



# Let me tell you

"Let me tell you ... A call to illusion so that emptied Europe and the seniors feel part of the XXI century through training in digital skills"

2022-1-ES01-KA220-ADU-000086623



## **Focus Group Final Report**

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## Information

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## Consortium



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## Introduction

During the months of April and May 2023, the Partners of the Let me tell you project have been organising and leading focus groups in their respective countries with educators and specialists in adult education. The aim of this qualitative investigation is to gather information and opinions about how the senior adults deal with digital competences and how we could design a training which could lead us to a successful video recording of themselves telling us a story that promotes the historical and cultural heritage of their region and helps to promote tourism as well.

## Participant Consent

Each participant read and signed an informed consent statement at the beginning of the focus group discussion. One copy was given to participants and the second one was kept by the partner organization.

## Procedure

The focus group have started with an introduction of the moderator of the group and a presentation of the Let Me Tell U project and the specific objectives of the actual focus groups. Then, the participants were asked to introduce themselves so that everyone could know their expertise field. A time was given for questions or suggestions and then we started with the questions.

During those focus groups, the data were collected and analysed by the moderator and the assistant moderator. Then, each partner presented the conclusions in a report, and all the report have been the basis of this present final report, which aims to gather and summarize all the information.



## Questions

1.- What basic contents should the senior adults learn to make their daily life easier? (e.g., how to dive on internet, basic vocabulary of terms related to technology, how to download mobile apps, how to use them, what a QR code is...).

The educators and specialists stress that the participants' ages will be above 55 years old, up to 80 years old or more, and they all concur on the fact that the elderly are not digital natives, and they have difficulties in the basic management of the cell phone itself, this is why it is important to lay a special emphasis on starting with the basic skills. By the basic skills, it is meant:

- ❖ Basic vocabulary of terms related to technology.
- ❖ Basic computer skill:
  - Lock / Unlock cell phone.
  - Look for something in the phone using the magnifying glass.
  - Use the lower-part buttons of the screen (home/menu, recent and back).
  - Scroll the screen to find the different apps.
  - Typing (capital letter and minuscule settings).
  - Use the basic navigation system of the cell phone/computer.
  - Accessing the internet.

Then, according to their level, we can introduce other contents such as:

- ❖ How to look for information on the Internet (news, opening hours of places such as theatres, stores, or restaurants).
- ❖ How to read a QR code (for restaurants menus, touristic information etc.).
- ❖ How to take photos with the cell-phone app and through the WhatsApp app.
- ❖ Use of the WhatsApp app.
- ❖ How to use video conferencing tools, and other communication technologies to stay in touch with family and friends.
- ❖ How to send e-mails.
- ❖ Download files safely.
- ❖ Use of some useful apps (tourism, bank, medical, purchase etc.) apps.
- ❖ Microsoft office basic use.



- ❖ To create multimedia presentations for their own use, e.g., birthdays presentations or "digital albums" of trips or family's presentations.
- ❖ How to shop online safely.
- ❖ How to make online payment safely.
- ❖ Learning to use the smartphone and applications available on smart gadgets.
- ❖ Make well-centred video calls.
- ❖ Use the photo and video app adequately.
- ❖ How to use social media platforms such as Facebook, etc. to connect with others, share information, and stay informed about events and activities.
- ❖ How to use travel planning and booking websites, such as Booking.com, to find the best deals on flights, hotels, and rental cars.
- ❖ How to use GPS and mapping tools to navigate unfamiliar places and find points of interest.

The educators and experts present in this focus group stress that it is essential to detect the participants' interests, needs and tastes, so that we can adapt our teaching. When the elderly perceive that something can be useful to them and respond to a need they have, they will be more likely to participate and learn actively.

## **2.- And to make the videos? (e.g., storytelling, how to make a script, how to record and edit a video...)**

Concerning the video making skills that are required for this project, some participants have stated that teaching seniors how to create a video could be divided into smaller steps. This could help to have a better structure and format for all the videos as well as to maintain the interest of the senior adult participants.

Concerning the contents proposed for the making of the videos, it is proposed:

- ❖ It is recommended to create a guide with questions to answer for each participant team, so that can serve as a basis for the script redaction and help to stay focused on the video's purpose.
- ❖ Identify the purpose of the video and the target audience.



- ❖ How to elaborate a script (different script parts, lengths etc.).
- ❖ How to tell a story (storytelling) and transmit a clear and concise message.
- ❖ Visuals and language use to maintain the viewer's attention and interest throughout the video.
- ❖ How to plan and structure the videos.
- ❖ Role plays to train on the video's possible presentations.
- ❖ Key points to make attractive videos (light, tone and volume of voice, changes of rhythm and intonation, different people speaking in turns etc.).
- ❖ How to record videos (proper use of a camera or smartphone.).
- ❖ Use of a microphone and a tripod to help with sound and video stabilization.

During the training, it is possible to create a private whatsapp group and/or youtube channel to upload training videos about different topics (presenting their house, a book/an object they like or telling a joke etc.) so that seniors can practice.

Then, for participants with an advanced level of digital competences, it can also be studied:

- ❖ How to use video editing software to edit the footage, add special effects, and create a final product.
- ❖ Practical exercises on photography, film, cropping, editing, collage, and subtitling.
- ❖ How to export the video in the appropriate format.
- ❖ How to share a video with others through social media, email, or other means

### **3.- What kind of places should we choose, how do we explain them, what values should we promote...?**

Tangible heritage is considered as important and interesting for tourism as intangible heritage, especially when the videos will be recording senior adults.

The participants indicate that by choosing lesser-known historic places of interest in a video, viewers can develop a higher motivation to visit a destination and discover new and unique experiences they may not have known about otherwise.

The places indicated by all partners are mainly:





- ❖ Local museums,
- ❖ Historical homes,
- ❖ Traditional professions (basket makers, ceramicist, shepherd etc.).
- ❖ Buildings that played a significant role in the history.
- ❖ Architectural buildings,
- ❖ Local shops,
- ❖ Restaurants,
- ❖ Castles and ruins, fortresses,
- ❖ Churches and convents,
- ❖ Ship canal
- ❖ Wine cellars of private individual (Bodegas)
- ❖ Authors
- ❖ Songs, poems,
- ❖ Culinary heritage
- ❖ Gastronomic visits - where tourists participate in specific activities and learn to make different traditional recipes.
- ❖ Beaches
- ❖ Cultural centres

Concerning the explanation, some participants propose that we could have two versions of the videos: one short one with the main description and characteristics of the place/person (2-3 minutes) and a more extended version for the curious tourists.

The main values that should be promoted are the importance of tradition, curiosity, learn from the others, intergenerational bond importance, respect and wisdom.

#### 4.- If you were a tourist what would you like to see...

##### For Greece:

Respondents indicated the following places that they would like to see if they were tourists in their place:

- ❖ The Arni Hotel building in Karditsa, Greece which is a historic building.
- ❖ The Municipal Market of Karditsa, which is the most characteristic building in Karditsa;



- ❖ The castle of Fanari which is a genuine medieval castle, and one of the best preserved in the area.
- ❖ The Holy Monastery of Panagia Pelekiti which is a unique post-Byzantine monument.
- ❖ The Koroni Monastery, which was founded in 1123 by the emperor John II Komnenos.

### For Spain:

Apart from the aforementioned places, there are some Picasso paintings which have been reproduced on some villages houses' walls and it is a very interesting point to consider. We may also have some personal testimonies on the cultural local habits and customs.

### For Romania:

- ❖ Places such as Techirghiol from Constanta County, Romania where there is a botanical garden, mosaics, the Techirghiol cliff, the wooden Church, and the trails in the area.
- ❖ Lesser-known places should be promoted, especially those from the countryside.
- ❖ First of all, those related to history, because Constanta has a rich history.
- ❖ Curating a story for each objective.
- ❖ Virtual tours to get to know the cultural and historical sights better.
- ❖ About places you don't get tired of seeing only on the screen but want to see in reality.
- ❖ Rural areas with local traditions, cultural and culinary values of the specific area.
- ❖ Traditions and folk customs that are specific to the country should be promoted.
- ❖ Places with important symbolic value such as sunrise, sunset or a walk on the Danube - Black Sea canal.
- ❖ The Dobrogea Gorges and the area towards the Macin Mountains.
- ❖ St. Andrew's cave and St. Andrew's monastery.
- ❖ The cultural festivals that take place both in the city and in the country, some can be related to art, others to history.



## Possible and actual difficulties

### Gender balance

It has been remarked that most of the time there is an unequal balance between men and women participants in the teaching and training in digital skills.

Therefore, it can be difficult to assume an equal number of women and men in our educational project. In the experience of the trainers, groups are mostly made up of women, sometimes one or two men for eight women.

### Accessibility and attention to diversity

When selecting sites for heritage promotion, it is worth considering the aspect of accessibility for seniors with special needs (benches, resting places, handrails, toilets, etc.).

### Access to smartphones and computers

It has been stressed that not all seniors have access to a computer or own a personal cell phone to participate in the activity. In this case, it is recommended that the senior adults work in teams and share cell phones to learn together. Senior adults with no cell phones can also be more implicated in the script design.



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