

Project CyberSenior 7-15

Chan Jun Yi, Gregory 4P3 (01),
Darrell Low Zhi Yong 4P3 (05),
Shawn Lim Kai(19),
Chee Xin Zhe Theophilus Chee 4A3 (05),
Lim Ze En, Timothy 4A3 (18)

Single-Year project



Section 1: Overview

1. Area of Concern

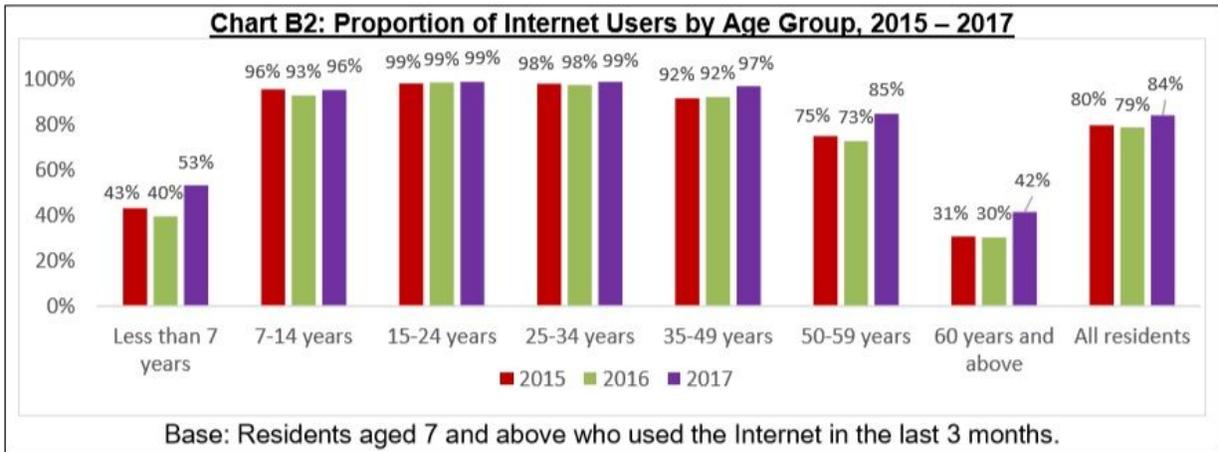
In a 21st century landscape, technology is becoming ever more prevalent in our daily lives. New technology is being seamlessly integrated into our society, while outdated technology has been cast aside by governments and companies alike. Although technological advances spell an exciting time for the 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 discrepancy in knowledge has resulted in a clear generation gap, where the Pioneer Generation experiences an inability to understand and connect with our generation.

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 so as to enable them to navigate the digital world and connect with the younger generation.

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. (2017). Annual survey on infocomm usage in households and by individuals for 2017. Retrieved from <https://www.imda.gov.sg/industry-development/facts-and-figures/survey-reports> on 23/3/19

As evident from the graph, there is a significant difference in internet usage between the elderly (60 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 issue 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 issue 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.

Since majority of the senior citizens lack knowledge and exposure to digital technology, how might we equip seniors with skills to use digital technology and allow them to interact with people in the digital world in order to promote social integration and narrow the generation gap?

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 and 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 - February	<ol style="list-style-type: none">1. Liaising and Arrangement with CDAC2. Drawing up project timeline + proposal3. Formatting lesson plans + schedule	

<p>March- July</p>	<ol style="list-style-type: none"> 1. Began our lessons from 9 March till 27 July 2. Lessons held at CDAC Bedok, which had 14 computers for our use <ul style="list-style-type: none"> ○ Lessons held every Saturday from 2pm-4.30pm, with a 15 minute break in between ○ Outing to Heartbeat@Bedok to learn how to use technology in everyday life ○ They also took pictures which they used for a video montage 3. Lessons held at CDAC Jurong, which had 15 computers for our use <ul style="list-style-type: none"> ○ Lessons held every Saturday from 3pm-5 pm, with a 10 minute break in between ○ Outing to National Museum of Singapore to learn how to use technology in everyday life ○ They also took pictures which they used for a video montage 	<p>Educate the elderly on the use of technology</p>
<p>May-August</p>	<ol style="list-style-type: none"> 1. Began compiling feedback for the course 2. Completed the publicity poster 3. Updating of website (contains lesson materials/ lesson videos) 	<p>Spread awareness about this problem</p>
<p>July - August</p>	<ol style="list-style-type: none"> 1. Finished updating 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 **25** elderly members, and we have received **positive feedback** about our lessons. We have also facilitated the **outing to Heartbeat@Bedok and National Museum of Singapore**, where the elderly got the chance to **use their newly acquired skills** in public. Our posters, websites and instagram account 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. However, we could have improved our planning by foreseeing such situations ahead of time and dealing with them in a proactive fashion.

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 10 other volunteers, both young and old. Our volunteers came from diverse backgrounds, with our youngest volunteer being 14 and the oldest being 70, taking the time out of their precious Saturday afternoons to help us with 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

CDAC@Jurong Open House:



Featured in Lianhe Wanbao:

动的可能。

华助会裕廊中心办开放日

居民了解援助项目

胡洁梅 报道
ohkm@sph.com.sg

如何培养孩子自律的家长讲座、乐龄资讯科技工作坊、补习计划……华社自助理事会位于裕廊的中心今早举办开放日，让更多居民认识华助会的援助项目和活动。

这是该中心继2014年后举办开放日，目的是让更多居住在附近的居民认识华助会的服务，与家庭建立联系。

华助会在全岛共有12家中心，地点包括勿洛、大巴窰、盛港、榜鹅、兀兰等。

居民可到中心参加课程与工作坊、申请华助会的援助计划等。

除了位于裕廊西的华助会中心，另一家位于宏茂桥的中心也将在今年举办开放日。

华助会执行理事长卜清键指出，居民可通



过开放日认识华助会提供的活动。与此同时，一些居民也能了解华助会的义务工作，成为中心义工。

社会及家庭发展部长李智陞今早参观华助会在裕廊的中心，与居民互动。他也是裕廊集选区基层组织顾问。

裕廊居民王红梅（50岁）是华助会受惠者，曾参加华助会的电脑课，掌握基本的电脑知识。

她前年也参加华助会开办的基础英语课，提升沟通能力。

她有三名介于11岁至14岁的孩子，多年来参加华助会的补习计划，定期到裕廊的中心上课。王红梅的丈夫前年因癌去世后，一家的经济担子便落在她一个人身上。

她曾在托儿所当清洁工、在工厂当包装人

员，前年到一家私校进修学前教育。

已完成课程的王红梅目前在找工，想找华文幼教的工作。

她说：“华助会为我的孩子提供免费补习和助学金，我不必操心为孩子找补习，帮我减轻了教育开销。丈夫刚过世时，我也定期领取礼券购买日用品，很感谢华助会帮我度过难关。”

有新闻
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C M Y K

Lesson held at CDAC@Bedok from 09/03/19 to 18/05/19 every Saturday from 2pm-4.30pm:

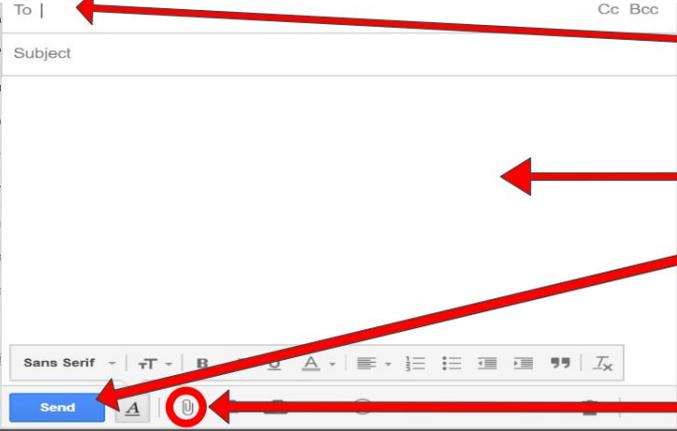


Lesson held at CDAC@Jurong from 25/05/19 to 27/07/19 every Saturday from 3pm-5pm.



Lesson Materials:

1) Gmail 电邮



The screenshot shows the Gmail 'Compose' form. Red arrows point from the Chinese instructions to the following fields: 'To' (recipient address), 'Subject' (title), the main text area (content), the 'Send' button, and the attachment icon (a paperclip).

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。

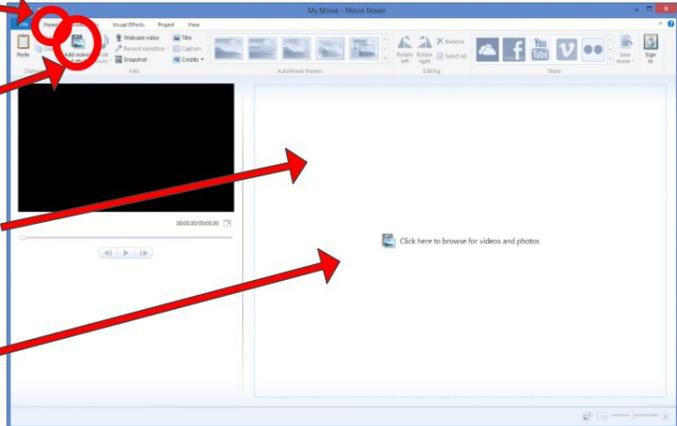
Upload Videos and Photos: 添加视频和照片

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

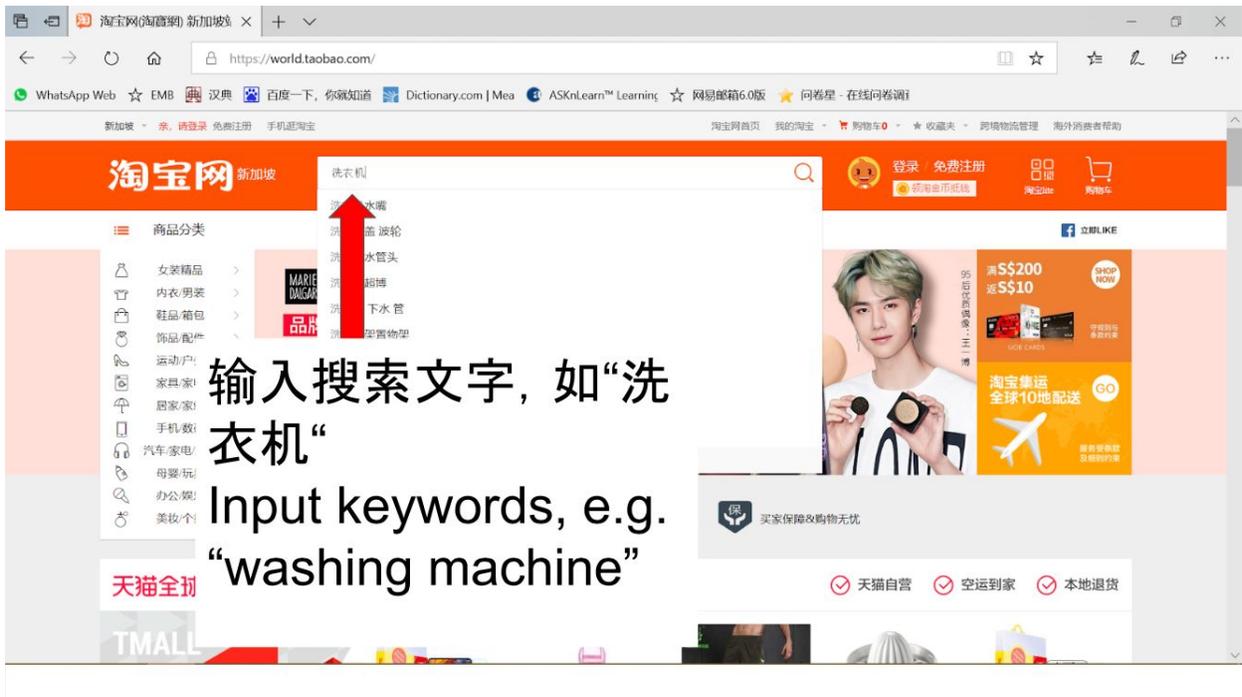
1) Press  button. Wait for computer to set up.

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。



输入搜索文字，如“洗衣机”
Input keywords, e.g. “washing machine”

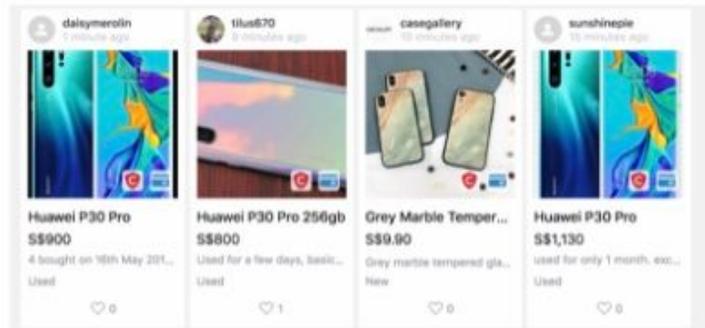
Huawei

Now, Huawei does not use android OS, and has its own OS. It also does not have google apps like youtube, gmail etc.

Huawei手机现在不用Android了，也不可以用Google apps像YouTube和Gmail等等

Because of this, a lot of singaporeans are selling their huawei phones

因此，很多新加坡人在买他们的 Huawei手机



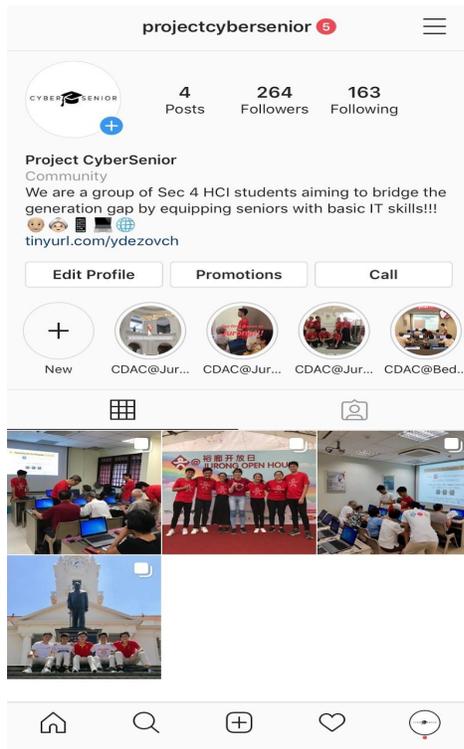
Learning Journey to Heartbeat@Bedok (04/05/19)



Learning Journey to National Museum of Singapore (20/07/19)



Instagram Page:



Poster:

