TeachSD

Intergenerational Technology
Program Implementation Guide

**SOUTH DAKOTA STATE
UNIVERSITY EXTENSION**

Greetings!

Thank you for your interest in pursuing this intergenerational technology training program. We are pleased you are ready to build intergenerational relationships between local younger and older people. SDSU Extension developed the TeachSD Toolkit in response to a growing interest of middle-aged and older adults to learn about and to stay updated on a variety of technology skills.

This toolkit was developed with the generous support of Grantmakers in Aging and the South Dakota Community Foundation. Special thanks to Jane Strommen, Ph.D., NDSU Extension Gerontology Specialist, for her contributions to the TeachSD Toolkit.

Based on the pilot evaluation results, we expect many positive outcomes for both older and younger people, including,

- Provide an opportunity for both the younger and older people to learn new skills.
- Increase the confidence and knowledge of older adults to access resources using the internet, connect with family and friends, and stay current on changing technology.
- Help younger people to understand the aging process and gain a positive perception of older people.

This toolkit is a comprehensive package, including all of the necessary information to implement an intergenerational technology program in your community. The toolkit consist of the Intergenerational Technology Program Implementation Guide and the Volunteer Technology Trainer Orientation Guide. Please read through each document. Efforts have been made to provide a ready-to-go toolkit to simplify the implementation process for you. Please remember the following points as you begin your planning process:

- SDSU Extension grants permission for the materials to be modified as long as our contributions are acknowledged. Please use the image file included in the download on all materials.
- SDSU Extension named this program TeachSD. As you implement this program in your local community, you may consider re-naming the program for use in your community. All forms and templates should be customized for your community.

SOUTH DAKOTA STATE UNIVERSITY EXTENSION

Program adapted from SDSU Extension's TeachSD
Intergenerational Technology Program Implementation Guide.

- Disclaimer: The preceding is presented for informational purposes only. SDSU Extension does not endorse the services, methods or products described herein, and makes no representations or warranties of any kind regarding them.
- SDSU Extension will provide technical assistance, if needed. Contact Leacey Brown (Leacey.Brown@ sdstate.edu) with any questions.

We hope you enjoy the program and have fun with it!

Sincerely,
Leacey E. Brown, M.S.
SDSU Extension Gerontology Field Specialist

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TeachSD

Intergenerational Technology Program Implementation Guide

Leacey E. Brown, SDSU Extension Gerontology Field Specialist

Program Introduction

Program Overview

TeachSD is an intergenerational technology training program designed to increase adult knowledge, confidence, and skills using technology to access resources, connect with family and friends, and maintain independence as they age.

Technology skills are essential for many everyday tasks. Older people recognize the value of technology and are eager to learn. Adult Learners need a little extra help getting started, while more experienced technology users may only need help with specific tasks or questions.

This program pairs younger Volunteer Technology Trainers with Adult Learners to provide individualized lessons. The TeachSD program model creates an opportunity for self-paced learning, allowing the adults to receive as much or as little help as they require to enhance their technology skills.

Younger volunteers will have the opportunity to gain a positive perception of older adults, increase knowledge about aging, and increase skills and comfort working with people with disabilities. Younger people will likely experience increased confidence, academic performance, and enhanced social skills.

Toolkit Description

The TeachSD Toolkit is the result of a two year pilot of an intergenerational technology program in South Dakota that was funded by Grantmakers in Aging and the South Dakota Community Foundation. The grant support allowed for professional evaluation by the Numad Group.

The toolkit is designed to provide best practices to implement an intergenerational technology program in your community.

This ready-to-go toolkit contains the following items:
- Intergenerational Technology Program Implementation Guide
- Volunteer Technology Trainer Orientation Guide

These guides contain the materials that can be customized to your community, volunteer technology trainers, coordinators, and any host/sponsoring organizations.

Volunteer Technology Trainer Orientation Overview

The Volunteer Technology Trainer Orientation prepares younger people to teach Adult Learners. Participants learn to differentiate between aging and disability, increase understanding of learning styles, and learn strategies to teach Adult Learners. This foundational knowledge equips Volunteer Technology Trainers to be more effective teachers.

Volunteers Needed

The TeachSD program can be customized to the needs, desires, and resources of the community and participating volunteers. A critical component of the program is the identification of local coordinators who will be responsible for the planning and implementation of the program. The coordinator responsibilities can be shared by more than one person, which helps to minimize the time commitment and workload. For example, a Volunteer Coordinator would be responsible for the recruitment, training and supervision of the Volunteer Technology Trainers.

A Host Site Coordinator would be responsible for finding a public location with public access to the internet and availability for regularly scheduled Technology Training Sessions, such as weekly or monthly. A Host Site Coordinator might also provide outreach and marketing to Adult Learners in the community and handle session registration and attendance. These duties can be performed by one or more volunteer adults, depending on the availability and interest of community members.

Screening is recommended for adult volunteers supervising vulnerable people (e.g., minors). Volunteer screening should be included in the overall planning. Please consult legal counsel or insurance provider to determine the right screening protocol for your organization.

Supplies and Materials

- ❑ Volunteer Technology Trainer Orientation supplies and materials (please see Volunteer Technology Trainer Orientation Guide for details).

- ❑ Program Implementation Checklist

- ❑ Program guidelines (see Appendix D for sample guidelines)

- ❑ Volunteer Technology Trainer Recruitment Flyers

- ❑ Volunteer Technology Trainer Commitment Form

- ❑ Adult Learner Recruitment Flyers

- ❑ Session Feedback Forms

- ❑ Pens

Key Terms

- **Adult Learner**– the target audience is adults over the age of 50, who have questions about technology. However, all adults can benefit from technology lessons.

- **Volunteer Technology Trainer** – a younger person who donates their time to help Adult Learners. The target audience is volunteers between the ages of 14 to 24 years, but volunteers of other ages are welcome.

- **Coordinator(s)** – one or more adult volunteers responsible for planning and implementing activities associated with the technology program, including Volunteer Technology Trainer recruitment, training and supervision; and managing Technology Training Sessions.

- **Host Site** – a local site where Technology Training Sessions can be held on a regularly scheduled interval (e.g., weekly, monthly) and during a time period that fits the schedules of Volunteer Technology Trainers. The site should be an accessible space (e.g., wheelchair accessible) and have Wi-Fi available for public use.

- **Technology Training Sessions** – regularly scheduled periods of time when Volunteer Technology Trainers are available to provide lessons to Adult Learners.

Planning and Implementation

This section includes information on planning and program implementation. The guidance provided in this section is informed by the two year pilot and evaluation that took place in South Dakota. Please note the materials can be customized to meet the needs of your community. A one page Intergenerational Technology Program Overview is available in Appendix A. This document can be used to help recruit adult volunteers and Host Site.

Timeline

After deciding this program is a good fit for your community, it is estimated that the implementation will take two months. It is recommended to begin implementation prior to the start of the fall semester so that the Volunteer Technology Trainer Orientation can be completed at the beginning of the school year.

Program Implementation Tasks Summary

The tasks described below provide a place to begin. To see more detailed implementation steps, please review the Program Implementation Checklist in Appendix B. The order is recommended, but may vary slightly.

Identify/recruit interested parties.

↓

Secure host site.

↓

Customize program.

↓

Recruit younger volunteers.

↓

Complete Volunteer Technology Trainer Orientation.

↓

Recruit Adult Learners.

↓

Host technology training sessions.

↓

Evaluate program.
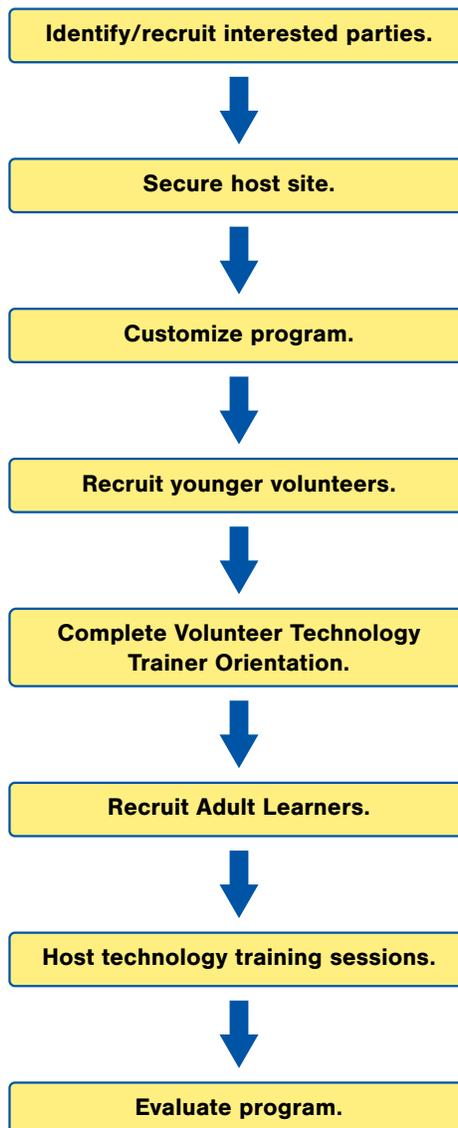
Adult Volunteer Recruitment

Engaged volunteers are critical for the success of this program. The greatest success was achieved during the pilot when adult volunteers were able to incorporate program activities as part of their existing duties. Below are recommended expectations for the adult volunteers involved in the program. Please note one person may be both the Host Site Coordinator and the Volunteer Coordinator.

Host Site Coordinator

- Time commitment: 3-5 hours a month
- Encourage Adult Learner participation
- Manage schedule and waitlist
- Match Adult Learners with appropriately skilled Volunteer Technology Trainers
- Be onsite during Technology Training Sessions
- Communicate with Volunteer Coordinator
- Implement program guidelines

Volunteer Coordinator

- Time commitment: 3-5 hours a month
- Communicate with Host Site Coordinator
- Recruit younger people to become involved with the program
- Teach the Volunteer Technology Trainer Orientation
- Encourage Volunteer Technology Trainers to sign up for Technology Training Sessions
- Rally Volunteer Technology Trainers and keep them on task
- Manage personnel issues at the appropriate level (e.g., no call, no show)
- Implement program guidelines

Host Site Recruitment

Technology training sessions will need to be offered at a local site. The Host Site can be a local library, senior center, high school, senior living facility or other place that is available and accessible for the Technology Training Sessions to take place. Ideally this site will be open to the public and have hours that can accommodate the schedules of both the Adult Learners and the Volunteer Technology Trainers. For example, many Volunteer Technology Trainers are in school during the day so the Host Site should be available in late afternoon or early evening. The site should be an accessible space (e.g., wheelchair accessible) and have Wi-Fi available for public use.

Program Customization

The pilot of TeachSD informed the development of the toolkit. The appendices include a variety of resources that can be customized to meet the needs of your community. For example, sample guidelines are provided in Appendix D. These guidelines are highly recommended. However, they may be customized to fit your community.

Volunteer Technology Trainer Recruitment

Younger people to serve as Volunteer Technology Trainers are critical. Identifying clubs or organizations in the community that target younger people is a good place to start.

Examples of Clubs/Organizations
- 4-H Clubs
- Key Club
- National Honors Society
- Church Youth Groups
- Girl Scouts
- Boy Scouts
- Future Business Leaders of America

Recommended expectations for Volunteer Technology Trainers are below. They can be customized to fit your community.

Volunteer Technology Trainer Expectations
- Volunteer 1-2 hours a month
- Be at least 14 years old (younger applicants may be considered after consultation)
- Complete Volunteer Technology Trainer Orientation before working with Adult Learners
- Maintain professional decorum
- Keep track of hours spent training Adult Learners, if desired.
- Communicate questions or concerns to Volunteer Coordinator/Host Site Coordinator
- Show up on time for Technology Training Sessions
- Adhere to program guidelines

Sample marketing materials to recruit younger people are included in Appendix K. Please include the image that acknowledges the role of SDSU Extension in creating this program on all marketing materials.

Volunteer Technology Trainer Orientation

The emphasis on preparing younger people to teach technology is what makes TeachSD unique. The Volunteer Technology Trainer Orientation Guide can be used by anyone to train Volunteer Technology Trainers.

Once the younger people have committed to become a Volunteer Technology Trainer, the first step it to send materials to introduce them to the orientation process. Volunteer Orientation Introduction Letter, Parent/Guardian Introduction Letter, Volunteer Technology Trainer Commitment form, and Program Guidelines (samples are available in the appendices). These documents are highly recommended as they ensure program expectations are clearly understood. If any photographs will be taken during the orientation or the Technology Training Sessions, a sample Photography Consent/Release form is available in Appendix I. All of these documents should be sent to younger volunteers and/or parent/guardian prior to the in-person portion of the Volunteer Technology Trainer Orientation.

Volunteer Technology Trainer Orientation is accomplished using the flipped learning strategy. Younger people are asked to watch three short videos prior to attending the in-person experiential learning session of the orientation. The link to these videos is provided in the Volunteer Orientation Introduction Letter. Each video

provides foundational knowledge necessary to be effective technology teachers.

The in-person experiential learning session reinforces lessons learned during the videos and sensitizes volunteers to the challenges Adult Learners may face using technology. The experiential learning session has been developed so it can be accomplished in a single class period.

Please review the Volunteer Technology Trainer Orientation Guide for detailed information and specific instructions.

Adult Learner Recruitment

Ensuring Adult Learners are aware of the opportunity to receive technology lessons is critical. Appendix K includes sample marketing materials to recruit Adult Learners. These documents can be customized to fit your community. Please include the image that acknowledges the role of SDSU Extension in creating this program on all marketing materials. Every community is unique and may benefit from other marketing strategies.

Technology Training Sessions

Both Adult Learners and Volunteer Technology Trainers benefit from a regular schedule (weekly, bi-monthly, etc.). Consistent Technology Training Sessions were found to be important for successful implementation during the pilot. Please note: younger people are not expected to provide lessons each time a technology training session is offered.

Once the schedule is developed, Volunteer Technology Trainers should sign up for Technology Training Sessions that fit their availability. Also, an adult coordinator should be present to supervise each Technology Training Session.

The registration process refers to how the Adult Learners will sign up for Technology Training Sessions and how Volunteer Technology Trainers will indicate their availability. This can be accomplished in a variety of ways (telephone, email, etc.). Use the method that best fits your community.

> **Technology Training Sessions should not be conducted behind closed doors or in the home of the Adult Learner.**

Program Evaluation

Evaluation is important to ensure the decisions we make about programs are rooted in information learned from participants. Program evaluation is highly recommended.

To assist in program evaluation, forms have been provided for both the Adult Learner and Volunteer Technology Trainer. These two forms are recommended.

The Session Feedback form for Adult Learners can be found in Appendix H of the Intergenerational Technology Program Implementation Guide. This document encourages the Volunteer Technology Trainer and the Adult Learner to work together to identify technology training session goal(s). At the conclusion of

the training session, the Adult Learner is asked to indicate their comfort asking questions, progress toward their goals, and confidence using technology.

The Volunteer Evaluation form for the Volunteer Technology Trainer Orientation is located in Appendix D of the Volunteer Technology Trainer Orientation Guide. Volunteers provide feedback on how their understanding or knowledge changed about topics covered during the Volunteer Technology Trainer Orientation.

Session Feedback forms should be reviewed at regular intervals. Please develop a schedule that best meets the needs of your community. Volunteer Evaluation forms should be reviewed in a timely manner after the Volunteer Technology Trainer Orientation. Use information yielded from both forms to help inform decision making about the program.

Share success stories!

Success Story
After working with a Volunteer Technology Trainer, an Adult Learner reported that she is now texting with her grandchildren. She said they have a great time joking back and forth about autocorrect replacements.

Evaluation is a continuous process that allows us to adjust and fine tune the program so that both younger and older people are having the most positive experience possible. Questions for interviews and focus group have also been provided for those who want to explore the experience of Volunteer Technology Trainers and Adult Learner more deeply.

Appendices

Appendix A

Intergenerational Technology Program Overview

Purpose:
- ▸ Provide middle-age and older adults with tools to increase their skills and confidence using technology.
- ▸ Pair Volunteer Technology Trainers with Adult Learners to provide individualized lessons during technology training sessions.
- ▸ The program creates an opportunity for self-paced learning, allowing the adults to receive as much as or little help as they require to enhance their technology skills.

Background:
- ▸ Developed under a grant from Grantmakers in Aging and the South Dakota Community Foundation to South Dakota State University Extension.
- ▸ Piloted in several South Dakota communities and evaluated by the Numad Group.
- ▸ Developed a program toolkit for national dissemination.
- ▸ The toolkit is a comprehensive package, including all of the necessary information to implement an intergenerational technology program in your community.

Audience:
- ▸ The target audience is adults over the age of 50 who have questions about technology. However, all adults can benefit from the program.

Technology Training Sessions:
- ▸ Lessons are provided by Volunteer Technology Trainers, who are younger people who donate their time to help adults learn about technology. The target audience of volunteers are people between the ages of 14 to 24 years, but volunteers of other ages are welcome.
- ▸ Volunteer Technology Trainers receive a specialized orientation to differentiate between aging and disability, increase understanding of learning styles, and learn strategies to teach Adult Learners.
- ▸ All sessions are supervised by an adult, such as the Host Site Coordinator or Volunteer Coordinator.

Format:
- ▸ Technology training sessions are held on a regular schedule, such as weekly, monthly.
- ▸ Technology training sessions are typically one hour in length

Appendix B

Program Implementation Checklist

Date Completed	Task	Person Responsible	Notes
	1. Identify/recruit interested parties ❑ Meet with interested persons/organizations. ❑ Share program overview (see Appendix A). ❑ Determine who wants to be involved and in what capacity. ❑ Identify and screen Host Site and adult volunteers.		
	2. Secure a Host Site for Technology Training Sessions ❑ Ensure Host Site has Wi-Fi access available for public use. ❑ Ensure space is accessible to people with disabilities. ❑ Determine dates for technology sessions.		
	3. Customize program ❑ Determine program guidelines to be used and customize to fit you community (see Appendix D).		
	4. Recruit younger people as Volunteer Technology Trainers ❑ Identify potential younger people to volunteer as technology trainers. ❑ Prepare recruitment materials, such as brochure, poster/flyer, news release, paragraph for newsletters, etc. ❑ Ensure marketing materials include image that acknowledges the role of SDSU Extension. ❑ Make visits to school, with youth group leaders, etc.		
	5. Complete orientation process for Volunteer Technology Trainers ❑ Review Orientation Guide ❑ Secure supplies and materials needed for orientation (see Orientation Guide for details) ❑ Schedule date for in-person experiential learning session ❑ Send letter to parents/guardians of younger people under the age of 18 (see Appendix E) ❑ Send introduction letter to Volunteer Technology Trainers (see Appendix F). ❑ Send Volunteer Technology Trainer Commitment form to Volunteer Technology Trainers and/or parent/ guardian. ❑ Send Program Guidelines to Volunteer Technology Trainers and/or parent/guardian. ❑ Host Volunteer Technology Trainer Orientation and invite attendees to complete the evaluation. ❑ Volunteer Technology Trainers sign up for regularly scheduled Technology Training Sessions.		

Date Completed	Task	Person Responsible	Notes
	6. Recruit Adult Learners ❑ Prepare marketing materials and ensure they include the image that acknowledges the role of SDSU Extension. ❑ Put news release in newspapers (see Appendix K). ❑ Place brochures in appropriate locations. ❑ Place flyers/posters in public locations (see Appendix K). ❑ Place Technology Training Session dates on community calendars. ❑ Utilize any other marketing avenues available in the community (e.g., social media, church bulletins, etc.).		
	7. Host Technology Training Sessions ❑ Confirm who will be responsible for the registration of Adult Learners. ❑ Confirm who will be responsible for maintaining the waitlist. ❑ Confirm adult coordinator to supervise session. ❑ Schedule Adult Learners for Technology Training Sessions. ❑ Manage waitlist. ❑ Encourage Adult Learners to complete Session Feedback forms.		
	8. Evaluate program ❑ Review completed Session Feedback Forms. ❑ Review completed Volunteer Orientation Evaluation Forms. ❑ Look for areas to improve. ❑ Share success stories with interested stakeholders.		

Appendix C

Volunteer Expectations

Volunteer Technology Trainer Expectations

- Volunteer 1-2 hours a month
- Be at least 14 years old (younger applicants may be considered after consultation)
- Complete Volunteer Technology Trainer Orientation before working with Adult Learners
- Maintain professional decorum
- Keep track of hours spent training Adult Learners, if desired.
- Communicate questions or concerns to Volunteer Coordinator/Host Site Coordinator
- Show up on time for Technology Training Sessions
- Adhere to program guidelines

Host Site Coordinator

- Time commitment: 3-5 hours a month
- Encourage Adult Learner participation
- Manage schedule and waitlist
- Match Adult Learners with appropriately skilled Volunteer Technology Trainers
- Be onsite during Technology Training Sessions
- Communicate with Volunteer Coordinator
- Implement program guidelines

Volunteer Coordinator

- Time commitment: 3-5 hours a month
- Communicate with Host Site Coordinator
- Recruit younger people to become involved with the program
- Teach the Volunteer Technology Trainer Orientation
- Encourage Volunteer Technology Trainers to sign up for Technology Training Sessions
- Rally Volunteer Technology Trainers and keep them on task
- Manage personnel issues at the appropriate level (e.g., no call, no show)
- Implement program guidelines

Please note: the Volunteer Coordinator and the Host Site Coordinator can be the same person.

SDSU Extension
- Technical support

<u>Appendix D</u>

Sample Guidelines

The following are recommended guidelines for you to review and adapt. We strongly encourage the use of guidelines for areas such as volunteer screening, supervision/accompaniment, training eligibility, Volunteer Technology Trainer Orientation, confidentiality, photography consent/release, disciplinary, and technology use rules.

Volunteer Screening

Any adult who supervises Volunteer Technology Trainers under age 18 should be screening. Please consult legal counsel or insurance provider to determine the right screening protocol for your organization.

Supervision/Accompaniment

It is recommended that Volunteer Technology Trainers not enter the home of an Adult Learner as a representative of the program. Public venues are more appropriate for Technology Training Sessions. Technology Training Sessions conducted behind closed doors are discouraged.

Screened Site Coordinator or Volunteer Coordinator is recommended to supervise Technology Training Sessions. Appropriate supervision is recommended as it provides an avenue for program participants to report concerns. Please encourage both younger and older participants to report concerns to the appropriate person.

Volunteer Technology Trainer Eligibility
- Be at least 14 years old (younger applicants may be considered after consultation with the Volunteer Coordinator/Host Site Coordinator)
- Complete Volunteer Technology Trainer Orientation
- Obtain Parent/Guardian consent

Volunteer Technology Trainer Orientation

Volunteer Technology Trainer Orientation is accomplished using the flipped learning strategy. Participants are asked to watch three short videos prior to attending the in-person experiential learning session of the orientation. While not mandatory, the Volunteer Technology Trainer Orientation is highly encouraged to ensure Volunteer Technology Trainers develop skills to teach technology.

Confidentiality

Program participants may encounter sensitive information about other participants (e.g., health status, income level, etc.). This information is confidential and should not be shared with others by Volunteer Technology Trainers, Host Site Coordinators, or Volunteer Coordinators.

Photography Consent/Release

If any program participants are photographed or filmed, it is recommended that permission be secured through a signed Photography Consent/Release form. Participants under age 18 will need a signature from their parent/guardian.

Disciplinary

Guidelines are established to protect Adult Learners, Volunteer Technology Trainers, and adult volunteers. Serious violations, such as hacking or virus transmission, should result in immediate removal from the

program. Less serious violations can be addressed in other ways. We recommend recording all infractions and consequences. Repeat violations may merit removal from program. Please consult parent/guardian, if a minor violates program guidelines.

Technology Use Rules

Maintaining the safety and security of program participants is of utmost importance. To ensure a safe environment for both Volunteer Technology Trainers and Adult Learners, the following rules are recommended.

1. Volunteer Technology Trainers are to avert eyes while Adult Learners type passwords or other pieces of personal information.
2. Volunteer Technology Trainers can only provide assistance with finding and adding items to the shopping cart. They may not help finalize the financial transaction. Volunteer Technology Trainers are prohibited from assisting with financial transactions (e.g., bank accounts, credit cards, bill paying, and purchase of apps).
3. Many Volunteer Technology Trainers are under the age of 18 and should not be exposed to content inappropriate to their age. For this reason, any access or viewing of inappropriate content should be reported to the Host Site Coordinator or Volunteer Coordinator immediately. Please report accidental access so that it is documented as such, to protect both parties. Examples of content that is inappropriate for minors includes dating and gambling websites, etc. If an individual Adult Learner develops a pattern of arriving at inappropriate content during technology lessons, they should no longer be allowed to participate.
4. All program participants will avoid content that is defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing, bullying, and/or illegal.
5. All program participants will respect copyright and software licenses by not copying, downloading, or sharing any material without the owner's permission.
6. Volunteer Technology Trainers will not download software to Adult Learner's device. They may provide instructions on how to download applications and other software, but the Adult Learner should finalize the transaction.
7. All program participants are barred from engaging in any malicious use, disruption or harm to any device involved in programing (e.g., Adult Learner device, Host Site Location technology), including but not limited to, hacking and virus transmission.
8. Volunteer Technology Trainers are prohibited from performing higher level maintenance tasks such as virus removal or hardware repair. Those requests should be directed to a professional.

Appendix E

Sample Letter for Parent/Guardian of Volunteers Under the Age of 18 Years

[Insert Date]

Dear Parent/Guardian:

We're very excited to introduce a new, innovative intergenerational technology training program designed to use local community resources and volunteers to deliver individualized technology training to Adult Learners. This program provides an excellent opportunity to develop meaningful relationships across generations, while helping older adults to increase knowledge, confidence, and skills in using technology to enhance their lives.

[Insert sponsor organization/youth group] would like to partner with [Host Site name] to implement this program. Through this collaboration, we feel younger people will have the opportunity to differentiate between aging and disability, increase understanding of learning styles, and learn strategies to teach Adult Learners. We anticipate a lot of fun and learning will take place!

Younger people, called Volunteer Technology Trainers, are required to complete an orientation consisting of watching three short videos and attending an in-person experiential learning session prior to teaching technology to Adult Learners. A Volunteer Technology Trainer Commitment Form must also be read and signed by the younger volunteer and their parent/guardian. Please review the commitment form and program guidelines for details. Volunteer Technology Trainers will be supervised by an adult coordinator during the technology teaching sessions.

Technology Training Sessions will take place at [Location]. Adult Learners will be able to sign up for Technology Training Sessions [frequency: monthly, weekly etc.]. Your child will be asked to sign up when he/she is available to provide technology lessons. Your child will contact [Name] with [Organization] at [Contact information] with their availability. We will discuss this in greater detail during the in-person experiential learning session.

Please let me know if you have any questions. We welcome all feedback about this program and hope you are as excited as we are.

Sincerely,

[Insert Coordinator's Name]

[Insert Coordinator's Contact Information (phone and/or email)]

Sample Volunteer Orientation Introduction Letter

Dear Volunteer Technology Trainer,

We are grateful for your interest in teaching Adult Learners. We want to help prepare you for your volunteer service. To accomplish this goal we will be providing a Technology Trainer Orientation. During this orientation you will learn about aging and disability, increase your understanding of learning styles, and learn strategies to teach Adult Learners.

The orientation will be accomplished in two stages. The first stage involves watching three short videos. During stage two, you will attend a fun, in-person experiential learning session where you and other volunteers will participate in activities to increase your understanding of the experiences of Adult Learners and learn additional strategies to enhance their learning.

The Technology Trainer Orientation Videos are available online. Please watch the videos prior to attending the in-person experiential learning session.
- Introduction to Teaching Technology: https://www.youtube.com/watch?v=zQcLpXiqtIs
- Understanding Learning Styles: https://www.youtube.com/watch?v=JRmniFzC7V0
- Advanced Teaching Technology: https://www.youtube.com/watch?v=zUHijMHmBBk

The experiential learning in-person session is scheduled for [Date]. The session will begin at [Time] and end at [Time]. The session will take place at [Location]. Please bring your cell phone or tablet with you to the session. We will use them to practice teaching technology.

Once you complete this orientation, you will be ready to teach Adult Learners. Technology Training Sessions will take place at [Location]. Adult Learners will be able to sign up for Technology Training Sessions [frequency: monthly, weekly etc.]. You will be asked to sign up when you are available to provide technology lessons. You will contact [Name] with [Organization] at [Contact information] with your availability. We will discuss this in greater detail during the in-person experiential learning session.

Please feel free to contact [Name] at [Contact Information] if you have additional questions about the Volunteer Technology Trainer Orientation. We look forward to seeing you at the in-person experiential learning session.

Sincerely,

[Name]

<u>Appendix G</u>

Sample Volunteer Technology Trainer Commitment Form

Volunteer Technology Trainer Commitment:
- I agree to abide by all program policies.
- I agree to participate in Volunteer Technology Trainer Orientation prior to working with Adult Learners.
- I agree to volunteer at least 1-2 hours a month.
- I agree to keep track of hours providing training to Adult Learners, if desired.
- I agree to show up on time for Technology Training Sessions and communicate with Volunteer Coordinator/Host Site Coordinator if I will be tardy or absent.
- I agree to communicate with Volunteer Coordinator about questions or concerns.
- I agree to maintain professional decorum.
- I agree to the commitment described above. I have reviewed the program guidelines and all of my questions have been answered. I understand that I can withdraw from the program at any time without any penalty.

Volunteer Technology Trainer Commitment

_____
Name

_____
Volunteer Technology Trainer Signature   Date

Parent/Guardian Commitment

I give my child, who is listed above on this form, permission to participate as a Volunteer Technology Trainer Orientation. I agree to the commitment described above. I have reviewed the program guidelines and all of my questions have been answered. I understand that my child can withdraw from the program at any time without any penalty.

_____
Name

_____
Parent/Guardian Signature   Date

Appendix H

Session Feedback Form

Complete before Lesson

Instructions: Volunteer Technology Trainer and Adult Learner will work together to develop the technology training session goal(s). Please write it below.

Technology training session goal(s)

Complete after Lesson

Instructions: At the conclusion of the technology training session the Adult Learner will complete the form below.

1. Did you feel comfortable asking questions?   ❑ Yes   ❑ No

Please explain:

2. Please indicate your agreement with the following statement, my trainer helped me make progress toward my goal.

❑ Strongly Disagree   ❑ Disagree   ❑ Neither Agree or Disagree   ❑ Agree   ❑ Strongly Agree

3. As a result of participating in this technology training session, I feel more confident using technology.

❑ Strongly Disagree   ❑ Disagree   ❑ Neither Agree or Disagree   ❑ Agree   ❑ Strongly Agree

Comments:

Please Return Completed Form to your Site Coordinator

<u>Appendix I</u>

Sample Photography Consent/Release Form

I, (print name)_____ , hereby grant permission to (Organization Name) _____ representatives, to take and use: photographs and/or digital images of me for use in news releases and/or educational materials. These materials might include printed or electronic publications, Web sites or other electronic communications. I further agree that my name and identity may be revealed in descriptive text or commentary in connection with the image(s). I authorize the use of these images without compensation to me. All negatives, prints, digital reproductions shall be the property of (Organization Name) _____ .

_____
(Date)

_____
(Signature of adult subject)

_____
(Address)

_____
(City, State, Zip)

Release for Minor Children (Under 18)

I, (print name)_____, parent or official guardian of (child's name)_____ hereby grant permission to (Organization Name) _____representatives, to take and use: photographs and/or digital images of my child for use in news releases and/or educational materials as follows: printed publications or materials, electronic publications, or Web sites. I agree that my child's name and identity: may be revealed in descriptive text or commentary in connection with the image(s). I authorize the use of these images without compensation to me. All negatives, prints, digital reproductions and shall be the property of (Organization Name) _____.

_____
(Date)

_____
(Signature of Parent or Guardian)

_____
(Address)

_____
(City, State, Zip)

Appendix J

Examples of Technology Learning Topics

BASICS

Phones
▸ Take pictures
▸ Look at the pictures you take
▸ Put the pictures you take into folders
▸ Using the internet
▸ Texting someone
▸ Turning up the volume for a call/text
▸ Answer a call
▸ Download apps
▸ Listen to a voicemail
▸ How to set up reminders
▸ Check email
▸ Finding Apps
▸ Deleting apps
▸ Change the font size
▸ Check the weather
▸ Using the calendar

Tablets
▸ Check email
▸ Finding Apps
▸ How to set up reminders
▸ Using the internet
▸ Download apps
▸ Deleting apps
▸ Change the font size
▸ Check the weather
▸ Using the calendar

Computers
▸ Download something
▸ Using the internet
▸ How to set up reminders
▸ Check email
▸ Check the weather
▸ Using word document, note pad, etc.
▸ Setup email

ADVANCED

Phones
▸ How to make folders for apps
▸ How to set an alarm
▸ Send something from photos to someone
▸ Download music
▸ Updating
▸ Using notes
▸ Record a video
▸ Set up contacts
▸ Using maps
▸ Share a file/photo with someone w/email
▸ Copy and paste
▸ Knowing the difference between ringer/volume

Tablets
▸ How to make folders for apps
▸ How to set an alarm
▸ Send something from photos to someone
▸ Download music
▸ Updating
▸ Using notes
▸ Set up contacts
▸ Share a file/photo with someone w/email
▸ Copy and paste

Computers
▸ How to set up a website bookmark
▸ Download music
▸ Updating
▸ Share a file/photo with someone w/e-mail
▸ Copy and paste
▸ Look at the news
▸ Unsubscribe from email lists
▸ Set up contact book
▸ Printing

Appendix K

Program Marketing

This section includes sample marketing materials to recruit Volunteer Technology Trainers and Adult Learners. Items provided include flyers, media releases, and social media posts. These items should be customized to your community. Please include the graphic included in the download of this toolkit on all brochures and marketing materials

Sample Media Release

Volunteers Available to Teach Adults to use Technology

Do you have a laptop, cell phone or some other confusing piece of technology that gets more use as a paperweight than anything else? Volunteers are available at the [Partner Site Location] to help.

Beginning on [Date] Volunteer Technology Trainers will be available to provide individualized lessons to adults with technology questions. Technology Training Sessions will take place at the [Partner Site Location] [Location Address] from [Begin Time] to [End Time] on [Day of Week]. Technology Training Sessions will be available [Weekly/Monthly] through [Date When Technology Training Sessions End].

Volunteer Technology Trainers can help with a lot of different technology questions. They can help set up email and Facebook. They can also help you learn new ways to use your device. You are encouraged to bring your own device.

Space is limited so preregistration is required. Please call [Phone Number] to reserve your spot.

Sample Social Media Post for Volunteer Technology Trainer Recruitment

Tech-Savvy volunteers needed to provide technology lessons. Please contact [Name] at [email/phone] for details

Need volunteer hours? How about teaching older people to use technology? Contact [Name] at [email/phone] for details

Do you want to teach older people to use technology? We have a great volunteer opportunity available! Contact [Name] at [email/phone] for details

Sample Social Media Posts for Adult Learner Recruitment

Are you new to [social media platform]? We have volunteers available to help sharpen your skills. Contact [Name] at [phone/email] to schedule your lesson.

Do you have a laptop, cell phone or some other confusing piece of technology that gets more use as a paperweight than anything else? We have Volunteer Technology Trainers available. Call us [Name/organization] at [phone] to register for a lesson.

Did you receive a smart phone from a loved one and can't make heads or tails of it? Call us at [phone]. We have Volunteer Technology Trainers to help.

Do you have technology questions?

Volunteer Technology Trainers are available to help on [Day of the week] from [Time] through [End Date].

Lessons begin on [Date]!

Space is limited.

Preregistration required.

To register please call [Phone Number]!

Technology Help Details:
    Site
    Address
    Day of the week
    Time
    Frequency

Disclaimer: Volunteers will be able to assist with general technology questions. More advanced questions, such as virus removal, should be directed to trained professionals.

SOUTH DAKOTA STATE UNIVERSITY EXTENSION

Program adapted from SDSU Extension's TeachSD Intergenerational Technology Program Implementation Guide.
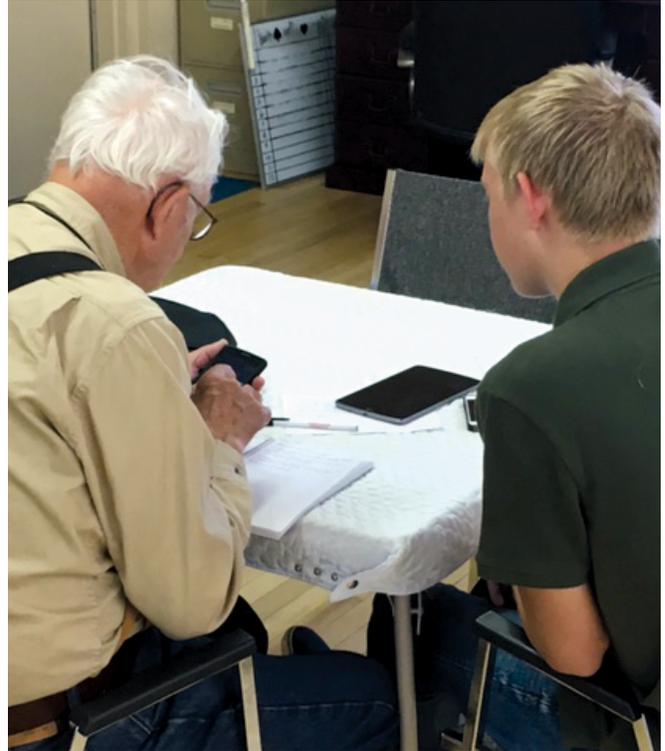
Tech-Savvy Volunteers Needed

Are you looking for a volunteer opportunity?

Do you like technology?

Do you want to help adults learn to use technology?

TeachSD is for you!

"[Organization] is recruiting tech savvy volunteers available [Technology training session date and time] to be trained to provide technology lessons to adults at [Site].

Training Details:

    Date

    Time

    Location

    No Cost to attend!

    To register, please contact:

    Site or Volunteer Coordinator Name

    Phone

    Email

SOUTH DAKOTA STATE UNIVERSITY EXTENSION

Program adapted from SDSU Extension's TeachSD Intergenerational Technology Program Implementation Guide.

Appendix L

Frequently Asked Questions

Can Volunteer Technology Trainers go to private homes to provide individualized training?
> Volunteer Technology Trainers should not enter the private residence of an Adult Learner to provide technology lessons.

Can Adult Learners bring their own device?
> Adult Learners are highly encouraged to bring their own device to each individualized training session. Some Host Sites might have technology available for use.

Can adults be charged for receiving Technology Training Sessions?
> That is up to the discretion of the community implementing the program.

Are computers available for technology lessons at Host Site?
> It will vary by individual site.

How will I know how to pair Volunteer technology Trainers and Adult Learners during Technology Training Sessions?
> We encourage asking Adult Learners what their technology question is when they register for a technology training session. Some Volunteer Technology Trainers are comfortable using a wide variety of technology, even ones they have never used before. Others are proficient with certain devices. Tell the Volunteer Technology Trainer what question the Adult Learner has and very often they will know if they are able to help.

Can Technology Training Sessions be offered in a classroom format?
> Classroom format can be used, but it is not recommended. Adult learners vary greatly in their familiarity with technology. As a result, when teaching technology in a classroom format, it can be difficult to ensure every adult is being taught to their individual skill level. This program is based on individualized training.

Appendix M

Sample Adult Learner Interview Questions

1. Please tell me a little about why you were interested in signing up for technology lessons.

2. Have you been able to continue to practice what you learned in your training?

    Gain some sense of how active the adult learner is in their use of technology.

3. Is there anything that prevents your practice with the technology?

4. What else have you learned as you have been exploring what you learned in the trainings session?

    If the person is progressing in their use of technology, ask how they see themselves using technology differently than they did prior to training. Do they have any specific hopes for what technology can do for them?

5. Are there any ways the training could have been more helpful?

<u>Appendix N</u>

Sample Focus Group Questions

Adult Learner Focus Group Questions

1. Please tell us your name and how many Technology Training Sessions you attended.

2. One of the things that makes this project unique is that we have had younger people doing the technology lessons. What do you think about this particular component of the program?

3. Can you tell us about the opportunities you currently have to interact with younger people?

4. In what ways to you believe younger people of today are different than 10 years ago? 30 years ago?

5. What are the four words that you think best describe the younger people you know? Are these the same words that describe the younger people you met involved in this project?

6. Do you imagine your views of younger people are consistent with your peers and why or why not?

7. Please tell us if you believe intergenerational interaction is important and why or why not.

8. Is there anything else you would like to share about the program or the Volunteer Technology Trainers?

Volunteer Technology Trainer Focus Group Questions

1. Please tell us your name and how many technology lessons you have conducted with Adult Learners?

2. Before you started the training, what did you imagine it might be like to teach technology to older adults?

3. Now that you have had some experience, how would you describe what it is like to do the technology lessons?

4. What are the four words that you think best describe the adults you have trained in this project?

5. Please tell us about how working with the older adults is different than you may have expected.

6. Is there something you learned during the Volunteer Technology Trainer Orientation that has been especially helpful to you, as you have interacted with the Adult Learners?

7. Is there anything we haven't discussed that you think is important to know about?