- circulate and assist as necessary
- then hand out *Course Manual – How to use the My e-Start Online Course* ready for next slide



**Trainer input:** Slide 28





**Activity notes:**

- narrate as per Slide 28
- circulate and assist as necessary throughout, observing that each learner:
  - i. has registered and logged into the platform successfully (sections 1 & 2)
  - ii. has added the course for their language/country and is able to navigate into module 1 (section 4)
  - iii. from within a module, is able to navigate back to the Home page (section 4)
  - iv. after having added their course, from the Home page, is able to use the left-hand menu to navigate back into their course
  - v. has familiarised themselves with the information on Videos, Icons, Quizzes and Glossary



## Wrap-around resources

### Pre-requisites

Prior to beginning using any of the following wrap-around sessions, you should have delivered a previous session comprising the following topics (from earlier in Section VII):

- Introduction to the course
- Entry level resources
  - How to get online
  - What's needed to access the internet – infrastructure
  - Setting up:
    - switching on and logging into your computer
    - connecting to and getting on to the internet
    - working in “Tabs”
- Accessing the My e-Start online course

### Delivery sequence

It is strongly recommended that:

- **Modules 1-5** are delivered to all learners, in numerical order and that these should be considered prerequisites of Modules 6 and 7
- **Modules 6 and 7** may be delivered in any order but, as above, after Modules 1-5

### Approach

For each module, the resources are split into 4 sections – each of which might be used before, during or after your face to face group completes the corresponding module in the online course. The sections are outlined here:

- **Introduction:** use before the learners go online, to introduce the module and then tell them how to access the online module.
- **Reinforce:** these “*Further practice your learning*” slides
  - might be used (referred to onscreen) during your face to face session– as individual learners finish the online module, refer them to these if you have identified that they need more directed practice at the same level
  - alternatively, the slides could be printed out and given as handouts to take away and practice before your session on the next module.
- **Extend:** the “*Activities to extend your learning*” and “*Exploring to extend your learning*” slides
  - might be used (referred to onscreen) during your face to face session – as individual learners finish the online module, refer them to these if you have identified that they easily accomplished the tasks in the module and need more of a challenge or to be occupied whilst others complete the module
  - alternatively, the slides could be printed out and given as handouts to take away and complete before your session on the next module.
- **Reflect:** slide/s with questions to check learning – these may be used on a full class basis or working in pairs/groups and then pulled together as a class in plenary.

### Module 1: Browsing, searching and finding information

The wrap-around resources for this module comprise what follows in this document, plus a set of corresponding PowerPoint slides (*Slides for Trainers – VII, Module 1.pptx*).



It is strongly recommended that learners have to hand the following handouts from the previous session:

- *A guide to working in multiple tabs*
- *Course Manual – How to use the My e-Start Online Course*

A note with regard to the **Reflect** section, and its accompanying slide with questions to check learning:

- the slide has been set up for one question to be onscreen at any one time – ie as you click, the next question appears and any preceding question disappears; this is so that you can ask the class as a whole one question and invite responses from the class before moving on to the next question
- if you would prefer to put all the questions up for them to work on (alone or in pairs, for example) and then plenary the results, then just remove all the animations

The sections below provide Trainers notes, further suggesting how you might use this resource to integrate and enhance the online course in the face to face context.

### Introduction



**Trainer input:** slides 1-5



**Trainer notes:** narrate as per slides, to introduce the module, its aims & objectives and content.



**Trainer input:** slide 6



**Trainer notes:**

- narrate as per slide 6
- leave onscreen – then circulate and assist as necessary

### Reinforce



**Trainer input:** slides 7-9



**Trainer notes:** display as required, then –

#### Activity 1:

- *Rationale:* more practice in navigating around within the same website (using page and window components such as menus, links, scrollbars etc) in order to ascertain specific information/answers
- *You should:* Circulate and assist as necessary



- *Answers [and tips]:*
  - Germany; UK; Bulgaria; Austria; Cyprus [6 partners, but only 5 countries – 2 of the partners are both in Germany!]
  - Sarah Wild [They'll need to find the **News** item **Transnational research results** then click on the link to open the report – the answer is just on page 2. Get them to find it now – if they didn't to start with!]

### Activity 2:

- *Rationale:* reinforce their skills for
  - using a variety of on-page controls (eg text boxes, tick boxes, dropdown menus, filters, ranges, radio buttons etc)
  - searching for specific information on a proprietary/comparison site (as opposed to on a general search engine)
- *You should:* Circulate and assist as necessary
- *Checks you might carry out:*
  - that their outbound flight gets them there to make best use of the Friday – but what's the impact on cost?
  - that their return flight IS 2 days later – ie the Sunday; and makes the best use of that last day – but what's the impact on cost? Talk to them about direct/indirect flights/trains
  - that they have chosen the best airport available (eg express train times to central London: Heathrow 15min; City Airport 22min; Luton 24min; Gatwick 30min; Stansted 47min)
  - have they noticed/chosen whether to opt for direct/indirect flights/trains

### Activity 3:

- *Rationale:* reinforce their skills for using a Search Engine – ie without being given a web address to start from!
- *You should:* Circulate and assist as necessary
- *Checks & tips:*
  - do they recall the implications of sponsored (Ad) search results at the top of the page
  - restaurants: as well as Google's map with restaurants labelled/listed, websites such as these should come up –  
<https://www.coventgarden.london/eat/restaurants>;  
[https://www.tripadvisor.co.uk/Restaurants-g186338-zfn7235709-London\\_England.html](https://www.tripadvisor.co.uk/Restaurants-g186338-zfn7235709-London_England.html); <https://www.opentable.co.uk/landmark/restaurants-near-covent-garden-station>
  - Tube: if they're struggling, a search like "London tube planning" should come up with the Transport for London result <https://tfl.gov.uk/plan-a-journey>

### Extend



**Trainer input: slides 10-12**



**Trainer notes:** display as required, then –

- *If needed* in Activity 1, suggestions to get started:
  - for exact word search: attraction in London "palace"
  - for exclude word search: attraction in London -museum



## Reflect



Trainer input: slides 13-14



Trainer notes:

- *Approach*, you can choose:
  - as discussed earlier, this slide has been set up for one question to be onscreen at any one time – ie as you click, the next question appears and any preceding question disappears; this is so that you can ask the class as a whole one question and invite responses from the class before moving on to the next question
  - if you would prefer to put all the questions up for them to work on (alone or in pairs, for example) and then plenary the results, then just remove all the animations
- *Responses* you are looking to draw out and reinforce (by question number)
  1. When you hover over it, your pointer will change – usually from an arrow shape to a hand shape
  2. Hover over the link and look to the bottom of the browser window – you will see the address of the page the link will take you to there [you could get them to show you an example]
  3. If it's the same website, the link's address will start with the domain name of this site; if it doesn't, then the link will take you to another site; you could show them to examples such as:
    - on <https://my-estart.eu/partners>, the **CATRO logo hyperlink is external** (to [catrobg.com](http://catrobg.com))
    - on <https://my-estart.eu/news>, the FIRST newsletter hyperlink is internal ([my-estart.eu/first-newsletter](https://my-estart.eu/first-newsletter))
  4. Answers such as: click the back button; the logo of the page might be a link to the Home page; there might be a Home link in the site menu. They might also know about breadcrumb trails – but this isn't covered in the module, so don't expect them to.
  5. Bookmarks – get them to show you where the bookmark star is on the browser window
  6. On most search engines (eg Google, Bing, yahoo), “Ad” or “Ads will appear in front of the result(s); sometimes, it says “sponsored”, but they both mean the same thing
  7. Trustworthiness indicators such as:
    - Check the domain name, does it look trustworthy? e.g. there are some websites which will use well-known names as part of their domain name even though they are not owned by, or connected to, that organisation/company/brand ([www.cheap-ipads.net](http://www.cheap-ipads.net), [discount-rolaxes.org](http://discount-rolaxes.org))
    - Look for the secure site icon – get them to show you where it is on a website
    - Is the information believable? Wild claims; prices too good to be true





- How good is the website: language quality (spelling/grammar); is there contact information (telephone, email, address) – any site selling products/services should also have a physical address

## Module 2: Safety, security and digital identity

### Pre-requisites

Prior to utilising the resources offered under this module, it is recommended that you have delivered Modules 1-5.

### Module approach

The wrap-around resources for this module comprise what follows in this document, plus a set of corresponding PowerPoint slides (*Slides for Trainers - VII, Module 2.pptx*).

A note with regard to the **Reflect** section, and its accompanying slide with questions to check learning:

- the slide has been set up for one question to be onscreen at any one time – ie as you click, the next question appears and any preceding question disappears; this is so that you can ask the class as a whole one question and invite responses from the class before moving on to the next question
- if you would prefer to put all the questions up for them to work on (alone or in pairs, for example) and then plenary the results, then just remove all the animations

The sections below provide Trainers notes, further suggesting how you might use this resource to integrate and enhance the online course in the face to face context.

### Introduction



**Trainer input: slides 1-4**



**Trainer notes:** narrate as per slides, to introduce the Module, its aims & objectives and content.



**Trainer input slides 5**



**Trainer notes:**

- narrate as per slide 5
- leave onscreen – then circulate and assist as necessary

### Reinforce



**Trainer input: slides 6-8**





**Trainer notes: slide 7**

**Activity 1:**

- *Rationale:* Recognise differences between various browser windows, as well as recognise the boundaries and differences between various logins.
- *You should:* Try out the functionalities beforehand to avoid any complications. This is particularly important to mitigate for the learner progressing through the instructions/actions quickly – so that you are prepared for what they encounter.
- *Checks and tips:* There are a variety of browsers. Take a look at how to get to the incognito button in different browsers. Or specify a particular browser for everyone.



**Trainer notes: slide 8**

**Activity 2:**

- *Rationale:* Users should actually try for themselves how resetting a password may work.
- *You should:* try these steps yourself first to be able to answer questions more quickly.
- *Checks and tips:* Make participants aware that the requirements and interface may look different for each platform. Maybe search out other platforms in advance (eg: Facebook, Google) where the same steps are used, to point out certain differences.

## Extend



**Trainer input: slides 9-10**



**Trainer notes:** click to display each activity as/when required, then –

**Activity 1:**

- *Rationale:* Participants should have their first experience searching for plugins, especially adblockers. In doing so, participants should research what the plugin is useful for.
- *You should:* have tested the AdBlocker prior to the session, so that you can answer questions with confidence.
- *Checks and tips:* AdBlockers are available for many browsers. Be sure to mention that there may be some plugins that are not available for all browsers.



**Activity 2:**

- *Rationale:* Participants should have initial experience in getting to browser settings to clear the browsing history.



- *You should:* test these steps yourself beforehand. Also, help participants during this exercise if they have difficulty finding the settings. For this exercise, make everyone use the same browser.
- *Checks and tips:* Make participants aware of how long these things are being saved. And reiterate what cookies are useful for. You might actively demonstrate again how cookies can look. You can let the participants experience what happens if they delete the cookies of a website they have visited before.

## Reflect



**Trainer input: slides 11-12**



**Trainer notes:**

- *Approach*, you can choose:
  - as discussed earlier, this slide has been set up for only one question to be onscreen at any one time – ie as you click, the next question appears and any preceding question disappears; this is so that you can ask the class as a whole one question and invite responses from the class before moving on to the next question
  - if you would prefer to put all the questions up for them to work on (alone or in pairs, for example) and then plenary the results, then just remove all the animations
- *Responses* you are looking to draw out and reinforce (by question number)
  1. If you don't want to leave too many traces on the internet, it is helpful to frequently delete your browser history or even cookies. This is especially important when you share your computer with another person. You may save a password in your browser or forget to log out on a platform.
  2. You can see which places you have visited before. This can also be helpful -for example to trace your own mobile phone if you lose it. But you are also constantly online and your movements, address, the places you go can be tracked as well. This can then be used for different purposes like marketing.
  3. This question gives participants the possibility to talk about ideas, vision, but also fears they have regarding the future of technology. There are a lot of pro's and con's, so give them the space to exchange their thoughts.
    - eg pro: different processes may be easier if done via digital identities and online – it saves money and time;
    - eg con: digital identities could be hacked more easily



## Module 3: Communication and assistance

### Pre-requisites

Prior to utilising the resources offered under this module, it is recommended that:

- you have delivered all preceding modules
- or, as a minimum, that the class should be able to:
  - navigate the internet with at least a minimum level of confidence
  - set a specific (personal or professional) task to complete online (eg find the location of an enterprise, find the phone number of a service company)

### Module approach

The wrap-around resources for this module comprise what follows in this document, plus a set of corresponding PowerPoint slides (*Slides for Trainers - VII, Module 3.pptx*).

A note with regard to the **Reflect** section, and its accompanying slide with questions to check learning:

- the slide has been set up for one question to be onscreen at any one time – ie as you click, the next question appears and any preceding question disappears; this is so that you can ask the class as a whole one question and invite responses from the class before moving on to the next question
- if you would prefer to put all the questions up for them to work on (alone or in pairs, for example) and then plenary the results, then just remove all the animations

The sections below provide Trainers notes, further suggesting how you might use this resource to integrate and enhance the online course in the face to face context.

### Introduction



**Trainer input: slides 1-5**



**Trainer notes:** narrate as per slides, to introduce the module, its aims & objectives and content.



**Trainer input: slide 6**



**Trainer notes:**

- narrate as per slide 6
- leave onscreen – then circulate and assist as necessary



## Reinforce



Trainer input: slides 7-8



Trainer notes: display as required, then –

### Activity 1:

- *Rationale:* users practice basic navigation in a webpage with the aim to acquire tailored information responding to their needs.
- *You should:* Circulate and assist as necessary
- *Answers [and tips]:*
  - Dimital Zlatanov
  - By sending them an email [They'll need to go to the 'Partners' section, identify the organisation in Bulgaria, and read the text to spot the point of contact and the way they can reach out to them]



### Activity 2:

- *Rationale:* user seeks information online to satisfy a daily task
- *You should:* Circulate and assist as necessary
- *Answers [and tips]:*
  - Possible answers: find their location and visit physically to ask; find their phone number and call to save you time from physically visiting their office; send them an email; chat with a bot

## Extend



Trainer input: slides 9-10



Trainer notes: display as required, then –

- *If needed* in Activity 1, suggestions to get started:
  - Each students drafts an email to send to Dimitar from CATRO. Here, they feel encouraged to revisit the netiquette concept and put it into practice.
  - *Answer:* student should Copy their friend into the email (Cc field).



- *If needed* in Activity 2, suggestions to get started:
  - Ask students to consider which option they would choose to communicate with the local post office and why?
  - This activity helps them consider why they might choose a specific option over another, while it helps you, as the trainer, to assess their level of confidence in seeking assistance online. If they choose for example to visit the post office to ask about the letter they received, perhaps they need additional activities to feel confident before seeking support online.



## Reflect



Trainer input: slides 13-14



Trainer notes:

- *Approach*, you can choose:
  - as discussed earlier, this slide has been set up for one question to be onscreen at any one time – ie as you click, the next question appears and any preceding question disappears; this is so that you can ask the class as a whole one question and invite responses from the class before moving on to the next question
  - if you would prefer to put all the questions up for them to work on (alone or in pairs, for example) and then plenary the results, then just remove all the animations
- *Responses* you are looking to draw out and reinforce (by question number)
  1. Being polite when interacting online; refraining from abusive, offensive comments; reporting suspicious behaviour/pages/comments
  2. Distance, time, energy, money, efficiency
  3. Although students may be able to find the information they seek online, it is not the same as actually using it to satisfy their information needs. If the classroom appears discouraged on how to use Google Maps, it can be a very useful follow-up activity to consider becoming familiar with it in class, so they can rely on it in real life.



## Module 4: Online payments

### Pre-requisites

Prior to utilising the resources offered under this module, it is recommended that:

- you have delivered all preceding modules
- or, as a minimum, that the class should be able to:
  - navigate the internet with at least a minimum level of confidence
  - set a specific (personal or professional) task to complete online (eg find the location of an enterprise, find the phone number of a service company)

### Module approach

The wrap-around resources for this module comprise what follows in this document, plus a set of corresponding PowerPoint slides (*Slides for Trainers - VII, Module 4.pptx*).

A note with regard to the **Reflect** section, and its accompanying slide with questions to check learning:

- the slide has been set up for one question to be onscreen at any one time – ie as you click, the next question appears and any preceding question disappears; this is so that you can ask the class as a whole one question and invite responses from the class before moving on to the next question
- if you would prefer to put all the questions up for them to work on (alone or in pairs, for example) and then plenary the results, then just remove all the animations

The sections below provide Trainers notes, further suggesting how you might use this resource to integrate and enhance the online course in the face to face context.

### Introduction



**Trainer input: slides 1-5**



**Trainer notes:** narrate as per slides, to introduce the module, its aims & objectives and content.



**Trainer input: slide 6**



**Trainer notes:**

- narrate as per slide 6
- leave onscreen – then circulate and assist as necessary

### Reinforce



**Trainer input: slide 8**





**Trainer notes:** display as required, then –

- **Activity:**

- *Rationale:* students to feel encouraged to assess the legitimacy and safety of an online environment before they proceed to purchase a service or a product or conduct a transaction
- *You should:* Circulate and assist as necessary
- *Answers [and tips]:*
  1. Remind students to search for the padlock or https:// prefix
  2. It corresponds to the company's name, so, it seems legitimate. *Remind them not to stop here and continue assessing more factors indicating a safe online environment.*
  3. Yes. *This indicates effort by the company to design the page, with the aim to inspire comfort and safety to the clients.*
  4. Yes, under *Help*, users can find multiple ways of communication.
  5. Yes. *Unrealistic offers are sometimes an indication that a webpage may be fake or a scam.*
  6. Yes, encourage students to search the homepage to answer this question. *If they scroll down to the bottom, they will see the payment badges ensuring the webpage is safe to make an online payment.*

### Extend



**Trainer input:** slide 10



**Trainer notes:** display as required, then –

- Circulate throughout and, if needed, encourage students to add items to the shopping cart – without creating an account
- *Answer to question in point 2:* No, users must create an account in order to place an order
- *Extra learning aspect from point 2:* This is a good opportunity to revisit that some websites provide the option to place an order/make an online payment as a guest (without needing to create an account)
- *Responses sought in point 3:* Full name, home address, street number, apartment number, city, areas, payment method (cash on delivery, debit/credit/prepaid card), hours a person will be at home to receive the delivery

### Reflect



**Trainer input:** slides 12



**Trainer notes:**





- *Approach*, you can choose:
  - as discussed earlier, this slide has been set up for one question to be onscreen at any one time – ie as you click, the next question appears and any preceding question disappears; this is so that you can ask the class as a whole one question and invite responses from the class before moving on to the next question
  - if you would prefer to put all the questions up for them to work on (alone or in pairs, for example) and then plenary the results, then just remove all the animations
- *Responses* you are looking to draw out and reinforce (by question number)
  1. To accommodate one-off clients
  2. It may be harder to track order, technical issues such as not receiving an email confirmation of the order may be more difficult to resolve when you reach out to the company.
  3. Class can have an open discussion about the things they often look out for to ensure the safety and validity of an online environment.



## Module 5: e-Government

### Pre-requisites

Prior to utilising the resources offered under this module, it is recommended that you have delivered Modules 1-5.

### Module approach

The wrap-around resources for this module comprise what follows in this document, plus a set of corresponding PowerPoint slides (*Slides for Trainers - VII, Module 5.pptx*).

A note with regard to the **Reflect** section, and its accompanying slide with questions to check learning:

- the slide has been set up for one question to be onscreen at any one time – i.e., as you click, the next question appears, and any preceding question disappears; this is so that you can ask the class as a whole one question and invite responses from the class before moving on to the next question
- if you would prefer to put all the questions up for them to work on (alone or in pairs, for example) and then plenary the results, then just remove all the animations

The sections below provide Trainers notes, further suggesting how you might use this resource to integrate and enhance the online course in the face to face context.

### Introduction



**Trainer input:** slides 1-5



**Trainer notes:** narrate as per slides, to introduce the Module, its aims & objectives and content.



**Trainer input:** slide 6



**Trainer notes:**

- narrate as per slide 6
- leave onscreen – then circulate and assist as necessary

### Reinforce



**Trainer input:** slides 7-9





**Trainer notes:** display as required, then –

**Activity 1:**

- *Rationale:* practical illustration of the e-Government service landscape in the UK
- *You should:* find the service yourself and look at the current list of available services
- *During the activity:* circulate and –
  - check and reiterate that learners use the search bar on GOV.UK itself – rather than using a search engine – so as to avoid diversion to copycat/fraudulent sites
  - assist and ensure progress as necessary
- *After the activity:* bring the group together and plenary the answers – reinforce/correct as necessary
- *Checks and tips:*
  - a. current address (but check!): <https://www.gov.uk/log-in-register-hmrc-online-services>
  - b. look at the list at the above address to check what the current services are
  - c. is individual-dependent... but see if anyone did this and how they got on with this initial part of the registration
  - d. current items are:
    - ✓ your National Insurance number or your UK address
    - ✓ two items from the following: a valid UK passport; a recent payslip or a P60; credit information, such as the year you took out a credit card or phone contract
    - ✓ your personal email address – you would need to be able to access it at the time that you were setting up the Government Gateway user ID, because a code would be sent to check that the email address was correct
    - ✓ your personal telephone number – this would be used to send you a code each time you wanted to log in

**Activity 2:**

- *Rationale:* practical illustration of the e-Government service landscape in the UK
- *You should:* find the service yourself and look at the current list of available services
- *During the activity:* circulate and –
  - check and reiterate that learners use the search bar on GOV.UK itself – rather than using a search engine – so as to avoid diversion to copycat/fraudulent sites
  - assist and ensure progress as necessary
- *After the activity:* bring the group together and plenary the answers – reinforce/correct as necessary
- *Checks and tips:* current answers (but check!) –
  - a. current address (but check!): <https://www.gov.uk/government/organisations/driver-and-vehicle-licensing-agency>
  - b. look at the list at the above address to check what the current services are
  - c. currently, you would need a reference number from one of the following:
    - ✓ a recent reminder (V11) or ‘last chance’ warning letter from DVLA
    - ✓ your vehicle log book (V5C) - it must be in your name
    - ✓ the green ‘new keeper’ slip from a log book if you’ve just bought it



## Extend



**Trainer input:** slides 10-12



**Trainer notes:** display as required, then –

### Activity 1:

- *Rationale:* introduction to the NHS's services which can be accessed with an account
- *You should:* find the service yourself and look at the current list of available services
- *During the individual part of the activity:* circulate and assist and ensure progress as necessary
- *After the activity:* bring the group together and plenary the answers – reinforce/correct as necessary
- *Checks and tips:*
  - c. verified email address and mobile phone number allows you to:
    - ✓ see general medical advice
    - ✓ book coronavirus (COVID-19) tests
  - d. NHS number, date of birth and the postcode registered with your GP (along with a verified email address and mobile phone number) allows you to do things like:
    - ✓ contact your GP surgery
    - ✓ get notifications
  - e. to access your health records and personal information, proof would be by one of:
    - ✓ fast track ID – easiest if your email and phone number is already registered with your GP's online services
    - ✓ photo ID & face scan – you'll need one from a list of various ID documents (eg passport or EU ID, UK/EU driving license, UK residence card, BRP/BRC)
    - ✓ photo ID & video – same as above, but a video which requires you to say, sign or write and show 4 given numbers)
    - ✓ registration key, code or ID – you just ask your GP for these
  - f. on the above page, there is:
    - ✓ a link to the NHS login help centre (<https://help.login.nhs.uk>) – which has several help categories
    - ✓ a list of 'About NHS login' with links to information on commonly used services (eg how to order repeat prescriptions online)

### Activity 2:

- *Rationale:* use another open-access e-Government service
- *Ahead of the activity, you should:* gather registrations of some cars you have seen recently whilst you have been out and about – to issue to those learners who don't have a car registration of their own to use
- *During the activity:* circulate and –
  - ensure they go to GOV.UK to search for the service
  - assist and ensure progress as necessary
- *Checks and tips:*



- a. <https://www.gov.uk/check-vehicle-tax>
- b. these will vary
- c. these will vary – get them to show you the page for this info with the registration at the top
- d. the latest 11 digit reference number from the V5C registration certificate (logbook)

### Reflect



Trainer input: slides 14-15



Trainer notes:

- *Approach*, you can choose:
  - as discussed earlier, this slide has been set up for one question to be onscreen at any one time – ie as you click, the next question appears and any preceding question disappears; this is so that you can ask the class as a whole one question and invite responses from the class before moving on to the next question
  - if you would prefer to put all the questions up for them to work on (alone or in pairs, for example) and then plenary the results, then just remove all the animations
- *Responses* you are looking to draw out and reinforce (by question number)
  1. As discussed in **Unit 1 of the online module**, they should come up with things like:
    - more accessible than going in to the agency/department/institute's offices;
    - cuts time with finding and queueing for the service in person;
    - information/help provided on the website, rather than finding someone to help at the offices;
    - online forms easier to complete/correct – when compared to completing physical forms and correcting errors at the institute.
  2. Participants should:
    - be looking for the official website of the appropriate institution
    - if they are using a central government service, then go straight to GOV.UK and search for it there (rather than using a search engine)
  3. Participants should talk about registration and digital identity, PINs and e-signatures – and should specifically mention the Government Gateway user ID
  4. Participants should explain how they would reset their password
  5. Participants should be able to explain the difference between open-access and closed-access services, and explain the concept of personal data



## Module 6: e-Commerce

### Pre-requisites

Prior to utilising the resources offered under this module, it is recommended that you have delivered Modules 1-5.

### Module approach

The wrap-around resources for this module comprise what follows in this document, plus a set of corresponding PowerPoint slides (*Slides for Trainers - VII, Module 6.pptx*).

A note with regard to the **Reflect** section, and its accompanying slide with questions to check learning:

- the slides have been set up for one question to be onscreen at any one time – ie, as you click, the answer to the question appears; if you click again, both will disappear, and the next question will appear; this is so that you can ask the class as a whole one question and invite responses from the class before moving on to the next question

The sections below provide Trainers notes, further suggesting how you might use this resource to integrate and enhance the online course in the face to face context.

### Introduction



**Trainer input:** slides 1-5



**Trainer notes:** narrate as per slides, to introduce the module, its aims & objectives and content.



**Trainer input:** slide 6



**Trainer notes:**

- narrate as per slide 6
- leave onscreen – then circulate and assist as necessary



## Reinforce



**Trainer input:** slides 7-9



**Trainer notes:** display as required, then –

### Activity 1:

- *Rationale:* applying the acquired knowledge gives learners a sense of achievement and boosts their self-confidence
- *You should:* Circulate and assist as necessary
- *Answers [and tips]:*
  - The shopping basket is at the top right, also labelled “Basket”
  - Clicking on the down arrow on the left of the search bar (top centre) will open the category menu, where you can just click on a category
  - On the right of the search bar there is a country flag: you can hover over it until the menu appears and change the language or click on it to access the language setting page and change the language there
  - Clicking on the logo will bring you back to the starting page; this behaviour is used by most online shops and websites, meaning a click on the shop’s or website’s logo will always bring you back to the starting page

### Activity 2:

- *Rationale:* more practice in navigating an online shop in order to overcome learner’s inhibitions by using the shop as a regular customer would, ie
  - Searching for the basic description of the item (“flower pot”)
  - Filtering for a price range or a maximum price (“up to £15”)
  - Filtering for a certain brand
  - Checking pictures to see if the item is to one’s liking
  - Reading product information to get more info on the product itself
  - Reading customer reviews to see how other customers liked this product, if they have received it in a timely manner, if anything differs from the description, etc
  - Adding the product to the basket is the final step of this activity
- *You should:* Circulate and assist as necessary

## Extend



**Trainer input:** slides 10-13



**Trainer notes:** display as required, then –

### Activity 1:

- *Rationale:* showcasing that google (or any search engine) can be used to search for and find products and online shops
- *You should:* Circulate and assist as necessary
- *Tips:* Depending on how learners are doing you could have them add a flower pot to their basket and then continue to look for more products, eg “flower” or “flower



box” to stay within the theme, but any other product is fine as long as learners are using the online shop functionalities

### Activity 2:

- *Rationale:* making learners aware of another aspect of online shopping, namely price comparison websites like IDEALO
- *You should:* Circulate and assist as necessary
- *Answers and Tips:*
  - IDEALO is not an online shop but a price comparison tool
  - This means it has a large database of products from thousands of online shops and offers tools to compare prices in order to find the lowest one
  - The button “Go to shop” brings customers directly to the respective online shop connected to the product listed at the price comparison site
  - After learners have entered an online shop by clicking on the “Go to shop” button you could ask around to see which learner has entered which shop
  - If your learners are doing very well you may have them try to find the lowest price for a given product

### Reflect



Trainer input: slides 14-28



Trainer notes:

- *Approach:* as described earlier, the slides have been set up for one question to be onscreen at any one time – ie as you click, the answer to the question appears, and if you click again both disappear and the next question is displayed
- **Question 5:** *there is virtually no wrong answer to this. Leave the question open a bit longer and have learners come up with lots of different answers. In the best case, every single learner will suggest an answer and all of them get the satisfaction of being correct*
- **Question 7:** *If this topic is of certain interest to the learners or you have the impression it might frighten them, you can do another exercise with them:*
  - Open google.com and search for “flower pot Nordic Nest”
  - Scroll down until you find the shop <https://www.nordicnest.com> and click on it
  - Then ask learners if they know how to find out which country this shop is based in
  - Scroll down to the very bottom of the page: right under the visa and mastercard logos you can find the address of the shop: it is based in Sweden
  - This shop did a good job in making it easy to find its physical location
  - To further illustrate, scroll up just a bit until you see the headlines “customer service”, “selection”, “inspiration” and “our company”
  - Under “customer service”, click on “contact & opening hours”
  - When you scroll down a bit, the address is presented very clearly
    - Many times, the physical address of an online shop can be found at several places
    - Remind learners: if they cannot find the address of a shop at all, they should be suspicious and maybe look for another online shop to buy from





Q&A



Trainer input: slide 29



Trainer notes:

*This is the final slide where you can discuss further questions from learners or maybe repeat some of the exercises.*



## VIII Feedback and lessons learnt

During the pilot and implementation phase of the project, valuable insights were gained that can help trainers deliver the course content.

### *1. Use of Blended Learning*

The most important finding from the pilot phase was that a blended learning approach is of utmost importance and is definitely preferable to a purely online delivery. It is very helpful for internet novices and laypersons to be able to speak directly to trainers and ask questions during a face-to-face event. For example, insecure and shy learners can ask trainers to come and ask their questions very quietly, for example while the group is busy with a task. Doing this via direct messaging features of online meeting software is too difficult for beginners.

### *2. Thematic integration of My e-Start*

Only in the rarest cases does the target group of My e-Start have their own computer hardware. Most participants own neither a PC nor a notebook. It is therefore advisable to integrate My e-Start into existing courses in which computers are provided, e.g., an IT course. Of course, the mere use of rooms with computer hardware is also sufficient. It is not advisable to organise the My e-Start course as a pure frontal teaching, where only the trainer uses a PC or a notebook and projects it on the wall: My e-Start thrives on the participants themselves clicking through the course, reading, watching videos and doing small tasks. Using the computer mouse to click on quiz answers or switch between tabs is important for beginners to get practice and to have a small sense of achievement.

### *3. Using the Course Manual*

The course manual was very positively received during the pilot phase. Especially for those who are new to the internet, it is a good support to go through the registration process of the course and to find their way around the platform.

**Tip:** Print out the course manual and distribute a copy to each participant at the beginning of the course. Having a paper copy of the manual at hand lowers the inhibition to deal with the content.

### *4. Work on Modules in the given Order*

The My e-Start course is modular, so the existing six modules can theoretically be used in any order or individually. However, you should only deviate from the given order if you are dealing with already advanced participants. When training with newcomers, it is essential to stick to the given sequence in order not to overexert the learners.



### *5. Using a „Buddy“ System*

If the group of learners consists of both novices and advanced learners, it is advisable to form pairs so that novices each have an advanced "buddy" by their side. The newcomers benefit from the knowledge of the advanced learners. At the same time, the advanced students have a sense of achievement when they can pass on their knowledge, which boosts their self-confidence. If it happens that newcomers have questions that the advanced person cannot answer, both still have the trainer available in the background to help.

### *6. Save login data to go through the course again later as a refresher*

The final finding from the pilot phase is that participants would like to refresh their knowledge at a later date. It is therefore advisable to ask participants to write down their login data directly during the course start, right after registering in the portal. Together with the printed course manual, they will then have everything ready to log in to the portal again at a later time and go through the course or certain modules or just watch the videos.

## **IX Closing Words**

This manual is one of the core products of the My e-Start project, as it brings together all the important results and makes them accessible. With this document we want to ensure that My e-Start remains visible and useful beyond the project's lifetime. Our aim is to have a positive impact by facilitating social participation for disadvantaged groups of people.

For this ambitious goal, we need your help. Only together with you can we achieve substantial changes to reduce the so-called digital gap in Europe. We have taken a first step. Now it is up to you to continue and build on what we have found. This manual will help you to use the My e-Start materials as beneficially as possible.

The My e-Start project consortium wishes you great success in taking people by the hand and guiding them in their first steps in the digital world.



## X References

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