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eLILY

ELILY TRAINERS MANUAL



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TRAINERS MANUAL ELILY

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1. INTRODUCTION

Carers of frail older people and people with dementia are a valuable asset of the National Health Systems in Europe, especially in cases, where there is a lack of tailored services. Mediterranean and Eastern European countries are based mainly on the familial model, with carers usually not realizing their role and considering their tasks as a responsibility.

According to a recent review by the Alzheimer's Disease International and the Karoliniska Institute (Prince et al., 2015), carers provide billions of hours in caring, with a mean of 6 hours per day. The majority of carers are women, contributing the 71% of the hours of care.

It is well known, that carers need help and support, access to healthcare professionals and health services (day centres, residential care, home care services) and to care planning, knowledge of the symptoms and progress of the disease, tangible social support, financial and psychological support (Dimakopoulou, Efthymiou, Sakka, & Karydaki, 2015; Nuffield Council of Bioethics, 2009).

Carers' role is complicated as they need to act on behalf of another person and provide support. The ability to search, find and evaluate the source of disease information is an important skill and become more crucial during the period of COVID pandemic as more and more carers had to use online services even if they did not acquire this skills. The concepts of our interest are Health and eHealth Literacy. Health Literacy "entails people's knowledge, motivation and competences to access, understand, appraise, and apply health information in order to make judgments and take decisions in everyday life concerning healthcare, disease prevention and health promotion to maintain or improve quality of life during the life course" This definition has been adapted by the WHO report on health literacy in 2013 (http://www.euro.who.int/_data/assets/pdf_file/0008/190655/e96854.pdf) (Soerensen, K., Van den Broucke, S., Fullam, J., Doyle, G., Pelikan, J., Slonska, Z., Brand et al., 2012)

eHealth Literacy initially has been recently defined by (Paige et al., 2018) as : *The ability to locate, understand, exchange, and evaluate health information from online environments in the presence of dynamic contextual factors and to apply the knowledge gained across ecological levels for the purposes of maintaining or improving health.*

This Erasmus+ project aimed to develop a blended training for enhancing the Health and eHealth Literacy skills of carers.

The methodology followed for the development of the outputs included 9 steps:

1. Survey of the situation in all Partners' countries
2. Development of the number and topics of modules based on the existing curricula and literature

3. Delphi survey among 10 health care professionals and at least 5 carers per country in order to assess the adequacy and appropriacy of the selected topics, the duration and the overall process
4. Discussion groups during the second transnational meeting in Cyprus. All partners agreed on the final structure of the modules
5. Development of the students' handbook and translated by the partners
6. Development of the face to face materials: presentations, exercises, glossary
7. Pilot testing of the face to face material to at least 7 carers of older people
8. Development of the eLearning material: presentations, exercises, selection of videos
9. Pilot testing of the eLearning to at least 20 carers

Partners working in the field of older people and people with dementia from Bulgaria, Cyprus, Greece, Italy, Poland have developed the training material, which is now available in English and in national languages for face to face training and eLearning.

This is the Trainers manual, including step by step information of the modules and exercises that could be of use for the Health care professionals working with carers of frail older people and people with dementia and for the ICT educators that would be interested in working in this domain and enhancing digital skills of carers.

The Training programme includes 4 modules:

- 1) Health Literacy and communication skills (duration: 2 hours)
- 2) Digital Literacy (duration: 2 hours 35 min)
- 3) eHealth Literacy (duration: 2 hours 30 min)
- 4) Health Literacy and the use of Interactive Services (2 hours 40 minutes)

The chapters following this introduction present the learning objectives with step by step instructions for the trainers, a brief explanation of all activities including the annexes, glossary and students' toolkit.

2. MODULE 1 - HEALTH LITERACY AND COMMUNICATION SKILLS

2.1. INTRODUCTION

The general aim of the module is to understand a health problem and to be able to learn how to express health worries and problems to the health professionals

By the end of the module, participants will be able to:

- understand the dimensions of health literacy and to be able to search and apply health information accurately
- identify a health problem and describe it accurately (assess, appraise and implement dementia specific information when describing symptoms)
- raise awareness of information that needs to be provided to health care professionals and process accurately their response
- Communicate successfully with the Health Care Professional and the patient
- Distinguish between carers' and patients' needs (Burden of care)
- Identify an emergency

By the end of the module, participants will have enhanced the following skills:

- Communication in health care conditions
- Preparation before a health care visit
- Emergency steps
- Constructive interaction between health care professional and patient

The total duration of Module 1 is 2 hours.

2.2. STEP BY STEP INSTRUCTIONS FOR TRAINERS

Before starting the training of Module 1, the trainer will need the following materials:

- A monitor connected to a PC/tablet
- Papers, pens
- PowerPoint presentations:
 - PPT Module1_STEP1 Ice Breaker
 - PPT Module1_STEP2 What is Health Literacy?
 - PPT Module1_STEP3 Communication Skills in Health Care

- PPT Module1_STEP4 Ability to distinguish between carer's and patient's needs
- PPT Module1_STEP5 Tips for the promotion of better communication and improvement of health literacy
- PPT Module1_STEP6 Identifying Emergency Steps
- Material for the activities:
 - Annex1_Module1_Leaflet
 - Annex2_Module1_Roleplaying
 - Annex3_Module1_Glossary
- Videos for Module 1:
 - Video1_Module1_Health_Literacy
<https://www.youtube.com/watch?v=fzMA9TIPJUK>
 - Video2_Module1_Doctor
 - Video3_Module1_Carer
 - Video4_Module1_Support_carers <https://alzheimer.ca/en/Home/Living-with-dementia/Caring-for-someone/Self-care-for-the-caregiver>
 - Video5_Module1_Recovery_position
<https://www.youtube.com/watch?v=DXafn3jSzGw>
 - Video6_Module1_Diaphragmatic_breathing
<https://www.youtube.com/watch?v=qqxr94ivoL4>
- Questionnaire of evaluation of the module:
 - Annex4_Module1_Evaluation_Questionnaire
- Students' toolkit and Exercises

The duration of the Module 1 is about 2 hours and divided in the following 7 steps:

- **Step 1** – Ice breaker: 10 Min
- **Step 2** – Introduction to the topic on Health Literacy and Empowerment: 30 Min
- **Step 3** – Communication Skills: 35 Min
- **Step 4** – Ability to distinguish between carer's and patient's needs: 15 Min
- **Step 5** – Tips for better communication and improvement of health literacy: 10 min
- **Step 6** – Identifying emergency steps: 15 Min
- **Step 7** – Closing activity: 5 Min

Detailed description of each step:

Step 1 - Ice breaker (10 Minutes)

1.1 . Presentation of the trainers and of participants

As it is the first module of the training, the trainer invites participants to say their names, some information about them and why they participate to the training by using the presentation **PPT Module1_STEP1 (slide 2)**. Then, the trainer gives some general info concerning eLILY project and the 4 modules of the training (briefly described) by using **slides 3 and 4**.

After the presentation of the team and of the project, the trainer asks the participants the following question:

“When was the last time that you visited the doctor and how long your visit lasted? Imagine you are a health care professional. What kind of information do you expect from a patient in order to help him/her the best you can?” (slide 5)

Each participant should write on a piece of paper the answer to this question. The paper should be kept by the trainer as it will be used again at the end of the module...

Step 2 – Introduction to the topic on Health literacy and Empowerment (30 minutes)

2.1. Introduction to health literacy (15 minutes)

By using presentation **PPT Module1_STEP2**, the trainer presents briefly the concepts of health literacy and empowerment. After the end of the presentation, the trainer presents also

Video1_Module1_Health_Literacy

<https://www.youtube.com/watch?v=fzMA9TIPJUK>

2.2. Practical activity (15 minutes)

The trainer presents the basic concept in dementia care and asks the participants to prepare a leaflet including the chapters they would be interested to read in a leaflet with disease info. The trainer uses **Annex1_Module1_Leaflet** as the basis for doing this practical activity. The leaflet should include a general title and chapter titles concerning the topics of the info they are interested in. Finally, the discussion could conclude concerning the graphics (colors and images) the participants prefer to see in a leaflet.

Step 3 – Communication skills (35 minutes)

3.1. Introduction to the topic (10 minutes)

By using presentation **PPT Module1_STEP3**, the trainer introduces the purpose of the module and the learning outcomes. Then, the trainer asks the participants to describe briefly a visit to the doctor:

How would they describe the experience?

Do they understand each other?

Do they leave from the office with the seeking answers and information? If not, what do they think it's missing?

The trainer continues the **PPT Module1_STEP3** and talks about forms and styles of communication.

3.2. Interviews (15 minutes)

After the PPT presentation, participants watch a short video of a doctor explaining what doctors expect from carers' visit (**Module1_Video2_STEP3_Doctor**). This short video contains all necessary information that a carer should know before and during the visit for the best possible communication.

The participants also watch a carer's short video (**Module1_Video2_STEP3_Carer**) explaining what a carer is seeking from a visit to the doctor.

Then a short discussion follows among the trainer and the participants concerning these videos. (Is there any new useful information from the doctor which they did not know before? Have they experienced any similar situation with the carers’?)

3.3. Role-playing (10 minutes)

A role playing with a constructive communication method and a role playing with an insufficient communication method follow. The scenario of the 2 role-playings is available in **ANNEX_Module1_Roleplaying**. One trainer will be the health care professional and another the carer.

The trainer asks the participants which of the two visits was more useful in reaching their goal and why.

Step 4 – Ability to distinguish between carer’s and patient’s needs (15 minutes)

The trainer briefly introduces what are the carers’ and what are the patients’ needs, by using **PPT Module1_STEP4** presentation. Brief introduction to the most common carer’s needs and the most common patient’s needs. Emphasis is put on the distinction between them and their accurate presentation to health care professionals. In slide 7 of this presentation, the trainer should also show **Video4_Module1_Support_carers**

<https://alzheimer.ca/en/Home/Living-with-dementia/Caring-for-someone/Self-care-for-the-caregiver>

Step 5 – Tips for the promotion of better communication and improvement of health literacy
(10 minutes)

The trainer briefly summarizes, with the **PPT Module1_STEP5** presentation, some important tips concerning successful health care visit/communication and health literacy.

Also, the trainer gives some tips on how to choose a doctor.

The trainer discusses with the participants before and after the training. What did they learn? What new strategies have they developed for future visits?

Step 6 – Identifying emergency steps
(15 minutes)

The trainer asks participants what an emergency situation, in their opinion, is and if they have an experience of an emergency. If yes, how did they react? What is the memory/feeling they have from their experience?

The trainer briefly introduces, by using **PPT Module1_STEP6**, the topic of emergency. Then, the trainer presents one by one the steps in case of an emergency. The trainer also provides: an example of recovery position in order to show the participants how to put someone in this position by using Video5_ Module1_ Recovery_ position (<https://www.youtube.com/watch?v=DXafn3jSzGw>) and an example of relaxation technique, the diaphragmatic breathing by using the Video6_ Module1_ Diaphragmatic_ breathing (<https://www.youtube.com/watch?v=qqxr94ivoL4>).

STEP 7 – Closing Activity

(5 minutes)

During the closing activity, the trainer should go back in STEP 1 activity and to the piece of paper with the question **“When was the last time that you visited the doctor and how long your visit lasted? Imagine you are a health care professional. What kind of information do you expect from a patient in order to help him/her the best you can?”**.

The trainer asks the participants if they would change something on their initial answer based on the content of Module 1.

Before the end of the training, trainer gives participants the following useful resources in order to be used at home as supporting material: **Annex3_Module1_Glossary**

Finally, the trainer suggests participants to use at home the STUDENT TOOLKIT – chapter dedicated to the Module 1 (theory, exercises and glossary) to support their learning and make practice. The trainer explains to participants how to enter the website to find the videos of the module and how to use student toolkit.

At the end of the closing activity participants evaluate Module 1 training by answering in a questionnaire (**Annex4_Module1_Evaluation_Questionnaire**)

2.3. ADDITIONAL INFORMATION REGARDING ANNEX MATERIAL AND USE OF STUDENT TOOLKIT

Annex material in STEP 2, sub-step 2.2., is an essential aid for completing the practical activity:

Annex1_Module1_Leaflet

This Annex contains a trainer’s guide to creating with the participants a leaflet with all necessary health information. The trainer encourages participants to make small teams of 3 people. The participants find a topic for the leaflet and set the titles of the sections included. After the end of the activity, the trainer discusses with the team the reasons why they have suggested these titles.

ANNEX_Module1_Roleplaying

Annex in STEP 3, sub-step 3.3, is a role-playing scenario of the constructive communication method and the insufficient communication method with health care professionals. It is essential that 2 trainers participate in this activity, one as the doctor and the other as the carer. They start by presenting the constructive communication scenario and then the insufficient communication scenario. The trainer asks the participants which of the two visits was more useful in reaching their goal and why.

Annex3_Module1_Glossary

Annex of STEP 7 provides a detailed description of the terminology used in module No. 1, in order to better understand the health literacy and ways of communication. The trainer explains to participants how they can use the glossary at home.

Annex4_Module1_Evaluation_Questionnaire

At the end of the closing activity (STEP 7), participants evaluate Module 1 training by answering a questionnaire. The trainer collects the results of the questionnaire and compares them, analyzing the level of knowledge reached and the level of satisfaction about the module. The questionnaire is important for understanding the strengths and weaknesses of the training and adapting the final material.

STUDENTS' TOOLKIT

It is a manual for carers, that includes, theory, exercises and glossary. It helps participants, at home, to remember and revise what learned in class. The trainer should explain to participants how they can use the toolkit at home.

3. MODULE 2 - DIGITAL LITERACY

3.1. INTRODUCTION

Main goal is to introduce the trainees to the proper way of using tablets in their day-to-day needs as care-givers so that they feel comfortable enough with the technology using it as a source of information and mean of communication.

By the end of the module, participants will be able to:

- Turn on/off, lock and unlock a tablet with ease;
- Freely use the touch screen of a tablet or a smartphone;
- Search for, install, run, stop and delete mobile applications;
- Connect to the Internet through Wi-Fi or mobile broadband;
- Launch a web browser and visit a website;
- Bookmark websites and organize bookmarks in order to visit them later;
- Understand the basics of the Internet and websites in general;
- Explore websites in their mobile view, understanding their structure and finding the needed information in them;

The digital skills that will be enhanced are:

- Interacting through digital technologies (perform well-defined and routine interactions with digital technologies and identify appropriate simple communication means for a given context).
- Browsing, searching and filtering data, information and digital content (Identify information needs, find data, information and content through a simple search in digital environments, find how to access these data, information and content and navigate between them);

The total duration of Module 2 is 2 hours and 35 minutes.

3.2. STEP BY STEP INSTRUCTIONS FOR TRAINERS

Before starting the training of Module 2, the trainer will need the following materials:

- A monitor or projector connected to a PC/tablet
- Papers, pens
- Android tablets and/or smartphones for each participant
- PowerPoint presentations:
 - PPT Module2_Introduction.pptx
 - PPT Module2_STEP1.pptx
 - PPT Module2_STEP2.pptx
 - PPT Module2_STEP3.pptx
 - PPT Module2_STEP5.pptx
 - PPT Module2_STEP6.pptx
 - PPT Module2_STEP7.pptx
- Material for the activities:
 - Annex1_Module2_STEP4_practical_assignment
 - Annex2_Module2_STEP7_practical_assignment
 - Annex3_Module2_Glossary
 - Annex4_Module2_Useful_Videos
- Videos for Module 2:
 - Module2_Useful_Videos.docx
- Student toolkit and Exercises
 - ST_MODULE_2_DIGITAL_LITERACY
- Questionnaire of evaluation of the module:
 - Annex4_Module2_Evaluation_Questionnaire

The duration of the Module 2 is about 2 hours and 35 minutes, and is divided in the following 8 steps:

- **Step 1** - Introduction and group discussion of scenarios - when mobile devices are of help? : 20 minutes
- **Step 2** - Introduction of the basic functions of the tablets: 10 minutes
- **Step 3** - Introduction of the concept of applications (apps) and ways to interact with them: 25 min

- **Step 4** - Tablets and apps: hands-on practice with personal help from the instructor: 15 min
- **Step 5** - Presentation on the Internet, use of Wi-Fi and mobile networks, use of browsers, websites and bookmarks: 30 min
- **Step 6** - Safety and privacy: introduction to the dangers of browsing the Internet and ways to stay safe (a presentation): 20 min
- **Step 7** - Browsing the Internet: hands-on practice with personal help from the instructor: 20 min
- **Step 8** - Evaluation and wrapping up the module: 15 min

Detailed description of each step:

Step 1 - Introduction and group discussion of scenarios - when mobile devices are of help? (20 Minutes)

1.2 . Presentation of the trainers and introduction to the topic

The trainer does a short introduction to the topic of the module by using the Module2_Introduction.pptx file and then, by loading Module2_STEP1.pptx, they initiate an “ice breaking” introduction of each participant’s device.

Then, after a few popular uses of mobile devices, the trainer continues with directing a brainstorming session on other practical uses that were not mentioned earlier.

Step 2 – Introducing the participants to the basic functions of the tablets (10 minutes)

Using **PPT Module1_STEP2**, the trainer describes and explains the functions of the external elements of a mobile device, displaying it in front of the group. As it might not be too handy to display some of the device functions directly on the projector, it could be better for the trainer to show this in practice assisting the participants. There are a few videos in Annex4_Module2_Useful_Videos, related to the touchscreen gestures, which could be useful. The trainer considers whether these videos could help the demonstration.

Use of the camera for taking photos and videos could be done as a workshop where everyone does it at the same time, while the trainer uses the connected device.

The trainer shows how language settings can be changed on an Android device (slide 5) and even use the provided videos if they find them fit for the case. Demonstration of the use of virtual keyboard should be performed, inviting the participants also to give it a try.

Step 3 – Introduction to the concept of apps and ways to interact with them (25 minutes)

With presentation **PPT Module1_STEP3**, the trainer introduces the concept of apps of mobile devices and how trainees can interact with the default features of the device (i.e. camera, GPS, etc.), already discussed in Step 2.

Connection to the Wi-Fi (slide 3) is discussed as a necessary step for installing new apps, but should not be discussed in too much detail, as it is a topic that will be presented in Step 5.

Google Play is introduced by the trainer as the main source of safe and stable applications for Android and the main factors to be considered when picking the right app. Afterwards the trainer demonstrates the process of searching and inspecting specific apps, vocalizing the considerations when participants avoid or select an application.

As soon as, a few applications are installed on the device, connected to the projector, the trainer demonstrates the basic operations with the apps, moving them from one spot to another, arranging them in groups, launching, switching, stopping and deleting.

Step 4 – Tablets and apps: hands-on practice with personal help from the instructor (15 minutes)

See instructions, related to Annex2_Module2_STEP4_practical_assignment.

Step 5 – Presentation on the Internet, usage of Wi-Fi and mobile networks, using browsers, websites and bookmarks (30 minutes)

The trainer briefly explains the general concept of the Internet and what actually is, without spending an excessive amount of time on technical details. The first two slides in **Module2_STEP5** are dedicated to “what is the Internet and how it works”. Following that,

short explanations are provided for what a website is, how we connect to the Internet through Wi-Fi or mobile broadband, what the search engines and social networks are. All of these are demonstrated by the trainer.

The presentation ends with the trainer following the steps that are given in slides 9 and 10 as yet another practical demonstration.

Step 6 – Safety and privacy: introduction to the dangers of browsing the Internet and ways to stay safe

(20 minutes)

Trainer asks participants if any of them had any prior experience with online safety or privacy incidents. If there are none, the trainer asks if somebody could tell something on the topic from their own experience. The trainer proceeds with the presentation Module2_STEP6.

Topics like scam and phishing are covered, also protecting the mobile device from viruses and advertisements. Personal data protection – what do we share, how do we share it and with whom do we share it? Discussion and general guidelines and recommendations for staying safe are provided. Risks of using unreliable sources in the Internet, including social networks, are discussed about by the trainer provoking a discussion among the trainees (asking questions and suggesting scenarios).

STEP 7 – Browsing the Internet: hands-on practice with personal help from the instructor

(20 minutes)

See instructions, related to Annex2_Module2_STEP7_practical_assignment.

STEP 8 – Evaluation and wrapping up the module

(15 minutes)

During the evaluation activity, trainer hands out paper and pens to the participants and asks them to write an answer to the following question in up to 10 minutes:

Considering the training of the mobile devices, how are you planning to integrate these technologies in your everyday life for making your work and life easier?

Finally, the trainer suggests participants to use the STUDENT TOOLKIT – chapter dedicated to the Module 2 (theory, exercises and glossary) at home to support their learning and do practice. The trainer explains to participants how to enter the website to find the videos of the module and how to use student toolkit.

At the end of the closing activity, participants should evaluate Module 1 training by answering in a questionnaire (**Annex4_Module2_Evaluation_Questionnaire**)

3.3. ADDITIONAL INFORMATION REGARDING ANNEX MATERIAL AND USE OF STUDENT TOOLKIT

Annex1_Module2_STEP4_practical_assignment

This Annex contains two tasks. The first task requires the participants to search one or more applications of their choice in order to plan a dietary regime for a patient with specific needs. The second task is related to installing and searching for instructions on how to setup a specific application for the virtual keyboard of the mobile device. It is recommended that the trainer does not provide help for the second task, as it is meant to force participants to search information independently and try to find their way around the device's settings.

Annex2_Module2_STEP7_practical_assignment

Annex of STEP 7, participants are asked to follow instructions for practicing the material that was taught in the previous step. The same steps are available in presentation Module2_STEP7. The trainer should be available for help to any participant who would need extra support in fulfilling the tasks.

Annex3_Module2_Glossary

Annex 3, provides a detailed description for the terminology used throughout Module 2, in order to better understand the technical terms. The trainer should explain to participants how they can use the glossary at home.

Annex4_Module1_Evaluation_Questionnaire

At the end of the closing activity (STEP 7) participants evaluate Module 2 training by answering a questionnaire. The trainer collects the results of the questionnaire and compares them, analyzing the level of knowledge reached and the level of satisfaction about the module. The questionnaire is important for understanding the strengths and weaknesses of the training and adapting the final material.

Annex4_Module2_Useful_Videos

A list of useful videos which could be displayed during the training if enough time is available and also given as handouts to participants in addition to the Student Toolkit.

STUDENTS' TOOLKIT

It is a manual for carers, that includes, theory, exercises and glossary. It helps participants, at home, to remember and revise what learned in class. The trainer should explain to participants how they can use the toolkit at home.

4. MODULE 3 - EHEALTH LITERACY-INTRODUCTION TO SELECTED SOURCES/LEARN

4.1. INTRODUCTION

The general aim of this module is to provide the informal carers the opportunity to learn how to search specific health information based on health scenarios of specific problems (e.g. aggressiveness and other behavioral and psychological problems, evaluate and take decision based on the information/sources that will identify).

By the end of the module, each participant will be able to:

- Search disease specific information on websites, videos, applications and forums related with disease-specific issues by setting the appropriate questions in google search
- Navigate in specific websites/applications, play useful part of movies, save links of important webpages
- Evaluate specific information that their search will generate

By the end of the module, participants will have enhanced the following digital skills:

- browsing, searching, filtering data, information and digital content
- evaluating data, information and digital content
- Managing data, information and digital content
- Protecting health and well-being
- Creatively using digital technologies

4.2. STEP BY STEP INSTRUCTIONS FOR TRAINERS

Before starting to deliver Module 3, the trainer will need the following material:

- Tablet or smartphone for each participant to actively participate in training
- A monitor connected to a tablet
- Projector and screen

- Papers, pens
- PowerPoint presentations prepared for module 3:
 - Annex 1_eHL presentation
 - Annex 3_Keywords
 - Annex 8_Evaluation of sources
- Material for the activities:
 - Annex 3_Scenarios eLily2
 - Annex 3&6_Handout for searching online
 - Annex 4_National version of website and apps
 - Annex 5_National version of fora for carers
 - Annex 6_National version of videos for carers
 - Annex 7_Managing feelings
- Other annex materials:
 - Video about ehealth literacy-
https://www.youtube.com/watch?time_continue=31&v=LARbkxRkeb8
 - Glossary for module 3
- Students' toolkit

The duration of the Module 3 is about 2 hours and 40 minutes, depending on the basic ICT (Information and Communication Technologies) knowledge of the group of the participants.

The module is divided in the following 6 steps:

- Step 1 – Introduction- 10 min
- Step 2- Learn what eHealth literacy is – 10min
- Step 3 – Choosing the right key words for health – 20 min
- Step 4 – Finding information for a specific problem – 40 min
- Step 5 – Use above guidelines to find information about a specific problem that worries you and manage your psychological and social burden of care - 40 min
- Step 6 – Quick assessment of the usefulness of searched webpages- 40 min

The trainer can decide to adapt duration, activities, materials and contents of each step, on the base of the previous ICT knowledge and characteristics of the group of the participants.

STEP 1 – Introduction- 10 min

All participants provide information about their experience with internet use and if they consider themselves beginners, intermediate or advanced users.

After that, the trainer informs trainees how the class will proceed and what they will learn today. Trainer makes everybody comfortable to raise questions.

In that part, icebreaking activities can be provided. Below you can find examples of icebreaking activities which you can use during your session:

The trainer folds cards with different symbols, pictures, situations. Participants choose one card that best reflects their mood, expectations, etc. on that day. Each person describes why they chose the card.

STEP 2- Learn what eHealth literacy is – 10min

All participants watch a selected video of what eHealth literacy is. This could be related with a specific disease or the trainer may use the video concerning eHealth and expand the concept https://www.youtube.com/watch?time_continue=31&v=LARbkxRkeb8

After the video, a short discussion follows about ehealth literacy. The trainer asks the participants how they understand eHealth literacy and to share examples from their everyday lives (e.g. search of web-based health information). If the trainees have low digital skills, the trainer may ask if the participants have asked someone else to assist them in finding web-based health information.

In order to do this, the trainer uses the PPT presentation (*Annex1_eHI presentation*) which introduce and describe in a simple way meaning of ehealth literacy term.

STEP 3 – Choosing the right keywords for health – 20 min

The trainer explains to the participants the correct way to choose keywords when they search for information using search engines. The trainer uses power point presentation *Annex 3_ Keywords*.

The presentation provides answers for the following questions: What is a keyword? How do keywords work? Why keywords are important? How to search online for health-related information?

For this step, the trainer distributes to trainees the *Handout for searching online* which includes practical tips how to select and evaluate health information available on the internet (website, videos and fora). This handout is used for Step 6 too.

The trainer can use students' toolkit, exercises *Module 3, section 2* for practice of selecting the right keywords.

STEP 4 – Finding information for a specific problem – 40 min

The trainer provides the handout on the specific problem and the trainees are requested to solve this by searching on the internet. The trainer distribute the handout for this step *Annex 3_Scenarios eLily2* and select for practice the most appropriate scenario for the participants. The trainer can find more scenarios in the **Students' toolkit Module 3**.

- First scenario- about Maria, who is a carer of her mother with Alzheimer's disease
- Second scenario- about Lefteris, who is a carer of his father diagnosed with Alzheimer's disease, diabetes and hypertension

The trainer provides 30' to trainees to identify possible solutions that could assist them in taking decisions on managing these situations and then a short discussion follows.

STEP 5 – Use above guidelines to find information about a specific problem that worries you and manage your psychological and social burden of care - 40 min

The trainer guides participants to set a specific problem that they need information or to manage feelings and to search on websites, videos, fora or/and applications.

The trainer provides the national guides of websites, applications, videos and fora (*Annex. 5, 6, 4_National versions of websites-applications, videos, fora*). For this activity, the trainer directs trainees to the chapter dedicated for Managing Feelings, prepared by Erasmus+ project ElderCare at Home. In this reading, trainees can find information on how to deal with emotional burden and focuses on the conscious mental activity of specific stimuli, elements or aspects of a particular situation.

The trainees may use the list of websites, fora and applications or they may search in search engines. If they wish to share the results with the other group members, the trainer may provide a few minutes for a short discussion at the end of the exercise.

STEP 6 – Quick assessment of the usefulness of searched webpages- 40 min

The trainer shows examples of useful (recommended) websites and films related to medical issues and also amateur videos not recommended by experts. The trainer shows the participants videos about taking care of older people and takes into consideration films dedicated for carers of people with dementia. The trainees analyse videos and try to explain how to evaluate a health-related video.

The trainer uses power point presentation *Annex 8_Evaluation of the information we found online* which includes tips how to choose reliable uploaded on the internet and distributes to the trainees *Annex 3&6_ Handout for searching online*.

Proposed activities/exercises: **The trainer asks participants to search, find and assess a reliable website or video and to note down why they consider this reliable. The trainer discusses the results with the group**

Closing activity: 10 Min

The evaluation of the specific module will be done with the trainer's observation notes before and after the module takes place.

This module will be part of the overall evaluation of the curriculum with the use of the eHeals-Carer for assessing eHealth Literacy

Before the end of the training, trainer gives participants the following useful resources in order to be used at home as supporting material:

- ***Glossary for module 3***

Finally, trainer suggests participants to use at home the ***STUDENT TOOLKIT*** – chapter dedicated to the Module 3 – (theory, exercises and glossary) to support their learning and make practice.

4.3. ADDITIONAL INFORMATION REGARDING ANNEX MATERIALS AND USE OF STUDENT TOOLKIT

- Annex materials in STEP 5 (national version of the websites, application, videos and fora) are very important for completing the practical activity. The trainers in each participating country should select before the training websites, applications, videos and fora available for their trainees in their country and use them during face to face training
- **GLOSSARY**
It provides a detailed description for the terminology used in module 3.
Some terms are referred to specific interactive services: in this case, the logo of the service is juxtaposed to the term.
- **STUDENTS' TOOLKIT**
It is a manual for carers, that includes, theory, exercises and glossary. It helps participants, at home, to remember and revise what learned in class. The trainer should explain to participants how they can use the toolkit at home.

5. MODULE 4 - HEALTH LITERACY AND USE OF INTERACTIVE SERVICES: THE SOCIAL MEDIA

5.1. INTRODUCTION

The general aim of this module is giving informal carers the opportunity to learn:

- how to have access and use interactive services for bridging the health literacy gap
- how to find useful resources and services in social media in order to support informal carers
- how to use social media applying critical thinking skills, for searching health information

By the end of the module, each participant will be able to manage the following interactive services:

- FACEBOOK: download the Facebook App, sign up, like a page, join a group, search trusted health sources, avoiding untrusted health sources, etc.
- SKYPE: download the Skype App, sign up, search and add a contact, chat, call, video call, use skype as a support tool for informal carers, etc.
- WHATSAPP/VIBER AND MESSENGER: download the WhatsApp/Viber and Messenger App, associate the phone number, chat, call, video call, create a group, record a message, use WhatsApp/Viber and Messenger as support tools for informal carers and avoid sharing untrusted health sources, etc.
- ONLINE FORUMS FOR CARERS: search for online forums, taking part in them, use them as support tools for informal carers, choose appropriate information to share, etc.

In addition, at the end of the course each participant will be able to understand the basic language of most popular interactive services (KEY WORDS), and to know what to do and to not do in each interactive service (GUIDE RULES).

By the end of the module, participants will have enhanced the following digital skills:

- Browsing, searching and filtering data, information and digital contents
- Interacting through digital technologies
- Finding trusted e-health resources

5.2. STEP BY STEP INSTRUCTIONS FOR TRAINERS

Before starting to deliver the Module 4, the trainer will need the following material:

- A smartphone or a tablet for each participant
- A monitor connected to a tablet
- Papers, pens
- PowerPoint presentations:
 - Module 4_STEP 2_PPT 2.2. introduction to module 4
 - Module 4_STEP 2_PPT 2.3. interactive services
 - Module 4_STEP 3_PPT 3.3. positive and negatives aspects of Facebook
 - Module 4_STEP 4_PPT 4.3. positive and negatives aspects of Skype
 - Module 4_STEP 5_PPT 5.3. positive and negatives aspects of WhatsApp-Viber-Messenger
 - Module 4_STEP 6_PPT 6.1. positive and negative aspects of Online Forums for carers
- Material for the activities:
 - Module 4_STEP 3_ANNEX 3.2. activity Facebook cards1&2
- Questionnaire of evaluation of the module:
 - Module 4_STEP 7_ANNEX 7.1. evaluation questionnaire
- Other annex materials:
 - Module 4_STEP 7_ANNEX 7.2. glossary
 - Module 4_STEP 7_ANNEX 7.2. step by step guide
 - Module 4_STEP 7_ANNEX 7.2. safe guide
- Students' toolkit

The duration of the Module 4 is about 2 hours and 30 minutes, depending on the basic ICT (Information and Communication Technologies) knowledge of the group of the participants selected. The training module is divided in the following 7 steps:

- **Step 1** – Opening activity & Ice breaker: 10 Min
- **Step 2** – Introduction to the topic: 20 Min
- **Step 3** – Install and managing Facebook App: 30 Min
- **Step 4** – Install and managing Skype: 30 Min

- **Step 5** – Install and managing WhatsApp/Viber and Messenger: 30 Min
- **Step 6** – Finding and using online forums for carers as mutual help tools (20 minutes)
- **Step 7** – Closing activity: 10 Min

Trainer can decide to adapt duration, activities, materials and contents of each step, on the basis of the previous ICT knowledge and characteristics of the group of the participants.

STEP 1 – Opening activity & Ice breaker: 10 Min

1.1. ICE BREAKER: “MORE ABOUT ME?”

Trainer invites each participant to say something about him/her selves through 3 sentences: 2 are true sentences and 1 is false.

The other participants are invited to guess which the false statement is.

1.2. FOLLOW-UP

At the end of the exercise, the trainer points out the importance of being selective and intuitive in decoding information.

STEP 2 – Introduction to the topic: 20 Min

2.1. UNDERSTANDING THE LEVEL OF KNOWLEDGE

The trainer asks participants about their knowledge on interactive services, and in specific on social media. For this purpose, trainer can use the following list of suggested questions:

- *Do you know what are interactive services?*
- *Which interactive services, and in particular social media, do you know?*
- *Have you ever used social media?*
- *If yes, what kind of social media do you use?*
- *Have you ever encountered difficulties in using them? Which ones?*

The aim of this activity is to understand the level of knowledge of the group in order to adapt the content and the duration of the training module.

2.2. INTRODUCTION TO THE MODULE 4

The trainer introduces the purpose of the Module 4 and its learning outcomes.

In order to do this, the trainer uses the PPT presentation (**Module 4_STEP 2_PPT 2.2. introduction to module 4**).

2.3. INTRODUCTION TO THE INTERACTIVE SERVICES

The trainer introduces the topics of the Module 4, with the PPT presentation (**Module 4_STEP 2_PPT 2.3. interactive services**):

- *What interactive service, social media, social networks and instant messaging services are*
- *What the main social media are:*
 - *Instant messages services: Skype, WhatsApp/Viber and Messenger, etc.*
 - *Social Networks: Facebook, Instagram, Twitter, LinkedIn; Online Forums, etc.*
- *What positive aspects (i.e. countering social isolation, finding help, etc.) and negative aspects (i.e. presence of untrusted sources, etc.) of social media are*
- *What risks related to the research of health information are*
- *How interactive services can be useful for supporting informal carers*

STEP 3 – Install and managing Facebook App: 30 Min

3.1. INTRODUCTION TO THE MAIN FEATURES OF FACEBOOK

With PPT presentation (**1st part of FILE: Module 4_STEP 3_PPT 3.3. positive and negatives aspects of Facebook**), the trainer explains to the participants what the Facebook social network is.

Then, with a tablet connected to a monitor, the trainer shows participants how to search for, download and sign up to Facebook App, dwelling on the different steps.

The trainer asks participants to do the same with their smartphone/tablet, under supervision.

Successively, the trainers points out the main functions of Facebook:

- *To create a personal profile*
- *To send another user a "friend request" or accept the "friend request" of another user*

- *To share notes, photos, videos, link etc. on your Facebook wall, on the Facebook wall of your “Facebook Friends”, in a “Facebook Group” (if you are a member), on a Facebook Page (if the page is open comment)*
- *To look for a specific page and click on “like” button for following the activities of the “Like Page”*
- *To look for a specific “Facebook Group” in the search bar, go to the profile, and click on “Join Group” button.*
- *In case of interesting activities, to use the “like” button (“Like”, "Love", "Haha", "Wow", "Sad", or "Angry“) or add comments, links and other media*
- *To take part in, or create an “event”*

3.2. PRACTICAL ACTIVITY

The trainer distributes each participant 2 instruction cards (**FILE: Module 4_STEP 3_ANNEX 3.2. activity Facebook cards1&2**), asking them to do what is written inside:

- ***CARD 1:** It includes an exercise for familiarizing with the search of pages and groups useful for supporting informal carers.*
- ***CARD 2:** It includes an exercise for familiarizing with the search of health-related pages*

The trainer concludes the activity with a brief feedback session on the exercise: doubts, difficulties, etc.

3.3. POSITIVE AND NEGATIVE ASPECTS OF FACEBOOK

Connecting to the previous activity, through the use of PPT presentation (**2nd part of FILE: Module 4_STEP 3_PPT 3.3. positive and negatives aspects of Facebook**), the trainer explains to the participants:

- *What is the potential of Facebook for informal carers*
- *What wrong approach to Facebook is and what related negative consequences are*

3.4. FOLLOW-UP

The trainer asks participants to share doubts and difficulties with the group.

STEP 4 – Install and managing Skype: 30 Min

4.1. INTRODUCTION TO THE MAIN FEATURES OF SKYPE

Through the use of PPT presentation (**1st part of FILE: Module 4_STEP 4_PPT 4.3. positive and negatives aspects of Skype**), the trainer explains to the participants what the Skype social media is. Then, with a tablet connected to a monitor, the trainer shows participants how to search for, download and signup to Skype, dwelling on the different steps.

The trainer asks participants to do the same with their smartphone/tablet, under supervision.

Successively, the trainer points out the main functions of Skype:

- *To create a personal profile*
- *To send another user a "contact request" or accept the "contact request" of another user*
- *To make a call, video call or send a message on Skype platform*
- *To create a group call/video call*

4.2. PRACTICAL ACTIVITY

The trainer divides participants in groups of minimum 3 persons and asks each group:

- 1) *to try to make a group call*
- 2) *to try to make a group video call*

The trainer concludes the activity with a brief feedback session on the exercise: doubts, difficulties, etc.

4.3. POSITIVE AND NEGATIVE ASPECTS OF SKYPE

Connecting to the previous activity, through the use of PPT presentation (**2nd part of FILE: M4_PPT 4.3. positive and negatives aspects of Skype**), the trainer shows participants:

- *How Skype can be useful for supporting informal carers (e.g. supporting groups, telemedicine, etc.)*
- *What the wrong approach to Skype is and what the related negative consequences are*

4.4. FOLLOW-UP

The trainer asks participants to share doubts and difficulties with the group.

STEP 5 – Install and managing WhatsApp/Viber and Messenger: 30 Min

5.1. INTRODUCTION TO THE MAIN FEATURES OF WHATSAPP/VIBER AND MESSENGER

With the PPT presentation (**1st part of FILE: Module 4_STEP 5_PPT 5.3. positive and negatives aspects of whatsapp-viber-messenger**), the trainer explains to the participants what WhatsApp/Viber and Messenger social media are.

With a tablet connected to a monitor, the trainer shows participants how to search for, download and associate the phone number to WhatsApp/Viber and Messenger, dwelling on the different steps.

The trainer asks participants to do the same with their smartphone/tablet, under supervision.

Successively, the trainer points out the main functions of WhatsApp/Viber and Messenger:

- *Messenger*
 - *To create a Messenger profile (option 1) or connect Facebook profile with Messenger (option 2)*
 - *To make a call, video call or send a message on Messenger platform*
 - *To create a group*
- *WhatsApp/Viber*
 - *To create a WhatsApp/Viber profile*
 - *To make a call, video call or send a message on WhatsApp/Viber platform*
 - *To create a group*

5.2. PRACTICAL ACTIVITY

The trainer asks each participant to create a group with some of their phone contacts, on Messenger/WhatsApp/Viber.

Then, the trainer asks them to send a message/file/photo to the group.

The trainer concludes the activity with a brief feedback session on the exercise: doubts, difficulties, etc.

5.3. POSITIVE AND NEGATIVE ASPECTS OF WHATSAPP/VIBER AND MESSENGER

Connecting to the previous activity, with the PPT presentation (**FILE: Module 4_STEP 5_PPT 5.3. positive and negatives aspects of WhatsApp-Viber-Messenger**), the trainer shows participants:

- *How WhatsApp/Viber and Messenger can be useful for supporting informal carers*
- *What risks of WhatsApp/Viber and Messenger are (e.g. share health untrusted sources, etc.)*

5.4. FOLLOW-UP

The trainer asks participants to share doubts and difficulties with the group.

Step 6 – Finding and using online forums for carers as mutual help tools (20 minutes)

6.1. INTRODUCTION TO THE USE ONLINE FORUMS

With the PPT presentation (**FILE: Module 4_STEP 6_PPT 6.1. positive and negative aspects of Online Forums for carers**), the trainer points out:

- *Characteristics, purposes and functioning of online forums*
- *Advantages for informal carers in using online forums*
- *Wrong and correct approach to online forums*
- *Online security rules*

6.2. PRACTICAL ACTIVITY

The trainer asks participants to try to find online forums for carers:

- 1) *Trainer asks each participant to open the Google Search Engine on their tablets/smartphone*
- 2) *Using some key words (e.g. carer, forum, name of the country of origin, name of the disease, etc.), trainer asks them to try to find an online forum for carers.*
- 3) *Each participant can just explore the forum or try to take part in it*
- 4) *Trainer concludes the activity with a reminder on the safety rules and trusted sources*

6.3. FOLLOW-UP

The trainer asks participants to share doubts and difficulties with the group.

STEP 7 – Closing activity: 10 Min

7.1. EVALUATION QUESTIONNAIRE

The trainer distributes participants a questionnaire for analysing the level of knowledge reached by participants, the level of satisfaction about the contents of the module and, in general, for collecting feedbacks about the module (**Module 4_STEP 7_ANNEX 7.1. evaluation questionnaire**)

7.2. FINAL TASKS

Before the end of the training, the trainer provides to the participants the following useful resources in order to be used at home as supporting material:

- **Module 4_STEP 7_ANNEX 7.2. glossary**
- **Module 4_STEP 7_ANNEX 7.2. step by step guide**
- **Module 4_STEP 7_ANNEX 7.2. safe guide**

Finally, the trainer suggests participants to use at home the **STUDENTS' TOOLKIT** – the chapter dedicated to the Module 4 – (theory, exercises and glossary) to support their learning and make practice.

5.3. ADDITIONAL INFORMATION REGARDING ANNEX MATERIALS AND USE OF STUDENT TOOLKIT

Annex material in STEP 3, sub-step 3.2., is an essential aid for completing the practical activity:

- **Module 4_STEP 3_ANNEX 3.2. activity Facebook cards1&2**

The file includes two different types of Cards:

- **Card 1:** It includes an exercise for familiarizing with the research of Facebook pages and groups useful for supporting informal carers in their country.

The trainer fills in the cards with national Facebook groups and pages and gives one card (for each category) to each participant. Then, the trainer asks participants to follow the instructions inside of each card.

The trainer can print as many cards as he/she needs on the basis of the number of participants

- **Card 2:** It includes an exercise for familiarizing with the research of health-related national Facebook pages.

The trainer fills in the cards with health-related national Facebook pages and

gives one card to each participant. Then, the trainer asks participants to follow the instructions inside of the card.

The trainer can print as many cards as he/she needs on the base of the number of participants

Annex of STEP 7, sub-step 7.1., is a questionnaire for the evaluation of the module:

- **Module 4_STEP 7_ANNEX 7.1. evaluation questionnaire**

The trainer will collect the results of the questionnaire and will compare them, analyzing the level of knowledge reached and the level of satisfaction about the module. The questionnaire is important for understanding the strengths and weaknesses of the training and adapting the material for the next time

Taking into consideration the low level of knowledge and competences of participants, trainer should consider the annex materials and students' toolkit of STEP 7, sub-step 7.2., as useful instruments for helping carers at home to remember or clarify what learned during class sessions:

- **Module 4_STEP 7_ANNEX 7.2. glossary**

It provides a specified description for the terminology used in module No. 4, in order to better understand the world of interactive services, and more specifically social media. Some terms are referred to specific interactive services: in this case, the logo of the service is juxtaposed to the term.

- **Module 4_STEP 7_ANNEX 7.2. step by step guide**

It is a summary of the instructions given during the training, and it concerns the selected interactive services: Facebook, Skype, WhatsApp/Viber and Messenger.

It includes:

- Brief description of the social media
- Search for and download the social media App
- Create the profile
- Main features
- Dos and don'ts suggestions

- **Module 4_STEP 7_ANNEX 7.2. safe guide**

It is a brief list of rules to keep in mind for a positive experience on online interactions, correct use of devices and surfing the net in a safe environment:

- Safety with your personal device
- Safety with app and tablet/smartphone
- Safety on social media
- Safety with people you interact with online
- Safety on shopping, banking and donating online

- **STUDENT TOOLKIT**

It is a manual for carers participating in this training, that includes, theory, exercises and glossary. It helps participants, at home, to remember and revise what learned in class.

6. ADAPTATION OF THE MODULES WHEN DELIVERING THE COURSE

During the pilot phase of the face to face course, all partners had the flexibility to work and adapt the modules according to the availability of the carers and the level of their digital skills. According to findings, eHealth literacy of the participants was overall improved after the course. In table 1 the different methods followed in the delivery of the course is presented.

The outbreak of the pandemic influenced the delivery of the course. Face to face and online synchronous courses was the new option of delivery in case of two partners, Italy and Poland.

In case of people with high digital skills, it was possible for modules 2 and 4 to be combined in a shorter version, focusing on the internet security issues.

In case of Greece, the partners decided that module 4 could be delivered with a common presentation for all the tools and then work in practice with the interactive tools that the participants would select.

In case of Bulgaria, focus was on the enhancement of basic digital skills and in Cyprus in the concepts of Health literacy and eHealth literacy.

The trainers always have the flexibility to decide on the number of sessions and the number of modules based on the specific digital needs of the users. Finding a proper time and day is always a challenge for a group of carers. Making the course more adapted to the new challenge of the pandemic, the trainers can combine the face to face material with the eLearning option.

This could be done by delivering online synchronous or face to face group, the modules that the carers were interested to learn and providing the eLearning solution for the modules that the carers have already knowledge.

For example, in case of carers with a high level of digital skills, trainers can arrange synchronous groups of carers for the Health and eHealth Literacy, Module 1 and 3. For the basic digital skills, Module 2 and for the use of interactive services, Module 4, carers can work with the eLearning course in time and place of their convenience.

For carers with low digital skills, the above could be reversed. Alternatively, trainers could deliver all presentations in a synchronous learning or face to face group and provide the option for the elearning platform and students toolkit for the exercises.

Table 1. Methodologies of the course delivery

	CYPRUS	BULGARIA	GREECE	ITALY	POLAND
No of sessions	1	2	2	4	2
Hours in total	6	4h/group	12	8	8
Focus	Module 1 and 3	Module 2 and 4 (the use of tablets and internet security issues)	Module 1,2 (internet security) and 3 and 4	All modules with focus on communication techniques, internet safety, sources validation	Module 1,2, 3
No of groups	1	2	1	1	1
Face to face sessions	1	2	2	3	1
Online sessions	-	-	-	1	1

7. DISSEMINATION AND EXPLOITATION STRATEGY OF THE TRAINING CURRICULUM

7.1. TYPE OF ORGANISATIONS THAT COULD USE THE TRAINING

The type of organisations that could use the elily training can be distinguished in public entities and private entities according to the structure in every partners' country:

- **Public Entities**

- **Universities**

The training can be a starting instrument for developing researches related to informal carers

- **Hospitals, social services, local authorities, regional authorities, etc.**

The training can be a useful instrument for developing projects related to the implementation of informal carers' competences and the support of their needs, and indirectly of the needs of the care recipient.

- **Private Entities**

- **Carers organisations**

The training can be useful for supporting carers members of the organisation

- **Associations for patients with specific pathologies**

The training can be useful for supporting directly relatives of patients (if they are also carers) and indirectly the same patient (that will receive more appropriate care)

7.2. HOW TO ENGAGE CARERS FOR THE TRAINING

Different channels can be used for engaging carers of older people in the elily training. The partners and other interested organisations may approach their networks as follows:

- Use their mailing list and social networks for disseminating information about the training event and/or inviting specific persons
- An open invitation will issue to any organisations in the voluntary, private and public sectors,
- Disseminate information about the training event during other events (seminars, roundtables, conferences, workshops, etc.) dedicated to the theme of carers

- Contact carers associations for disseminating information about the training
- Contact the carers with which they work
- Contact social services and home care services

7.3. HOW TO ORGANIZE THE CLASS

Organizing a training session should take into account the principles of learning, more specifically, adult learning principles. The Adult Learning Theory by Malcolm Knowles (www.elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles), a pioneer in the field of adult learning, focuses on five main principles of learning:

- **Self-Concept:** As a person matures, they move towards becoming a self-directed human being.
- **Motivation to Learn:** As a person matures the motivation to learn is internalized.
- **Readiness to Learn:** As a person matures their readiness to learn becomes oriented increasingly to the developmental tasks of their social roles.
- **Adult Learner Experience:** As a person matures, they accumulate a growing reservoir of experience that becomes an increasing resource for learning.
- **Orientation to Learning:** As a person matures their perspective changes and they become more focused on solving problems.

In turn, learning objectives must be measurable. When it comes to establishing measurable objectives, you can use SMART format of formulating learning objectives. It is the best way to create adequacy and clear goals. You can refer SMART goals as follows:

S — Specific: Goals for training must be specific to the training you are running.

M — Measurable: Learning objectives need to be measurable so that you are able to evaluate the success of your training session.

A — Attainable: Learning objectives can be ambitious, but keep in mind that they must also be realistic and attainable given the factors at play.

R — Relevant: Consider the implications for attendees and the business alike.

T — Time: A goal without a deadline isn't feasible. In this case, consider both the time for the session as well as the time to implement the skills learned in the workplace.

The very important issues are easy to understand training materials. You cannot forget about the two categories of the materials

- training materials for the trainer
- training materials for the trainees.

For the trainers, the materials act as an agenda and a form of guidance (training manual) for trainees useful guidance to developed more training program (student toolkit)

In case of organizing training session you can also use 5E Learning Model which include 5 stages:

1st stage: Engage: To learn attendees must be able to contextualize this experience and have readily available activities to guide them.

2nd stage: Explore: Usually a group activity, this phase focuses on helping attendees understand and develop new skills.

3rd stage: Explain: As an organizer and trainer, emphasize why the previous stage was relevant for this session and for your greater goal.

4th stage: Elaborate: Employs participants to home in those conceptual skills by implementing practical training activities.

5th Evaluate: This stage applies to organizers and attendees alike. Both must conclude and internalize the lessons learned throughout.

The most important training material you will develop during the training is a presentation and other helpful resources which guides your whole training session and help trainees understand topic better.

The venue of the training session is the heart of the event. The venue will depend on your event brand, as well as the size of your session. The training room should contain desks and chairs, projector and screen, laptop, tablets and training materials such as pencils, papers, markers, etc. You should also prepare coffee break for attendees the course.

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