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Lisa Gonzales
California State University, Monterey Bay

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Lisa C. Gonzales

Department of Education, California State University Monterey Bay

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Introduction

According to a Pew Research Study, in 2020, 59 percent of people over the age of 65 in the United States use the internet (Perrin, 2020). Although the world is becoming increasingly "tech-savvy", there is still an apparent digital divide between older and younger adults. Wallace, et al. (2013) further described that this digital is specific to new technology such as Zoom, FaceTime, and Google Meet. Older adults who lack technology skills may become increasingly socially isolated, especially during the pandemic. Chopik (2016) asserts that the use of technology is important to promote the quality of life, increase social engagement, and ensure the safety and health of the older adult population. Developing new learning opportunities about technology and providing information about technology, enables older adults to be motivated and confident to participate in a new-to-them tool for communication (Willis, 2004). For this capstone project, a workshop was created for older adults from the American Legion Auxiliary in Gonzales, California, focusing on utilizing Gmail, Facebook, and Google Meet. This workshop will allow older adults to become familiar with how technology will benefit them. It is an opportunity for older adults to learn new skills that will benefit them now and in the future. The objective for these older adults is to feel confident, have renewed independence, and age successfully.

Needs Statement

Older adults who lack technology skills may be putting themselves at a disadvantage. The use of technology is important to promote the quality of life, increase social engagement, and ensure the safety and health of the older adult population (Cheek et al., 2020). Furthermore, technology skills can play a role in the older adult population staying

independent, active, and healthy. However, the use of technology varies considerably among

older adults. Historically older adults have been late to adopt technology compared to the

younger generations (Smith, 2020). The older the person is, the less likely he or she is going

to embrace technology. As new technologies are created, older adults may not adapt to the

new developments. Wallace et al. (2013) further noted that older adults may continue using

technology that was developed when they were young, even if it has been replaced by

improved technology. Older adults who lack technology skills are at risk of being left

behind. Mastering digital technology has become a key component of what it means to fully

participate in society. If technology access and training are not provided to older adults, they

can become socially isolated. Therefore, my capstone project will show older adults how

learning new technology skills will benefit them and enable successful aging.

Older adults are at a point in life that was once thought to be a time of serious decline

in their abilities. Despite the myths, older adults can learn skills in late life, although

learning some skills may take longer than in younger adults. The adage "you can't teach an

old dog new tricks" is a myth and an example of ageism. Research shows that older adults

remain cognitively active through lifelong learning (Cavanaugh & Blanchard-Fields, 2019).

Many older adults contend with feelings of social isolation which can negatively impact their

health and well-being. Staying active and involved in life can help to counteract these

challenges. Older adults' lack of technology knowledge keeps them from being engaged

with what is happening in today's world. Learning to use technology will help alleviate

disengagement in older adults. According to a 2020 Pew Research Study, 59 percent of

people over 65 in the United States use the internet compared to approximately 90 percent of

adults aged 18-64 (Perrun, 2020). The older person is, the less he or she is to embrace

technology (Anderson, 2020). According to Berg-Weger and Morley (2020), the COVID pandemic does not make technology more appealing to older adults. If older adults do not embrace technology, the pandemic adds to their social isolation. Phone calls help but seeing family and friends at video meetings is better.

The first benefit of older adults using technology is it contributes to a better quality of life for older adults (Chopik, 2016). There are various inventions and equipment that help people live their lives more conveniently. Technology makes day-to-day tasks simpler and more hassle-free. It also gives access to greater types of entertainment and saves time and money. Thanks to technology, it is easier to perform household chores, travel, be educated, stay healthy, and communicate. In the past, searching for specific information meant spending hours looking through books, newspapers, and magazines. Technology gives access to the Internet to immediately find up-to-date news and information. Resources are available on various online platforms, making it convenient for older adults to search for the information they need.

The second benefit of older adults using technology is they can communicate through electronic media to help them be less isolated (Berg-Weger & Morley, 2020). Using computers, tablets, smartphones, social media, and video calls is a possibility for older adults who have technology skills. Research indicates that incorporating technology innovations into the lives of older adults is key to help prevent social isolation (Zubatsky et al., 2020). Advancements in technology lead to a faster and easier way for older adults to communicate with family and friends. In the past, communicating took days and weeks through letters or greeting cards. Now someone can send an email in a matter of seconds. Thanks to

technology, global communication is an instant reality. Older adults can speak to loved ones

and friends in other cities, states, and countries. In the past, long-distance charges were

incurred and people could only talk but not see each other. Video calls are another way to help

keep older adults from feeling socially isolated (Smith, 2020). With some technology

instruction, older adults will come to see how convenient technology can make their lives.

A third significant benefit of older adults using technology is the ability to take

advantage of the modernization of the healthcare industry. Medical appointments are available

via video calls and provide older adults access to medical care when they are not able to get to

the doctor's office. Medical procedures are faster and more efficient, thanks to technology

(Vaziri et al., 2020). Printed medical files are now digitized for easier access. Alarm devices

can be set up in an older adult's home to notify law enforcement, medical personnel, and loved

ones that the person is in danger or needs help. These remote sensors and applications monitor

blood pressure, glucose, heart rates, and injury. Alarm systems also keep older adults and their

homes safe. It brings peace of mind to know that their safety is being monitored by law

enforcement and loved ones via technology (Cavanaugh & Blanchard-Fields, 2019).

Therefore, older adults must receive technology instruction to increase their ability to be

proactive in their health and safety.

There can be a few obstacles to older adults learning about technology. For example,

there may be a fear of learning something new, and many older adults do not want to spend

time learning new technology skills (Vaportzis et al., 2017). In many of those cases, the real

barrier is not technology; it may be personal. Also, many older adults who struggled with

technology feel they lack support (Vaziri et al., 2020). Family members and friends have not

invested time in teaching older adults how to best use the technology. Finally, many

programs are not created with older adults in mind and lack the pace and approach that will help older adults grasp the benefits of acquiring technology comprehension (Fischer et al., 2020).

My capstone project will enable older adults to utilize electronic communication applications to communicate with family and friends. With these new skills, older adults will also have the responsibility to protect their personal information and practice internet safety. In an AARP study, 85% of older adults revealed that they were concerned about their privacy and data protection while on the internet (Gibson, 2021). This is a particular concern for everyone using electronic communication and social media platforms. Older adults are targets for scams and predatory marketing using the U.S. Mail service and telephones. According to a Pew Research study, older adults are more likely to be targeted by online scammers (Perrin, 2020).

Given that the quality of life, social isolation, and safety and health issues are of concern, a two-day workshop was created for older adults from the American Legion Auxiliary in Gonzales, California that focuses on utilizing Gmail, Facebook, and Google Meet. This workshop will help older adults to become familiar with how technology will benefit them. In this pursuit, the workshop was designed to include various types of technology that could support activities of daily living, personal health or safety, mobility, communication, physical activity, personal development, and leisure activities. The workshop will focus on showing older adults how to utilize technology to connect with family and friends. They will learn to protect their personal information and practice safe internet skills.

Theory

Baltes and Freund's Selective Optimization with Compensation (SOC) Theory

emphasizes that human development takes a lifetime to complete (Baltes & Freund, 2003).

The SOC Theory sets the stage for understanding the many influences on lifespan

development and proposes that no one part of life is any more or less important than another.

Baltes and Freund (2006) contend SOC is a developmental theory of aging that explains how

people adapt to changes in their abilities and resources across the lifespan to age successfully.

SOC comprises three components: selection, optimization, and compensation. According to

Baltes and Freund (2003), selection involves older adults identifying and committing to fewer

and more meaningful personal goals; optimization involves making the most of one's abilities,

resources, and opportunities; and compensation involves developing new strategies to

overcome or substitute for losses due to the aging process. According to Baltes and Freund

(2003), older adults use action strategies to effectively manage losses and conserve valuable

resources throughout life.

Lifespan psychology holds that development consists of growth such as the acquisition

of new skills during older adulthood (Cavanaugh & Blanchard-Fields, 2019). Pursuing

knowledge and learning new skills through the SOC model is an important part of successful

aging. There is a need to identify how to best support and instruct older individuals to

successfully gain new skills later in life. Older adults' selection involves prioritizing goals to

improve abilities. Their optimization refers to strategies to make the most of a chosen pursuit

(e.g., learning to use technology), and their compensation involves using adaptive aids if

needed to compensate for limitations.

The Selective Optimization with Compensation Theory applies to older adults and

their developmental stage and to the approach to how the workshop content will be taught.

The SOC theory can lead to strategies to improve health and the wellbeing of older adults for

successful aging. Baltes and Freund (2003) contend the SOC theory applies to older adults learning a new skill. Older adults select to learn technology, optimize their best abilities to learn technology, and compensate for any declines they may have so they can learn technology. According to the SOC model, goal setting is essential for the effective development of new skills. The content of the workshop is specific to older adults and would need to change for middle-aged or younger adults and teens who already know the basics of technology use. Older adults would be shown the benefits of technology and make it a goal to acquire a new skill that would promote their quality of life, combat social isolation, and help ensure their safety and health.

Consideration of Diversity

The technology workshop for older adults will be conducted at the Gonzales American Legion Hall in Gonzales, California. The population of Gonzales, California is 8,375. According to Census.gov, 7.44% of Gonzales residents are aged 65 and older. This is a small portion of the population but there is a need for older adults to learn the importance of technology and how to utilize it. Fifty-three percent of Gonzales residents have a high school diploma or higher. Having at least a high school diploma would aid in learning technology. The workshop would not allow time to teach someone the correct way to write an email, but it would not keep those without a diploma from learning new technology skills. Eighty-five percent of Gonzales residents have a computer in their household and 76% have broadband internet at home. Not having a computer or other device to practice their new technology skills is another obstacle to consider when presenting the workshop. Ninety percent of the residents are Hispanic and approximately 75% of the residents speak only Spanish. Twenty-four percent of Gonzales residents speak only English.

I expect the participants to be 65 to 75 years old and retired. The participants will have a high school diploma and some may have taken college courses. The older adults will be either Hispanic or White. The participants will most likely have a computer or other device that they can use to continue utilizing the new technology skills they learn. The workshop will be presented to English speakers only. To consider Spanish-only speakers, a second workshop could be presented in Spanish by having a translator. Having the workshop translated into Spanish will not diminish the benefits and the valuable information the older adults will receive.

Some older adults have challenges beyond simply learning how to use technology. They may need to adapt their devices to meet their physical needs. Small touch screens may be challenging for older adults with arthritis. Those with vision problems may not be able to read the words on a screen. Many websites today are designed to be ADA-accessible, which means people can use a text reader app to hear the words written on the screen. They can also set the mobile device or computer resolution to make the words larger and easier to read. If any of the participants have physical challenges, the workshop can be adapted and ADA accessible. The workshop will be presented at a slow pace so the students are not overloaded with too much information. Since the participants will be fairly new to technology, I can change the pace of the workshop. Showing older adults how to video chat with a friend they have not seen in years or showing them photos of their grandchildren on Facebook helps the participants see what technology has to offer them.

Learning Outcomes

I designed a workshop to teach older adults about how to use technology. By the end of the workshop, participants will be able to:

1.   Utilize electronic communication applications such as Gmail and Facebook

to connect with family and friends.

2.   Set up a Google Meeting and engage in a conversation utilizing different

functionalities (e.g., camera enabling/disabling, audio, reactions, and chat).

3.   Protect personal information and practice internet safety precautions.

Method

Participants

The two-day workshop will be held at the Gonzales American Legion Hall in

Gonzales, California. The class size will be six older adults who are White or Mexican and

speak English. The participants will be women from the Gonzales American Legion

Auxiliary. They have a high school diploma, and some have taken college courses. The

socioeconomic status of the class will be blue-collar and middle-class retirees. They have the

means to own a laptop, tablet, and/or smartphone.

Procedures and Materials

The workshop will be held once a week for two consecutive weeks. Participants can

bring their own devices. If they do not bring their own device, I will provide a Chromebook

for each participant to have hands-on experience. The basics will be reviewed on how to turn

on their device and how to connect to the Wi-Fi in the hall. If there is someone in the class

who does not know how to do either of these tasks, I will help them individually. I will

remind participants to ask as many questions as they need. The participants will be

encouraged to take notes on the handouts I provide. If they get lost or forget how to do

something, they can jog their memory using their handwritten notes.

Day 1

On the first day of the workshop, the participants will first create a Gmail account

following the steps in the handout I give them. (See Appendix A for the handout.) When I

provide technology instruction for older adults, I do not want to give them too much to do at

once, or they might feel overwhelmed. If anyone struggles with creating their account and

sending an email, I will give them individual attention. The participants will also learn how to

add email addresses to their Gmail contact list so they can continue to email family and

friends. (See Appendix B for steps to create a Gmail contact list.) I must stop frequently and

take time to answer questions.

Next, participants will learn how to set up a Facebook account. (See Appendix C for

the handout on steps to create a Facebook account.) I can help them choose their favorite

photograph or take a "selfie" for their Facebook profile picture. After creating their Facebook

account, they will search for workshop participants and send a friend request. They will write

a post, respond to a post, and join a group using their Facebook account. (See Appendix D

for the handout on how to use a Facebook account.) Once the participants have mastered this,

they can send a friend request to their family and friends.

Day 2

The second day of the workshop will first focus on setting up a virtual meeting for

the participants to engage in a video conversation. After successfully creating a Google

account during Day 1, the participants will set up a Google Meet Video Conference. (See

Appendix E for the handout on the steps to set up Google Meet.) They will engage in a

video conversation utilizing different functionalities (e.g., camera enabling/disabling,

audio, reactions, and chat). This conversation will be with a fellow participant. They will

advance to inviting the entire class to a virtual meeting during the workshop. These new

skills can then be used at home to have virtual meetings with friends and family members

instead of phone calls.

Finally, I will address internet security concerns. I will show the participants how to set secure passwords and how to use Google's free password manager on their devices so they do not have to memorize their passwords. (See Appendix F for the handout on Google password manager.) I will show the class how to look at their privacy settings on social networks and show them how to set their Facebook information so that only friends can view it. Also, I will show them how to review privacy policies for websites where they might shop, bank, or share healthcare information. The participants can write down their usernames and passwords until they feel more comfortable using the Google password manager.

Most financial websites have a small "padlock" symbol directly next to the website address near the top of the screen, indicating that the site is secure. I will instruct participants to look for that tiny symbol and to avoid sites that do not have it. These are steps that they can follow to provide peace of mind when it comes to online security. I will emphasize internet safety and warn them that most internet security issues occur as a result of an online scam. I will warn the participants not to accept connection requests from anyone they do not know on social media, never send personal information (such as credit card or social security numbers) via email or chat, and never click on suspicious links.

If there are participants who are having trouble with any of the content, I will ask them to take a short break and step away from their keyboard or mobile device. Then they can go back and complete the steps themselves so that they learn. The more engaged they are in the process, the more they will absorb. If I do the tasks for them, they will not do it for themselves. I will be patient during instruction even if it feels repetitive. I will focus on the positives and what they are doing right. This will give the older adults confidence, empower

them, and they will feel less helpless. They might be more willing to learn a new skill when I

remind them that no one is a pro on the first try. I need to stop frequently and take the time to

answer all questions.   I may need to repeat concepts or steps multiple times until each

participant feels comfortable using the new technology.

I will encourage them to practice using their computer or mobile device to get more

comfortable with technology. Beyond social connections, I will show them that technology

has many practical applications. Participants can go on to learn how to book doctor

appointments online, order groceries for home delivery, or stay up-to-date on the latest news.

Wearable devices can even track health data, which can be shared as desired with family

members or physicians. I will provide them with a list of free internet resources and useful

websites. (See Appendix G for useful links.) Medicare.org publishes a list of free computer

classes for older adults. Local libraries and community centers may also offer technology

courses for older adults. YouTube is also an excellent learning resource. I will also provide

them with a list of technology games to get the participants more engaged with technology.

(See Appendix H for online technology games.)

Results

I could not execute my project due to COVID-19 therefore I do not have results.

Discussion

I could not execute my project due to COVID-19 therefore I do not have a discussion.

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Appendix A – Steps to Create Gmail Account

1 Introduction

This manual describes in detail how to create a free Gmail account now that it's open for everyone. Step by step instructions are provided with related screenshots so that even beginners are able to create an email address for themselves using the free online webmail service from Google. Creating a free Gmail account should take you less than 5 minutes.

2 What is Gmail?

Everyone knows about Google and their free web based email called Gmail. The service was launched with a lot of marketing actions and was 100% free from the start but *one could only create a Gmail account through special invites*. If you knew someone who had a Gmail account, you could request them to send you this invitation. In those early days, Gmail accounts were so coveted that invitations were being sold through ebay.com auctions. The high demand for Gmail email address was also because the service offered 1GB (gigabyte) storage space for emails at a time when all the others were providing only a fraction of that. Anyway, after a few years, Google opened the doors of Gmail for everyone... so you didn't need a special invitation to create an account.

3 Step 1: Open the Gmail web site

To create your Gmail account you only need a web browser and an internet connection. Go to http://gmail.google.com. You should now get to a page that looks something like the one below.
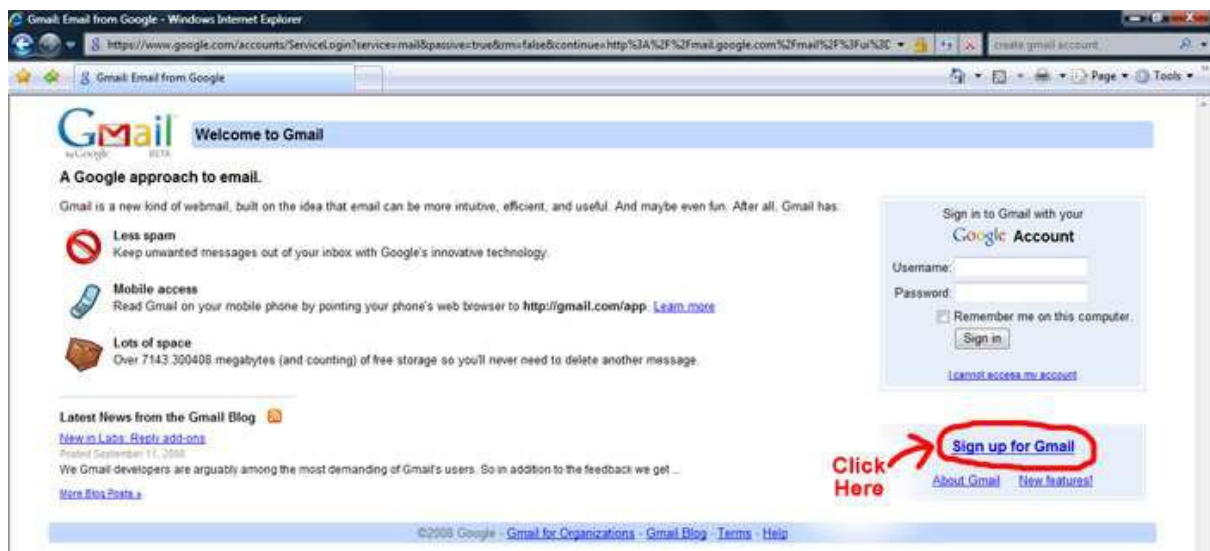
Click on the Sign up for Gmail link circled in the screenshot and then proceed to the next step.

4 Step 2: Enter all the required information in the "Create an Account" online form

After you click on the signup link, you shall be shown the Create an Account form with several fields that need your inputs.

Do not worry if the screen displayed to you and the screenshot image on the left are not exactly the same.

You now need to start filling the form. Once you have entered your first and last names, it is time to choose a login name. *This is important as your login name will decide the email address you will get*, and in case of a Gmail account, would be your-chosen-login-name@gmail.com. So be sure to pick a login name, also called the *username*, with care.

5 Step 3: How to choose a login name or username for your email address

Choosing a login name is part art and part common sense. And because it determines what your email address will be, we suggest you spend a little time over it. Since, email addresses need to be unique which means no two people in the world can have the same address, there is no guarantee that your preferred login name *would be available*. The following are advice and suggestions on how to choose a login or username.

First check if you can get a login name of your name, firstname, lastname, as *firstname-lastname* or the more popular, *firstname.lastname* (the period sign can be used in a login name). You can also try out firstnamelastname. Getting a Gmail email address of your name is indeed very fortunate because of the sheer number of subscribers to the service. Your login name *needs to be catchy* and at the same time *describe you* so people are able to recall it without much difficulty and associate it with you.

The availability of a login or user name can be verified by entering it first in the text field and hitting the check availability button.

6 Step 4: Choosing a password for your email

Securing your Gmail email account with a *strong* password is imperative. Think of the password as the key combination to your safe and you need to give the same amount of importance. A combination of uppercase and lowercase letters with some digits thrown in would be a strong enough password. on the right of the text fields in which you enter your password a sort of meter would indicate the strength of the password.

You need to enter the password twice and you can leave the "*Remember me on this computer*" box unchecked.

7 Step 5: Protecting your Gmail account with a security question

You now need to either select a security question from the drop down list or enter one - and you need to provide the answer. This additional security helps in getting your email account password if you forget it.

8 Step 6: Word verification and confirmation

After providing your secondary email address - you can leave this blank, if you don't have one - and your location, you need to enter the characters that you see in the picture above the field in your form. Why is this required? So that Gmail knows the inputs are from a human being and not some automated program.

Now that everything is set, you can go through the *Terms of Service* and click on the "I accept. Create my account." button which will create your very own free Gmail account!

To access your Gmail account in future, you need to go to the web site http://gmail.google.com using a web browser and enter your username (login name) and password once again.

9 Solutions to some problems in getting your Gmail email address

Here are solutions to two common problems faced by account creators:

9.1 Login names of my choice are not available

Gmail is a very popular service and it is likely that the login names you choose are no longer available. The only solution to this trouble is to keep trying to work with different permutations and combinations.

9.2 Gmail Account Creation Failed

Occasionally you might get a screen like one below that displays an "Account Creation Failed" message.

The error message is a result of Gmail's spam filters working overtime. As mentioned on the help pages http://mail.google.com/support/bin/answer.py?answer=67512, Gmail refuses to create email addresses from a computer/connection if it exceeds a defined limit. *Web users trying to create a lot of addresses at once, like a class or a group, may hit this limit.* This is Gmail's way of protecting itself from users who they believe will be creating email addresses for spamming. The solution is to go through the process of getting your Gmail address from another computer using a different I.S.P.

Appendix B – Steps to Create Gmail Contact Lisa

Step by Step Guide to Create a Contact Group in Gmail

Log in to your Gmail account. Once you log in successfully, open a new tab and enter the following URL in address bar of the browser.

http://contacts.google.com/,
Your Gmail contact list will open on this page as shown in the given screenshot.
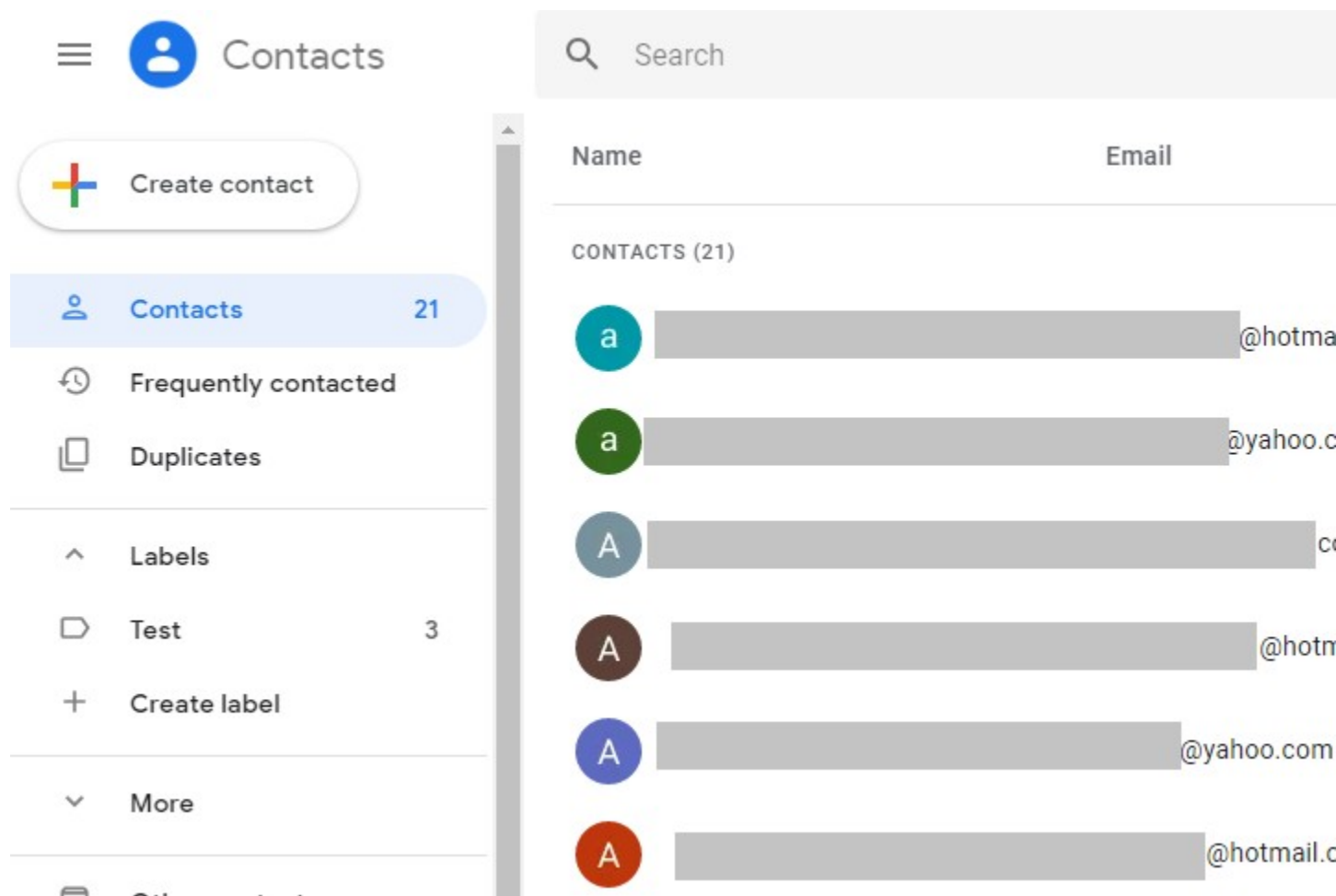
Now you have to select the desired contacts you want to add to this list. So, when you hover the cursor on contact, a checkbox will appear in place of the image or the first initial. Simply, click the checkbox to select that contact. You have to select all the contacts using the same method.
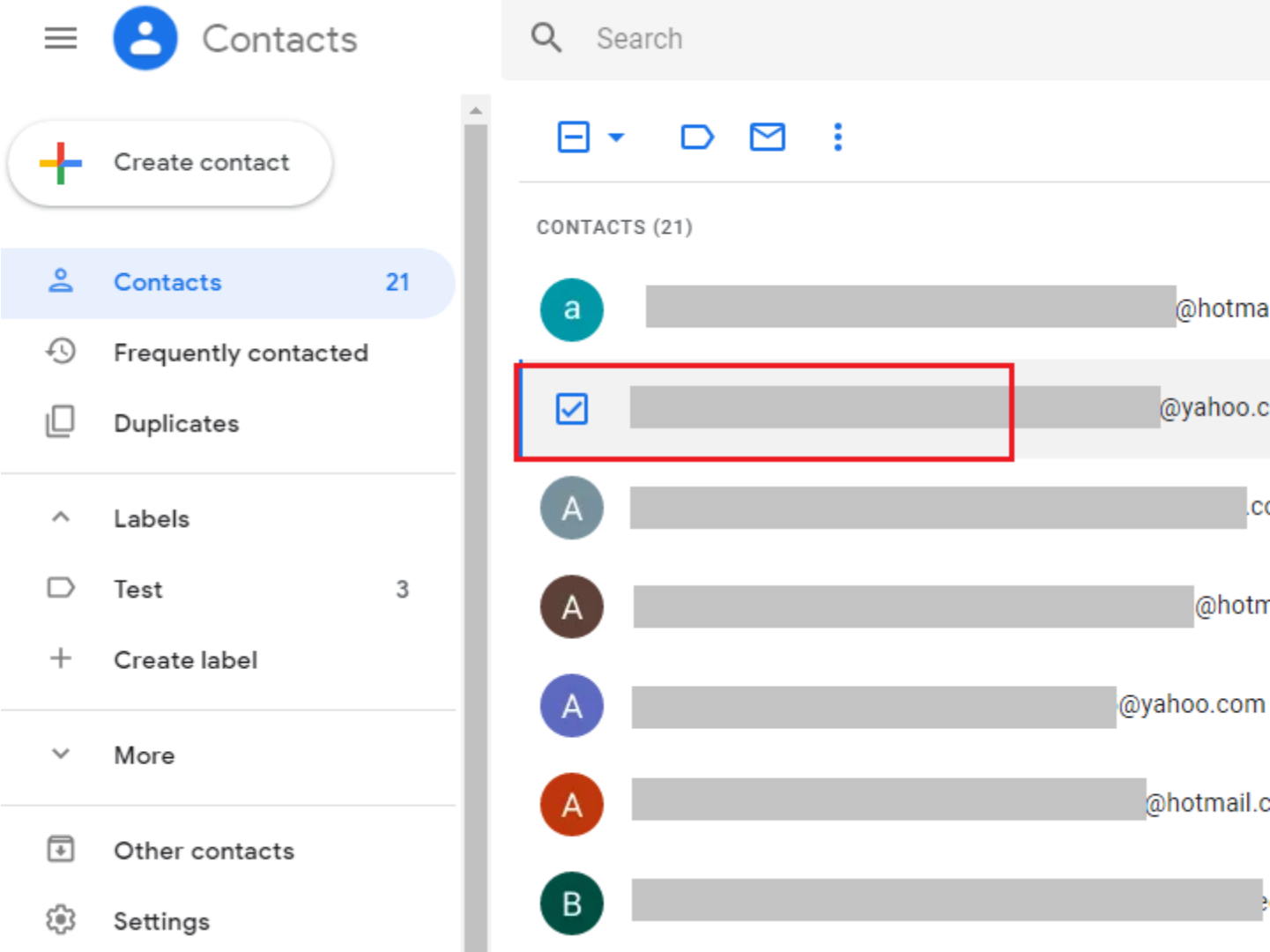
Once you have selected the desired contacts, click on the "labels" icon that is available right above the contacts.
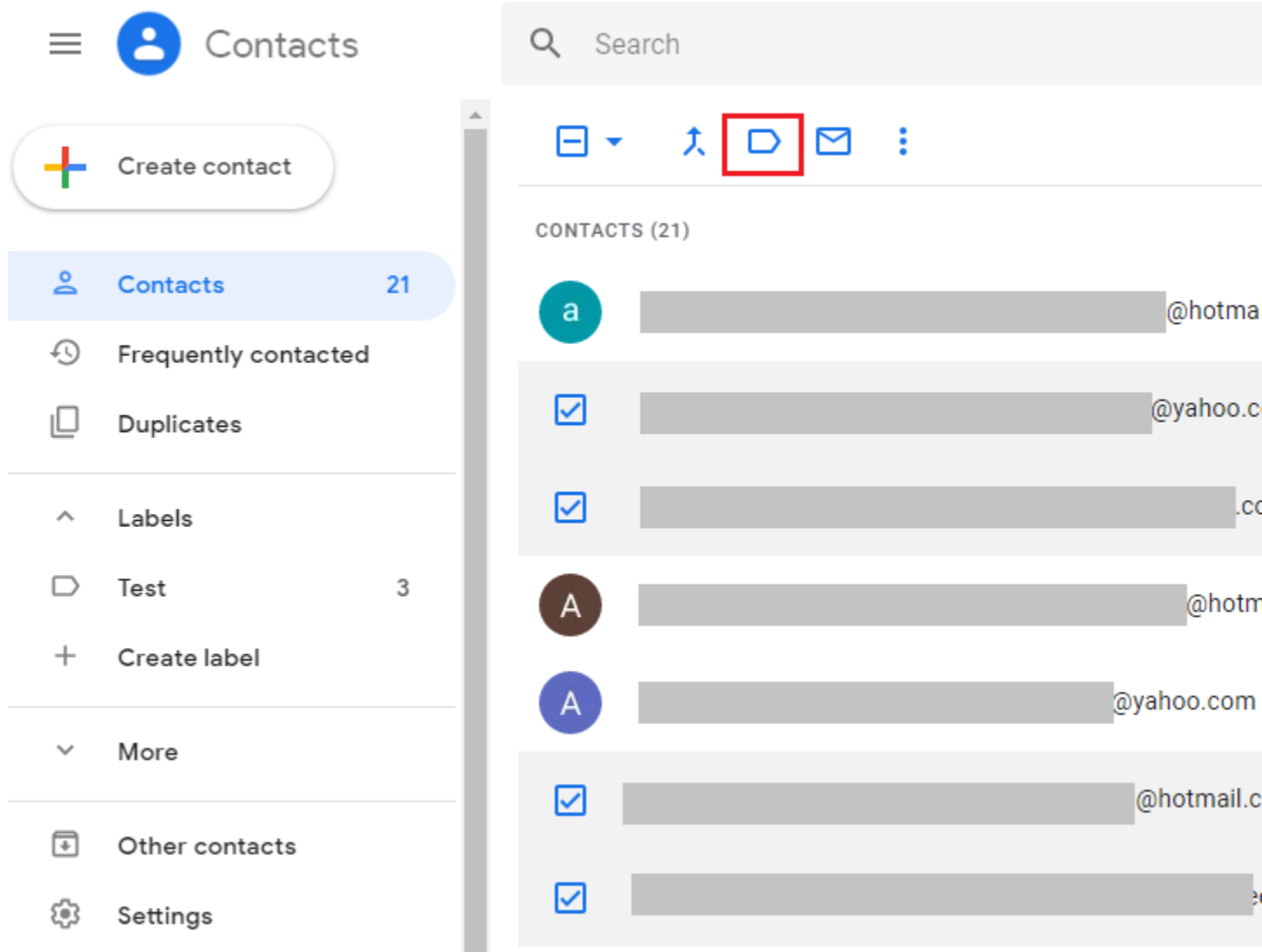
After you click the "labels" icon, the "Manage labels" drop-down menu will appear having the option "Create label". Click on that.
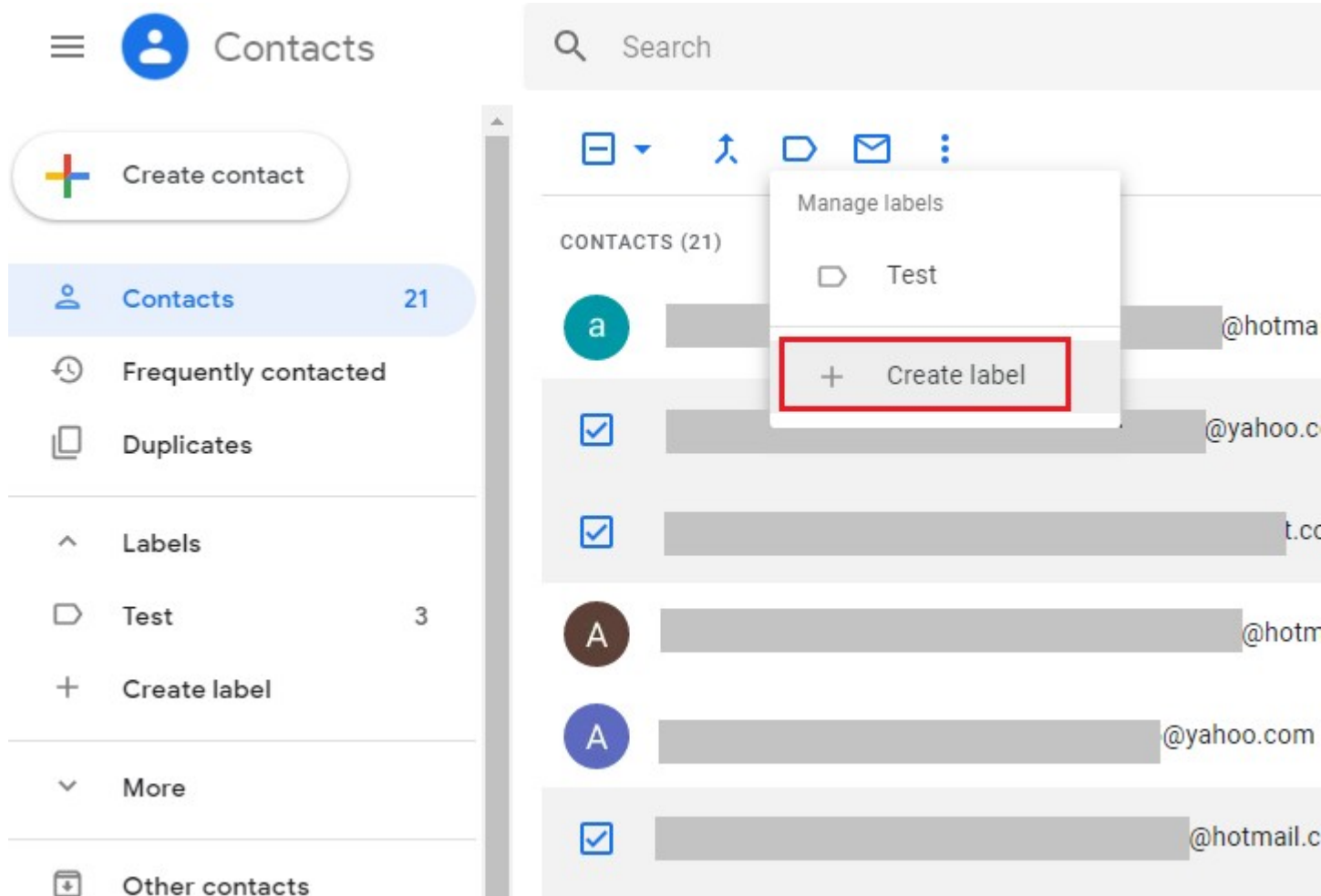
After clicking "Create Label", assign this contact list a name as per your convenience and click "Save". In the given screenshot below, we have named it as "Office Colleagues".
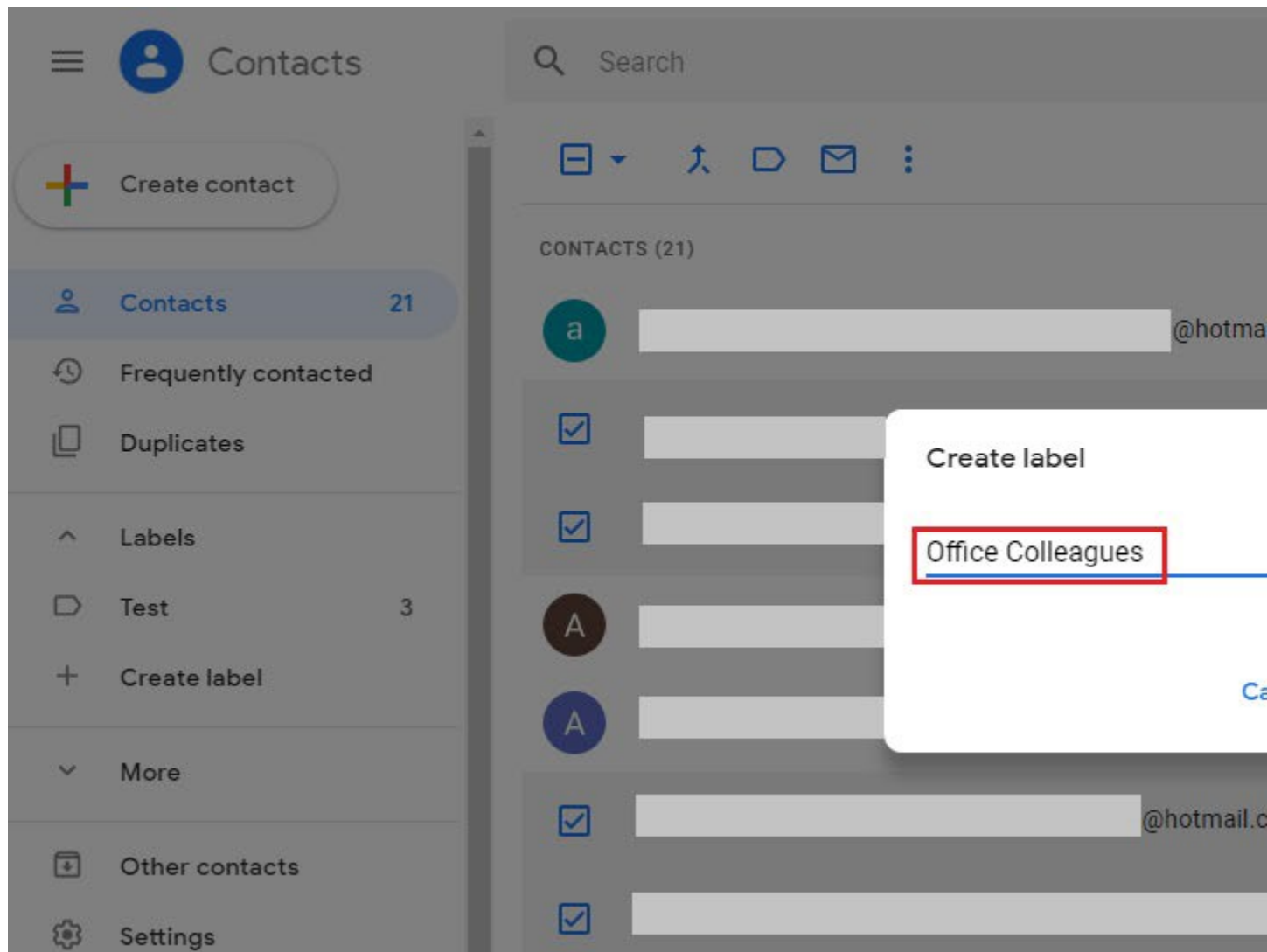
We are done with the contact list now. A new label named "Office Colleagues" is now visible at the sidebar. You should also confirm the creation of the new contact group label by looking into it.
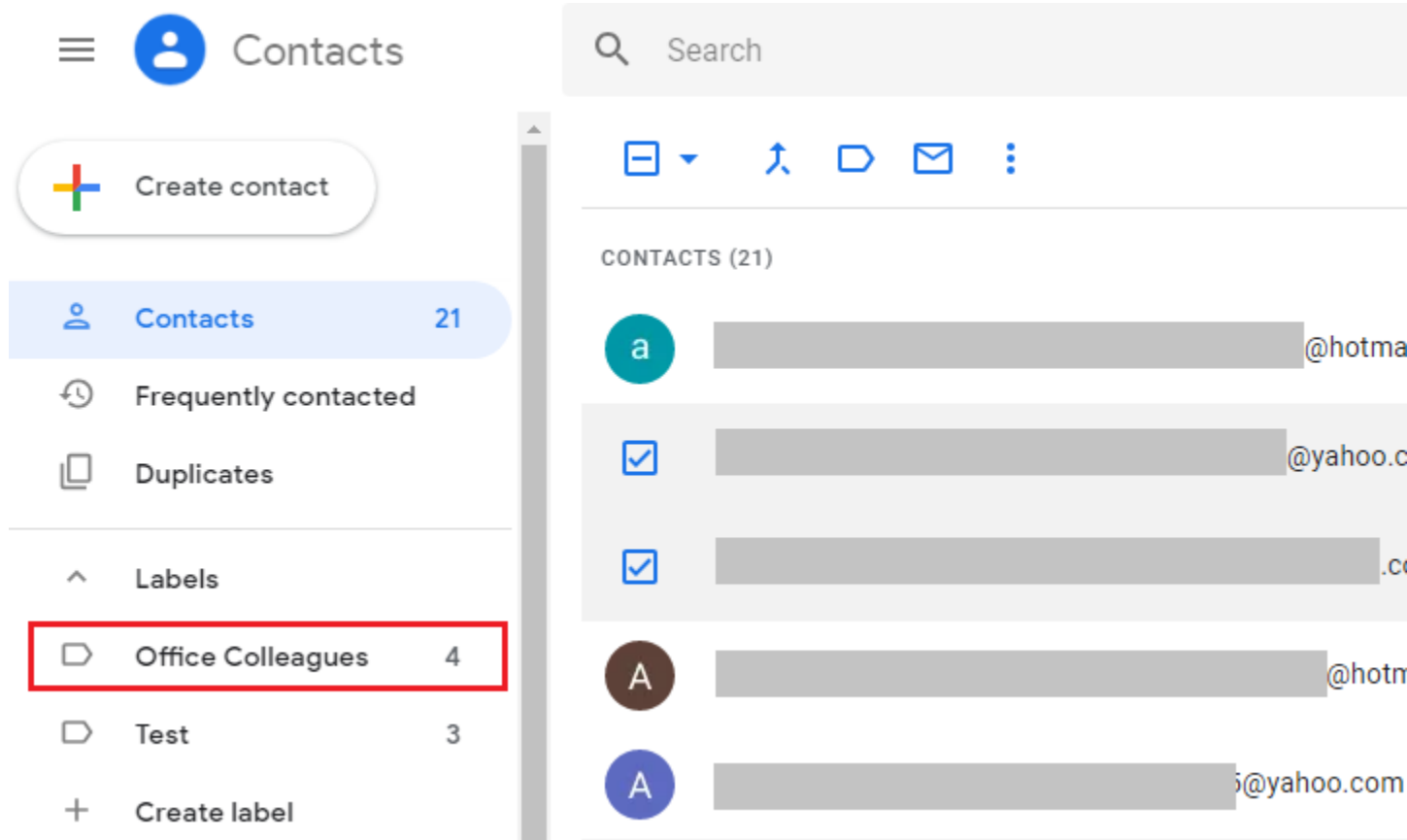
Testing the Created Contact Group

We'll move to the second phase now where we'll check the created contact list in our Gmail. For this;

Open Gmail. Click on "Compose" in the sidebar, and the "New Message" popup will appear.
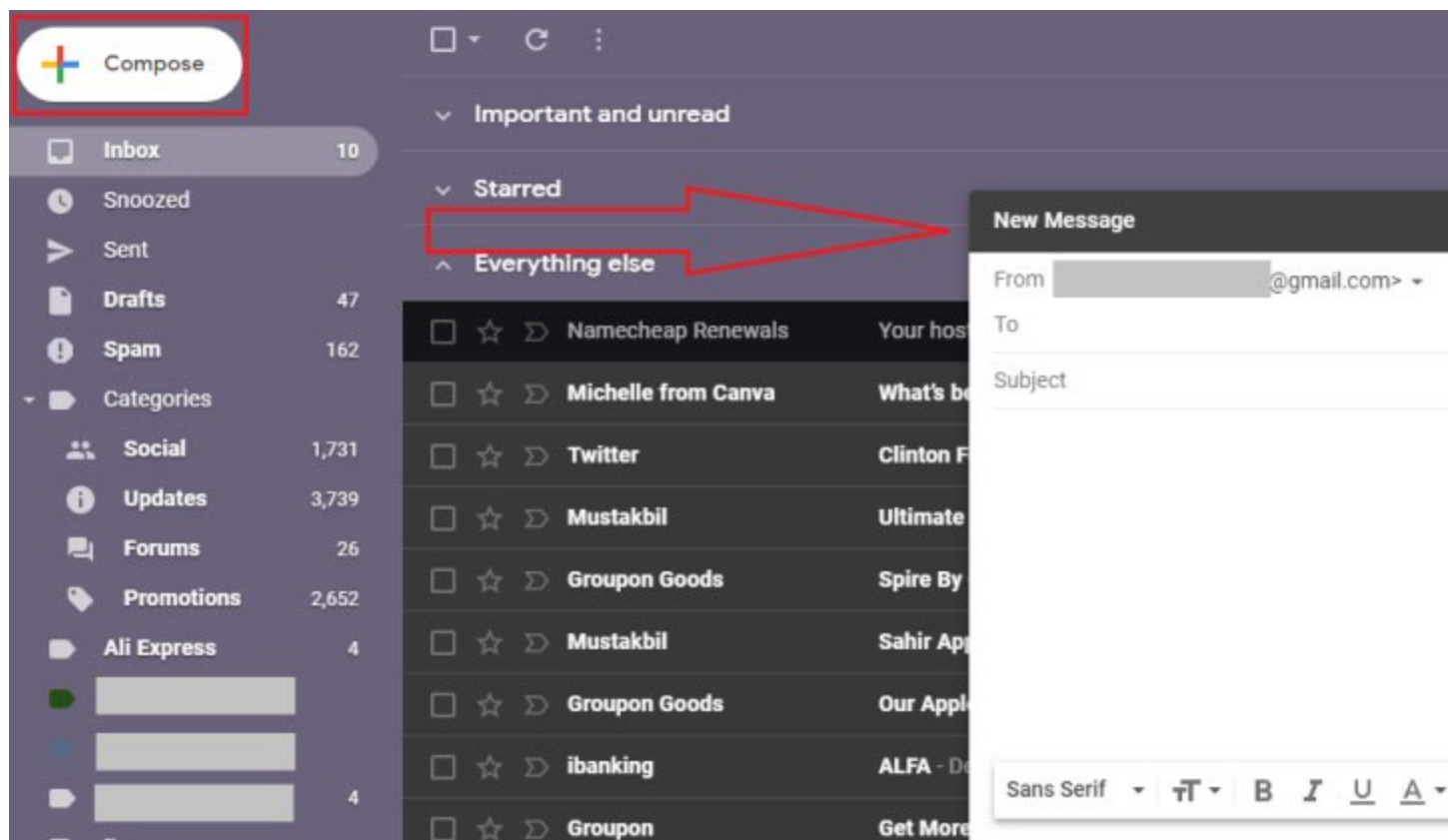
In the "To" field, type the contact list's name. When you'll write it, your contact list will appear below the "To" field.

In the screenshot have typed 'office colleagues' and the list appeared right below.
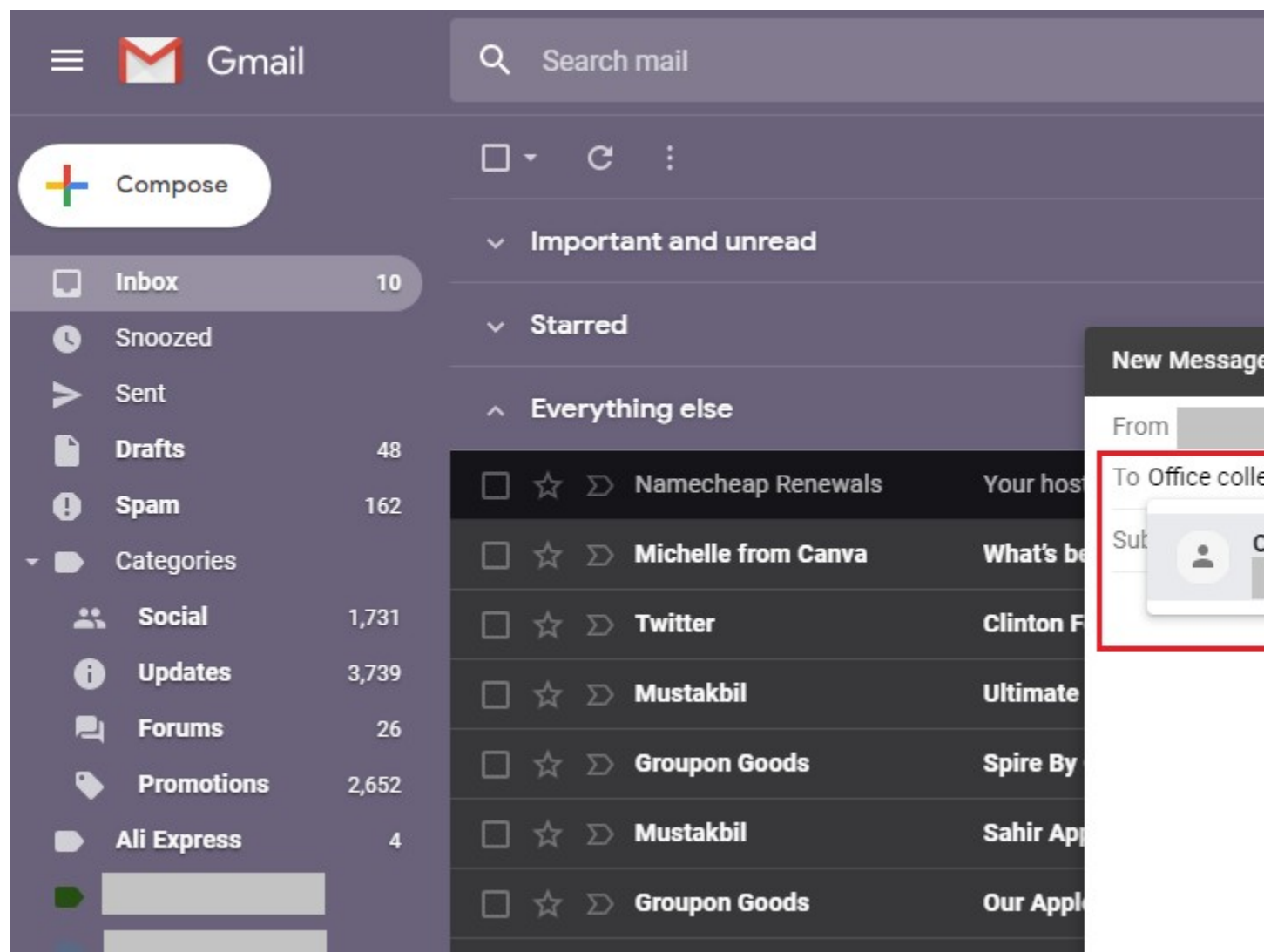
Simply click the appeared contact list and all the contacts in the list will be added in the "To" field. Now, you can put a subject, compose email and send this email to your contact group.
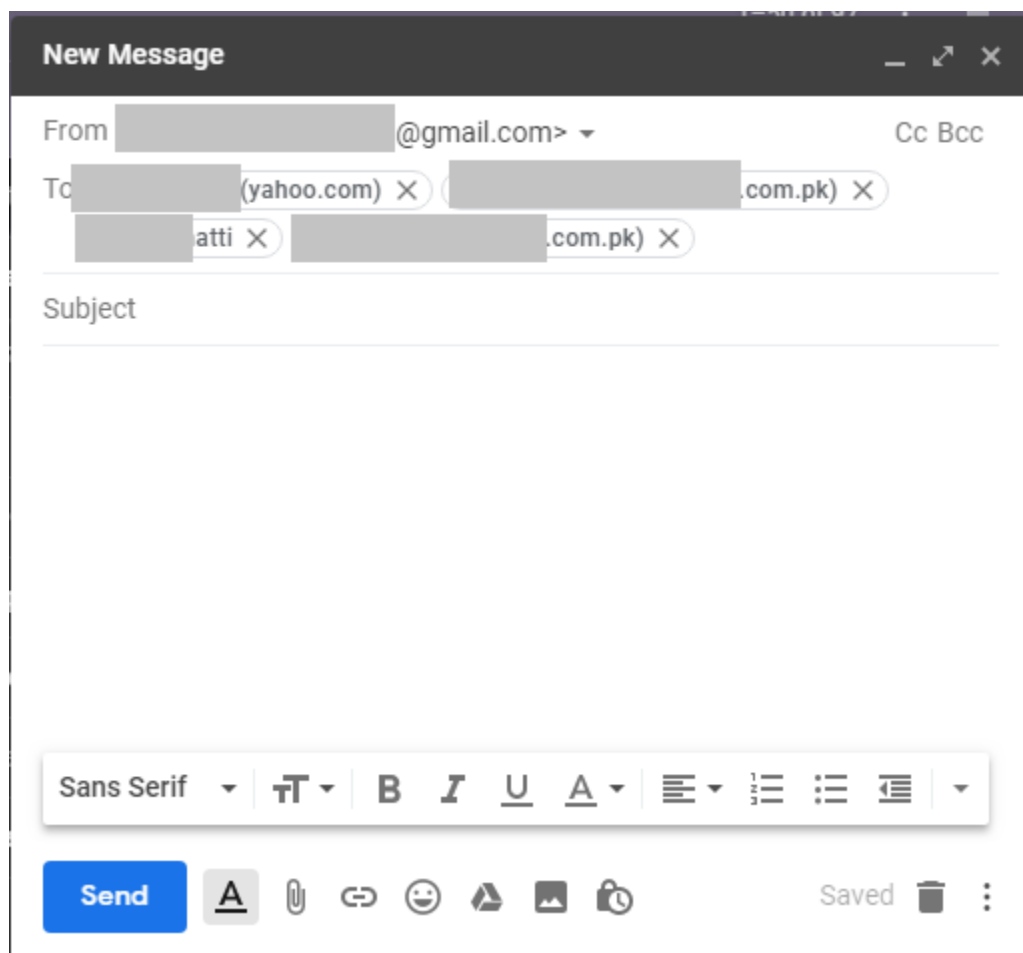
That's all. You have successfully created a contact group in Gmail.

IMPROVING OLDER ADULT TECHNOLOGY USE

Appendix C – Steps to Create Facebook Account

How to Create a New Facebook Account

Step 1:

Go to Facebook.com. You will see this signup form below:

- Now fill in all the details and make sure they are accurate.
- Click On Sign Up Button.

Step 2:

Find your friends. Facebook will next ask you to search your various email accounts for friends. You are welcome to do this at this time, or click on **Skip this step** at the bottom, and continue with the sign-up process.

Step 3:

Fill in profile information. Step 2 of the sign-up process is filling out basic profile info: High school, college, and employer. Again, you may choose to fill this out, or skip this step.

Step 4:

Upload a photo from your computer, or take a photo with your web cam. However you do it, Facebook will take it. Of course, like the other steps, you can choose to skip this as well.

Step 1
Find your friends

Step 2
Profile information

Step 3
Profile Picture

Set your Profile picture

Upload a photo
From your computer

OR
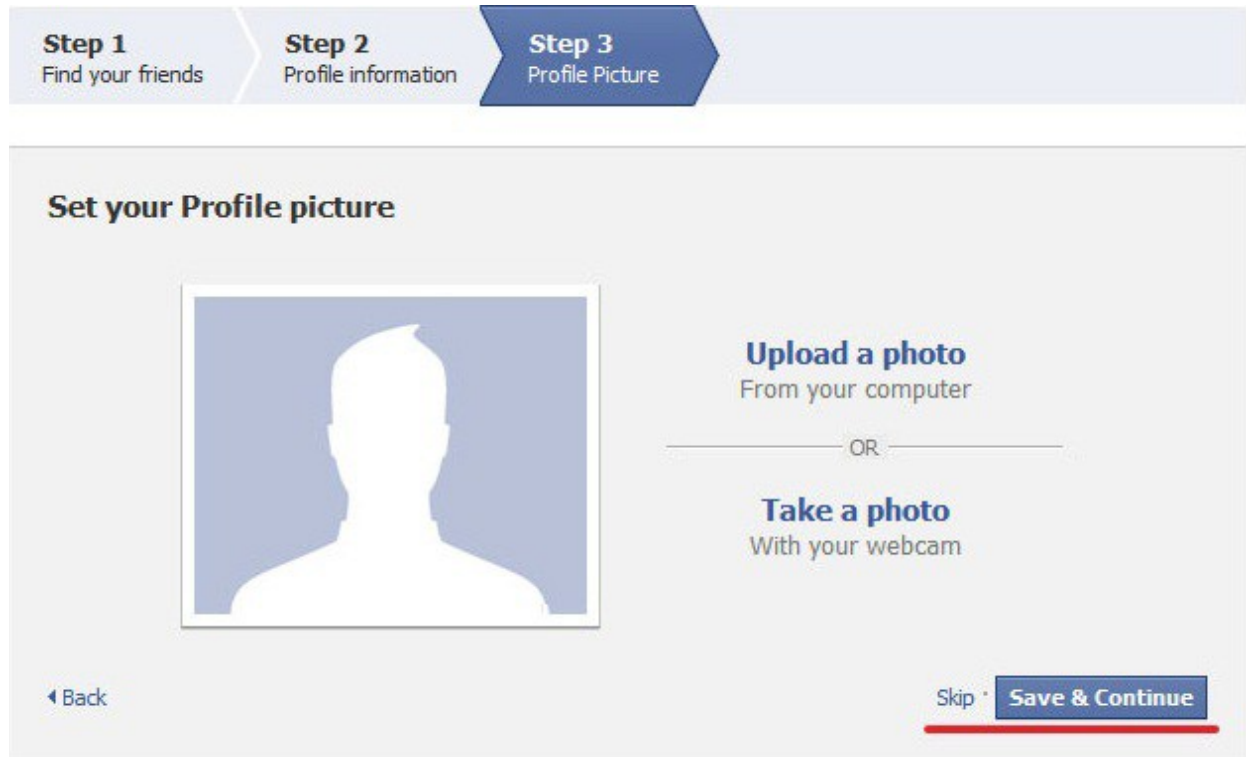
Take a photo
With your webcam

◄ Back   Skip ·   **Save & Continue**

Step 5:

Your new account is ready! Remember—don't forget to like us!

Key Facebook Terms

Profile

The Facebook profile is where your information will live. Your name, photo, hometown, workplace, education history, and so on can all be added to your profile. You can make your profile as public or private as you want by disabling the information you don't want publicly visible.
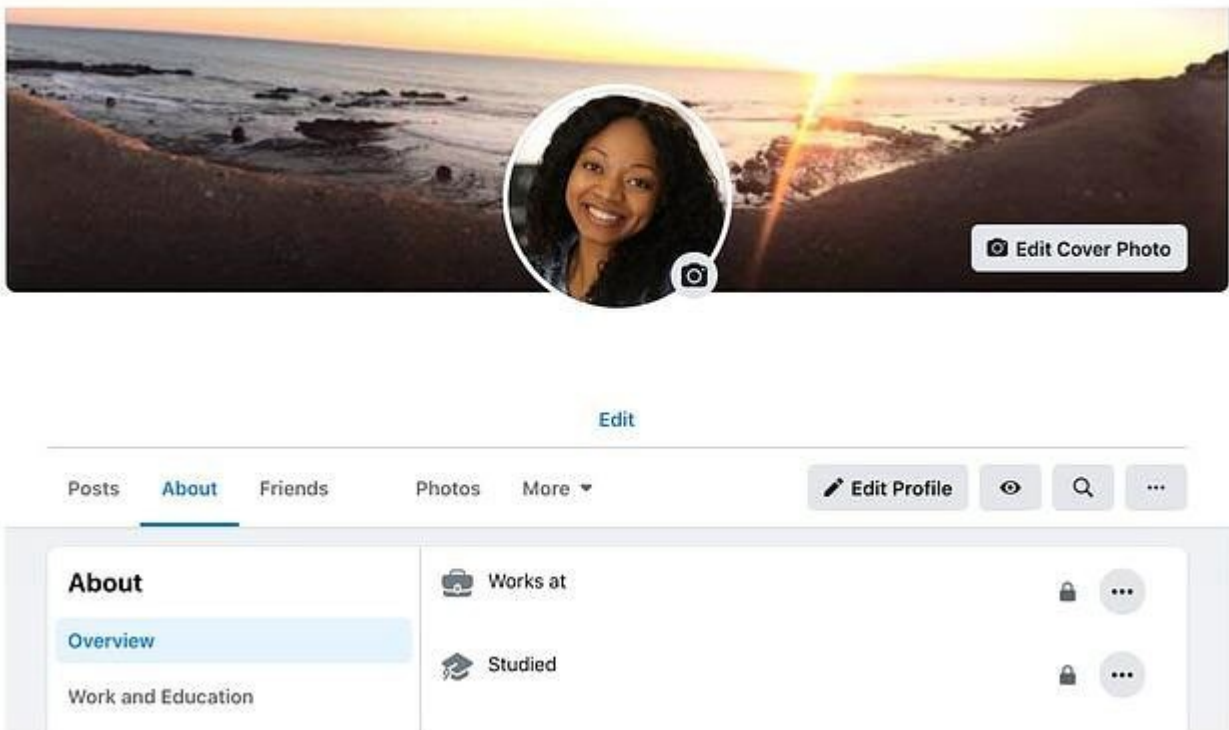
Newsfeed

This is the place where all of your friends' posts will appear. You'll also see updates from business pages that you've liked. Your posts will also appear in the newsfeed where your friends can see them.

Timeline

Often confused with a newsfeed, the timeline is your personal record of all the posts you've shared and posts you've interacted with. While you won't usually see friend's status updates here, there is one exception — if they've tagged you in a post or a photo, and it'll appear on your timeline. Your friends can see your timeline by default if they search your name unless you've set your privacy settings to do the contrary.

Status/Post

The two terms are often used interchangeably, but "post" is the term Facebook uses to describe something you share on the newsfeed. Text, images, videos, and location are just a few of the types of posts you can share to the newsfeed for your friends to see.
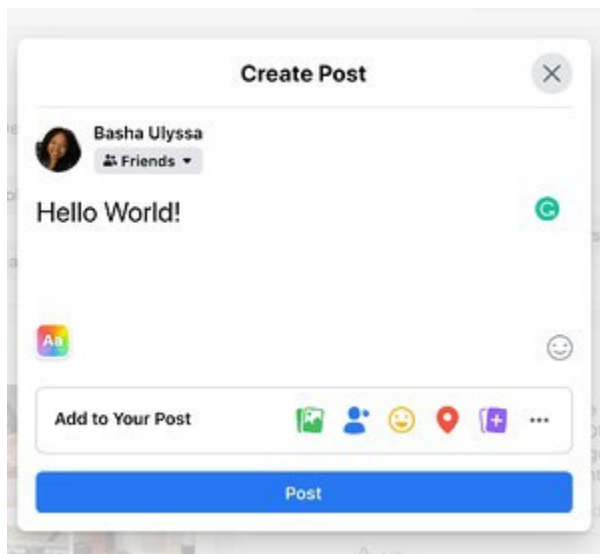
Friends

These are people you've either sent a request to and they've accepted or people who have sent you a request and you've accepted. Unlike other social networking sites that allow someone to follow you without you following them back, Facebook's friend system requires both you and the other person to be friends with each other. A personal account for an individual cannot have more than 5,000 friends (and it's not a good idea to make a **second Facebook profile** to get around this rule).
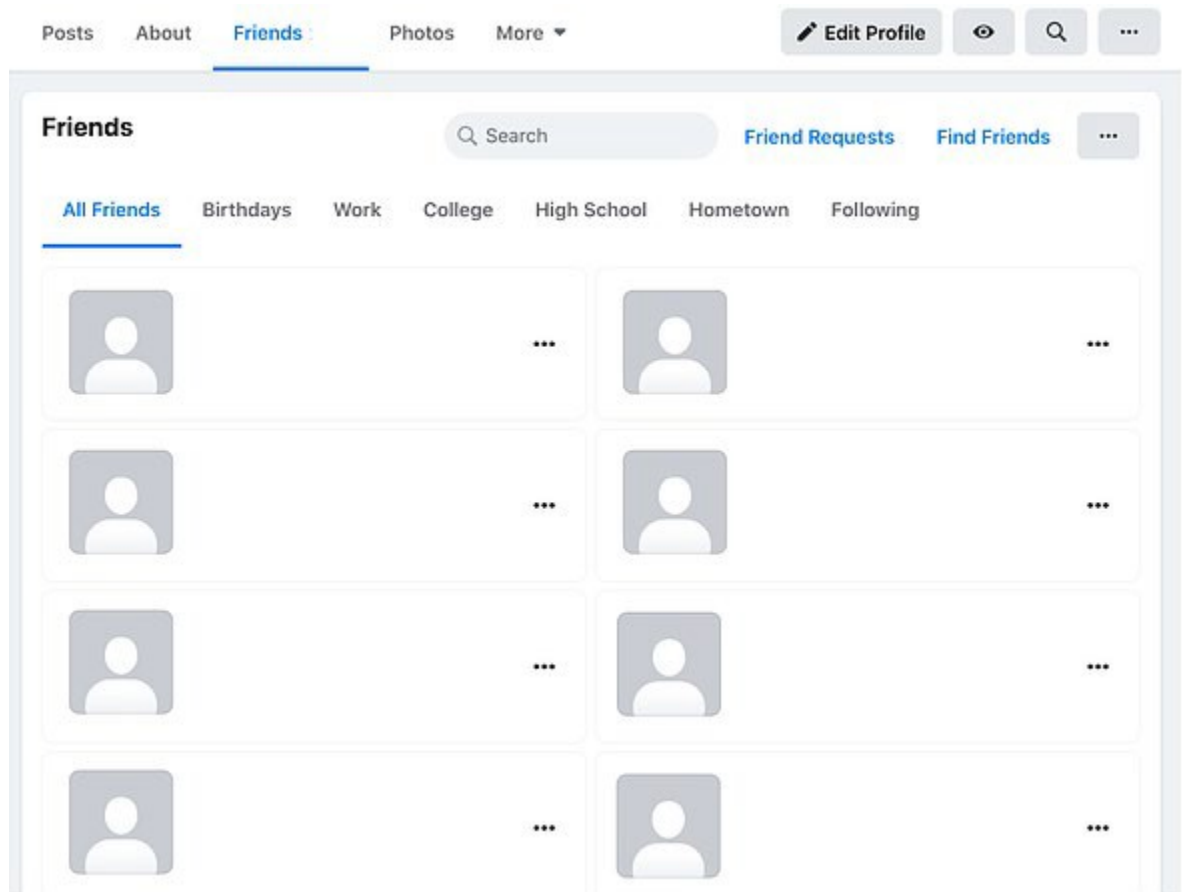
Followers

Facebook has a follower option as well. When you add new friends, you automatically follow them (and they follow you, too). This is Facebook's way of adding this new friend to your newsfeed and making sure you see their posts (at least for a little while unless you stop engaging with them). For individuals who exceed 5,000 friends on their personal Facebook profiles, people can opt to follow them instead to stay up to date on their posts. Keep in mind, while Facebook automatically follows your friends for you, you can manually unfollow them without unfriending them. This action removes these individuals' posts from your newsfeed. If you do this, you'll need to search your friends individually and surge their timelines to catch up on their latest posts.

Groups

Facebook users with similar interests might find it helpful to create a group on the platform. A group is a community of users who interact with each other based on various topics set by the group's admins and other users. Only individual users can be added to groups — pages cannot be part of Facebook groups. Admins have a wide range of permissions they can enable or disable to have the group function in a particular way.

The Millennial Check - In

🔒 Private group · 517 members

Pages

Businesses use Facebook Pages to create a presence on the social network. Pages are not individual Facebook users — think of them as profiles for businesses. They can post updates, images, videos, and all the other types of content that profiles can. However, they have an advantage — Facebook Pages have the ability to connect to **Facebook for Business** and **run ad campaigns**.

Events

With so much community happening on Facebook, individual users and businesses have the option to advertise events. The events can accept RSVPs, create a guest list, and share the date time, and location of the event. Events can be virtual through a video platform or they can be in person with a physical location.

Messenger

Instead of a direct messaging platform in the native Facebook app, Facebook Messenger exists as a separate application so users can chat one-on-one or in a private group setting. When using Facebook.com on a desktop computer, the messenger is accessible through the native Facebook website.
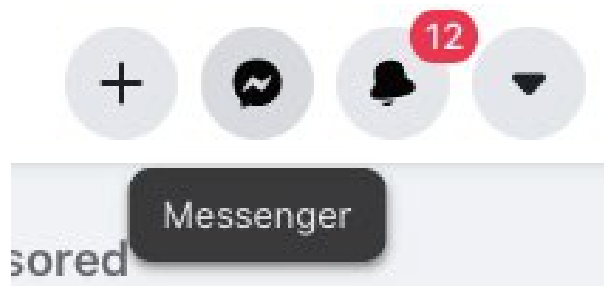
Story

Like Instagram stories, Facebook stories are another way individual users and business pages can connect with their friends and followers. Stories are short pieces of content that are visible for just 24 hours. After 24 hours, the stories disappear from the newsfeed.

Notification

Represented by the bell icon in the third circle below, a notification informs you when a friend engages with your posts, photos, videos, or timeline, you'll receive a notification that explains what they engaged with and when. Friend

requests will also appear here.

Now that you have an idea of what Facebook is and how it works, here's a handy guide to using Facebook.

Quick and Easy Video Call Instructions

1. In Chrome, go to **meet.google.com**
2. Click **Join or start a meeting**
3. Hit **Continue** to proceed without a nickname, or enter a **temporary nickname** to name the meeting
4. *Copy meeting info and send it to your participants (meetings expire if not used for 3+ months)*

Tip: Press ***6** to mute or unmute yourself when dialing in from a phone at any time.

> ⚠️ **NOTE:** If you are using **a remote desktop**, you need to join from your local computer for your headset and webcam to work

What is Hangouts Meet?

Hangouts Meet is Google's new video conferencing service allowing you to have audio and video meetings with up to **150 participants** at a time.

Once you create a meeting room you will be given a link to your video conference and a dial-in phone number. You can use this meeting information over and over, or create a new meeting code for each meeting.

Audio conference and video can be used in tandem or separately. Meaning you can just use the conference bridge for an audio meeting if you'd like.
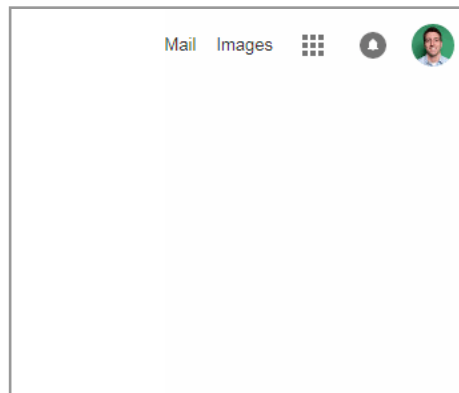
Creating a Meeting

On a Phone
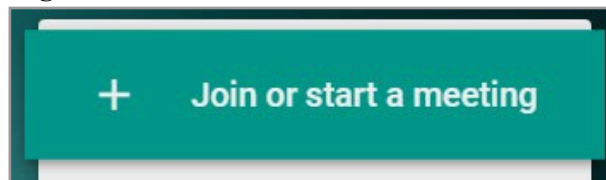You can install Hangouts Meet from the Google Play Store or the Apple App Store

On a Computer

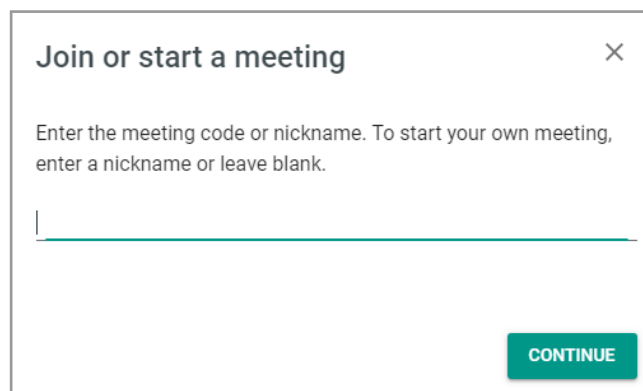**In these supported browsers**

Enter https://meet.google.com or click on the **Meet** icon in your G Suite app drawer


Click **Join or start a new meeting**

You can enter a **Temporary Nickname** that will be tied to your current session only. This makes it easy for other partners to know what meeting they are in i.e. *Team Huddle, Staff Meeting, etc.*

You will then see an intro screen where you can copy the meeting information for people to join. You can also configure your mic and camera settings in the next section
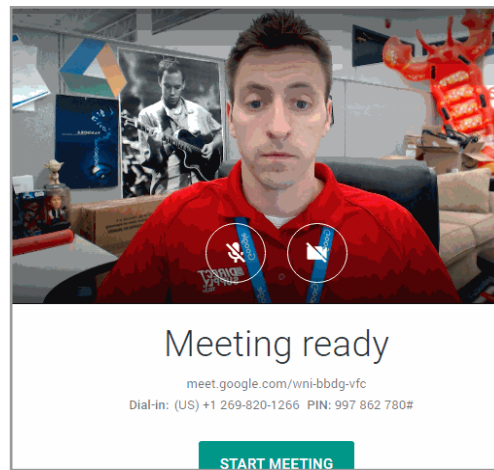
Once you hit **Start Meeting**, you will also be given an opportunity to copy the meeting information to paste into an email or calendar invite. You can even call someone directly from the video conference.
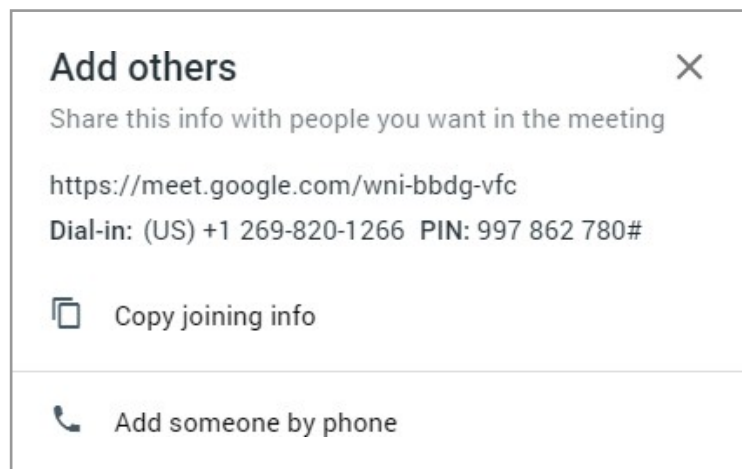
You can use this meeting information as many times as you would like, but if you don't use it for 3+ months, you will need to generate a new number and link.

You can also create a new meeting link and new number for each meeting you have as well if you'd like

Configure your Camera and Microphone

Once you are in a Meet video call, click on the **3-dots** in the bottom right and select **Settings**
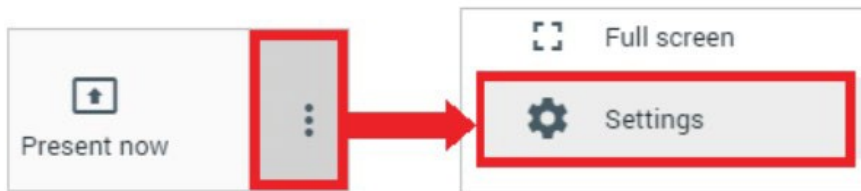
Here you can set your video (camera), microphone, & speakers.
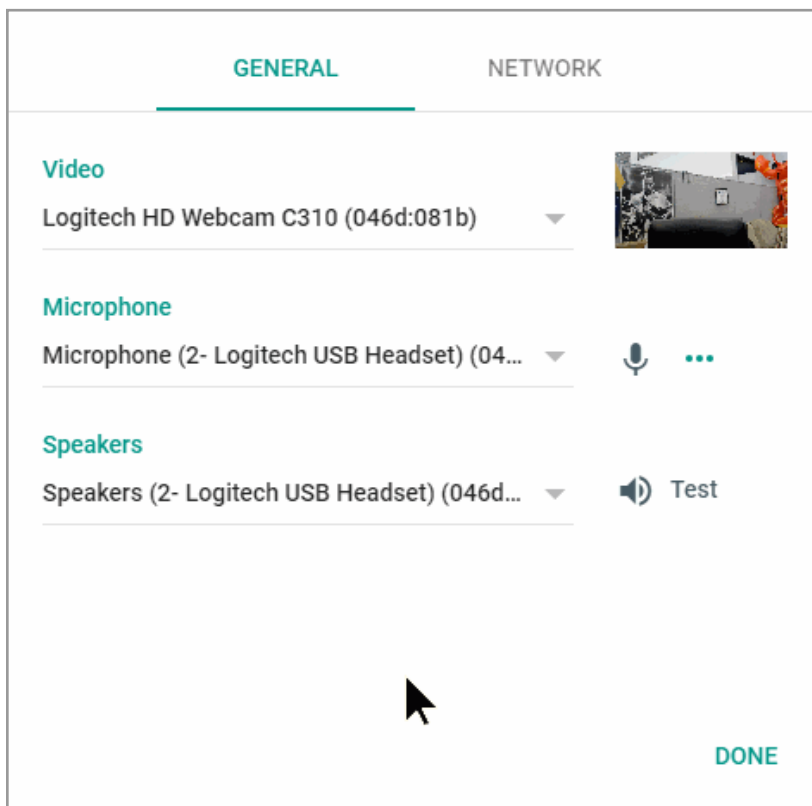
Hit **Done** and you should be all set for your meeting and all future meetings.

Controlling Your Meeting

Here is a diagram breaking down all of the controls in a meeting
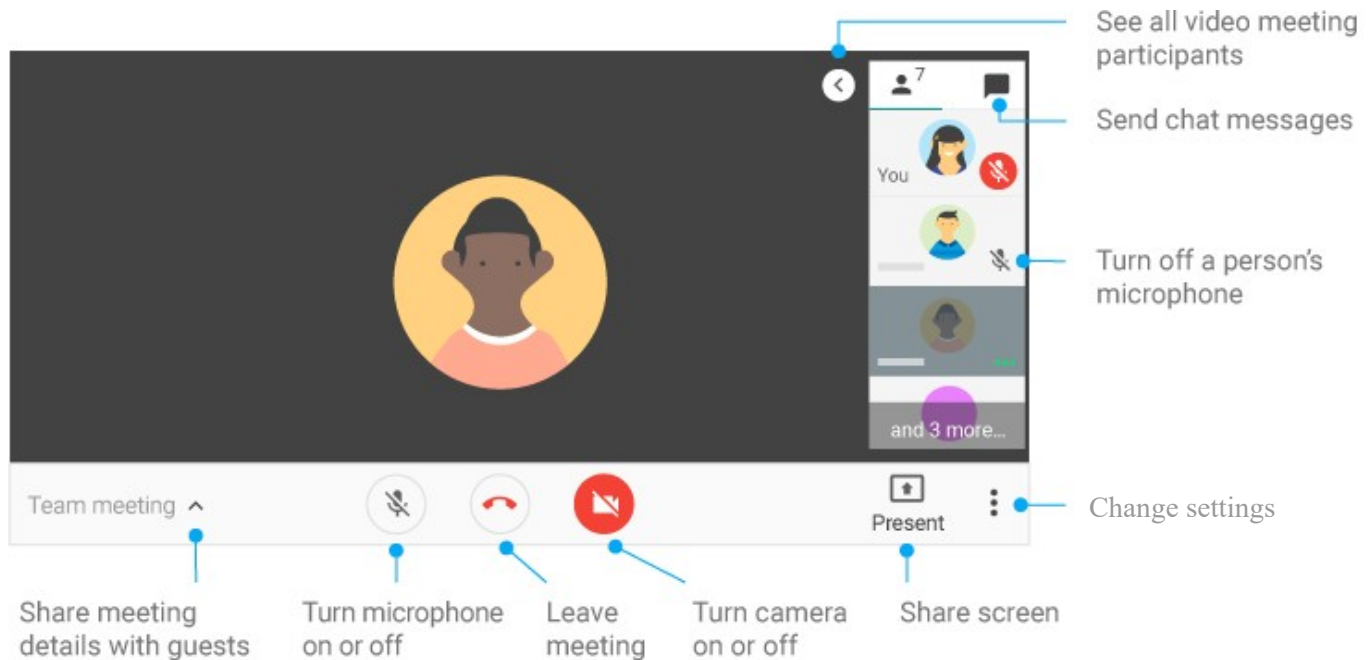
Using Your Phone for Audio

If you don't have a computer microphone, you are now also able to link your telephone by hitting the **3-dot menu** while in a meeting and select **Use a phone for audio.**

Type your number and choose **Call Me**. This way you won't join the meeting twice if you are using a computer and a phone.

Troubleshooting

I'm getting an echo and audio feedback

If you start your meeting on the computer, and then also dial-in from a conference room phone, make sure you **mute your mic on your computer.** Also, you can link your phone to your video by following the instructions above.

I'm Remote, how should I connect?

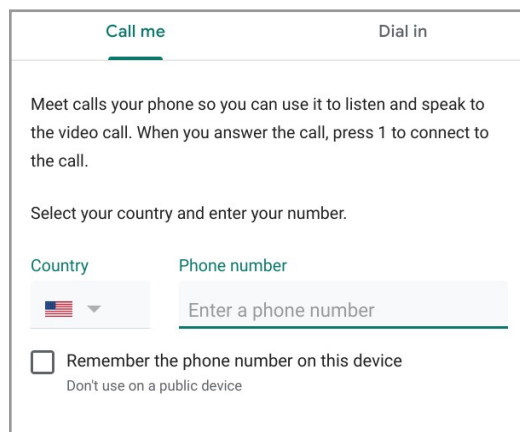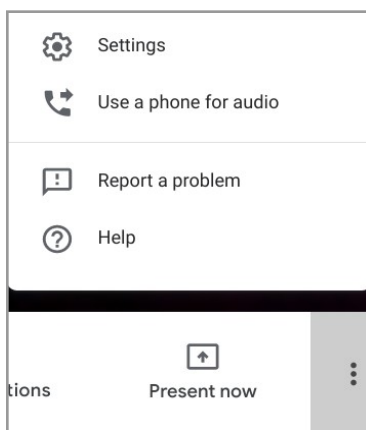Due to the nature of video calling, you will need to connect to the video call from your **Home Computer** and not be joining from inside your Amazon WorkSpace. So you will minimize your WorkSpace and

open https://meet.google.com from Chrome 🌐 on your desktop and join from there.

Internet Explorer Support

In December of 2019 Google added support for Internet Explorer. Users will need to install the video add-in the first time they join a meeting. It usually installs in 3-4 seconds
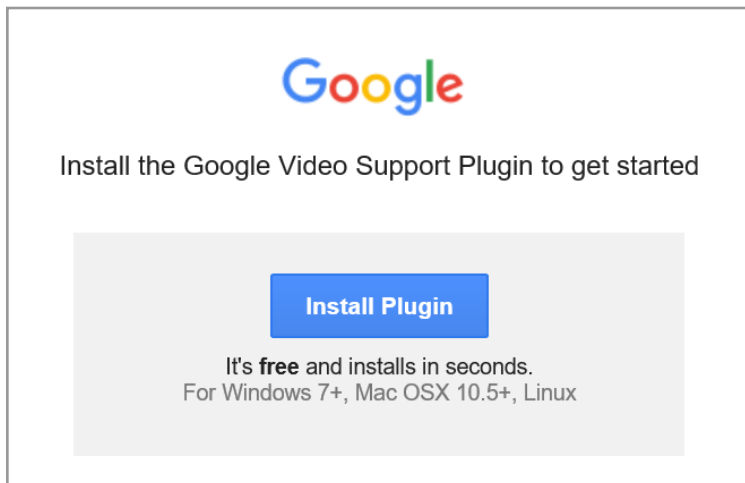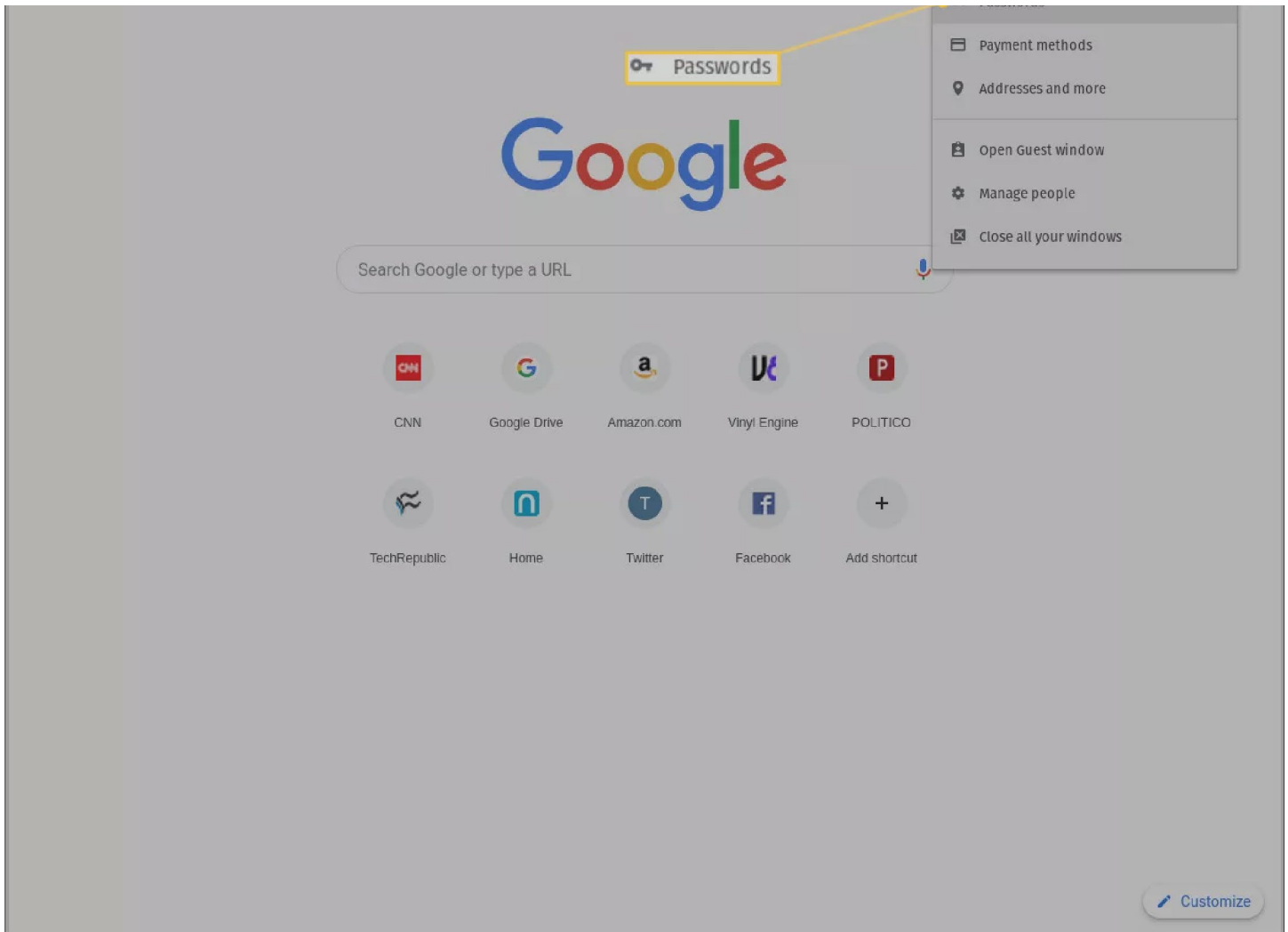
The resulting page will display a list of your Never Save passwords, as well as your saved passwords. If you click on any one of the Never Saved entries, it will only take you to the address of the site. There is however, no way to view or delete passwords from this page. To manage your passwords, follow these steps:

1. Go to passwords.google.com
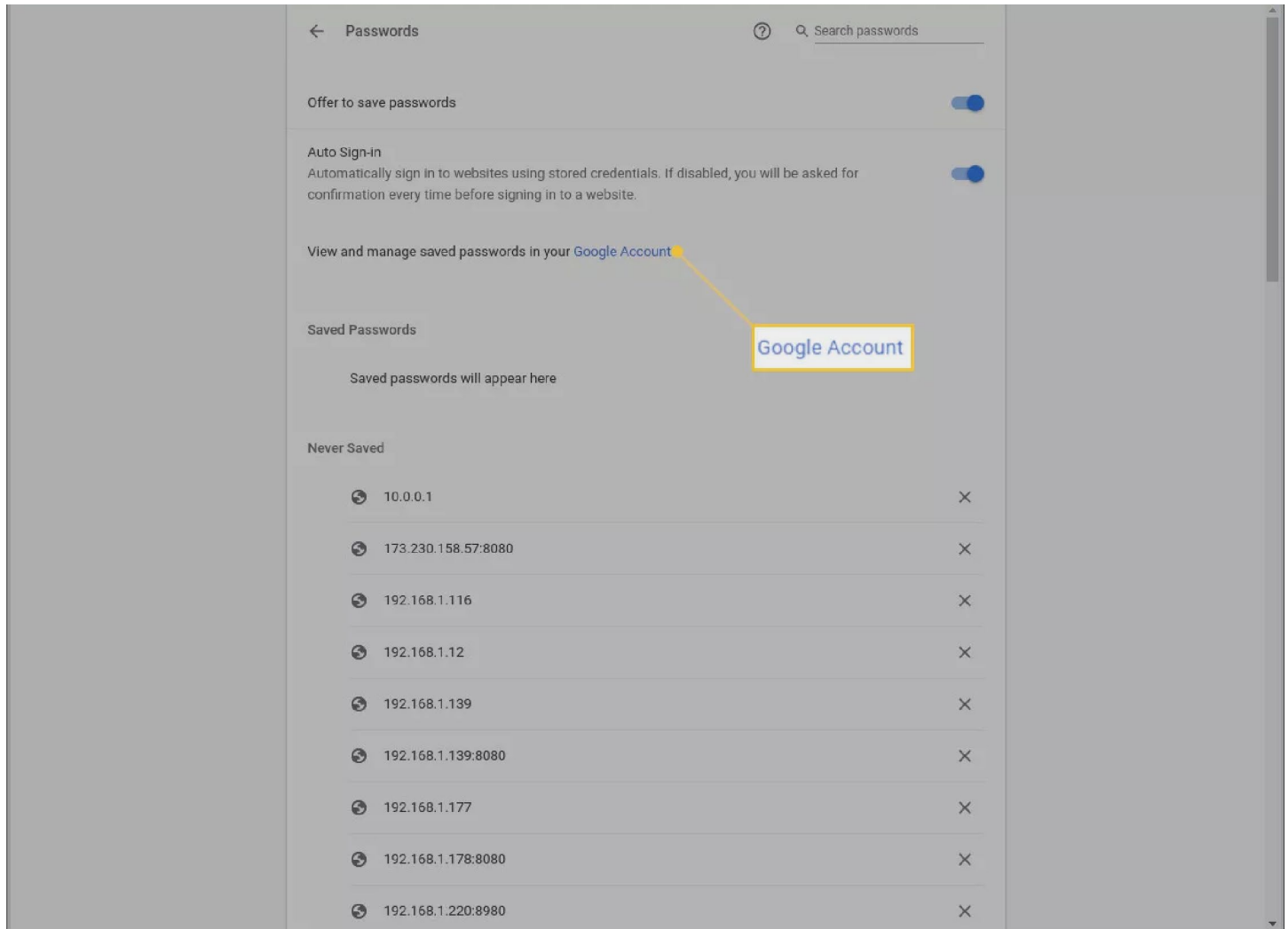
2. When prompted, type your Google Account password and click Next.
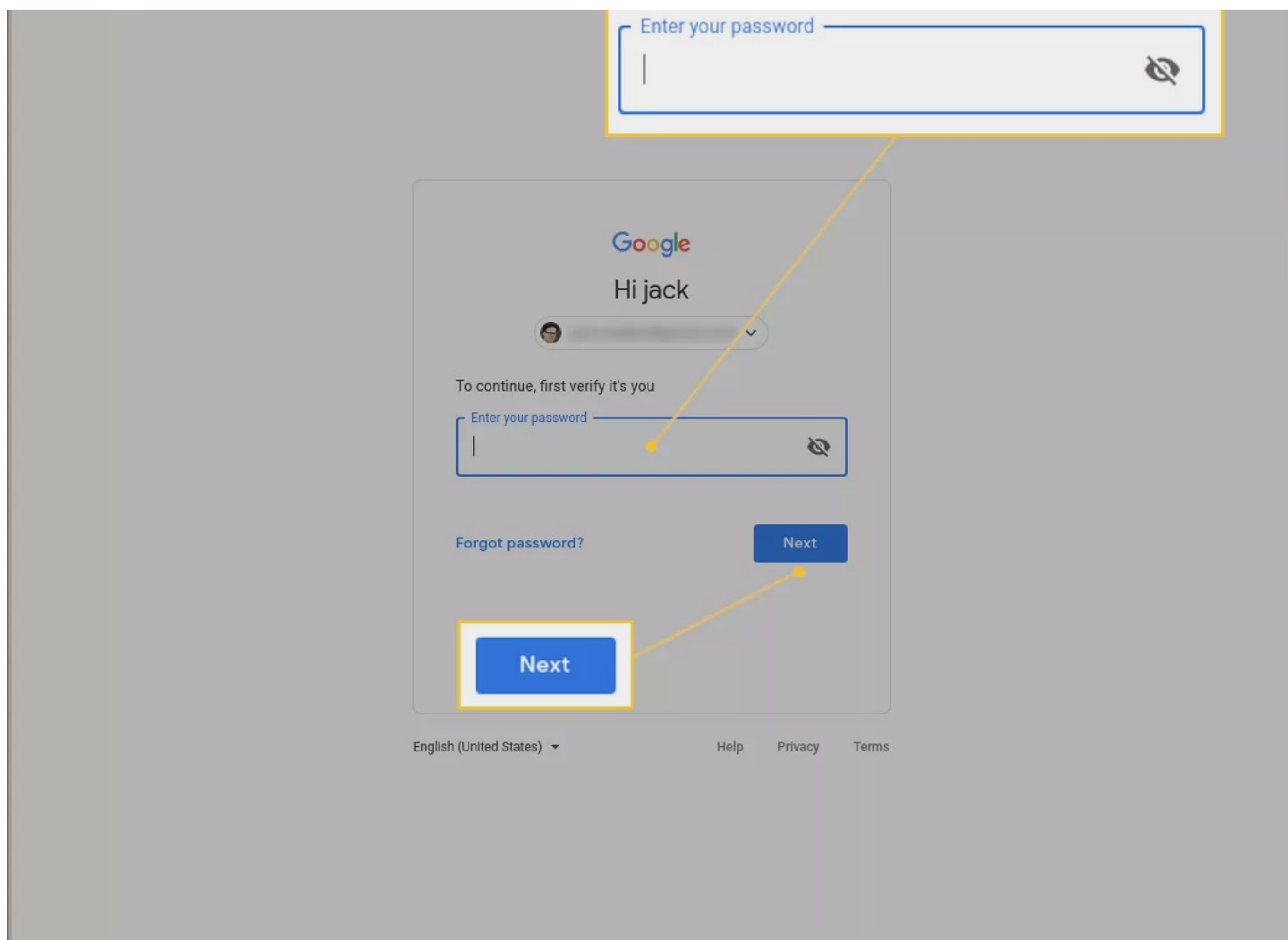
3. Locate and click the passwords you want to view or delete.
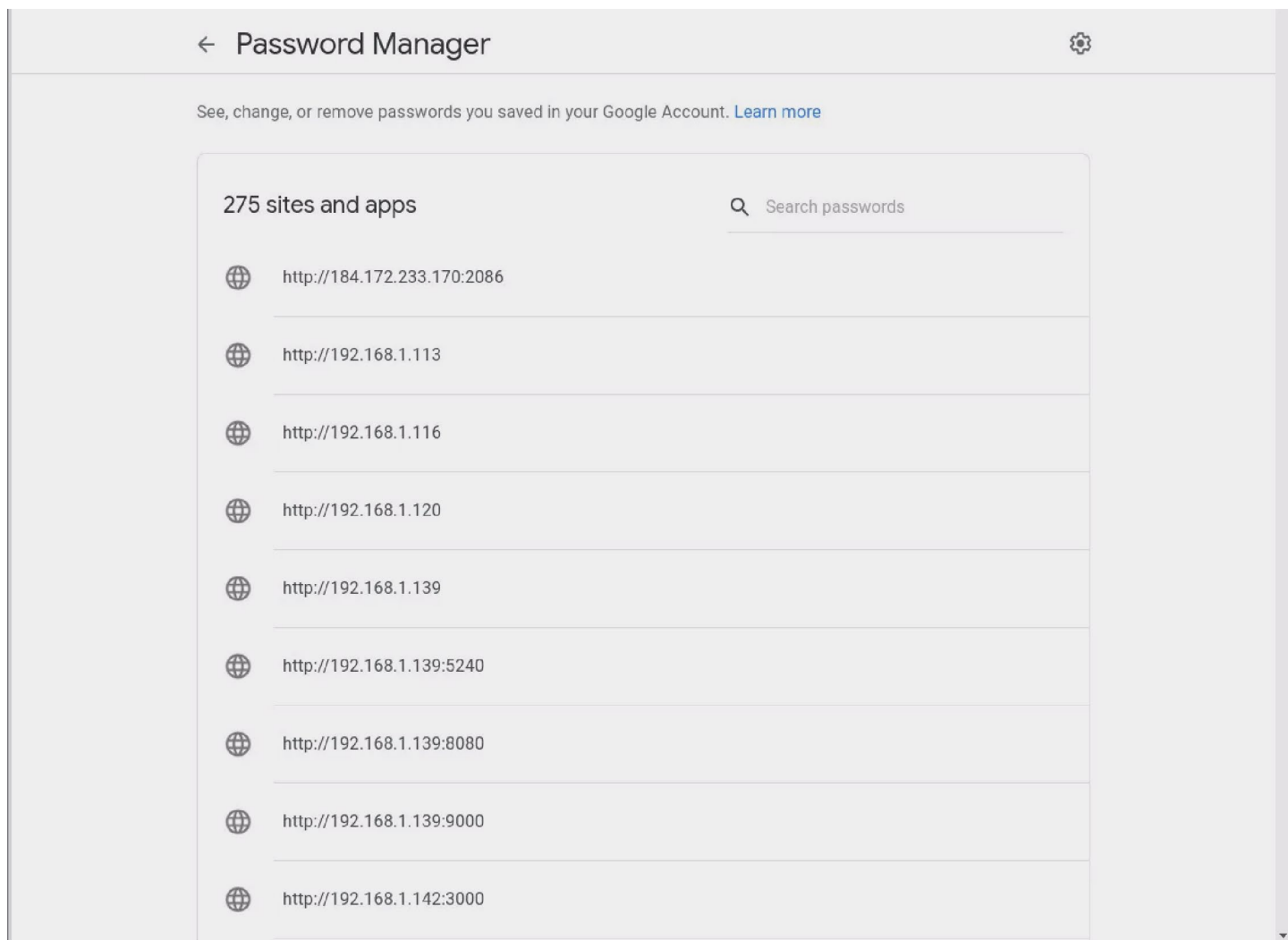
4. In the resulting window, click the eye to view the password, the copy icon to copy the password, or delete to remove the entry altogether.
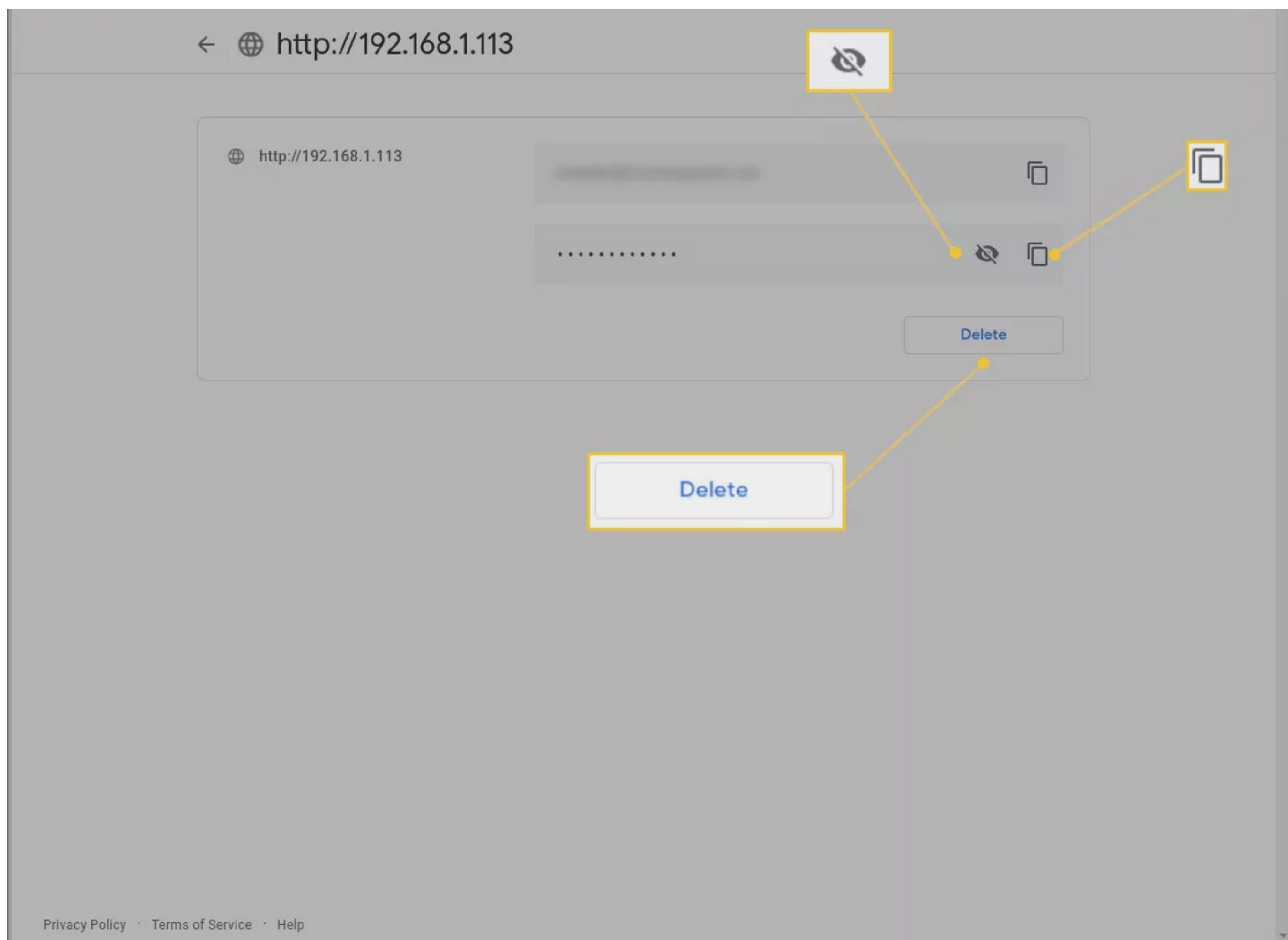
5. Once you've copied the password, click the back button (left-pointing arrow to return to the password manager.

Configuration Options

The Password Manager has a limited number of configuration options. In fact, there are only two: Offer to save passwords and Auto sign-in. To enable/disable these features, click the Gear icon to reveal the options window.
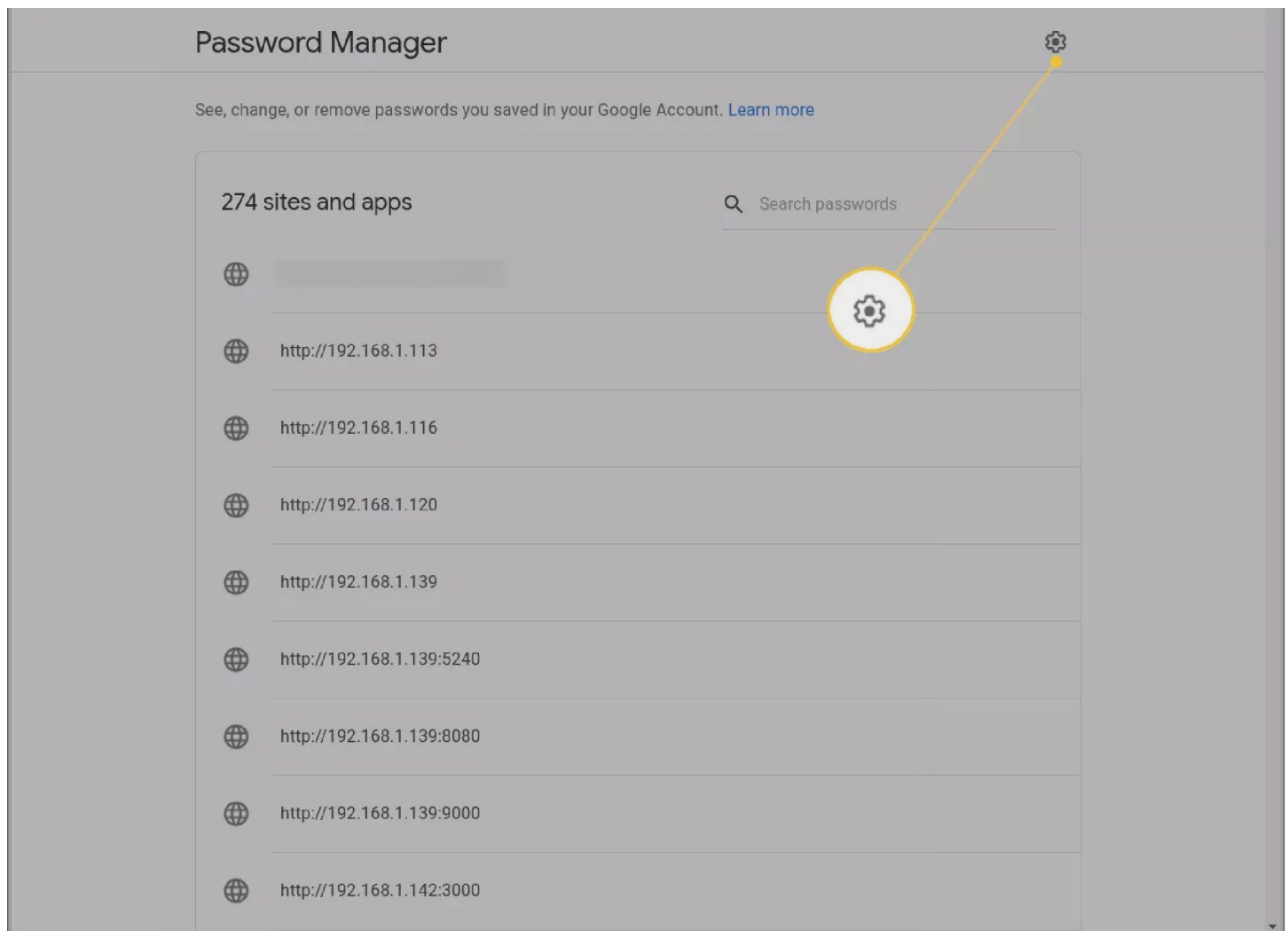
Within the options window, click either On/Off slider to enable or disable one of the features.
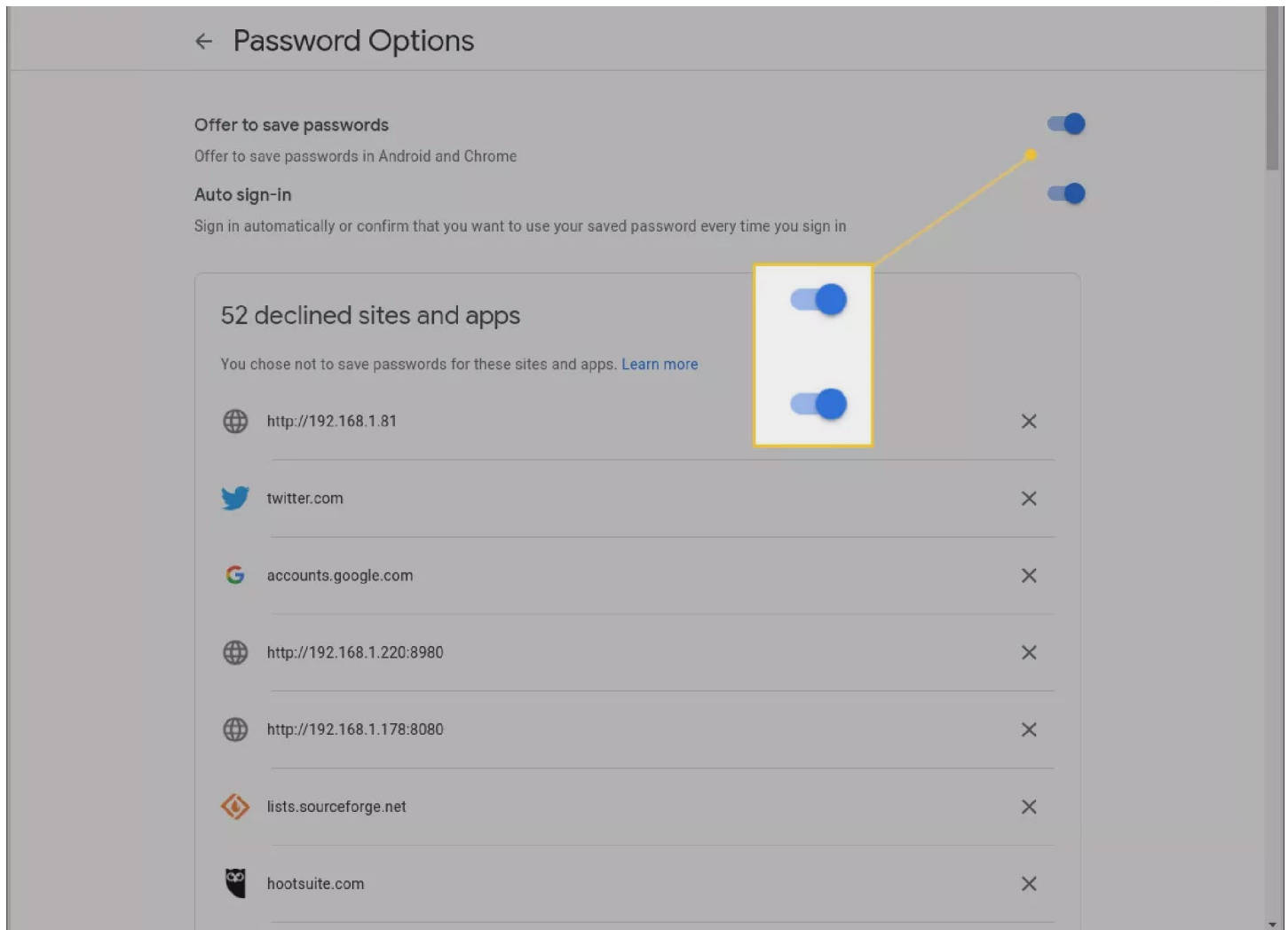
If you opt to disable the saving of passwords, you will effectively no longer need to use the Chrome Password Manager. If you disable Auto Sign-in, Chrome won't automatically sign you into sites you visit. However, if you have the save passwords feature enabled, it will remember you usernames and passwords (you'll only have to manually click the site sign-in button).

To keep things simple (and locked into the Google system), the Google password manager will only allow you to view and delete a password. The deletion of a password is important. Why? Because if you delete a password for a particular login, your cloud account will no longer have a record of that login. That means you can change the password for that account and, the next time you log into that service with Chrome, Google will offer to save the password. If you save the updated password, it will then be reflected in your Google Password Manager.

> Warning: Having your browser save your passwords isn't always the best option. Why? Because if someone were to gain access to your Google account, they would also have access to all of your stored passwords. For those truly concerned about security, your best bet is to never allow your browser to save your passwords, and make use of a traditional password manager.

Is This Enough?

You should ask yourself if the Google Password Manager is enough for your needs. If you're looking for a more traditional password manager, you should look at other, more full-featured options. If, however, you only need something simple (and want to keep all of your work within the Google ecosystem), the Google offering should do just fine.

Appendix G - List of Useful Links for Seniors

1. AARP.org https://www.aarp.org/

OK, so you're likely already familiar with AARP, but when's the last time you checked out their website? There's tons of helpful resources and information—everything from news articles to recipes and to brain games.

2. Savvy Senior https://savvysenior.org/index.htm

You may be familiar with Jim Miller's nationally syndicated column dedicated to topics specifically designed for older adults and their families, but did you know the Savvy Senior also has a website? Here you can find links to the latest columns, additional information and a long list of additional resources.

3. SeniorNet https://seniornet.org/

Describing its mission as "providing older adults education for and access to computer technologies," a membership to SeniorNet offers exercises and online courses to help seniors hone their technology skills.

4. SunHealthMeds.org https://www.sunhealthwellness.org/

Sun Health's Medication Management program is a free online resource that helps you create an up-to-date medication list, and print out time schedules, medication instructions and wallet-sized cards. Once you enter your information and save with a simple username and password, updating it with medication changes is a snap. Plus, there is a free smartphone app so that you or your loved ones can access your medication lists for your physician appointments or in case of an emergency.

5. SeniorDiscounts.com https://www.seniordiscounts.com/

No more wondering if a certain store or restaurant offers a senior discount—this is the largest online directory and contains over 250,000 listings.

6. National Institute on Aging https://www.nia.nih.gov/

Here, you'll find the most current information on health and aging research. Get the stats and facts you need to live your healthiest life.

7. Eldercare Locator https://eldercare.acl.gov/Public/Index.aspx

This site from the U.S. Administration on Aging provides a database of resources available to older adults and their families, searchable by topic and location.

8. Aging with Dignity's Five Wishes https://agingwithdignity.org/programs/five-wishes/

Five Wishes is a living will that addresses not only your medical wishes, but also your personal, emotional and spiritual needs. It allows you to define exactly how you want to be treated if you become seriously ill, so your loved ones won't have to make difficult decisions without knowing

your wishes. It is written with the assistance of The American Bar Association's Commission on Law

9. National Library Service for the Blind and Print Disabled Library of Congress and Aging. https://www.loc.gov/nls/resources/general-resources-on-disabilities/resources-senior-citizens-fa Interact at Third Age

10. Interact at ThirdAge
From money management to relationships, ThirdAge.com explores every aspect of senior life. Unlike other sites, all healthy living articles get the stamp of approval from on-site physicians before going live. But what makes Third Age really stand out is its interactivity, offering a participatory blog and online classes.

11. Seniors guide to computers

Didn't grow up with computers? SeniorsGuidetoComputers.com tells you what you need to know in down-to-earth language that won't make your brain blow a microchip. Get practical advice on how to set up a computer if you're visually impaired or how to avoid e-mail scams. Animation and easy-to-understand screenshots help you along the way.

12. Love to know ... everything!

What is your generation thinking about? Find out at Seniors.LovetoKnow.com. Catering to seniors, their adult children and caregivers, this site covers topics from fashion, beauty, and home décor to financial planning and shopping for antiques.

13. Retirement in style

Get online guidance for retirement at RetireWow.com. Spanning health, finance and spirituality, these articles focus on getting the most out of "life after work." The interactive site invites you to join online classes and ask questions of experts in senior-related matters.

14. Travel with the Evergreen Club

Accommodations for two at $20 a night? Yes, it's possible with EvergreenClub.com's network of Bed and Breakfast spots. With an annual fee and an agreement that you'll sometimes host other travelers over 50, you can take advantage of more than 2,000 homestays across the United States and Canada.

15. Socialize from your desktop

If you want to share a passion with other seniors, chances are you'll find a forum at SeniorsOnly.club. You can chat about music, movies, science and sports. Find new friends who love to talk about fashion, faith, politics or even paranormal activity. You can share jokes and tell tall tales on this wide-ranging platform.

Appendix H - List of Online Brain Games

Best Online Games for Seniors | Free & Mind Stimulating Games
https://www.assistinghands.com/20/illinois/hinsdale/blog/best-online-games-for-seniors/

Top 5 Memory Games for Senior Adults - Caring Senior Service
https://www.caringseniorservice.com/blog/top-5-memory-games-for-seniors

The Best Brain Games for Older Adults – Seniorlink
https://www.seniorlink.com/blog/the-best-brain-games-for-seniors

6 Best, Free Online Brain Games to Help Keep Seniors

https://www.scarymommy.com/free-online-brain-games-seniors/

The Best Free & Paid Brain Games for Seniors – SixtyAndMe
https://sixtyandme.com/keep-your-brain-buzzing-with-these-free-brain-games-for-seniors/

10 Free Brain Games & Memory Exercises for Seniors
https://www.lifeline.ca/en/resources/10-fun-games-for-seniors/

Fun (and Free!) Senior Online Games ~ Guide for Seniors
https://guideforseniors.com/blog/senior-online-games/

31 Best Fun Brain Games for Seniors and Adults
https://memoryhealthmadeeasy.com/braingames/fun-brain-games-seniors-free-paid/

Top 10 Fun Brain Games for Adults | MentalUP
https://www.mentalup.co/blog/brain-games-for-adults

The Best Free Brain Games for Seniors - Blog - Care for Family
https://info.careforfamily.com.au/blog/free-brain-games-for-seniors

Appendix I - PowerPoint Presentation

Lifelong Learning: Teaching Older Adults About Technology

Lisa Gonzales
Human Development and Family Science
California State University Monterey Bay

Introduction: Why Teach Older Adults?

- Although the world is becoming increasingly tech-savvy, there is still an apparent digital divide between older and younger adults.

- Older adults knowing how to use technology is important to me because I work with older adults at work and in my community.

- I will have the opportunity to teach older adults how technology will promote successful aging.

Needs Statement

- Older adults' lack of technology knowledge keeps them from being engaged with what is happening in today's world.

- Older adults benefit from learning new technology to improve their quality of life.

- Communication through the use of technology helps keep them from being socially isolated.

- Ensure the safety and health of the older adult population.

Theory

- Baltes and Freund's Selective Optimization with Compensation (SOC) Theory emphasizes that human development takes a lifetime to complete (Baltes & Freund, 2003).

- **Selection** = Older adults select a goal to learn technology.

- **Optimization** = Older adults optimize their best abilities and opportunities to learn technology.

- **Compensation** = Older adults compensate for any declines (eg. vision, hearing) they may have so they can learn technology.

Learning Outcomes

I designed a workshop to teach older adults about how to use technology. By the end of the workshop, participants will be able to:

1. Utilize electronic communication applications such as Gmail and Facebook to connect with family and friends.

2. Set up a Google Meeting and engage in a conversation utilizing different functionalities (e.g., camera enabling/disabling, audio, reactions, and chat).

3. Protect personal information and practice internet safety precautions.

Method: Participants

- Six older adults (65 – 75 retirees)

- White or Mexican English speakers

- Have high school diploma and some have taken college courses

- May have challenges beyond simply learning how to use technology

- Workshop will be held at American Legion in Gonzales, CA

Method: Procedures and Materials (Day 1)

- Participants bring personal devices or provide Chromebook

- Use handouts and one-on-one assistance

- Create a Gmail account following

- Learn how to set up a Facebook account

Method: Procedures and Materials (Day 2)

- Set up a Google Meeting for the participants to engage in a video conversation

- Address internet security concerns, set secure passwords, and set privacy settings on social networks

- Technology brain games and useful weblinks
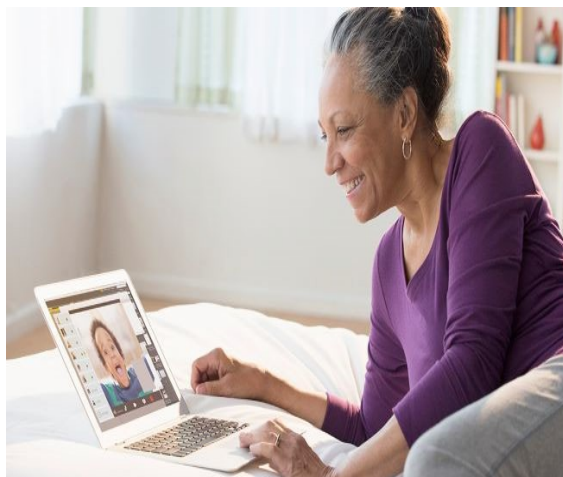
COVID-19 Statements

Results

I could not execute my project due to COVID-19 therefore I do not have results.

Discussion

I could not execute my project due to COVID-19 therefore I do not have a discussion.

Conclusion

- During the pandemic the digital divide was magnified.

- Older adults gain advantages from learning new technology: improving their quality of life, helping to keep them from being socially isolated, and increasing their safety and health.

- Successful aging is easier to achieve through technology

- Local communities and society as a whole will benefit