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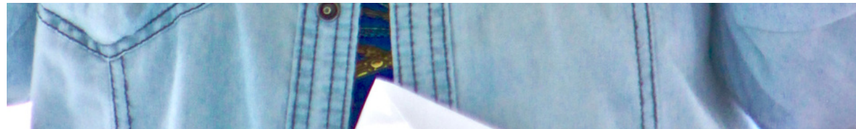
3.3. Codesigning Methodology

MODULE 3 - Codesigning activities to promote digital competence with seniors





The definition

Co-creation or co-design refers to **"the voluntary involvement of users/beneficiaries in any of the design, management, delivery and/or evaluation of services/programs/products" (XX).**

Learners are no longer passive, but they participate as active members of the program providing inputs for the training structure and they become a very valuable information source because of their final user perspective.
The ambition of codesigning processes in learning is to foster a truly bottom-up approach by involving seniors and all relevant stakeholders to create meaningful programs relevant to senior learners.

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Phases of a Codesign Process

We can consider three important phases before the definition or implementation of any training curriculum:

- Phase 1- Preparing to codesign
- Phase 2 – Implementing co-creation activities
- Phase 3 - Monitoring co-creation and reporting results

Phase 1 - Preparation

--Definition the participant profile, some of the inclusion criteria and the number of participants.

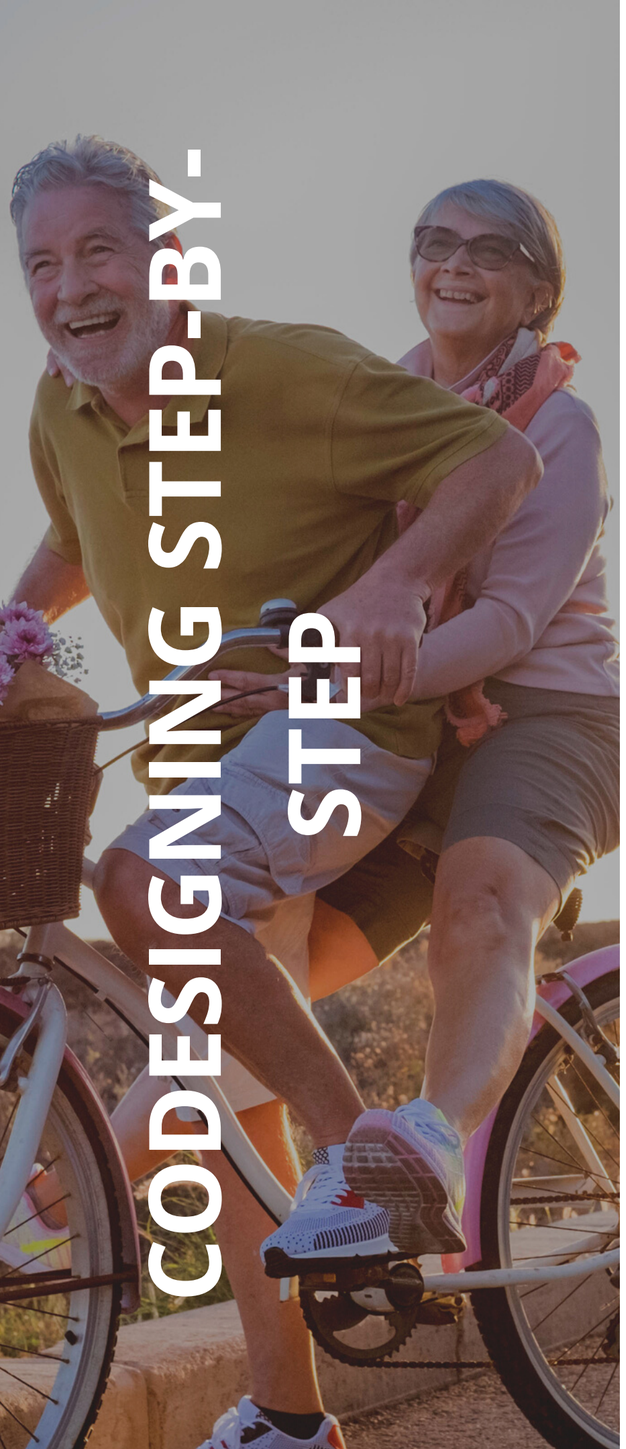
- Identification of offline or online activities, tools, and resources to conduct a meaningful needs assessment;
- Preparation of a calendar of activities;
- Community engagement and identification and recruitment of participants;
- Preparation of co-creation methodology.

Phase 2 - Implementing co-creation activities

- Organisation of at least two co-creation events, in the preferred format (online, offline, hybrid)
- Collection of input to feed the training goals.
- Awareness raising of potential and importance of digital competence

Phase 3 - Monitoring co-creation and reporting results

- Follow-up of activities, assessment, and evaluation
- Final version of the training structure
- Pilot the training with seniors
- Evaluate the training



CODESIGNING STEP-BY-STEP

- **Step 1: Define the participant profile, some of the inclusion criteria and the number of participants** - it is recommendable no more than 20 per group. The people who will attend the events should be interested in doing so and take into consideration demographic, social and cultural background.
- **Step 2: Prepare an initial information on the objectives of the codesigning activities** - what do you want to know or help with? Having infographics can help the senior understanding what is expected from them.
- **Step 3: Identify and engage multipliers** - not only the seniors count! Why not invite their family or other professionals?

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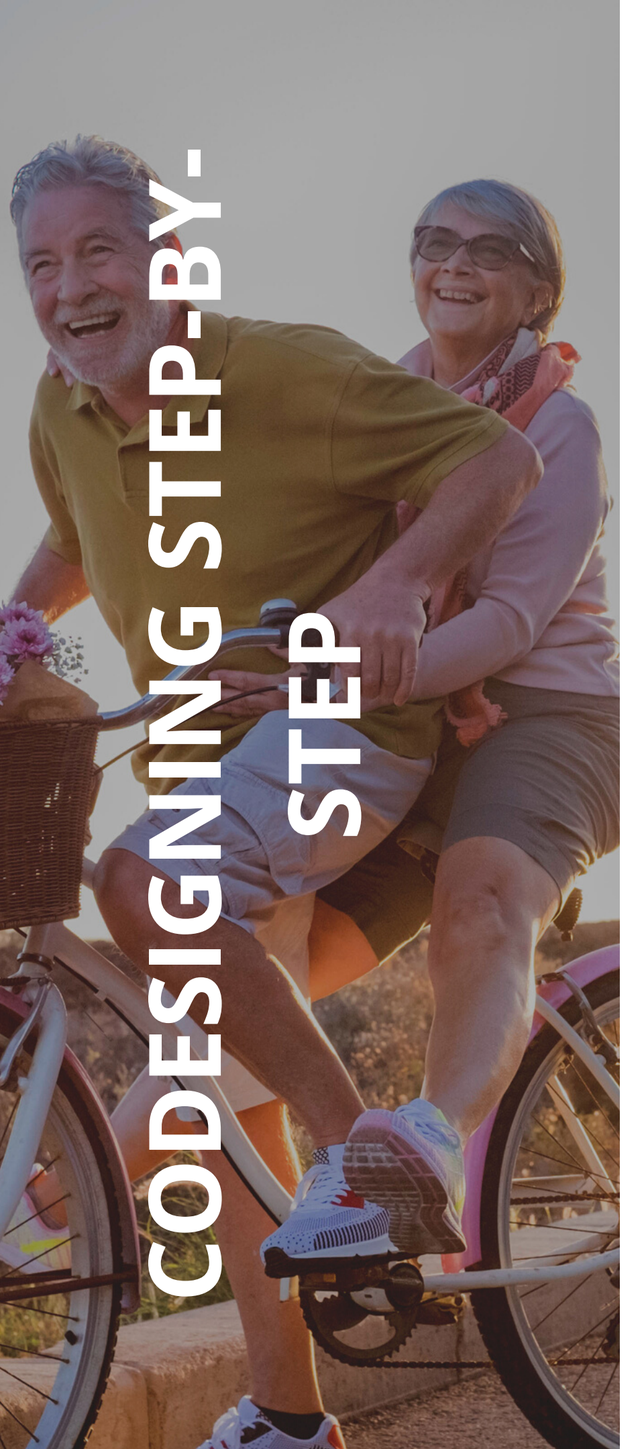
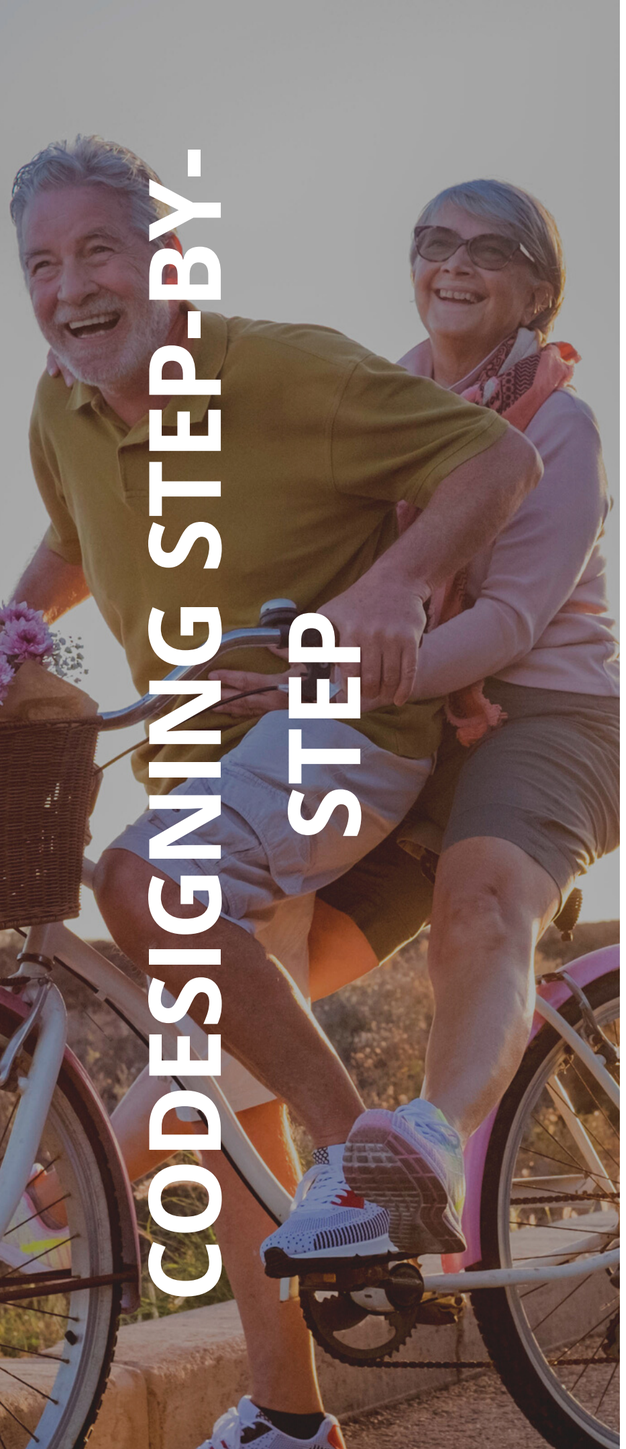
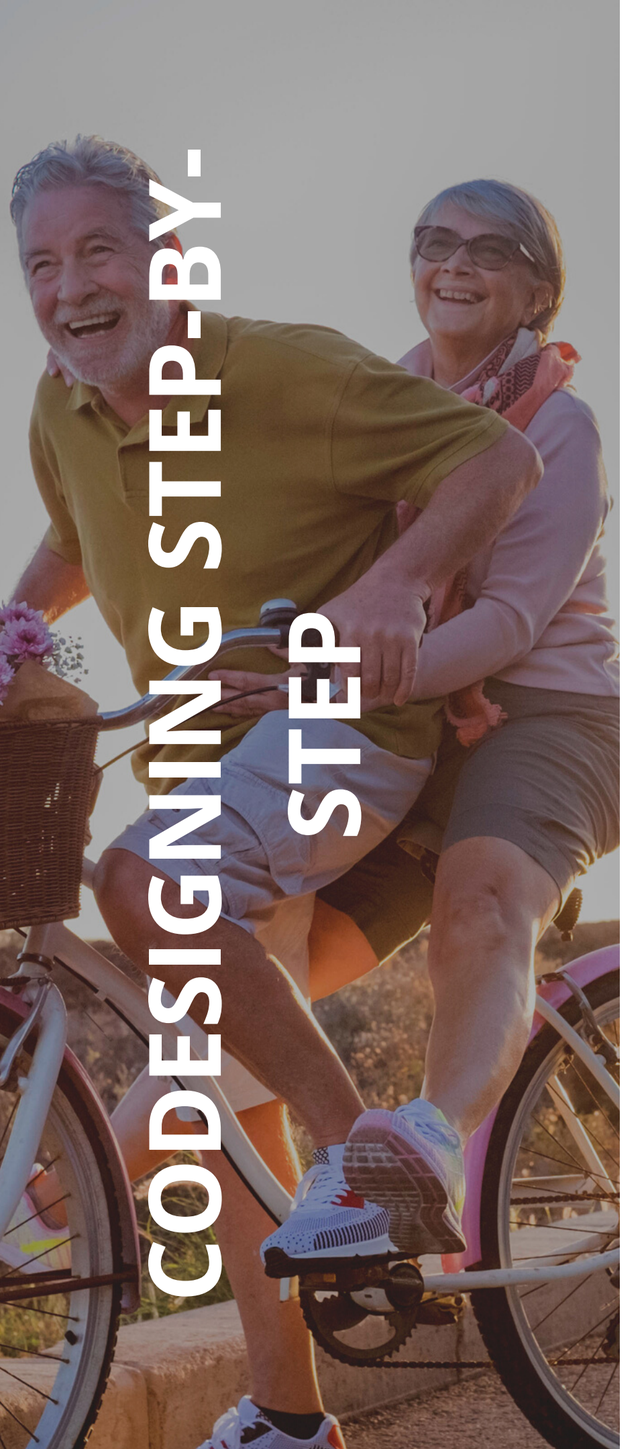


- **Step 4: Attract and recruit volunteers from target groups that you have defined.** - For the recruitment of the elderly group, the best is to contact relevant stakeholders or organize infodays! The recruitment has to be accompanied by essential information regarding the project, the co-creation objectives, and structure. Facilitators can foresee a reserve list to reduce the risk of limited participation in case people fail to confirm their attendance in time. Organisers might also investigate the chance to offer ‘rewards’ to participants.



- **Step 5: Choose several methods for the exploration.**
  - **Focus Group** - the most classical methodology: a small-group discussion guided by the adult educator. If you will use this method, prepare a script with open-questions and make sure everyone is participating in the debate.
  - **Gamification and Artistic activities -** role-play, photography, painting...
  - **Hands-on -** practical situations related to the topic for example, using social media and describing the difficulties.
  - **Surveys or interviews**– Focus on asking about experiences and emotions associated with technology and always with a big percentage of open-ended questions.



CODESIGNING STEP-BY-STEP

- **Step 6: Analysing the data and creating the training curriculum.** Create learning objectives and curriculum in colaboration with seniors. Well written learning objectives outline knowledge, skills, and/or attitude gained through the activity. They include who, will do, how much/how well, of what, by when. They are **SMART (Specific, Measurable, Attainable, Relevant, and Time-bound**.

- **Step 7: Implement the training curriculum and evaluate the results with the participants.** Assess participants knowledge, attitudes and skills. Do this through creative activities (focus groups, games, individual surveys, ...).

CONCLUSIONS

- Knowledge that is provided to older adults must be useful to learn and it has to respond to the older adults' personal social needs.
- Training aiming at the improvement of older adults' digital literacy should be cooperative and collaborative. This means that the instruction should include teamwork and interaction to achieve more proactive learning.

CONCLUSIONS

- The training should also foster social inclusion by providing knowledge on possibilities to expand communication through the web with their friends and relatives.
- The training should promote older adults' autonomy so that they could be the protagonists of their own learning. Therefore, the content of the training should be designed considering the older adults' learning styles, interests and expectations of the senescent individual.

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