



## Annexe 2. Guide to develop skills for older persons to use collaborative platforms

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### Development and choice of indicators for monitoring the progress of older adults knowledge to use collaborative platforms

During the project will be carried out several activities that support the effective use of information and communication technologies (ICT) for persons over the age of 60 years.

Activities are designed to help older adults' access collaborative virtual environments and navigate within them. Also older adults will realize the benefits of the Internet in a pleasant and very useful way. The participants in the project are guided to choose between collaborative virtual environments, to realize the advantages and risks associated with them. The activities involve the development of educational modules then developed in this guide.

### Documentation

A good documentation of educational activities is an essential element providing the opportunity to share with experts the potential results of the activity. The form below can be used by the trainer to design the teaching/learning process and to perform a final synthetic assessment. It can be used either to document the unit as a whole or for separate activities. It is desirable to attach documents such as photos, videos, student achievements or any other type of document that shows what happened during the activities.

DOCUMENTA-	
<b>Trainer name</b>	...
<b>Trening place</b>	...
<b>Date</b>	...
<b>Participants age</b>	...
<b>Participants</b>	...
<b>Activities</b>	Describe the main teaching/learning activities during the various stages.
<b>Learning objec</b>	Describe the most relevant learning framework objectives of the unit.
<b>Lerners attitude</b>	Have the learners shown any interest in the activity? If so, to what extent? ( <i>use a questionnaire to assess learners ' attitude</i> ) Did the students participate in the activities? Specify whether their participation was high, low or normal.
<b>Manage-ment of class</b>	Describe the positive and negative elements of classroom management
<b>Trainer sug-estions</b>	Do you have any suggestions on how the work can
<b>Other observa-</b>	Make other observations if you think fit.
<b>Attachements</b>	Add photos, video, website, etc.

## Participation

The Ability to participate in a constructive manner in the training activities will be reflected in the quality of the training. The Promotion of collaborative digital environments allows the development

of new opportunities for civic and social participation, which require the development of adequate knowledge.

Questions for which we need to predict answers:

1. What expectations do we have from learners in these learning communities?
2. What rules must be followed by the trainers?
3. What rules must be respected by learners?

4. What responsibilities do the participants have in the activity?

At the same time, a huge percentage of older adults is still excluded from the possibility of taking part in the digital communities and enjoying their advantages.

This finding has multiple causes, the most common being the lack of digital knowledge at the elemental level of older adults

Other study questions may be:

What are the differences between the attitudes and perceptions of participants in different partner countries of the project?

What consequences do students consider to have on society excluding the use of the digital environment in business?

What consequences do students consider to have on society the exclusive use of the digital environment in business?

This sub-chapter also aims to promote learners ' awareness of the problem of the digital divide and the related consequences between different EU countries and to promote adequate behaviour in interactions with others, especially in context of digital communication.

### PARTICIPATION

<b>Short de-</b>	A brief description of the activities aimed to developing learners ' knowledge and possible ethical /
<b>Keywords</b>	Participate, online platforms, blog, forum, etc.
<b>Target group</b>	Adult aged over 60 years.
<b>Period</b>	The total duration of work: .....hours Activity A: ..... hours Activity B: ... hours .....
<b>Preliminar conditions</b>	The adults must have access to a computer and they must know how to use an internet browser
<b>Resources</b>	At least one computer every 2 adults and Internet connection
<b>Collaborative envin-</b>	To be accessed at least one collaborative environment
<b>Conclusions</b>	The activity will be ended with a reflection and the synthesis of the impressions

## Evaluation

### *Indicators for monitoring the development of digital skills (generally)*

Indicators are instruments that measure issues considered essential for the successful implementation of a project. They are usually directly related to the objectives of the programme, the way activities are carried out, the timing, the human and material resources. A good indicator can be easily measured and understood.

Examples of indicators: number of beneficiaries satisfied by a certain activity, the number of hits in a month, the number of new users etc. the System of indicators was built based on selecting information for determining the level of performance of the project COL-SUMER.

Each selected indicator will be measured systematically. Data collection should be carried out by persons not directly involved in the project or collected automatically by the project website. The data will be centralized and will come from numerous sources, including official statistics, reports, research, primary sources (observations during activities) or secondary sources (the results of the questionnaires of evaluation of the trainees), etc.

The project partners propose a complex classification of indicators.

Of the criteria proposed in this classification, the most relevant are:

Context indicators are those that relate to the elements that can influence the results of the program, but not part of it. For example, a context indicator is increasing the degree of socialization. This context indicator can thus have a major influence on the results of the project. For these reasons, the evolution of the context must be constantly evaluated.

The indicators of the programme are those that provide information about the evolution of the project.

Among the indicators of the programme can be:

- number of persons in the target group,
- the degree of their participation in the courses offered,
- the level of their satisfaction after the training followed
- level of knowledge on the use of collaborative environments after the training followed
- intention to use collaborative schemes after the training followed

Measurable information can be collected systematically throughout the programme and underpinning the monitoring and evaluation system.

Examples of indicators that can be used are shown in the following Table:

Indicative indicator	Indicator type (qualitative / quantitative)	Name	Explanation	References
I1	quantitative	Gender (women, men)	The males and females have an important impact social and cultural roles in society.	Eurostat, <i>E-commerce statistics for individuals</i> , 2018
I2	quantitative	Age (60-70 years, more than 70)	Represent different age periods.	Eurostat, <i>E-commerce statistics for individuals</i> , 2018
I3	qualitative	Level of education (primary, secondary, higher education)	Represent any act or experience that has a formative effect on an individual's mind, character, or physical ability, through schools, colleges, universities and other institutions.	Eurostat, <i>E-commerce statistics for individuals</i> , 2018
I4	qualitative	Employment situation (employee, self-employed/ student/ retired, other inactive/ unemployed)	Represent a person aged 15 and over who during the reference week performed work - even if just for one hour a week - for pay, profit or individual/family gain.	Eurostat, <i>E-commerce statistics for individuals</i> , 2018

I5	qualitative	Money spent on online shopping <b>during 1 month</b> (no money, low, significant)	Represent expenses incurred by households for all online expenses	Eurostat, <i>E-commerce statistics for individuals</i> , 2018
I6	qualitative	Problems encountered when buying over the internet <b>during 1 month</b> (no problems, insignificant problems, significant problems)	Represent difficulties the most common problems of online buyers, of form: a slower delivery than the one reported at the time of purchase, experienced site failures while ordering or paying, received mistaken or damaged goods/services, encountered difficulties in finding information about guarantees and other legal rights, have faced higher final costs than indicated, felt it was difficult to file complaints and to seek redress after a complaint.	Eurostat, <i>E-commerce statistics for individuals</i> , 2018

I7	qualitative	Reasons for not buying via the Internet <b>during 1 month</b>	Represent the main aspects of buyers for whom they do not buy, such as: preference for shopping in person in order to be able to see the products before purchasing them (loyalty to shops or by force of habit), privacy or the security when paying online, lacked the necessary skills or knowledge to make online purchases, concerns about receiving or returning goods, not having a suitable payment card.	Eurostat, <i>E-commerce statistics for individuals</i> , 2018
I8	quantitative	The level of individuals who regularly use the Internet (low use, medium use, high use)	Represent the degree of knowledge and use of collaborative platform users in the relation with the digital environment.	European Commission, <i>Study to Monitor the Economic Development of the Collaborative Economy in the EU - Part A: final report</i> , 2018

I9	quantitative	The level of individuals who regularly use mobile devices to access the Internet on the move (low, medium, high)	Represent the degree of knowledge and use of the internet away from home or work place on portable computers or handheld devices through mobile phone networks or wireless connections.	European Commission, <i>Study to Monitor the Economic Development of the Collaborative Economy in the EU - Part A: final report</i> , 2018
I10	quantitative	The level of individuals who regularly having ordered/bought goods or services for private use over the Internet (low, medium, high)	Represent the percentage of online users who ordered/bought goods or services via the internet.	European Commission, <i>Study to Monitor the Economic Development of the Collaborative Economy in the EU - Part A: final report</i> , 2018
I11	qualitative	Usually buying goods or services through the Internet	Represent all orders/ purchase of goods or services of users, for direct satisfaction of individual needs or wants a particular period through online transactions.	European Commission, <i>Study to Monitor the Economic Development of the Collaborative Economy in the EU - Part A: final report</i> , 2018

I12	qualitative	Internet users who bought or ordered goods or services for private use in the previous <b>1 month</b> by electronic skills (low, medium, high)	Represent the capacities required for the efficient application of the systems and technological devices by the individual in support of their own activity and include the necessary competences for the use of information and communication technologies.	European Commission, <i>Study to Monitor the Economic Development of the Collaborative Economy in the EU - Part A: final report</i> , 2018
I13	quantitative	The number of posted comments on platform by users <b>during 1 month</b>	Represent comments on the products and services they have used or bought. Comments are useful to all participants (consumers and producers) as they contribute to creating reputation and providing feedback to improve offers.	A. Bezzubtseva, D. Ignatov, <i>A Typology of Collaboration Platform Users</i> , 2013

I14	qualitative	The number of submitted evaluations by users <b>during 1 month</b>	Represent a completely subjective evaluation of how the platform performs on certain dimensions, also using a 5-point Likert (agreement) scale. Here the observer has an item that describes a feature or capacity of the website and must agree or disagree with the description.	A. Bezzubtseva, D. Ignatov, <i>A Typology of Collaboration Platform Users</i> , 2013
I15	quantitative	Cost perception by user (low, medium, high)	Represent all the costs that make up the total value of a product/service, essential to the consumer, such as: time, search, comfort, psychic.	Project of european consumer organisations, " <i>COLLABORATION OR BUSINESS? From value for users to a society with values</i> ", 2016
I16	qualitative	Practical reasons (flexible hours, better meets needs, easier, etc.) (No, Yes)	Represent comfort consumers to shop anytime and anywhere, with access to a wider range of products, comparing prices and sharing their opinion on goods with other consumers.	Project of european consumer organisations, " <i>COLLABORATION OR BUSINESS? From value for users to a society with values</i> ", 2016

I17	qualitative	Satisfaction with CC experiences (No, Yes)	Represent consumer experiences on online shopping platforms compared to other more traditional markets.	Project of european consumer organisations, " <i>COLLABORATION OR BUSINESS? From value for users to a society with values</i> ", 2016
I18	quantitative	Legal issues perception (Good, Fair, No impression)	Represents all the legal difficulties that occurred while shopping online. In this regard, consumers need to be aware that consumer protection laws do not apply to P2P transactions, but applies to the relationship with the platform.	Project of european consumer organisations, " <i>COLLABORATION OR BUSINESS? From value for users to a society with values</i> ", 2016
I19	qualitative	Information about the identity of the platform (fiscal data)	Represent full platform tax information, company listing details, and contact information. It is also important that CC platforms comply with administrative regulations.	Project of european consumer organisations, " <i>COLLABORATION OR BUSINESS? From value for users to a society with values</i> ", 2016

I20	qualitative and qualitative	Geographic sustainability (local / city / regional)	Represent both geographical perspectives on sustainability households and housing material culture of the purchase of goods or services via the Internet.	Project of european consumer organisations, " <i>COLLABORATION OR BUSINESS? From value for users to a society with values</i> ", 2016
I21	qualitative	Platform functionality and usability perception (Good, Fair, No impression)	Represent with how a platform enables interaction between peers, through identity management and other communicative and informational systems, including: identity and profile building, user status systems, interconnectivity, content and customization.	Project of european consumer organisations, " <i>COLLABORATION OR BUSINESS? From value for users to a society with values</i> ", 2016

I22	qualitative	Trust and virtual reputation in the platform (low, medium, high)	Represent one of the main resources available to peers to create networks of interest through trustworthiness. The platform and its design play a major role in this process. In this dimension, nine items are assessed, including: user reviews and ratings systems, statistics on past performance and ID verification options.	Project of european consumer organisations, " <i>COLLABORATION OR BUSINESS? From value for users to a society with values</i> ", 2016
I23	qualitative	Rules and policies of the platform (low, medium, high)	Represent how platforms provide a safe environment for communication, transactions and exchanges. Is assesses whether codes of conduct and behavioural norms are well established and clearly published, as well as evaluating monitoring, problem solving systems, and methods for flagging, blocking and banning pernicious users.	Project of european consumer organisations, " <i>COLLABORATION OR BUSINESS? From value for users to a society with values</i> ", 2016

I24	qualitative	Security - safe environment for the users to interact (low, medium, high)	Represent creating a secure environment for platform users through a centralized governance model that processes and controls all exchanges. In addition, as a way to ensure a secure environment for CC transactions, platforms should check whether providers have adequate insurance coverage or insurance policies when necessary.	Project of european consumer organisations, " <i>COLLABORATION OR BUSINESS? From value for users to a society with values</i> ", 2016
I25	qualitative	Interaction rules - easily understood and clearly visible (No, Yes)	Represent rules on interactivity between users, as well as on publishing, searching, retrieving and interpreting information posted by other platform users.	Project of european consumer organisations, " <i>COLLABORATION OR BUSINESS? From value for users to a society with values</i> ", 2016

I26	qualitative	Information and the terms of use in the language of the country of operation the platform. (No, Yes)	Represent the language or languages of the country in which the platform operates in order to present the general conditions, data protection policy, cookies and any other relevant information, and the possibility of translating messages into removing language barriers that may prevent some people from participating in the dialogue.	Project of european consumer organisations, " <i>COLLABORATION OR BUSINESS? From value for users to a society with values</i> ", 2016
I27	qualitative	Legislation that specifies responsibility when conflicts or problems occur (No, Yes)	Represent the implementation of policies to help resolve conflicts between users and avoid conflict development on CC platforms. When there is a conflict between a user and a platform, the law must be applied in accordance with the relevant national jurisdiction of the consumer.	Project of european consumer organisations, " <i>COLLABORATION OR BUSINESS? From value for users to a society with values</i> ", 2016

I28	qualitative and qualitative	Community (limited, numerous)	Represent a real-time communication environment between users that facilitates both communication and collaboration through the exchange of messages between 2 people (1: 1) or between a user and a group (1: N), as well as the ability to facilitate the exchange between foreigners (consumers who might share similar wishes).	P. Graça, L. M. Camarinha-Matos, <i>Performance Indicators for Collaborative Business Ecosystems – Literature review and trends</i> , 2016
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**Note: Within the project, the most appropriate indicators will be selected**

*Indicators for evaluation of project results (in particular)*

In order to evaluate the results of the project we propose the use the following indicators:

Indicative indicator	Indicator type (qualitative / quantitative)	Name
CC1	qualitative	Money spent on online shopping during 1 month (no money, low amount, significant amount)
CC2	qualitative	Problems encountered when buying over the internet during 1 month (no problems, insignificant problems, significant problems)
CC3	qualitative	Reasons for not buying via the Internet during 1 month
CC4	quantitative	The level of use the CC (no use, low use, medium use, high use)
CC5	quantitative	The number of posted comments on platform by users during 1 month
CC6	qualitative	The number of submitted evaluations by users during 1 month
CC7	qualitative	Satisfaction with CC experiences (No, Yes)
CC8	qualitative	CC functionality and usability perception (Good, Fair, No impression)
CC9	quantitative	Perception of security - safe environment for the users (No/Yes)



CC10	qualitative	Interaction rules - easily understood and clearly visible (No, Yes)
CC11	qualitative	Information and the terms of use (No, Yes)
CC12	qualitative	Legislation that specifies responsibility when conflicts or problems occur

(No, Yes)