

# TRAINING PROGRAMME FOR ADULT EDUCATORS AND LIBRARY STAFF: Senior Learner Manual The Third Reading Age

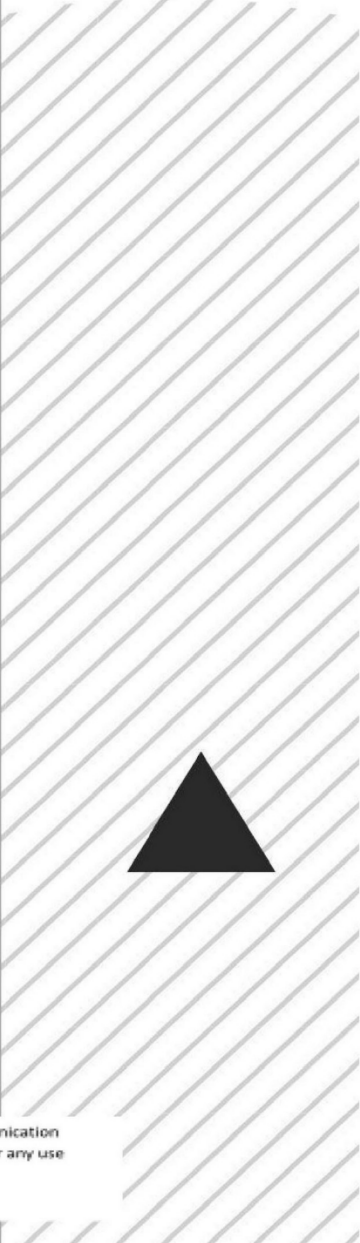

Erasmus+ KA2 Strategic Partnership  
for Adult Education



THE 3rd READING AGE



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Submission Number:



### ***Leading Organisation***

Unione della Romagna Faentina

### ***Participating Organisation***

Rijeka City Library, GLAFKA, ArtSmart, EUNI Partners, Dante

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# Introduction

## Third reading age

### The project

Computers, the internet, the use of WIFI, multiple sites, and applications have become an inseparable part of our everyday life. However, there is a significant part of our community that has lived the biggest part of their lives without the use of the mentioned technologies and finds it hard to adapt to them.

Older citizens who do not possess basic digital competences are not able to use the opportunities offered by the digital technologies in everyday life.

Moreover, contrary to the popular belief that older people are the ones who read the most (more leisure time, more inclined toward more traditional forms of entertainment), the culture of reading is not so strong and does not reach all the potential

The Third reading age project aims to act on two lines of intervention:

- increase of accessibility to new communication technologies for older adults and develop the reading culture among citizens aged 60+
- development of competences for educators and library staff working with older adults so they can adapt their teaching to their local context and learner needs - development of new educational material and resources aimed at activating older adults in the digital space

The project is articulated in different, closely connected resources:

- *Online Reading Curriculum for Older Adults: How to become a digital reader*

It is aimed at facilitating, encouraging and re-thinking reading for older adults using new technologies.

- *E-reading Community Portal: The Digital Reading Age*

An open-source online learning portal featuring activities and tools to support senior learners in piloting the Curriculum

- *Training Programme for Adult Educators and Library Staff: Senior Learner Manual*

created in order to support the delivery of Online Reading Curriculum for Older Adults and of the E-Reading Community Portal and ensure a quality training.

## The Training Programme For Adult Educators and Library Staff: Senior Learner Manual

The “Training Programme For Adult Educators and Library Staff: Senior Learner Manual” is aimed at Adult educators and Library staff.

The training will ensure that Adult Educators and Library staff

- know and be able to use all the tools of the project
- recognize the learning characteristics and educational needs of older adults
- are able to adapt to the educational needs of older adults
- help and support in organising and managing an e-reader club for seniors
- know strategies for teaching digital skills to older adults
- are able to identify and present e-reading services with the best features for older users
- compare the best practices in local and European context

## Structure of the Training

| <b>Modules</b>   | <b>Topics/Activities</b>  | <b>F2F (hours)</b> | <b>SDL (hours)</b> | <b>Linked intellectual Outputs/Modules</b>  |
|--|---|--------------------|--------------------|---|
| <b>M1</b><br>Introducing Third Reading Age project                 | Presentation of the Third Reading Age Project                                       | 3                  | 1                  | Introducing the project, IO1 (Online Reading Curriculum)<br>IO2 (Online Portal)<br>Facebook page, Third Reading Age website, newsletter |
|  | Learn and get familiar with the E-reading Community Portal: The Digital Reading Age | 2                  | 1                  | IO2 Online Portal   |
| <b>M2</b><br>Senior learners characteristics needs and motivations | Learning environments for senior people   | 1                  |                    | IO1-IO2:<br>Area 1-Use of Digital Technologies<br>Area 2- Critical Reading  |
|  | Senior needs and reading as social inclusion and active citizenship                 | 2                  | 1                  | IO1-IO2:<br>Area 1-Use of Digital Technologies<br>Area 2- Critical Reading  |

|   |   |           |           |   |
|---|---|-----------|-----------|---|
| <b>M3</b><br>Book Club:<br>participation and<br>sharing         | Visit to the 'Maria<br>Goia' Library in<br>Cervia and<br>meeting with<br>reading groups   | 3         |           | IO1-IO2:<br>Area 4- Book<br>clubs<br>Area 3<br>–Communicating<br>and debating |
| <b>M4</b><br>Digital skills and<br>tools for senior<br>learners | Teaching digital<br>skills to senior<br>learners  | 1         |           | IO1-IO2:<br>Area 1-Use of<br>Digital<br>Technologies                          |
|   | E-reading services<br>MLOL (Media<br>Library online)<br>overview and<br>presentation  | 2         | 1         | IO1-IO2:<br>Area 1-Use of<br>Digital<br>Technologies                          |
| <b>M5</b><br>Evaluation   | Selection of the<br>evaluation<br>methods to apply<br>in The Third<br>Reading Age<br>project.<br>Self-evaluation<br>and formative<br>assessment<br>activities to use<br>for the training. | 2         |           | IO1-IO2:<br>All Curriculum<br>Areas   |
| <b>Total hours (F2F+SDL= 20 hours)</b>                          |   | <b>16</b> | <b>4h</b> |   |

One academic (teaching/training) hour is 45 minutes.



## Learning outcomes

| Modules   | Knowledge   | Skills   | Attitudes  |
|---|---|--|--|
| <b>M1</b> Introducing The Third Reading Age Project             | Describe aims, activities and intellectual outputs developed with the project   | Contextualise project outputs and outcomes in a specific community, knowing the potential of each output   | Community engagement, partner cohesion   |
|   | Describe the IO2 Online Portal and its features   | Present the IO2 Online Portal to the community and its use   | Willing to apply new ways for involving the local community members in lifelong learning activities  |
| <b>M2</b> Senior learners characteristics needs and motivations | Identify the senior learners characteristics, the different learning methods, the different environments  | Plan steps to increase learning easily and in a comfortable way, to increase the senior self-confidence  | Ability to adapt to different teaching methods, mental flexibility   |
| <b>M3</b> Book Club: participation and sharing                  | Identify and recognize the main characteristics of reading groups and their importance for elders   | Contextualise book club experiences and opportunities in a specific community  | Ability to involve the local community members in book club activities, mental flexibility, aptitude for communication   |
| <b>M4</b> What tools to use for working with seniors            | Identify the technologies and ICT tools to work with seniors, keeping up to date with the opportunity that community media and platforms can provide, local initiatives and strengths | Present initiatives, portal and ICT tools suitable to seniors in a pleasant way, so they can be involved and informed in community life<br>give example of how to promote successfully the use of digital technologies | Seek new forms to communicate, reading, learn and inform in the digital era<br><br>Willing to integrate professional tools with new online tools and resources |

|                         |   |  |   |
|-------------------------|---|--|---|
| <b>M5</b><br>Evaluation | Describe formative<br>assessment activities<br>Describe<br>self-evaluation<br>processes | Implement formative<br>assessment activities | Willing to apply the<br>knowledge-based<br>approach for<br>continuous<br>improvement of the<br>learning provision |
|-------------------------|---|--|---|

## Module 1 - Introducing The Third Reading Age project

This first module introduces and presents the Third Reading Age Project.

It consists in two distinct activities: the presentation and analysis of the project in its various articulations, the presentation of the platform and familiarisation with its functioning.

### Tutor's Handbook with Lesson Plan M1

|                                 |   |
|---------------------------------|---|
| Module Title                    | Introducing The Third Reading age Project   |
| Target Group                    | Adult educators and librarians  |
| Purpose of this module          | The aim of this module is to introduce The Third Reading Age Project and its outputs and to get familiar with them.   |
| Learning Outcomes of the Module | <ul style="list-style-type: none"><li>- describe aims, activities and intellectual outputs developed within The Third Reading Age</li><li>- describe aims, learning outcomes, activities of the six modules of the Online Curriculum for Older Adults</li><li>- describe aims, learning outcomes, activities of the E-reading Community Portal: The Digital Reading Age</li></ul> |
| Module duration                 | 7 hours (5 F2F 2 SDL)   |
| Topics                          | Presentation of The Third Reading Age Project   |
| Preparation                     | Computer device and internet connection to browse the platform E-reading Community Portal: The Digital Reading Age<br><a href="https://www.3rd-reading-age.eu/">https://www.3rd-reading-age.eu/</a>   |

### The Lesson Plan for F2F Learning - Learning Unit 1

| Nr. | Topics and Sub-topics/learning Activities   | Duration (minutes) | Training methods | Materials/Equipment Required  |
|-----|---|--------------------|------------------|---|
| 1   | <p><b>Welcoming, warm-up activity and introduction of participants.</b></p> <p>The facilitator asks participants to introduce themselves giving some informations and explaining their expectation on the Training Programme for Adult Educators and Library Staff</p>  | 20                 | Plenary session  | Pens and note materials for participants  |
| 2   | <p><b>Introducing the project and its articulation</b></p> <ul style="list-style-type: none"> <li>- IO1 Online Reading Curriculum for Older Adults: how to become a digital reader</li> <li>- IO2 E-reading Community Portal: The Digital Reading Age</li> <li>- IO3 Training Program for Adult Educators and Library Staff: Senior Learner Manual</li> </ul> | 15                 | Plenary session  | <p>Laptop and video projector</p> <p>Internet connection</p> <p>Digital or printed copy of The Online Reading Curriculum for Older Adults</p> <p>Powerpoint presentation M1.1</p> <p>Pens and note materials for participants</p> |
| 3   | FAQ   | 10                 | Plenary session  | Flipchart and markers   |
|     | break   | 15                 |                  |   |

|   |  |                              |   |  |
|---|--|------------------------------|---|--|
| 4 | <p><b>Activity nr.1</b><br/> <b>Focus on IO1 - area 1 Use of digital technologies</b></p> <p>The trainer introduces IO1 - area 1 - Use of technologies</p> <p>The trainer forms small groups and ask them to evaluate the a IO1 - area 1 using a SWOT grid</p> <p>The trainer asks each group to present their considerations and evaluations, reports them on the flipchart</p> | <p>5</p> <p>30</p> <p>10</p> | <p>Team activity</p> <p>Plenary session</p> | <p>Activity Handout 1.1</p> <p>Digital or printed copy of The Online Reading Curriculum for Older Adults</p> <p>Laptop and video projector</p> <p>Internet connection</p> <p>Pens and note materials for participants</p> <p>Flipchart and markers</p> |
|   | Break  | 15                           |   |  |

|   |   |    |                 |   |
|---|---|----|-----------------|---|
|   | <p><b>Testing a digital service:<br/>Get the Manfrediana Library Card</b></p> <p>Each participant gets a Manfrediana library card by filling out the form on the site.<br/>Trainers will help participants to compile the form (the site is only in Italian)<br/>At the end of the operation the trainer asks the participants</p> <ul style="list-style-type: none"> <li>- How easy/difficult it was to get a library card.</li> <li>- How easy/difficult was it to upload the ID card file?</li> <li>- what help seniors may need to carry out the process</li> <li>- Generally if you appreciated the procedure and why</li> </ul> | 15 | Team activity   | <p>Laptop, tablet, smartphone</p> <p>Internet connection</p> <p>Flipchart and markers</p> <p>Pens and note materials for participants</p> |
| 6 | <p><b>Discussion</b></p>  | 20 | Plenary session | Flipchart and markers   |
| 7 | <p><b>Closing session</b><br/>The trainer checks with the participants whether they have any final doubts or comments.</p>  | 10 | Plenary session | Flipchart and markers   |

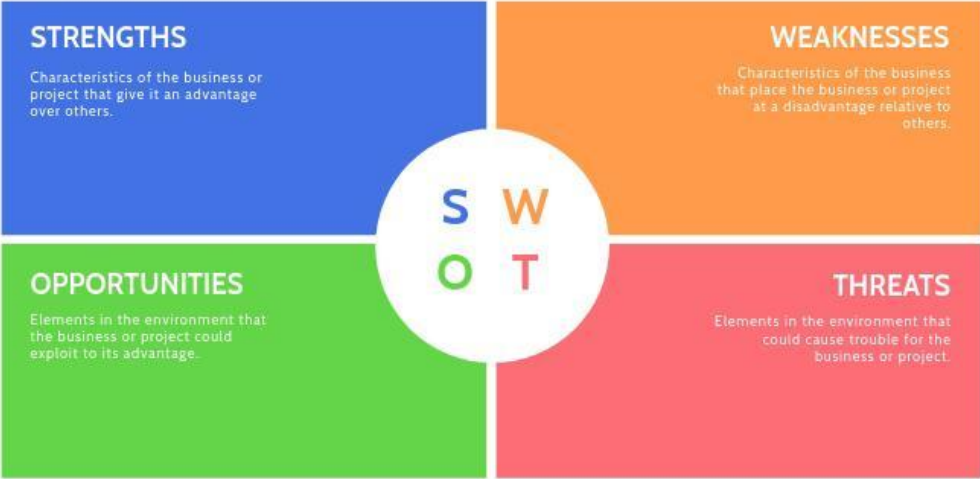
**The Lesson Plan for F2F Learning - Learning Unit 2**

| Nr. | Topics and Sub-topics/learning Activities  | Duration (minutes) | Training methods | Materials/Equipment Required  |
|-----|--|--------------------|------------------|---|
| 1   | <p><b>Introduction</b><br/>Trainer introduces the main topics of this module</p> <p><b>The E-reading Community Portal: The Digital Reading Age</b></p> <p>The trainer connects with the Reading Portal and explains its features and functionalities.<br/>The trainer illustrates the various sections and explains how they work</p> <p><a href="https://www.3rd-reading-age.eu/">https://www.3rd-reading-age.eu/</a></p> | 10<br><br>35       | Plenary session  | Laptop and video projector<br><br>Internet connection<br><br>Pens and note materials for participants |
|     | Break  | 15                 |                  |   |

|   |  |    |                 |  |
|---|--|----|-----------------|--|
| 2 | <p><b>Activity nr. 2</b><br/><b>Evaluating the Portal</b></p> <p>The trainer forms small groups and asks them to evaluate the Portal in terms of accessibility and applicability. Each group is asked to grade the following common indicators on a scale from 1 to 5 (1 completely disagree, 5 completely agree)</p> <p>The indicators are:</p> <ul style="list-style-type: none"> <li>- It's easy to register on the portal</li> <li>- It's easy to identify different uses of the portal</li> <li>- The portal is user friendly</li> <li>- The design and graphics are attractive and pleasant</li> <li>- The portal and its resources respond to the needs of senior learners</li> <li>- The portal and its resources respond to the needs of educators and librarians</li> </ul> <p>The trainer asks each group to present their considerations and evaluations</p> | 35 | Team activity   | <p>Activity handout 1.2</p> <p>Laptop and video projector<br/>Internet connection</p> <p>One computer for each group</p> <p>Pens and note materials for participants</p> |
| 3 | <p><b>Closing session</b></p> <p>The trainer checks with the participants whether they have any final doubts or comments</p>   | 10 | Plenary session | <p>Flipchart and markers</p>   |



## Activity Handout 1.1

|                                    |   |                        |     |
|------------------------------------|---|------------------------|-----|
| <b>Module Title</b>                | Introducing The Third Reading age Project   |                        |     |
| <b>Activity Title</b>              | Focus on IO1 - area 1 Use of digital technologies   | <b>Activity Number</b> | 1.1 |
| <b>Description of the Activity</b> | <p>Use this SWOT grid to evaluate the a IO1 - area 1</p> <div style="text-align: center;"> <h3>SWOT ANALYSIS</h3>  <p>The diagram is a 2x2 grid with a central circle. The top-left quadrant is blue and labeled 'STRENGTHS'. The top-right quadrant is orange and labeled 'WEAKNESSES'. The bottom-left quadrant is green and labeled 'OPPORTUNITIES'. The bottom-right quadrant is red and labeled 'THREATS'. In the center, a white circle contains the letters S, W, O, and T arranged in a 2x2 grid.</p> </div> |                        |     |

## Activity Handout 1.2

|                                    |   |                        |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|------------------------------------|---|------------------------|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| <b>Module Title</b>                | Introducing The Third Reading age Project   |                        |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| <b>Activity Title</b>              | Evaluating the Portal   | <b>Activity Number</b> | 1.2 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| <b>Description of the Activity</b> | <p>Evaluate the portal by answering the following questions</p> <p>- It's easy to register on the portal</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table> <p>- It's easy to identify different uses of the portal</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table> <p>- The portal is user friendly</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table> <p>-</p> <p>The design and graphics are attractive and pleasant</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table> <p>- The portal and its resources respond to the needs of senior learners</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table> <p>- The portal and its resources respond to the needs of educators and librarians</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table> <p><b>Rating scale</b></p> <p>1 – Strongly Agree<br/>           2 – Agree<br/>           3 – Neither Agree nor Disagree<br/>           4 – Disagree<br/>           5 – Strongly Disagree</p> |                        |     |   | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1                                  | 2   | 3                      | 4   | 5 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1                                  | 2   | 3                      | 4   | 5 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1                                  | 2   | 3                      | 4   | 5 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1                                  | 2   | 3                      | 4   | 5 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1                                  | 2   | 3                      | 4   | 5 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1                                  | 2   | 3                      | 4   | 5 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

## Self-directed Learning Activity M1.1

|                                     |   |                          |    |
|-------------------------------------|---|--------------------------|----|
| Module Title                        | Introducing The Third Reading Age Project   |                          |    |
| Activity Title                      | Discovering Online Reading Curriculum for Older Adults: How to become a Digital Reader  | Duration of the activity | 1h |
| Learning Outcomes                   | <ul style="list-style-type: none"> <li>● Get familiarised with the six areas of IO1 Online Reading Curriculum for Older Adults</li> <li>● Develop analytical thinking</li> <li>● Rethink and tailor training approach to senior learners</li> </ul>   |                          |    |
| Aim of activity                     | By completing this activity, you will gain a detailed knowledge of THIRD READING AGE IO1 - Online Reading Curriculum for Older Adults: How to become a digital reader. You will also be able to adapt the content of the Third Reading Age Curriculum to the needs of senior learners in your community.  |                          |    |
| Materials Required for the Activity | <p>You need:</p> <ul style="list-style-type: none"> <li>- Note-taking materials, pen or pencil</li> <li>- A digital device: computer, laptop, tablet or smartphone</li> <li>- Access to the internet</li> <li>- THIRD READING AGE IO1 - Online Reading Curriculum for Older Adults: How to become a digital reader</li> </ul>   |                          |    |
| Step-by-step instructions           | <p>Step 1 - Visit the THIRD READING AGE online portal</p> <p style="text-align: center;"><a href="https://3rdreadingage.eu">ABOUT   3rdreadingage (3rd-reading-age.eu)</a></p> <p>Step 2 – Find the IO1 – Online Reading Curriculum for Older Adults</p> <p>Step 3 – Read the contents of the six areas and Identify topic, aims and outcomes</p> <p>Step 4 – Answer the following question</p> <ul style="list-style-type: none"> <li>● Do you think the contents of the manual reflect the needs of senior learners in your community?</li> <li>● What particularities of your local context are highlighted?</li> <li>● How do you think the contents of the manual can be adapted to the needs of senior learners in your community?</li> </ul> |                          |    |

## Self-directed Learning Activity M1.2

|                                     |   |                          |    |
|-------------------------------------|---|--------------------------|----|
| Module Title                        | Introducing The Third Reading Age Project   |                          |    |
| Activity Title                      | Get familiarised with the online learning activities of the Portal  | Duration of the activity | 1h |
| Learning Outcomes                   | <ul style="list-style-type: none"> <li>- Get familiarised with online learning activities of the Portal</li> <li>- Develop analytical thinking</li> <li>- Rethink and tailor training approach to senior learners</li> </ul>  |                          |    |
| Aim of activity                     | By completing this activity you will gain a detailed knowledge of the IO2 - E-reading Community Portal, its contents and activities. You will also be able to adapt the content of the Third Reading Age Portal to the needs of senior learners in your community.  |                          |    |
| Materials Required for the Activity | <p>You need:</p> <ul style="list-style-type: none"> <li>- Note-taking materials, pen or pencil</li> <li>- A digital device: computer, laptop, tablet or smartphone</li> <li>- Access to the internet</li> <li>- The E-reading Community Portal: The Digital Reading Age</li> </ul>  |                          |    |
| Step-by-step instructions           | <p>Step 1 - Visit the THIRD READING AGE online portal</p> <p style="text-align: center;"><a href="https://3rdreadingage.com">ABOUT   3rdreadingage (3rd-reading-age.eu)</a></p> <p>Step 2 - Browse through the portal, take the online course, and while you're doing it keep these questions in mind:</p> <ul style="list-style-type: none"> <li>• Does it match the competence level of your community senior readers?</li> <li>• Is it user-friendly, easy to reach?</li> <li style="padding-left: 20px;">Is it suitable or adaptable for senior readers?</li> <li>• How would you tailor your training approach?</li> </ul> |                          |    |

## Module 2 - Senior learners characteristics, needs and motivations

This module is focused on the investigation of the characteristics of the elderly and the responses to their needs, through the analysis of significant local experiences and comparison with similar partner experiences.

### Tutor's Handbook with Lesson Plan M2

| <b>Lesson Plan M2</b>           |  |
|---------------------------------|--|
| Module Title                    | Senior learners characteristics, needs and motivations   |
| Target Group                    | Adult educators and librarians   |
| Purpose of this module          | The aim of this module is to identify and compare the senior learners needs and the different learning environment, the willing to integrate professional tools with new online tools and resources  |
| Learning Outcomes of the Module | <ul style="list-style-type: none"><li>- Describe the characteristics of older learners</li><li>- Describe different learning methods</li><li>- Indicate they key elements of an inclusiveness and active citizenship</li><li>- Steps to increase learning easily and in a comfortable way</li><li>- Steps to increase the senior self-confidence and digital awareness</li></ul> |
| Module duration                 | 4 hours (3 F2F, 1 SDL)   |
| Topics                          | Seniors needs in terms of learning methods, seniors characteristics and the educator as a trainer and his role, best practices overview  |
| Preparation                     | Computer device and internet connection to browse the useful website and platform<br>Expert workshops and team activity  |

| <b>The Lesson Plan for F2F Learning environments</b> |  |                    |                  |  |
|--|--|--------------------|------------------|--|
| Nr.  | Topics and Sub-topics/learning Activities  | Duration (minutes) | Training methods | Materials/Equipment Required   |
| 1  | <p><b>Introduction</b><br/>Trainer introduces the main topics of the module</p>  | 10                 | Plenary session  | Pens and note materials for participants   |
|  | <p><b>Senior learner characteristics and needs</b></p> <p>For this activity the trainer proposes a brainstorming session for the whole group. Participants are asked to reflect on the characteristics of older learners, learning environments, motivations, and modes of learning and to indicate what they think are the key elements.</p> <p>At the end of the brainstorming session, participants should have a common list of key elements to consider in delivering the Third reading age project</p> | 35                 | Brainstorming    | <p>Activity handout 2.1</p> <p>Pens and note materials for participants</p> <p>Flipchart and markers</p>     |
|  | break  | 15                 |                  |  |
| 2  | <p><b>Seniors and learning environments</b><br/>A local experience:<br/><i>La Libera Università per gli adulti di Faenza and its activities</i><br/>Presentation</p>   | 15                 | Plenary session  | <p>Laptop and video projector</p> <p>Internet connection</p> <p>Pens and note materials for participants</p> |

|   |  |    |                 |   |
|---|--|----|-----------------|---|
| 3 | <p><b>Reading as social inclusion and active citizenship</b><br/> A local experience:<br/> <i>Patto per la lettura di Bologna: a network to spread reading practices</i><br/> Presentation</p>   | 30 | Plenary session | Laptop and video projector<br><br>Internet connection<br><br>Pens and note materials for participants |
|   | break  | 15 |                 |   |
| 4 | question and answers   | 10 | Plenary session | Flipchart and markers   |
| 5 | <p><b>European experiences. A comparison</b></p> <p>The trainer asks participants to identify and indicate similar initiatives in their countries, to identify their main characteristics and to compare them with those just analysed</p> | 25 | team activity   | Pens and note materials for participants<br><br>Flipchart and markers                                 |
| 6 | <p><b>Closing session</b><br/> The trainer checks with the participants whether they have any final doubts or comments</p>   | 10 | Plenary session | Flipchart and markers   |

## Activity Handout 2.1

|                                    |   |                        |  |
|------------------------------------|---|------------------------|--|
| <b>Module Title</b>                | Senior learners characteristics, needs and motivations  |                        |  |
| <b>Activity Title</b>              | Senior learners, who are they?  | <b>Activity Number</b> |  |
| <b>Description of the Activity</b> | <p>The purpose of this brainstorming activity is to invite educators to reflect on senior learners by focusing on four specific aspects:</p> <ul style="list-style-type: none"> <li>• their characteristics</li> <li>• their motivations</li> <li>• their modes of learning</li> <li>• learning environments suitable for them</li> </ul> <p>At the beginning of the session the trainer asks participants to focus on the first topic and asks them "what are the physical and psychological characteristics of a senior learner?" and writes the answers on a flipchart sheet.</p> <p>The trainer proceeds in the same way for the other topics.</p> <p>At the end of the brainstorming session participants should have a common list of key elements to discuss and to consider in delivering the Third Reading Age Project</p> |                        |  |



## Self-directed Learning Activity M2

|                                     |  |                          |    |
|-------------------------------------|--|--------------------------|----|
| Module Title                        | Senior learners characteristics, needs and motivations   |                          |    |
| Activity Title                      | Focus on your community  | Duration of the activity | 1h |
| Learning Outcomes                   | <ul style="list-style-type: none"> <li>- Searching, identifying and getting to know resources fo seniors in your community</li> <li>- Be able to choose the most appropriate ones</li> </ul>   |                          |    |
| Aim of activity                     | By completing this activity you will learn where and how to search for resources, projects and initiatives for seniors in your community. You will also be able to assess and choose the most appropriate opportunities for the development of the Third Reading Age Project   |                          |    |
| Materials Required for the Activity | You need: <ul style="list-style-type: none"> <li>- Note-taking materials, pen or pencil</li> <li>- A digital device: computer, laptop, tablet or smartphone</li> <li>- Access to the internet</li> </ul>   |                          |    |
| Step-by-step instructions           | <p>Step 1 - Explore elderly resources in your community by searching, for example, among:</p> <ul style="list-style-type: none"> <li>• Social and health services of local government</li> <li>• Public and private cultural institutions (libraries, museums, associations, recreational clubs)</li> <li>• Adult learning centres</li> <li>• Retirement communities and homes</li> </ul> <p>Step 2 - make a list of the resources that seem most significant to you, analyse them keeping this questions in mind:</p> <ul style="list-style-type: none"> <li>• What characteristics or needs of the elderly are these resources addressing</li> <li>• What area or areas of the Curriculum encompass?</li> <li>• How do you think these resources might interact with the project?</li> </ul> |                          |    |

## Module 3 - Book club: participation and sharing

### Tutor's Handbook with Lesson Plan M3

| <b>Lesson Plan M3</b>           |   |
|---------------------------------|---|
| Module Title                    | Book club: participations and sharing   |
| Target Group                    | Adult educators and librarians  |
| Purpose of this module          | The aim of this module is to identify and recognize the main characteristics of reading groups and their importance for elders  |
| Learning Outcomes of the Module | <ul style="list-style-type: none"><li>- Describe the characteristics of book clubs</li><li>- Indicate the main purposes and advantages of book clubs</li><li>- Know and compare different book club experiences</li><li>- Steps to increase learning easily and in a comfortable way</li><li>- Steps to increase the senior self-confidence and digital awareness</li></ul> |
| Module duration                 | 3 hours   |
| Topics                          | <ul style="list-style-type: none"><li>- Book club: characteristics and types</li><li>- Book club role for the elder people</li><li>- The experience of the Cervia library reading groups</li></ul>  |
| Preparation                     | Computer device and internet connection to browse the useful website and platform<br>Expert workshops and team activity<br>Transfer bus to Cervia and back  |

| <b>The Lesson Plan for F2F Learning</b> |   |                    |                  |  |
|---|---|--------------------|------------------|--|
| Nr.                                     | Topics and Sub-topics/learning Activities   | Duration (minutes) | Training methods | Materials/Equipment Required   |
| 1                                       | Introduction<br>Trainer introduces the main topics of the module  | 5                  | Plenary session  | Pens and note materials for participants   |
| 2                                       | <b>Networking and talking about reading groups.</b><br>Two Italian Experiences:<br>- <i>Biblioclick: La rete dei Gruppi di lettura</i><br>- <i>Il blog Gruppo di lettura</i><br>Presentation  | 10                 | Plenary session  | Laptop and video projector<br>Internet connection<br><br>Power Point 3.1<br><br>Pens and note materials for participants |
|   | <b>Activity nr.1 European experiences. A comparison</b><br>The trainer asks participants to identify and indicate book club initiatives in their countries, to identify their main characteristics and to compare them with those just analysed | 30                 | Team activity    | Activity handout 3.1<br>Pens and note materials for participants<br><br>Flipchart and markers                            |
|   | break   | 15                 |                  |  |
| 3                                       | <b>Visit to the 'Maria Goia' Library in Cervia and meeting with reading groups</b><br>- overview of the situation of book clubs in Italy<br>- useful tools for reading groups<br>- relationship between reading group and library               | 90                 | Plenary session  | Pens and note materials for participants   |

|  |   |  |  |  |
|--|---|--|--|--|
|  | - meeting with readers from a book club: their experience |  |  |  |
|--|---|--|--|--|

## Activity Handout 3.1

|                                    |   |                        |   |
|------------------------------------|---|------------------------|---|
| <b>Module Title</b>                | Book club: participation and sharing  |                        |   |
| <b>Activity Title</b>              | Mapping the community   | <b>Activity Number</b> | 2 |
| <b>Description of the Activity</b> | <p>The trainer asks participants to begin knowing and mapping the territory of their community by answering these questions</p> <ul style="list-style-type: none"><li>• Are there reading groups in your target community?</li><li>• What age group are they aimed at?</li><li>• Are they online or in-person?</li><li>• Where do they meet and when?</li><li>• Did they meet during the pandemic and how?</li><li>• Are there physical places or virtual networks that allow readers to find out about reading groups, discover the closest or most suitable ones in which to participate?</li></ul> |                        |   |

## Module 4 - Digital skills and tools for senior learners

This module focuses on teaching digital skills to seniors and digital reading applications, through a series of examples of local and national best practices and services.

### Tutor's Handbook with Lesson Plan M4

| <b>Lesson Plan M4</b>           |  |
|---------------------------------|--|
| Module Title                    | Digital skills and tools for senior learners   |
| Target Group                    | Adult educators and librarians   |
| Purpose of this module          | The aim of this module is to identify and compare local and national resources in teaching digital skills, to know, use and compare e-reading services and tools   |
| Learning Outcomes of the Module | <ul style="list-style-type: none"><li>- Know and evaluate local and regional experiences in teaching digital skills to senior people</li><li>- recognize and apply strategies and methodologies for teaching digital skills to senior learners</li><li>- increase and share the knowledge of the resources of their area</li><li>- increase the senior self-confidence and digital awareness</li></ul> |
| Module duration                 | 4 hours (3 F2F, 1 SDL)   |
| Topics                          | <ul style="list-style-type: none"><li>- Teaching digital skills to senior learners</li><li>- Knowing and testing digital reading applications</li></ul>  |
| Preparation                     | Computer device and internet connection to browse the useful website and platform<br>Expert workshops and team activity  |

| <b>The Lesson Plan for F2F Learning</b> |  |  |                  |  |
|---|--|--|------------------|--|
| Nr.                                     | Topics and Sub-topics/learning Activities  | Duration (minutes)                           | Training methods | Materials/Equipment Required   |
| 1                                       | <p><b>Teaching digital skills to senior learners</b></p> <p><b>Introduction</b></p> <p>Trainer introduces the main topics of the module</p> <p>A local experience:<br/> <i>@lfieri digitali: la prima mossa la facciamo noi</i><br/>           Unione della Romagna faentina<br/>           Presentation</p> | 10<br><br><br><br><br><br><br><br><br><br>20 | Plenary session  | Laptop and video projector<br><br>Internet connection<br><br>Pens and note materials for participants<br><br>Power Point |
| 2                                       | question and answers   | 15   | Plenary session  |  |
|   | break  | 15   |                  |  |
| 3                                       | <p><b>E-reading services</b></p> <p><i>Your library does not end here   13 years of MLOL</i><br/>           MLOL (Media Library online)<br/>           overview and presentation</p>   | 45   | Plenary session  | Laptop and video projector<br><br>Internet connection  |
|   | break  | 15   |                  |  |
|   | <p><i>Your library does not end here   13 years of MLOL</i><br/>           MLOL (Media Library online)<br/>           overview and presentation (second part)</p>  | 30   | Plenary session  | Laptop and video projector<br><br>Internet connection  |
|   | <p><b>Discussion and Closing session</b></p> <p>The trainer checks with the participants whether they have any final doubts or comments</p>  | 15   | Plenary session  | Pens and note materials for participants<br><br>Flipchart and markers  |

### Self-directed Learning Activity M4

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|--|
| Module Title    Digital skills and tools for senior learners |
|--|

|                                     |   |                          |    |
|-------------------------------------|---|--------------------------|----|
| Activity Title                      | Teaching digital skills to senior learners  | Duration of the activity | 1h |
| Learning Outcomes                   | <ul style="list-style-type: none"> <li>- Get familiarised with ICT Tools: Media Library OnLine MLOL Portal</li> <li>- Present initiatives, portal and ICT tools suitable to seniors in a pleasant way, so they can be involved and informed in community life</li> <li>- Use helpful skills to follow instructions to log in, download an e-book to e reader/smartphone/computer/tablet,</li> <li>- use apps to download and listen e-book and audiobook</li> </ul> |                          |    |
| Aim of activity                     | By completing this activity you will be able to practice with digital tools and you will be able to present them in the way that best suits the needs of older people   |                          |    |
| Materials Required for the Activity | <p>You need:</p> <ul style="list-style-type: none"> <li>- Note taking material, pen or pencil</li> <li>- A digital device: computer, laptop, tablet or smartphone</li> <li>- Internet connection</li> </ul>   |                          |    |
| Step-by-step instructions           | <p>Step 1 - Visit the MLOL Portal online portal</p> <p><a href="http://medialibrary.it">MLOL - Digital lending (prestito digitale) per le biblioteche (medialibrary.it)</a></p> <p>Step 2 - Select the item GUIDE</p> <p>Step 3 - Read step-by-step what you can find on MLOL, how to browsing the website, how to log in, and how you can download an e-book</p> <p>Step 4 - Try downloading an e book to your cell phone or computer</p>                          |                          |    |



## Module 5 Evaluation

The conclusion of this training is dedicated to the practices and techniques of evaluation of learning in non-formal and informal contexts. As adult and community educators we should be willing to facilitate self-reflection and self-evaluation among adult learners.

### Tutor's Handbook with Lesson Plan M5

| <b>Lesson Plan M5</b>           |  |
|---------------------------------|--|
| Module Title                    | Evaluation   |
| Target Group                    | Adult educators and librarians   |
| Purpose of this module          | The aim of this module is to provide a selection of key statements/issues for each module of the Training for Adult Educators and Librarians in order to implement formative assessment activities with the local CMT members and for continuous improvement of the learning provision.  |
| Learning Outcomes of the Module | Describe formative assessment activities.<br>Describe self-evaluation processes.<br>Implement formative assessment activities with the local CMT members.<br>Use new assessment models.<br>Be willing to apply the knowledge-based approach to continuously improve the learning provision.<br>Create a sense of belonging to a group and willingness to be an active member of the local CMT. |
| Module duration                 | 2 hours F2F  |
| Topics                          | Learn and get familiar with evaluation practices for adult learners.<br>Creation of ad hoc evaluation tools for the Third Reading Age programme.   |
| Preparation                     | For this module, a computer device and an Internet connection are essential for browsing the Online Reading Curriculum and the Third Reading Age portal.   |

| <b>The Lesson Plan for F2F Learning</b> |   |                    |                              |  |
|---|---|--------------------|------------------------------|--|
| Nr.                                     | Topics and Sub-topics/learning Activities   | Duration (minutes) | Training methods             | Materials/Equipment Required   |
| 1                                       | <p><b>Evaluating the Training Introduction</b></p> <p>The trainer introduces the main topics of this last module: trainer shows several possible methods used to evaluate activities</p> <p>Summative evaluation<br/>Formative evaluation<br/>Self-evaluation practices for adult learners</p> <p>Trainer divides participants into two groups. One Group will develop activity 1.1 on formative evaluation. The second Group will develop activity 1.2 on self-evaluation.</p>                                       | 10                 | Plenary session              | Laptop and video projector<br>PowerPoint Presentation  |
| 1.1                                     | <p><b>Activity Nr 1.1 Group 1</b></p> <p>Implement formative assessment activities with the local CMT's members</p> <p>The trainer invites the group to an open discussion posing the following questions:</p> <ul style="list-style-type: none"> <li>▪ Which are your favourite ways to check the progress of a learning experience within a community?</li> <li>▪ Which key indicators do you usually use to evaluate participants satisfaction? (questionnaires, common indicators on a scale from 1 to</li> </ul> | 35                 | Team activity and discussion | Activity Handout 5.1<br><br>Pens and note materials for participants<br>A digital device such as a computer, laptop, tablet, or smartphone<br>Access to the Internet |

|            |   |  |  |                             |
|------------|---|--|--|-----------------------------|
| <p>1.2</p> | <p>5, SWOT grids, google forms etc.)</p> <ul style="list-style-type: none"> <li>▪ In your experience, how much do formative assessment activities help improve and develop new teaching methods?</li> </ul> <p><b>Activity Nr. 1.2 Group2</b><br/>Evaluate the progress<br/>Self-evaluation practices for adult learners</p> <p>The aim is to encourage self-awareness and make them reflect on their performance and their contribution to the project. The trainer can obtain valuable information from a fresh point of view, for example it helps them to identify the strengths and weaknesses points of the training and compare them with their colleague's perspective.</p> <p>The trainer invites the group to an open discussion about the following questions (example):</p> <ul style="list-style-type: none"> <li>▪ What aspect(s) of your training did you enjoy the most?<br/>The least?</li> <li>• What skills or new knowledge would you like to develop to improve your studies?</li> <li>▪ Do you have the resources you need to make your training successful? What additional</li> </ul> |  |  | <p>Activity Handout 5.2</p> |
|------------|---|--|--|-----------------------------|

|   |   |    |                 |  |
|---|---|----|-----------------|--|
|   | resources or information would be helpful?  |    |                 |  |
|   | break   | 15 |                 |  |
| 2 | <p><b>Discussion</b></p> <p>The trainer invites the two groups to discuss and explain their answers, so for each activity will be drawn up a list of key points and issues to focus on in the evaluations.</p> <p>The end result will be a final version by the whole group in plenary to be shared and used during the training.</p> | 25 | Plenary session | Laptop and video projector<br>Flipcharts and markers |
| 3 | <b>Closing session</b>  | 20 | Plenary session | Flipcharts and markers                               |

## Activity Handout - 5.1

|                                    |  |                        |     |
|------------------------------------|--|------------------------|-----|
| <b>Module Title</b>                | Evaluation   |                        |     |
| <b>Activity Title</b>              | Implement formative assessment activities with the local CMT's members   | <b>Activity Number</b> | 1.1 |
| <b>Description of the Activity</b> | <p>This Team Activity aims to emphasize the usefulness of having common criteria for evaluating the results achieved, with the awareness of the different reference contexts.</p> <p>Through formative assessment, trainers can check learners' understanding, get valuable data on their learning, and then use that data to modify instruction. When trainers know what learners know (or don't know), they can adjust to meet learners right at their level. The best formative assessment tools also help learners self-reflect and assess, figuring out where they are and where they need to go.</p> <p>The group have 35 minutes to freely discuss about formative assessment activities and identify the key points of successful assessment, reflecting on the methods mentioned during the introduction. The remaining minutes before the closing session are dedicated to the feedback of each group with an open discussion that will aim to simplify the language and full understanding of the selected points.</p> <p>The trainer will have the task of writing down on a flip chart the latest version of the two evaluation forms developed by the whole group in plenary. Later it can be transferred to Google Forms in the different languages of the partnership to carry out a more informed evaluation of the results by the project staff and trainers involved in the local pilots.</p> |                        |     |

## Activity Handout - 5.2

|                                    |  |                        |     |
|------------------------------------|--|------------------------|-----|
| <b>Module Title</b>                | Evaluation   |                        |     |
| <b>Activity Title</b>              | Evaluate the progress<br>Self-evaluation practices<br>for adult learners   | <b>Activity Number</b> | 1.2 |
| <b>Description of the Activity</b> | <p>This Team Activity aims to emphasise the usefulness of having common criteria for evaluating the results achieved, with the awareness of the different reference contexts.</p> <p>Self-evaluation is an assessment carried out by the adult learners about their own work, following certain pre-established parameters and criteria.</p> <p>The goal of this activity is to develop a set of key and strategic points for self-evaluation.</p> <p>The group has 35 minutes to freely discuss self-evaluation practices for adult learners and identify the key points of successful assessment, reflecting on the examples provided. The remaining minutes before the closing session are dedicated to the feedback of each group with an open discussion that will aim to simplify the language and full understanding of the selected points.</p> <p>The trainer will have the task of writing down on a flip chart the latest version of the two evaluation forms developed by the whole group in plenary. Later it can be transferred to Google Forms in the different languages of the partnership to carry out a more informed evaluation of the results by the project staff and trainers involved in the local pilots.</p> |                        |     |