



Scuola universitaria professionale
della Svizzera italiana



Wellbeing e inclusione sociale degli anziani: prospettive teoriche, questioni metodologiche ed evidenze empiriche

Scuola Universitaria Professionale della Svizzera Italiana
11 dicembre 2023

Dario Pizzul

ANZIANI E DIGITAL PEER EDUCATION TRA
INCLUSIONE SOCIALE E BENESSERE:
ESPERIENZE, APPROCCI E RISULTATI



Bicocca Data Archive

Primo passaggio: identificare le domande di ricerca

“We shall conduct a systematic review on peer-to-peer digital education in older age, with a specific focus on i) the course characteristics, ii) the methods used to evaluate its effectiveness, iii) and its impact on wellbeing in older age.”

- Quali sono le caratteristiche principali (es.: numero di partecipanti, numero di docenti, ore per corso, etc.) dei corsi peer-to-peer di educazione digitale per anziani descritti in letteratura?
- Quali metodi sono stati utilizzati per valutare l’efficacia del corso e l’impatto sul benessere dei partecipanti?

Secondo passaggio: identificare gli studi rilevanti

People	Edu approach	Topic
"ageing"	"peer*"	"digital* litera*"
"old* adult*"	"peer* educat*"	"information and communication technolog*"
"senior*"	"peer* teach*"	"comput* train*"
"adul* education*"	"peer* tutor*"	"media litera*"
	"peer* assist* learn*"	"media educat*"
		"media-literacy educat*"

"ageing" OR "old* adult*" OR "senior*" OR "adul* education*" AND "peer*" OR "peer* educat*" OR "peer* teach*" OR "peer* tutor*" OR "peer* assist* learn*" AND "digital* litera*" OR "information and communication technolog*" OR "comput* train*" OR "media litera*" OR "media educat*" OR "media-literacy educat*"



Scuola universitaria professionale della Svizzera italiana



Scopus

54 risultati

Clarivate
Web of Science™

56 risultati

91 contributi



Terzo passaggio: selezionare gli studi

Authors	Title	Year	Source title	Cited by	Abstract	Perché NO
Abbaspur-Behbahar	Application of mobile	2022	HEALTH POLICY AND TECH	23	Background: : The COVID-19 outbreak has affected the elderly's physio	no course
Alammary, A; Alshai	Awareness of security	2022	PEERJ COMPUTER SCIENC	2	COVID-19 has forced many schools and universities worldwide, inclu	no old
Andersson, S; Erling	The experiences of w	2017	SCANDINAVIAN JOURNAL	8	Policy makers in Sweden and other European Member States pay inc	no course
Antunes T.P.C.; De C	Computer classes and	2017	Medicine (United States)	20	Introduction: Physical and mental changes associated with aging con	No peer education
Antunes, TPC; de OI	Computer classes and	2017	MEDICINE	14	Introduction: Physical and mental changes associated with aging con	no peer education - ma buon esempio di
Bally, ELS; van Griek	'Value-based method	2022	BMC GERIATRICS	3	Background:Older people receive care from multiple providers whic	no course
Barakovic, S; Husic, .	Quality of Life Framew	2020	INTERNATIONAL JOURNA	28	Given the growing number of older people, society as a whole shoul	no course - ma schema quality of life of c
Bielsten, T; Keady, J	Couples' experiences	2020	QUALITY IN AGEING AND	5	Purpose Interventions aimed at couples where one partner has dem	no course
Bousquet, J; Agache	Transfer of innovator	2018	ALLERGY	46	The overarching goals of the European Innovation Partnership on Ac	no course
Bousquet, J; Schöne	MACVIA clinical decis	2016	JOURNAL OF ALLERGY AN	116	The selection of pharmacotherapy for patients with allergic rhinitis (no course
Burkardt A.D.; Kraus	Critical success factor:	2019	Human Resources for Hea	15	This paper presents the results of a case study that analyses the criti	Non riguarda anziani, ma rifugiati
Burmeister O.K.; Be	Enhancing Connected	2016	Issues in Mental Health M	24	Social interaction and connectedness is important to the mental hea	SI
Cakir, O	Students' self confide	2012	CYPRUS INTERNATIONAL	3	The attitude of students towards the ICT and the self-confidence are	no course
Cartun A.; Penuel W	Blurring the Boundari	2017	Journal of Adolescent an	5	In participatory cultures, the lines between producers and consume	studenti adolescenti
Castro Rojas M.D.	Barriers and supportiv	2021	Educational Gerontology	2	This study describes the barriers and supportive factors for learning	No peer education course - menzionano
Castro-Rojas M.D.	Willingness and perfc	2018	Gerontechnology	3	This study is part of a project aimed at designing a learning interven	no peer education
Chan B.T.Y.	Interrogating values c	2021	RUDN Journal of Philosop	0	The practice of adult learning and education (ALE) in Hong Kong is le	No peer education
Choi J.-Y.; Kim K.-I.;	Validation of an integ	2020	BMJ Open	3	Introduction There is an increased healthcare need to manage instit	No digital course
Choi N.G.; An S.; Gar	A Feasibility Study of	2014	Home Health Care Servic	7	This study explored the feasibility of "Better Choices, Better Health'	No peer education
Choi N.G.; DiNitto D	Internet and health in	2020	Journal of Medical Intern	22	Background: The number of older adults with vision impairment (VI)	No peer education

Quarto passaggio: rappresentare i dati

Authors	Date	Title	Location	Partners	Participants	Teachers	Lessons/Hours
Woodward A.T.; Freddo	2013	Outcomes from a peer tuto	USA	Otsego Count	19	6	20 meetings
Burmeister O.K.; Bernot	2016	Enhancing Connectedness	Australia	Senior Citizen	6	1	16 ca (1 to 2 hrs)
Russell H.	2011	Later life ICT learners agein	Australia	NPOs	16	n.a.	ly lessons for 12 m
Pihlainen K.; Korjonen-K	2021	Perceived benefits from no	Finland	All national th	n.a.	n.a.	n.a.

Type of lessons	Topics	Evaluation of effectiveness	Evaluation of impact on wellbeing	Impact on wellbeing?
#Mixed format (foc	See TABLE 1	#Data were collected from both	#Loneliness was measured using a six-	No increase in mental he
#Focus on leaning	See TABLE 1	Interviews (halfway and end), c	n.a.	n.a
n.a.	n.a	Semi-structured interviews	Semi-structured interviews	Positive (see conclusions)
n.a.	n.a.	n.a.	Survey (online or paper)	More motivation and cou

Outcomes from a peer tutor model for teaching technology to older adults

AMANDA TOLER WOODWARD*, PAUL P. FREDDOLINO*, DONA J. WISHART†, LOUANNE BAKK‡, RIE KOBAYASHI§, CAITLIN TUPPER*, JOHN PANCI† and CHRISTINA M. BLASCHKE-THOMPSON*

ABSTRACT

A key component of social work ethics is social justice and equitable access to resources. Increasingly, this includes access to technology. This study addresses issues related to the 'digital divide' by testing a peer tutor model (Technology and Aging Project, TAP2) to teach adults aged 60 and older how to use information and communication technologies (ICTs) such as email, the internet, online chat rooms and webcams. Participants from the control group of a previous programme, TAP1 (N=19) participated in a six-month computer training programme. Six participants who had successfully completed the TAP1 training were selected to be peer tutors. Data were collected from tutors and learners at baseline, three months, six months and nine months (three months after the end of training). The current study reports on learner outcomes only. Measures include computer, social support, and mental health-related outcomes. Learners reported a significant and consistent increase over time in their confidence completing certain computer-related tasks and their overall use of ICTs. Mental health and social support outcomes did not change. Overall, the peer tutor model appeared to be at least as effective as the previous staff-directed model.

KEY WORDS—information and communication technologies, older adults, computer training, volunteer.

Enhancing Connectedness Through Peer Training for Community-Dwelling Older People: A Person Centred Approach

Oliver K. Burmeister, PhD

Charles Sturt University, School of Computing and Mathematics, Bathurst, Australia

Maree Bernoth, PhD, RN

Charles Sturt University, School of Nursing, Midwifery & Indigenous Health, Wagga Wagga, Australia

Elaine Dietsch, PhD

Griffith University, School of Nursing and Midwifery, Queensland, Australia

Michelle Cleary, PhD, RN

University of Tasmania, School of Health Sciences, Sydney, Australia

Social interaction and connectedness is important to the mental health and wellbeing of older people. The aim of this research study was to facilitate and increase opportunities for social connectedness for older people living in regional areas through the use of technology training. Weekly technology training sessions were conducted at a Seniors Citizen's Club with a peer trainer (an experienced, retired computer teacher) and sessions were attended not only by the six study participants, but also by other club members, with up to 15 club members participating in sessions. Data analysis involved all documents generated by the project, including the individual interviews, researcher observations of training sessions, reports from the peer trainer and weekly diaries maintained by participants. Findings demonstrated that computer training at the Senior Citizens Club helped participants build group cohesion and to form tiered connections with partners, family, and friends with whom they no longer live. When the trainer is seen as a peer, and training is person-centred, older people are more receptive to learning, exploring, and experimenting with technology. Although only six people were involved in the in-depth evaluation part of the study, voluntary training with the trainer in the absence of any funding continues even to this present time. The outcome of this research reinforces the potential for technology facilitated tiered connectivity to enhance the quality of life for older people living in regional and rural Australia.

McMunn, & Steptoe, 2013; Shankar, McMunn, Banks, & Steptoe, 2011). Geographical mobility, through choice or necessity, can leave many older people living in rural and regional areas feeling disconnected from loved ones, family, and community (Bernoth, Dietsch, & Davies, 2012; Valtorta & Hanratty, 2012). Social interaction is particularly important to the mental wellbeing of older people. Repeated findings in the literature have demonstrated a clear link between social interaction and good mental health (Snowdon, 2003; Tyas, Snowdon, Desrosiers, Riley, & Markesbery, 2007) and, conversely, that older people who are isolated from social interaction are more likely to suffer mental health problems (Sum, Mathews, Pourghasem, & Hughes, 2008; Worrall, Hickson, Barnett, & Yiu, 1998). Studies have revealed that with increasing age people socialise less, often for pragmatic reasons to do with age-related frailties (Nicholas, 2012).

The literature has shown that older people can develop significant feelings of acceptance and belonging through information and communication technology (ICT) based interaction (Hampton & Wellman, 2003; Maloney-Krichmar & Preece, 2005; Pfeil & Zaphiris, 2007; Pfeil, Zaphiris, & Wilson, 2009; Xie & Jaeger, 2012).

ICT-based social prac-



UNIVERSITÀ
CATTOLICA
del Sacro Cuore



UNIVERSITÀ
DI PAVIA

Scuola universitaria professionale
della Svizzera italiana

SUPSI



International Journal of Ageing and Later Life, 2011 6(2): 103–127. © The Author

Later life ICT learners ageing well

By HELEN RUSSELL*

Abstract

This article is based on a qualitative study of later life computer learners and their learning experiences in Sydney, Australia. Participants who undertook lessons from peer tutors in non-formal learning environments were aged between 63 and 86. Sixteen later life learners were interviewed individually by using hermeneutic phenomenological methodology. The use of semi-structured interviews provided opportunities for participants to elaborate and reflect on their learning and lived experiences. The interviews took place over a period of seven years, from 2003 to 2010. The main aim of the study was to understand and interpret the lived experiences of information and communication technology (ICT) learning in later life. Interpretations from the study suggested that learning and using a computer contributed to a sense of well-being, furthered an understanding of the lifeworld and provided participants with a heightened sense of belonging. In this article, well-being is discussed in the context of ageing and learning in a modern developed country. The ontological and existential themes of being, becoming and belonging are explored and used as a framework to interpret the findings from the study.

Keywords: later life, learners, well-being, ontological, existential.

* Helen Russell, Bachelor of Arts and Social Sciences, Education, University of Technology

INTERNATIONAL JOURNAL OF LIFELONG EDUCATION
2021, VOL. 40, NO. 2, 155–169
<https://doi.org/10.1080/02601370.2021.1919768>



ARTICLE

OPEN ACCESS

Perceived benefits from non-formal digital training sessions in later life: views of older adult learners, peer tutors, and teachers

Kaisa Pihlainen , Kristiina Korjonen-Kuusipuro and Eija Kärrnä

School of Educational Sciences and Psychology, University of Eastern Finland, Joensuu, Finland

ABSTRACT

Rapid development of digital technologies affects the lives of all people and often leads to people being in unequal positions regarding digital skills training opportunities. Older adults' motivations for learning digital skills vary, but they are generally connected with expectations of upcoming benefits. This study investigates the self-perceived benefits of older adults, information and communications technology (ICT) teachers and peer tutors who have participated in digital training sessions in older-adult organisations or adult education centres. The data included 226 respondents (136 women, 90 men; older adults 53–90 years old, mean age 71 years, SD 6.74; ICT teachers 30–68 years old) from Finland. According to the results, participation in digital training events supported development of digital literacy and wellbeing of the participants. Most older adult peer tutors described an increase in their wellbeing. The findings of the study indicate that participation in digital training sessions in later life is beneficial, as it supports the growth of independence and positive interdependence in new types of learning communities that strengthen older adults' learning and wellbeing.

KEYWORDS

Older adults; learning; digital literacy; adult education; peer tutoring

Introduction

The accelerating processes of technology development are replacing analogue technologies with



Bicocca Data Archive

Benessere e inclusione sociale: premesse importanti

Woodward et al., 2013

- Le ICT possono aumentare la qualità della vita degli anziani perché legate a supporto sociale e benessere psico-sociale: contattare amici e parenti, aumentare la connessione con il mondo esterno quando si è costretti a casa
- Ipotesi: i partecipanti del corso faranno meno esperienze di solitudine e depressione e riporteranno una qualità della vita migliorata, più contatti sociali e una maggior supporto sociale percepito

Burmeister et al., 2016

- Le ICT permettono di sviluppare senso di appartenenza e apprezzamento negli anziani, aspetti centrali per il benessere e un invecchiamento sano
- Pur se il legame tra ICT e benessere è difficile da verificare causalmente, ci sono evidenze per dire che le ICT contribuiscono al benessere degli anziani attraverso una maggiore connettività (Dickinson & Gregor, 2006)

Benessere e inclusione sociale: premesse importanti

Russel, 2011

- Difficile trovare definizione univoca di benessere nella vita anziana: sembrerebbe che gli aspetti concreti della vita (es.: impedimenti fisici, salute) abbiano un ruolo centrale, ma anche elementi come la partecipazione e il coinvolgimento in relazioni significative

Pihlainen et al., 2021

- Le competenze in ICT sono necessarie per percepirsi inclusi nella società attuale
- Per gli anziani l'uso delle ICT aumenta l'indipendenza, offre nuove occasioni di coinvolgimento sociale, il tutto concorre a un maggior benessere

La questione della misurazione

Woodward et al., 2013

- Solitudine: scala a sei item, con frasi del tipo "Mi capita di sentirmi vuoto" e "Ho intorno a me molte persone su cui fare affidamento"
- Qualità della vita: domande su 16 aree della propria vita (es.: salute, amici stretti, beni materiali)
- Sintomi di depressione: Geriatric Depression Scale

Burmeister et al., 2016

- Interviste durante (secondo mese) e post corso (quarto mese) su strategie per conservare l'indipendenza, connessioni sociali, contatti con amici e parenti lontani, metodi preferiti di comunicazione



Scuola universitaria professionale
della Svizzera italiana



La questione della misurazione

Russel, 2011

- Approccio qualitativo longitudinale: almeno due interviste nel corso di sette anni

Pihlainen et al., 2021

- Survey con domande aperte e chiuse



I risultati

Woodward et al., 2013

- Nessun impatto significativo post corso sul benessere mentale
- Problema: i partecipanti partivano già da livelli alti di qualità della vita e bassa solitudine percepita
- Risultati però coerenti con altri studi che non hanno trovato relazione tra computer training e benessere, qualità della vita o abilità cognitive (Slegers et al. 2008, 2009)

Burmeister et al., 2016

- Risultato su benessere menzionato *en passant*: "findings demonstrate that social connectedness was important for the older people and learning ICT facilitated this"

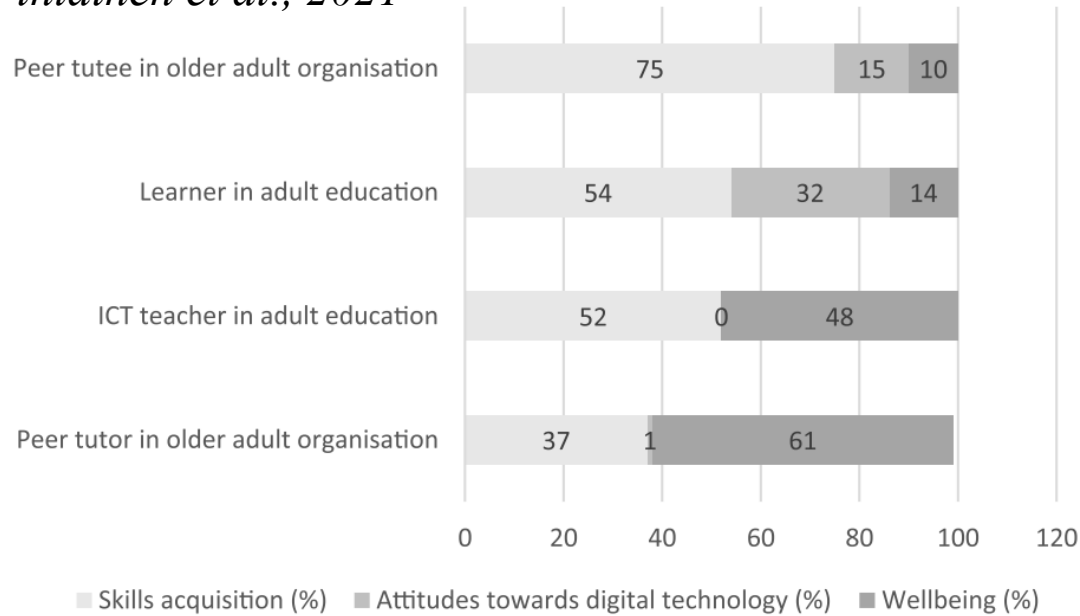
I risultati

Russel, 2011

- Risultati molto discorsivi, organizzati lungo tre chiavi di interpretazione "being - becoming - belonging"
- Per i partecipanti, imparare ad usare ICT offre un'occasione per presentarsi in maniera autentica, aumentando le connessioni con gli altri
- L'apprendimento di ICT ha dato maggior confidenza e interesse nella vita di tutti i giorni, facendo da contraltare all'idea che la vecchiaia porti al declino
- Imparare l'uso delle ICT, o imparare in generale, ha un impatto sul benessere percepito, dà infatti nuove occasioni di *agency*, nei confronti delle persone che stanno intorno oltre che nei confronti delle nuove tecnologie

I risultati

Pihlainen et al., 2021



- Per diversi partecipanti, la socialità durante i corsi è stato un aspetto positivo, soprattutto per i tutor

Figure 1. Benefits from participating in digital training events reported by ICT teachers, peer tutors and older adult learners in adult education centres and peer tutoring sessions (%).



Pihlainen et al., 2021, p. 164

"In this study none of the peer tutees and only a few learners in AE stated they experienced positive feelings of wellbeing associated with participating in digital learning events. Based on the data in this study, many tutees and learners in AE participated in the training events due to a concrete need rather than strictly based on their willingness to learn digital skills. This is supported by previous research where older adults' motivation to learn is based on perceived benefits (Callahan et al., 2003), such as a concrete need or problem-solving. Yet, as researchers have discovered, digital technology can be a powerful tool to increase older adults' overall quality of life (Czaja, 2006). Thus, **it might be that the benefits of digital skills training can be reflected later when they are applied in everyday life**"





Scuola universitaria professionale della Svizzera italiana



GRAZIE

