

Project Cybersenior 7-07

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Single-Year project

Section 1: Overview

1. Area of Concern

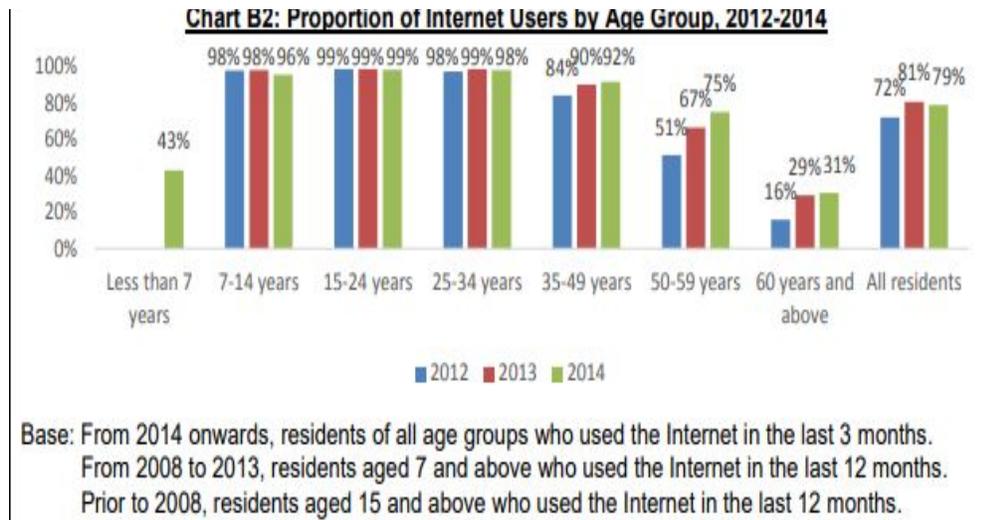
In a 21st century landscape, technology is becoming ever more prevalent in our daily lives. New technology is being seamlessly integrated into our society, while outdated technology has been cast aside by governments and companies alike. Although technological advances spell an exciting time for the progress of mankind, what about the Pioneer Generation who grew up in a vastly different landscape? While children as young as five are savvy users of mobile devices and even internet television, most elderlies, on the other hand, are struggling to even send an SMS or simply boot up a computer.

This document proposes a crash course for the elderly to aid them in navigating through these new technological devices. The proposed course will teach them how to operate the basic functions of 21st century devices such as smartphones and computers.

2. Challenges identified

In light of the Government's Smart Nation initiative, it is essential that the elderly are able to adapt to this march towards technology, in order to ensure that they do not get left behind. However, the elderly population often do not have avenues to learn more about technology, as their elderly friends are equally as lost as them while their children and grandchildren do not have the time and patience to teach them. Therefore, setting up a crash course to improve their understanding of technology would go a long way in helping them catch up with the times.

3. Underlying problem



Infocomm Development Authority of Singapore. (2015). *Annual survey on infocomm usage in households and by individuals for 2014*. Retrieved from <https://www.imda.gov.sg/-/media/imda/files/industry-development/fact-and-figures/infocomm-survey-reports/0301-2014-hh-public-report-final.pdf?la=en>

As evident from the graph, there is a significant difference in internet usage between the elderly (50 years and above) and the rest of the population. Although internet usage by the elderly is gradually increasing, it is still a minimal percentage. Thus, there is a clear underlying problem that the elderly are not as digitally connected to the world as compared to the younger generation.

“The divide (in terms of technological understanding) boils down to low or lack of literacy among older folks. Compared to the young, they are more likely to be daunted by a steep learning curve, and fear of making mistakes”

Tan Ern Ser, National University of Singapore sociologist. Via TODAYonline

Another underlying problem is that the elderly feel that technology is too complicated for them to understand. They feel that there is too much on the plate when it comes to understanding new technology, and are thus turned off by the prospect of learning about it. Therefore, our goal is to educate them on the basics of technology and allow them to better adapt and be more comfortable with the rise of technology.

Section 2: Action Plan

We have recorded down our plan of action in a table form below. We began by conducting a needs analysis to source out an emerging problem in our society. After our research, we decided on the elderly and their use of technology, and began sourcing out our project to external organizations. We liaised with CDAC, who looked over our proposal and determined that our project suited their needs, an immediately began arranging our lesson schedule. Our proposed lesson plan for our project includes providing

- a) A basic understanding of how to use a smartphone and a computer
- b) Various websites of use to the elderly, and how to use them
- c) Highlighting potential security risks that come with technology
- d) How the above mentioned can be used in their everyday life

Date	Action	Objective(s)
Jan - April	<ol style="list-style-type: none"> 1. Liaising and Arrangement with CDAC 2. Drawing up project timeline + proposal 3. Formatting lesson plans + schedule 	
April- June	<ol style="list-style-type: none"> 1. Began our lessons from 15 April to 17 June 2. Lessons held at CDAC Jurong, which had 15 computers for our use 3. Lessons held every Sunday from 10-1.30 pm, with a 15 min break in between 4. Outing to the National Gallery to learn how to use technology in everyday life 5. They also took pictures which they used for a video montage 	Educate the elderly on the use of technology
June - July	<ol style="list-style-type: none"> 1. Began compiling feedback for the course 2. Completed the publicity poster 3. Began work on a website (contains lesson materials) 	Spread awareness about this problem
July - August	<ol style="list-style-type: none"> 1. Finished our Website 2. Completed written report 	

Section 3: Project Outcomes

1. Accomplishments

We have successfully **completed all our lessons** at CDAC. Our lessons consisted of **13** elderly members, and we have received **positive feedback** about our lessons. We have also facilitated the **outing to National Gallery**, where the elderly got the chance to **use their newly acquired skills** in public. Our posters and website allowed for **greater public outreach** and drew more attention to this pertinent social issue.

2. Reflections

We were able to gain more insight into the struggles the elderly faced when trying to learn more about technology, and we were glad to help them overcome this obstacle. It also help us bridge the gaps between the younger and older generation, as we shared our daily experiences via classroom interactions. Throughout the course of the project, we were genuinely heartened by the participants enthusiasm and interest in the lessons, and we are extremely grateful to have been able to impart our knowledge to them. We were also able to glean insights into the daily uphill tasks that the teachers face. Teaching a class was a new experience for all of us, and we were certainly taken aback by the amount of preparation that had to go into a single lesson. This project has certainly opened our eyes to the challenges faced by teachers and we will certainly be more grateful to our own teachers. However, there could have been improvements made to the program. For instance, there was one week where half our members were unable to make it to the lesson, and we scrambled in search for volunteers. Fortunately, we were able to find volunteers and the lesson proceeded smoothly but we could have improved our planning and also foresaw potential situations and dealt with them earlier.

3. Scope of impact

Community Impact: Members of the public were able to learn more about this problem through our website and poster, which allowed us to spread the awareness of this issue. They are also able to access our lesson materials from our website, which allows them to use our materials to help them teach their own parents and elderly family members. Therefore, our projects outreach is not only limited to the classroom, but also to members of the public

Community Involvement: We had a total of 5 OT members, and 7 other volunteers. Our volunteers came from diverse schooling backgrounds, and took the time out of their Sunday mornings to help us in our lesson. We hope that our project has left a deep impression on them and that they can help spread the word about this issue to friends and family.

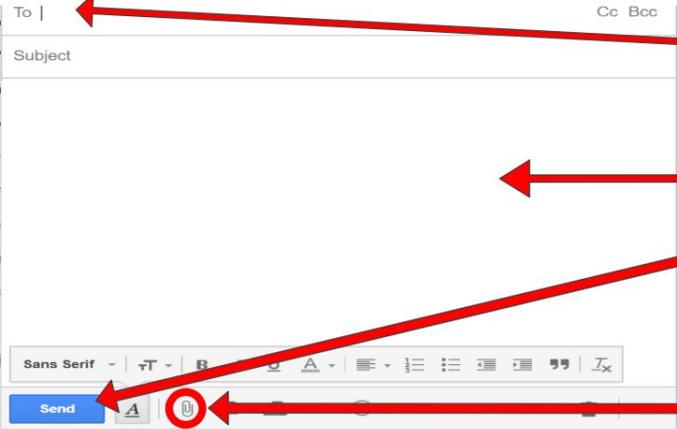
Annex

Lesson held at CDAC every Sunday from 10.30am-1pm:



Lesson Materials:

1) Gmail 电邮



The screenshot shows the Gmail 'Compose' form. Red arrows point from the text on the right to the 'To' field, the 'Subject' field, the main content area, the attachment icon (a paperclip), and the 'Send' button.

- 1) Go to www.gmail.com
登入Google帐号。
- 2) 用鼠标按住 **COMPOSE** 。

Email Address of the other person: 输入想要寄给的人的电邮地址

Title: 电邮标题 / 题目

Content: 电邮内容
确定一切之后, 按下 Send。

Add Attachments: 加图片/视频/文档

2) GOOGLE DRIVE 线上云端

Google Drive 就像网上的 Thumbdrive 。



在电脑上你可以用 Google Drive 来:

- 1) 上载照片、视频和文件。
- 2) 和别人分享照片、视频和文件。

这些东西便会保存在这个“网上Thumbdrive”, 然后用户可以用手机登入同样的Google Account, 进入Google Drive 来观看及下载。

首先, Go to drive.google.com 登入帐号。

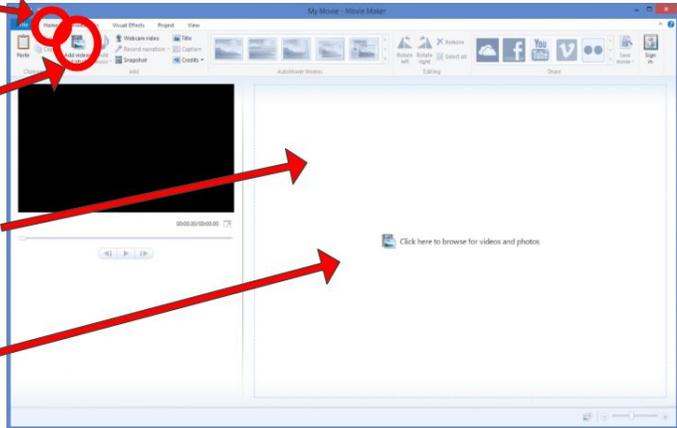
Upload Videos and Photos: 添加视频和照片

1) Click on 'Home'. 按左上角的“Home”。

2) Click on 'Add Videos and Photos'. 按“Add Videos and Photos”（添加视频和照片）。

3) Look for the video/photo that you want to upload and click open. The video/photo will appear here. 寻找想要添加的视频/照片，然后点击“Open”。视频/照片应该会出现在这里。

4) Drag clips around in the timeline to put them in the order you want. 若要排列视频，点击视频，然后按住的同时移动鼠标。



假新闻

- 在网上大家都会看到一些看起来很可疑的新闻
- 首先，去search bar，看如果有 https:// 在前面
- 如果没有，就看如果那网站是否有大多数一样可疑的新闻

<https://www.gov.sg/factually>

1a) Switching On the Computer 开启过程

1) Press  button. Wait for computer to set up.

按下开启按钮。等待电脑开启。

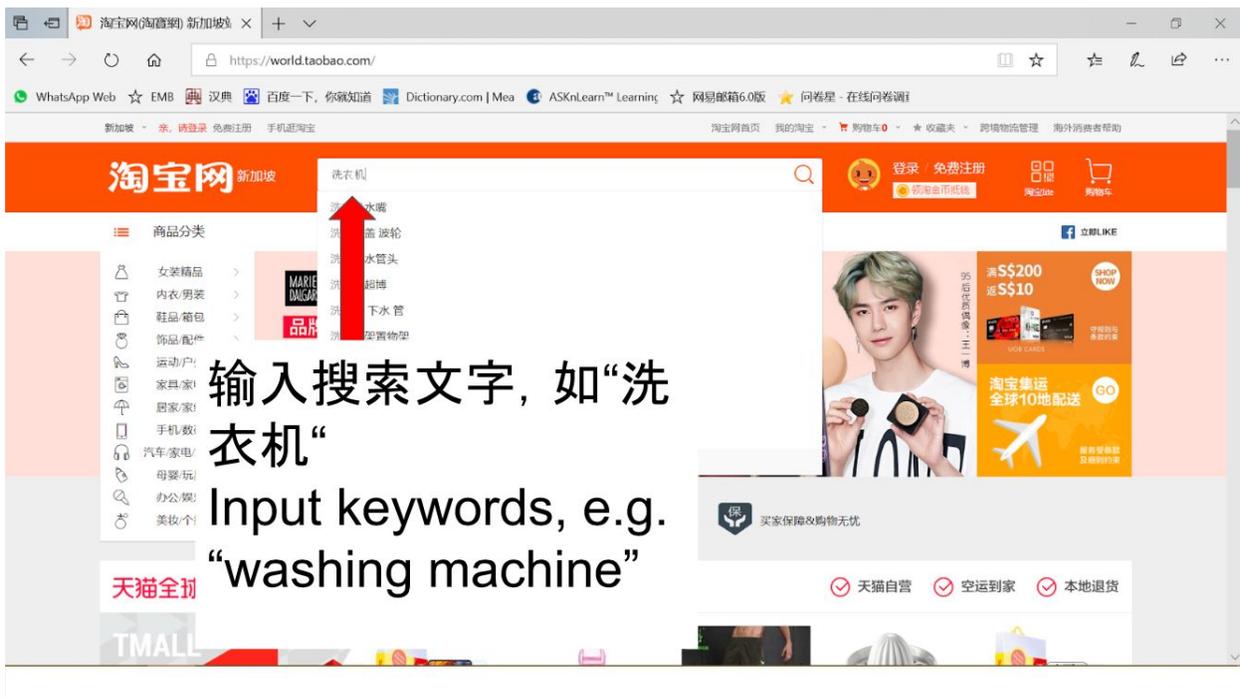
2) Hold down **Ctrl + Alt + Delete** TOGETHER.

一起按住 Ctrl + Alt + Delete。



3) Type in (Password). When done, press Enter.

输入密码，过后按下 Enter。



淘宝网 新加坡

输入搜索文字，如“洗衣机”

Input keywords, e.g. “washing machine”

淘主网首页 我的淘宝 购物车0 收藏夹 跨境物流管理 海外消费者帮助

商品分类

- 女装精品
- 内衣男装
- 鞋品箱包
- 饰品配件
- 运动户外
- 家具家装
- 母婴玩具
- 汽车家电
- 办公耗材
- 美妆个护

洗衣机

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Learning Journey to National Gallery Singapore (03/06/18)

