

# SeniorVlog

INSPIRING AND EMPOWERING SENIORS  
TO BECOME VLOGGERS AND CONQUER THE INTERNET

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**Comparative report  
including social  
media  
content analysis**

# SENIOR VLOG



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## INTRODUCTION

### THE PROJECT AND ITS RESULTS

Just as for young people the use of the internet is natural and happens on an everyday basis, a substantial percentage of the senior population in EU-27 did not use the internet within the last 3 months of being surveyed (2019). Table 1 below displays numerical information indicating the deviation in internet usage, activities performed, and social media presence for age groups 55-64 and 65-74 y.o.

Table 1. EU-27 information in age gap internet and digital performance

EU-27	65-74	55-64
Not internet usage <sup>1</sup>	43%	21%
Activities for those using internet <sup>2</sup>	65-74	55-64
Sending emails	44%	62%
Seeking health information	34%	47%
Internet banking	31%	46%
Phone/video calls	24%	38%
social media presence	65-74	17-64
	18%	54%

Although the digital divide between generations is being closed by older people, they are still rather slow to adopt new technologies. This social media gap is even more visible in the case of the Partnership countries (Poland, Italy, Portugal, Cyprus, and Greece) engaged in the SeniorVlog project.

In order to support the move toward an increase in internet and social media active participation by seniors, there is a pressing need for senior citizens to acquire a specific set of skills and digital competencies relevant to social media oversight and especially vlogging preoccupations.

Specific objectives of the SeniorVlog project include:

<sup>1</sup> the Community survey on ICT usage, EUROSTAT, 2019

<sup>2</sup> EUROSTAT, 2019

- ▶ increase knowledge of available senior vlogging initiatives/channels and their saturation in social media in each partner country
- ▶ create an innovative SeniorVlog Training and Mentoring Program with gamification elements focused on building senior vlogging skills and competences and offering tailored support for seniors to quickly adopt and start using new digital skills
- ▶ develop and release a Mentoring Guidebook and recommendations for Senior Vloggers support
- ▶ produce an interactive self-education simplified online training program “Senior Vlogging Guide” to promote proactive preparation of valuable online content by Seniors and give them tools to do it
- ▶ develop skills and competencies of senior adults’ educators to teach older persons and to support
- ▶ professionally mentor them in proactive social media activities, to encourage and inspire senior vlogging and online content creation
- ▶ increase the prevalence and popularity of senior vloggers in social media by equipping senior Internet users in skills and tools allowing them to smoothly create content and vlog with satisfaction

- ▶ improve life standards and well-being of the end-users
- ▶ elderly citizens using the Internet, by providing them with specific digital skills, helping them understand the modern world and the younger generation, build self-confidence in online community
- ▶ raise awareness about the significance of social media presence for senior citizens of EU
- ▶ upgrade the portfolios of senior adult educators, NGOs and other entities supporting seniors in acquiring ICT skills via the use of innovative SeniorVlog training program

The SeniorVLog project expects to have the following results:

- ▶ An innovative comparative research and report on social media presence of Senior Vloggers Project
- ▶ SeniorVlog Training Program Curriculum
- ▶ Mentoring Guidebook and recommendations for Senior Vloggers support
- ▶ “Senior Vlogging Guide” – online version. An innovative interactive self-study training online for a wider audience

## THE AIM OF THE REPORT

The Comparative Analysis Report aims to look deeper into the nature of Senior Vlogging. More importantly, it attempts to

compare this phenomenon among partners' countries and look into similarities and differences leading to certain conclusions to be used later in multiplier events (April-May 2024).

This report is the outcome of Result 1 and consists of a synthesis of findings from primary and secondary research carried out from all partners during February 2022 - October 2022.

The research has been coordinated by EXELIA (Greece), which has guided the partnership on the development of the current output. Following specific guidelines developed by the Result Coordinator and with the contribution of all partners, the research has been carried out in Poland, Italy, Portugal, Cyprus, Greece.

This Comparative Research Report, therefore, aims to summarize the characteristics of the current situation in the five aforementioned countries, along with possible similarities and differences in relation to social media presence and participation of seniors, training offerings on senior vlogging, workshops' results, and fundamental characteristics from existing or former research.

In exact, the report presents results regarding:

- ▶ Desktop research: Literature review on the topic of the elderly's presence in social media
- ▶ Desktop research: Training offerings on how to vlog and available ICT courses to seniors
- ▶ Desktop research: National Country Report with analysis of the current state of play in seniors' and youth social media presence
- ▶ Field research: Findings from workshops with seniors and ICT trainers/ professionals carried out in consortium countries

## RESEARCH QUESTIONS

The overarching purpose of R1 research activities is to better understand and retrieve more information on the SeniorVlogging phenomenon in partnership countries, improving intelligence in the field (which is now mostly limited to general Internet usage and social media presence) and providing an informed basis for relevant OER development.

The research sought to respond to the following questions:

- ▶ What is the current rate of Internet use among older adults (above 60)?

- ▶ What is the current rate of social media presence among older adults (above 60)?
- ▶ How popular is vlogging and what are the most popular videos (and category of videos) among older people (above 60)?
- ▶ How popular is vlogging and what are the most popular videos (and category of videos) among younger ages (7-13)?
- ▶ Are there any training offerings available on how to vlog? Are these courses appropriate for seniors? What type of skills do they cover?
- ▶ What are the main areas that seniors should be trained to improve their digital competencies and acquire vlogging skills? What is the optimal training delivery mode/model for older people?

## LIMITATIONS OF RESEARCH

Two main limitations of our research should be kept in mind, in particular when comparing data across national country analysis reports.

On one hand, the study has data or statistical constraints in completing the national country report addressing the state of play in seniors' and youth social media presence in Cyprus and

Portugal. Although the collection of raw data for seniors and youth presence in internet usage was reached, senior and youth popular vlogging categories and the lists of popular senior and youth vlogging creators were not addressed. Thus, complete national country analysis reports were collected from Poland, Italy, and Greece. Hence, this report in the above mentioned aspect of categories and creators elaborates on findings from these three countries only.

On the other hand, there was limited access to data for the formulation of lists of popular vlogs per age group in both YouTube and TikTok channels (sections 3.2.2 to 3.3.2 of the structural framework for research R1-T1, Annex I) due to difficulty in distinguishing and/or confirming the authenticity and reliability of the age of the vlogging creators. Thus, partners provided rough estimates based on subjective perceptions and assumptions.

Kindly keep both aspects in mind when considering the data presented in this comparative research report.

## DESKTOP RESEARCH

According to the structural framework for research (Annex I), 3 data collection methods were employed by all partners within the framework of desktop research in order to:

- a) gain an understanding of the existing research and debates relevant to senior vlogging and seniors' internet engagement to present that knowledge in a written format,
- b) gather evidence on existing training offerings in formal and non-formal education provisions on how to vlog and available ICT courses for seniors,
- c) accumulate statistics and trace trends of social media usage and participation by senior citizens in partners' countries.

## OVERVIEW OF LITERATURE REVIEW

A review of the relevant literature using a narrative approach was undertaken by Cyprus University of Technology to determine if other studies or initiatives on supporting older people with key skills and digital competences exist, that would allow them to be more active on social media.

The following research questions were investigated and answered:

- ▶ Are there other studies/ initiatives supporting older people with digital skills allowing them to be active on social media?
- ▶ Which factors are affecting seniors keeping distance from social media usage?
- ▶ Which are the digital skills and competences that older people have to be active in social media?
- ▶ Which are older people's activities in social media?

More than 40 articles were reviewed and represented powerful information sources for the SeniorVlog partners looking for state-of-the-art evidence to guide their decision-making on exploring seniors' activity and attitudes toward social media.

More precisely, all research questions were addressed and below we bring out the main findings for each question investigated.

Are there other studies/ initiatives supporting older people with digital skills allowing them to be active on social media?

12 articles were identified as they

- ▶ provided an insight into the adoption of touchscreen technology with entertaining video games as a tool that supports the acquisition of digital skills as part of digital literacy for the elderly population *Blažič & Blažič, 2020*
- ▶ tested a social network consisting of multiple applications with linear navigation as a digital literacy method for the elderly in rural areas. *Castilla et al., 2018*
- ▶ presented the barriers and supportive factors that emerged during the implementation in practice of a designed learning intervention. *Rojas, 2021*
- ▶ gathered evidence about the value of a specially designed computer system for older adults, the Personal Reminder Information and Social Management (PRISM) system, which included a software application and a robust support system with training and instructional support. *Czaja et al., 2018*
- ▶ determined if iPad technology improved the lives of older adult participants in a number of ways such as increased knowledge, closer family ties, and a greater connection to society, *Delello & McWhorter, 2017*
- ▶ elaborated on how basic computer skills improved seniors' abilities to connect technologically with friends and family in rural Ontario, *Dunlop et al., 2020*
- ▶ explored strategies for successful use of digital tablets by older adults who lacked previous experience, *Fletcher-Watson et al., 2016*
- ▶ identified experiences of older adults receiving computer and Internet training, *Goodwin, 2013*
- ▶ gave a contribution presenting and validating a guideline checklist merging all the essential requirements to design simple and accessible interfaces for elderly's digital inclusion, *Marcelino et al., 2015*
- ▶ examined whether Internet connectivity, and training in its use for social purposes, can support the well-being of older adults receiving care, *Morton et al., 2018*
- ▶ compared the effectiveness and efficiency of video prompting and text-based instructions on the acquisition of Internet and ICT-related skills for older-adult learners, *Pachis & Zonneveld, 2019*
- ▶ examined a range of factors that may influence discontinued: 1) ICT use, 2) searching for health information, and 3) searching for general information over time among continuing care retirement communities resident, *Rikard et al., 2018*



### Which factors are affecting seniors keeping distance from social media usage?

28 articles were identified as they brought insight into the following factors and challenges:

- ▶ reduced speed of learning,
- ▶ memory difficulties,
- ▶ necessity of special adaptations to training curricula and complexity of training materials,
- ▶ ICT trainers seem to be insulting, promote quick pace of learning, perform judgemental attitudes,
- ▶ false perception of low self-efficacy,
- ▶ lack of trust in online activities,
- ▶ concerns about wanting to keep personal data secure,
- ▶ safety issues and privacy,
- ▶ difficulties in handling technology features or designs,
- ▶ weakness in usability of updates, passwords, wifi, in skills needed to manage devices and apps,
- ▶ self-perception/ stereotype that „old people” and „digital media are two different worlds,
- ▶ perception that social technology is used when other ways of communication are not possible.

### Which are the digital skills and competences that older people have so as to be active in social media?

3 articles were identified as they clarified that

- ▶ older adults who were more cognitively engaged were more frequent users of the internet, but not TV or the radio, *Arthanat, 2021*
- ▶ 50% of the 60-80 year olds used their computers for a wide diversity of tasks: price comparison; seeking information on hobbies/interests and leisure activities; digital photo storage; seeking health related advice; seeking weather information; seeking travel-related information; communicating by email, *Boontasri & Temdee, 2020*
- ▶ training specifically focused on the use of computers as social tools, in addition to ensuring basic skills, *Damodaran et al., 2014*

### Which are older people's activities in social media?

13 articles were identified as they clarified that seniors

- ▶ strengthen social relationships,
- ▶ enrich social contacts,

- ▶ maintain a more active connection to social familial and community ties through the sharing of information and images,
- ▶ are using them for fun,
- ▶ use apps like g-maps, facebook, paypal, purchasing platforms, email,
- ▶ are informed by online press,
- ▶ comment on social media pages,
- ▶ share photos, videos with friends and family,
- ▶ look at other people's profiles who share the same interests,
- ▶ stay connected and meet people of the same age.

## OVERVIEW OF TRAINING OFFERINGS

In total, 25 training references on vlogging and ICT learning for adults were collected from all partners. The purpose of exploring training offerings in 5 countries was to identify current trends in course supply as regards to innovative processes to vlogging practices and ICT courses (paid or unpaid, formal or non-formal). Tables 2a and 2b present the consortium's desktop findings displaying specifications per country so as to locate similarities and differences.

**TABLE 2A**

### Training offerings

	<b>01 QUALIFICATIONS</b> <ul style="list-style-type: none"> <li>• 8 Certificate of Attendance</li> <li>• 3 Certificate at National level</li> <li>• 1 Certificate at EQF 3 level</li> </ul>
	<b>02 LEGAL STATUS</b> <ul style="list-style-type: none"> <li>• 9 Private</li> <li>• 4 Public</li> <li>• 4 non applicable</li> </ul>
	<b>03 TYPE OF LEARNING</b> <ul style="list-style-type: none"> <li>5 Workshop/ Gamification</li> <li>8 Online</li> <li>4 Informal</li> </ul>
	<b>04 MODE OF STUDY</b> <ul style="list-style-type: none"> <li>• 7 Classroom</li> <li>• 6 Distance</li> <li>• 4 Informal</li> </ul>
	<b>05 DURATION</b> <ul style="list-style-type: none"> <li>35 hrs average</li> </ul>
	<b>06 TARGET AUDIENCE</b> <ul style="list-style-type: none"> <li>• 4 for Seniors</li> <li>• 6 for Aspiring learners</li> <li>• 4 for Open audience</li> <li>• 2 for Graduates/ adults</li> </ul>

More specifically, one can observe in Table 2a that out of 25 training programmes:

- ▶ In terms of **qualification**: 8 provide certificate of attendance, 4 provide certificate at national or EQF level, 1 is on open badge system,
- ▶ In terms of **providers' legal status**: 9 are private, 4 are public and 4 are informal,
- ▶ In terms of **type of learning**: 8 are online, 5 are workshops/ gamification elements and 4 are informal,

## LEARN HOW TO

Table 2b



## KNOW

Table 2b



## LEARN WHAT



- In terms of **mode of study**: 7 are classroom based, 6 are distance learning and 6 are informal
- In terms of **hours of teaching**: we estimate a mean of 35 hrs, where information was available (in 7 references)
- In terms of **target audience**: 6 are addressed to future creators, 4 are directed to seniors and 6 are open to all adults.

Table 2b displays data collected for two significant factors of educational provision that partners looked into: **topics/ modules** and **knowledge/skills/competences**. In regard to topics/ modules, apparently, training programmes address fundamentals and introductory subjects relevant to ICT, social media platforms, equipment usage, software programs and operations, techniques of communications etc. Also, such topics are labeled in the form of questions so as to attract learners' attention and have a direct impact on learners' instinctual questioning on what they are eager to learn. No

differentiation is distinguished per target audience; meaning that topics/ modules are the same regardless if they are headed to seniors or amateurs/ aspiring creators. An argument that one can give for the above-mentioned note is the novelty of the educational programme and the fact that social media activity and engagement is a newly arrived trend and behaviour in current times of high popularity.

As far as knowledge/skills/ competences is concerned, statements gathered from training references reflect what a learner will know, understand and be able to do upon completion of the learning process. In exact, learning outcomes pinpointed in table 2b we estimate that they correspond to the lower levels of Bloom's taxonomy – knowledge and comprehension-.

## OVERVIEW OF SOCIAL MEDIA NATIONAL COUNTRY REPORTS

According to guidelines provided at the structural framework for research (R1-T1) (Annex I), all participating countries were expected to fill in a country report based upon secondary research locating national resources and collect raw data relevant to:

- *Internet, YouTube and TikTok share in total population, and in age groups: 7-13 y.o. and 60+ y.o.,*
- *List of 10 Popular categories in YouTube & TikTok channels among senior audience,*
- *List of 10 popular vlogs in YouTube & TikTok channels addressed to seniors & to youth,*
- *List of 10 popular vlogs in YouTube & TikTok channels produced by seniors & to youth.*

Due to limited access to national resources though, Portugal and Cyprus did not manage to provide fully completed country reports. Thus, comparative remarks and conclusions are not representative and the below results focus on three countries: Poland, Greece and partly on Italy.

Thus, this section presents results and comparative notes (where available) regarding:

- *Internet, YouTube and Tik Tok share in total population, 7-13 y.o. and 60+ y.o. for all SeniorVlog countries (Table 3)*
- *List of 10 Popular categories in YouTube vs TikTok channels among senior audience in Poland, Greece and Italy (Infographic 4)*

- *List of 10 popular categories in YouTube accounts by seniors vs youth (Table 6)*
- *List of 10 popular accounts in YouTube vs TikTok channels addressed to seniors in Poland, Greece and Italy, (Table 7)*

- *List of 10 popular accounts in YouTube vs TikTok channels created by seniors in Poland and Greece (Table 8)*

The last two tables are included in the report as annexes for informative reasons only; due to lack of knowledge regarding the contents of the social accounts. No comparisons were applicable.

## Share of internet, YouTube and TikTok use

Table 3. Internet, YouTube and Tik Tok share in total population and age groups 7-13 y.o., 60+ y.o. in all SENIORVLOG countries

	Share of Internet use			Share of YouTube use			Share of TikTok use		
	Total	7-13 y.o.	60+y.o.	total	7-13 y.o.	60+ y.o.	total	7-13 y.o.	60+ y.o.
Poland	84%	<b>98%</b> (16-19 y.o.)	61% (65-74 y.o.)	<b>98%</b>	4% (13-17 y.o.)	<b>58%</b> (65+)	<b>28,6%</b>	25% (10-19 y.o.)	<b>11%</b> (50+)
Italy	81,27%	93% (6-14 y.o.)	50%	67%	19% (6-24 y.o.)	39% (45+)	8%	<b>41%</b> (16-24 y.o.)	5% (35+)
Portugal	85%	-	48% (65-74 y.o.)	84%	<b>27%</b>	-	3 m	18%	-
Cyprus	<b>86%</b>	-	58% (64+)	2,47%	-	-	7%	-	0,6% (55+)
Greece	80%	-	<b>74%</b>	74%	-	18% (55+)	3%	-	90.000

By examining the share of internet use in total population across all participating countries, Poland scores the highest percentages of share in almost all aging groups and social media categories. In exact, Poland reaches:

- 98% share of internet use for the age group 16-19 y.o.,
- 98% share of YouTube channel for the total population,
- 58% share of YouTube share for the age group 60+ y.o and
- 29% share in TikTok for the total population of the country.

However, Italy holds first place in the share of TikTok use in the youth population (41%). Next, Portugal ranks first in the share of YouTube in youth (27%) and Greece comes first in internet share for the age group of 60+ y.o. (74%). Finally, Cyprus is the first among partners with the highest share of internet use in total population (86%).

## 10 popular categories among senior population- YouTube vs TikTok

The second part of the national country report concerned the documentation of the top 10 categories in YouTube and TikTok channels among senior population. The results shown in following infographics indicate that among the three countries examined:

- Only one category appears in the same ranking position within the same country and in both social media channels: **cooking, Greece**
- Only one category appears in the same ranking position within the same social media channel across two countries: **tutorial, YouTube, Greece-Italy**



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Infographics: 10 popular categories in YouTube vs TikTok channels among senior audience in Poland, Greece and Italy



If we delve deeper, we could spot that some categories appear more than once. Table 5 below presents a) the sub-groups created based upon common characteristics/categories,

b) countries in which they are recorded or not and

c) social media channels where their presence was tracked.

In conclusion, sub-groups of categories with the highest frequency of preference, meaning








highest #subscribers, #views, are relevant to **current affairs, music & dance and cooking**, regardless of the social media platforms that the audience chooses to access. In addition, it is evident that all sub-categories are accessible through the social platform of YouTube whereas the sub-groups of health & fitness, religion and tutorial reported lower subscribers and views via the platform of TikTok.

### 10 popular categories in YouTube accounts by seniors vs youth

Apart from comparing seniors' social media presence across countries and social platforms, this report also attempts to define the connection of Senior Vloggers with the Youth in a multigenerational vlogging conversation. For this reason,

Table 5 Sub categories

Sub-groups	# appearances					
information/news/ infotainment/politics / journalism	5	✓	✓	✓	✓	✓
music & dance	5	✓	✓	✗	✓	✓
cooking	5	✓	✓	✓	✓	✓
fashion/beauty routine lifestyle/ cosmetics	4	✓	✓	✓	✓	✓
travel	3	✓	✓	✓	✓	✓
sports	3	✓	✓	✓	✓	✓
health & fitness	2	✓	✓	✗	✓	✓
religion	2	✓	✓	✗	✓	✓
comedy	2	✓	✓	✗	✓	✓
entertainment	2	✓	✗	✓	✓	✓
tutorial	2	✗	✓	✓	✓	✗

relevant data collected from Poland and Greece (not reachable from other participating countries), lead us to some indicative and preliminary comments. Further cross-country research on that issue is highly suggested.

Table 6 displays which categories were tracked in YouTube platform with the highest #subscribers and #views among two different age populations: 60+ y.o. and 7-13 y.o.



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Table 6.10 popular categories in YouTube accounts by seniors vs youth

SENIOR	YOUTH	SENIOR	YOUTH
Poland		Greece	
Comedy	Game	Health and Fitness	Entertainment
Religion	Lifestyle	Cooking	Gaming
Health & Fitness	Comedy	News and Politics	People and Blogs
Information/News	Prank	Sports	Science
Learning	Music	How to & Style	Comedy
Cooking	Science	People and Blogs	How to
Travel	Review	Religion	Commentary
Music & Dance	Beauty	Comedy	Challenge
DIY	Sport	Music and dance	School Life
Politics	Learning	Science Technology	Crafts

In Poland, senior and youth audiences of YouTube share common preference in categories of **comedy** and **music**, whereas in Greece, **current affairs, people and blogs, science, comedy** are categories allocated in both age populations. Apparently, there is a dialogue between those two age groups in YouTube, mainly focused on categories mentioned above, even though it is not evident which age group triggers this two-way relationship.

## 10 popular accounts addressed to seniors- YouTube VS TikTok

Table 7.10 popular accounts in YouTube vs TikTok channels addressed to seniors

YouTube	TikTok	YouTube	TikTok
Poland		Greece	
Małgorzata Kospin	igwi.tv	Health Academy	Nataliapietri
Aktywny Senior	katmelcher	Mr.Gnosi2go	Fotiboecherer
Głos Seniora TV	koliberek369	MagiaCookTv	Ilias Psinakis
Dom bez nudy	coolbabciia	Αντε Γειά Official	DimitrisLikotrafitis
YouTube	TikTok	YouTube	TikTok



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<b>Poland</b>		<b>Greece</b>	
Telewizja Pokolenia	taneczny_lech	CuzinaGias συνταγές	Annavissiofficial
Centrum Zdrowego i Aktywnego Seniora, Łódź	malgorzatakospin	Agnes Alice Mariakaki	Lakisgavalasofficial
Telewizja Senior	bibliotekamlodzieszyn	Iosif Papadopoulos	Akadimia_ygeias
Pora na seniora	nataliadeja	Savvas Kalanderides	Vaggelisfousteris
Seniorfit Ula Stanowska gimnastyka dla Seniora	mok_wys_maz	Taste and economy	Agnes.mariakaki
życie i podróże na emeryturze	e_misja	Lousy Apostolopoulou	Stefanoskogias

## 10 popular accounts created by seniors - YouTube VS TikTok

Table 8.10 popular accounts in YouTube vs TikTok channels created by seniors

<b>YouTube</b>	<b>TikTok</b>	<b>YouTube</b>	<b>TikTok</b>	<b>YouTube</b>	<b>TikTok</b>
<b>Poland</b>		<b>Greece</b>		<b>Italy</b>	
BaskaTiVi	waciaborkowska323	MagiaCookTv	Nataliapietri	Pasta Grannies	NA
Tomasz Raczek	kajtenlotos	Αντρε Γειά Official	Fotiboecherer	<u>Casa Surace</u>	<u>NA</u>
Dziarski dziadek Antoni Huczyński	dziadek_kozak	Cuzina Gias συνταγές	Ilias Psinakis	<u>Ricette delle nonne</u>	<u>NA</u>
Hiob, the eVAngel (Religion)	extra babcia	Agnes Alice Mariakaki	Annavissiofficial	NA	NA
Bogusława Spryszyńska (Make-up)	koliberek369	Iosif Papadopoulos	Lakisgavalasofficial	NA	NA
ŻYCZENIA POZDROWIENIA EDUKACJA (Kazimierz Surma)	mariuszpujszo	Savvas Kalanderides	Vaggelisfousteris	NA	NA
Kamper 4x4 (Travel)	babcia ela	Taste and economy	Agnes.mariakaki	NA	NA
Dom bez nudy (DIY)	babciadanutkaodmic hala	Lousy Apostolopoulou	Stefanoskogias	NA	NA
Pan Kazimierz (Comedy)	jola1328	Ilias Psinakis	Takispapamatthaiou	NA	NA
Janusz Górski (Nature, agriculture, interesting facts)	taneczny_lech	Socrates Creations	CuzinaGias	NA	NA

## FIELD RESEARCH

The last stage of SeniorVlog research for the formulation of the Result 1 comparative analysis report involved the implementation of 5 workshops in the SeniorVlog countries. The working sessions were addressed to senior citizens, ICT trainers and/or field professionals aiming at presenting the first findings of the research, consulting the results, and exploring the general sentiment of seniors' presence in social media and the phenomenon of senior vlogging as seen by the participants. A discussion guide was developed in advance, provided in the structural framework for research (Annex I), and each country was responsible for recruiting 12 participants per working session. After the sessions/interviews, each partner completed

reporting forms facilitating the elementary content analysis performed at a later phase.

Overall, 85 participants were reached either online or onsite who participated in 8 working sessions and 5 personal interviews in 5 SeniorVlog countries. The agenda was common in all countries and focused on:

- Short presentation of the project
- Presentation of methodology and national country analysis report
- Round table discussion among all participants following discussion guide moderated by 2 partner representatives
- Presentation of the outline of PR2 and concept of PR3



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## OVERVIEW OF NATIONAL WORKSHOPS & INTERVIEWS

### **General understanding of seniors' presence in social media and notion of senior vlogging**

Senior participants declared their presence in social media and on the internet. The level of participation and engagement together with the type of activities depends on personality, interests and informal or non-formal experiences a senior possesses. For them no rules or limitations are applicable when navigating into the internet or social media.

At the same time, they feel insecure regarding their digital skills; yet this does not discourage them to try and learn from their failures.

### **Skills**

Off-hand, seniors responded that no skills are required. However, after deeper reconsideration and counter arguments, seniors admitted that digital skills are fundamental prerequisites along with good knowledge of English language. Here, we should highlight that seniors promote personal motivations and

will to learn as main “skills” for an active presence in social media that overcome the lack of digital skills.

In addition, seniors mentioned that the following skills are important: familiarity with devices/ equipment, communication skills.

### **Benefits/ Drawbacks/ Challenges in seniors' presence, activity and engagement in social media and in senior vlogging**

To begin with, seniors mentioned that connectivity is the highest benefit. Other benefits are extroversion, transfer of knowledge and life experiences to new generations, hobby, economic returns etc.

As far as drawbacks and challenges are concerned, seniors brought up, apart from lack of digital skills, arguments focusing mainly on senior vlogging. More precisely, they discussed that memory (recollection) skills are starting to faint causing them difficulties in managing applications. Also, they mentioned that ICT or senior vlogging training courses are not easy to outreach and on top, they cost. Moreover, they expressed their concern about the protection of their personal information and how this is manageable in the vlogging process.



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## Training courses

The majority of senior participants didn't know that there are tailor made training programmes for ICT courses and senior vlogging addressed especially to senior citizens. However, those who knew their existence commented that they cost and this is a drawback. On the other hand, in sessions where ICT

professionals participated, trainers highlighted that it is challenging and time consuming to train seniors so there is a need to be compassionate, patient, act in full guidance and work in a mentoring mode rather than in a traditional teaching method.

### *Quotes:*

*« The SeniorVlog course could be named: from independence to professionalism»*

*« Personal information and data are a problem, for example they may do a video and they share personal stuff like their house or information that makes them vulnerable without understanding that.... »*

*« How do we know what is true and what is fake news-after all, it is not marked? »*

*« We need to motivate them through passion, education and just-in-time support, like technical support, network settings, shared drive explanation. Multigenerational support is very welcome here. It just works. »*

*« No one isn't gifted but we train, best perhaps to start with small group teaching »*

*« Through social media we can convey an idea of positive ageing, to shout to the world that old age is not a disease!! »*

## RECOMMENDATIONS

Finally, this section attempts to answer research questions and also provides some recommendations so as SeniorVlog educational programme addresses demographics, cultural and behavioral characteristics of senior population in partnership's countries.

### Research Question 1:

What is the current rate of Internet use among older adults (above 60)?

#### **Answer:**

Based upon secondary national data from Poland, Italy, Portugal, Greece and Cyprus, below we quote senior population (60+ y.o.) trend in internet usage, ratios and rates.

Poland	Italy	Portugal	Greece	Cyprus
6:10	5:10	4:10	8:10	6:10
61%	50%	48%	74%	58%

#### **Recommendation:**

It is evident than in all countries almost half of their senior population is using internet which means that there is breeding ground for further growth of digital literacy, empowerment and

engagement within this population age structure. For SeniorVlog project in particular, the above conclusion signifies that the project is addressed to a very large audience that has the potential and the interest to get involved in the social media world exploring the assets of vlogging by using the SeniorVlog educational programme so as to be socially inclusive.

### Research Question 2:

How popular is vlogging and what are the most popular videos (and category of videos) among older people (above 60)?

#### **Answer:**

Based upon primary research carried out in social media channels YouTube and TikTok, findings lead to the conclusion that vlogging categories and videos vary due to sociocultural differences, preferences and attitudes. However, in our attempt to unify videos, vloggers and categories the following categories were uncovered at high frequency of preference among partners' counties older population and in both channels: **current affairs, music & dance, cooking, travel, sports/fitness, fashion/ beauty.**



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**Recommendation:**

The SeniorVlog educational programme is encouraged to use as examples the above fields to inspire senior learners' vlogging creation activities and support educational staff and mentors in using such topics as cases studies to highlight successful techniques of vlogging.

**Research Question 3:**

How popular is vlogging and what are the most popular videos (and category of videos) among younger ages (7-13)?

**Answer:**

According to our research findings, Italy holds first place in the share of TikTok use in the youth population (41%), Portugal ranks first in the share of YouTube in youth (27%). In Poland, senior and youth audiences of YouTube share common preference in categories of **comedy** and **music**, whereas in Greece, **current affairs, people and blogs, science, comedy** are categories commonly identified in both age population groups. Yet, should be noted that the categories of **gaming, prank, school life** and **science** seem to be in favour by the young population in comparison to seniors who haven't recorded such topics of videos.

**Recommendation:**

Young and senior vlogging activities and performance are two worlds in parallel that co-exist and address audience of all ages. The SeniorVlog programme could take advantage of this and promote the concept of no age discrimination in vlogging.

**Research Question 4:**

Are there any training offerings available on how to vlog? Are these courses appropriate for seniors? What type of skills do they cover?

**Answer:**

Our desktop research identified 25 training programmes relevant to vlogging in partnership's countries. All of them offer a well-established educational structure of courses designed to address learners' involvement into the social media world satisfying training conditions such as qualifications, mode of study, curriculum structure, learning hours etc. Yet, from our field research and in particular from our workshops, we received the concern that available courses are not all free of charge. Regarding, training offerings appropriateness to the senior population, it was revealed that some of them are designed especially for senior population (Portugal's and Poland's training courses) focusing on age group's specifications and



needs. In terms of skills coverage, existing training programmes correspond to the lower levels of Bloom's taxonomy – knowledge and comprehension- and in exact they focus on digital literacy and less on vis-a-vis support.

**Recommendation:**

The SeniorVlog educational programme could be inspired by the existing courses and further develop areas which will enable senior learners' to get engaged in vlogging while ensuring appealing and delightful participation and increasing their creativity.

**Research Question 5:**

What are the main areas that seniors should be trained to improve their digital competencies and acquire vlogging skills? What is the optimal training delivery mode/model for older people?

**Answer:**

Based upon our workshops' findings and literature review conclusions, we conclude that seniors lack of digital skills

relevant to vlogging process; although they are familiar with social media channels. In particular, seniors consider basic digital skills and good knowledge of English language as fundamental areas to work on. Also, seniors mentioned familiarity with devices/ equipment, communication skills are important too. Regarding the training delivery method, it was noted that senior learners are expected to receive a special treatment due to physical and mental challenges they meet as aging brings.

**Recommendation:**

The SeniorVlog educational programme is suggested to be built upon three pillars: a) technical skills relevant to vlogging process, b) basic digital competences relevant to IT infrastructure and c) practical skills of producing vlogs in action. Such competences is proposed to be acquired 'au pair' with ICT trainers experienced in teaching senior population. Thus, the method of mentoring is regarded suitable.

# **ANNEX I STRUCTURAL FRAMEWORK FOR RESEARCH**

## **Introduction**

This project aims at improving the lives of elderly people, by better preparing them to fully use the possibilities of Internet and become more visible in social media. Creating the innovative SeniorVlog Training and Mentoring Program will offer a structured approach to equipping senior adult learners and at the same time Internet users with key digital competences and skills allowing them to become Vloggers visible in the Internet community just as senior citizens are more and more visible in our “real world” societies. The aim of the mentoring support will be to create a safe workplace and interpersonal connections, where the generation gap will have a chance to narrow down thanks to gamification elements, encouragement of intergenerational dialogue.

The program will give the chance to connect different vlogging styles, themes and intergenerational and international vlogging conversations. The innovative SeniorVlog training and mentoring program would help seniors grow and share their passion, knowledge, become more self-confident as providers

of content and know-how. The course will also help in a case of quite common situation - lack of a person from the immediate family or environment who would find the time and patience to introduce the senior to the initially complicated virtual world.

The online version of the Senior Vlogging Guide is intended to reach many adult Internet users willing to start Vlogging, with no strict age limits. It includes and activates senior citizens in taking charge of their future, creates and develops flexible learning offers adapted to the learning needs of disadvantaged adults who may be at risk of age-discrimination. The project promotes social inclusion and offers new adult education opportunities, particularly for senior adults with a lower level of digital skills, ICT knowledge and competences and for employees of Partner organizations – now with a chance for a new opportunity and innovative Vlogging mentor/educator role.

The SeniorVlog program will foster the development of social and key competences, offer opportunities for participation in social life and social media. It will provide guidance and motivation strategies for Mentors and Educators as well as the end participants.

The first result of the project comprises tasks that work towards defining the specifications (basis) for the SeniorVlog Training



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Program Curriculum (O2). This documentation is the structural framework for research activities performed by all partners during first output in order to conclude with a comparative report incl. social media content analysis Senior Vloggers.

This methodology seeks to provide appropriate tools and instructions to streamline data collection activities, and guide SENIORVLOG partners on how to document the current and future state of play of seniors (60+ years of age) and youth (7-13 years of age) presence in social media use as well identifying available training offerings on vlogging addressed to senior learners. In particular, the first project output, Comparative report including social media content analysis is a building block for the second project output (O2), providing the necessary informed basis setting the ground for the development of learning outcomes of SENIORVLOG curriculum. It will deliver step-by-step instructions to partners on how to contribute to gathering and documenting evidence, addressing:

- Data collection methods
- Research activities
- Data collection (quality) criteria
- Research plans and implementation steps
- Information collection and reporting tools
- Search keywords and data sources

- Target groups
- Data collection targets
- Work allocation and timeline

The methodology will also provide guidelines on how to draft a country level analysis report serving as a starting point for discussion with stakeholders and a baseline for drafting the training curriculum; concerning what a learner knows, understands and is able to do upon the completion of learning process, and how to link learning outcomes with teaching & assessment methods and material.

The report was structured as follows. Section 2 lays out the methodological approach and defines research questions. Section 3 details the research plans for each activity and data collection methods. Section 4 presents the action plan and the time plan for the implementation of the first output prescribes research. Section 5 entails guidelines on how to prepare the country analysis report for data collection. Section 6 provides instructions on how to formulate learning outcomes. Finally, section 7 contains all collection tools to be used by partners for each research activity. They are presented as annexes at the end of the document.

## **METHODOLOGICAL APPROACH**

### **Purpose and research questions**

The overarching purpose of O1 research activities is to better understand and retrieve more information on the SeniorVlogging phenomenon in partnership countries and across the EU, improving intelligence in the field (which is now mostly limited to general Internet usage and social media presence) and providing an informed basis for relevant OER development.

The research seeks to respond to the following research questions:

- What is the current rate of Internet use among older adults (above 60)?
- What is the current rate of social media presence among older adults (above 60)?
- How popular is vlogging and what are the most popular videos (and category of videos) among older people (above 60)?
- How popular is vlogging and what are the most popular videos (and category of videos) among younger ages (7-13)?
- Are there any training offerings available on how to vlog? Are these courses appropriate for seniors? What type of skills do they cover?

- What are the main areas that seniors should be trained to improve their digital competences and acquire vlogging skills? What is the optimal training delivery mode/model for older people?

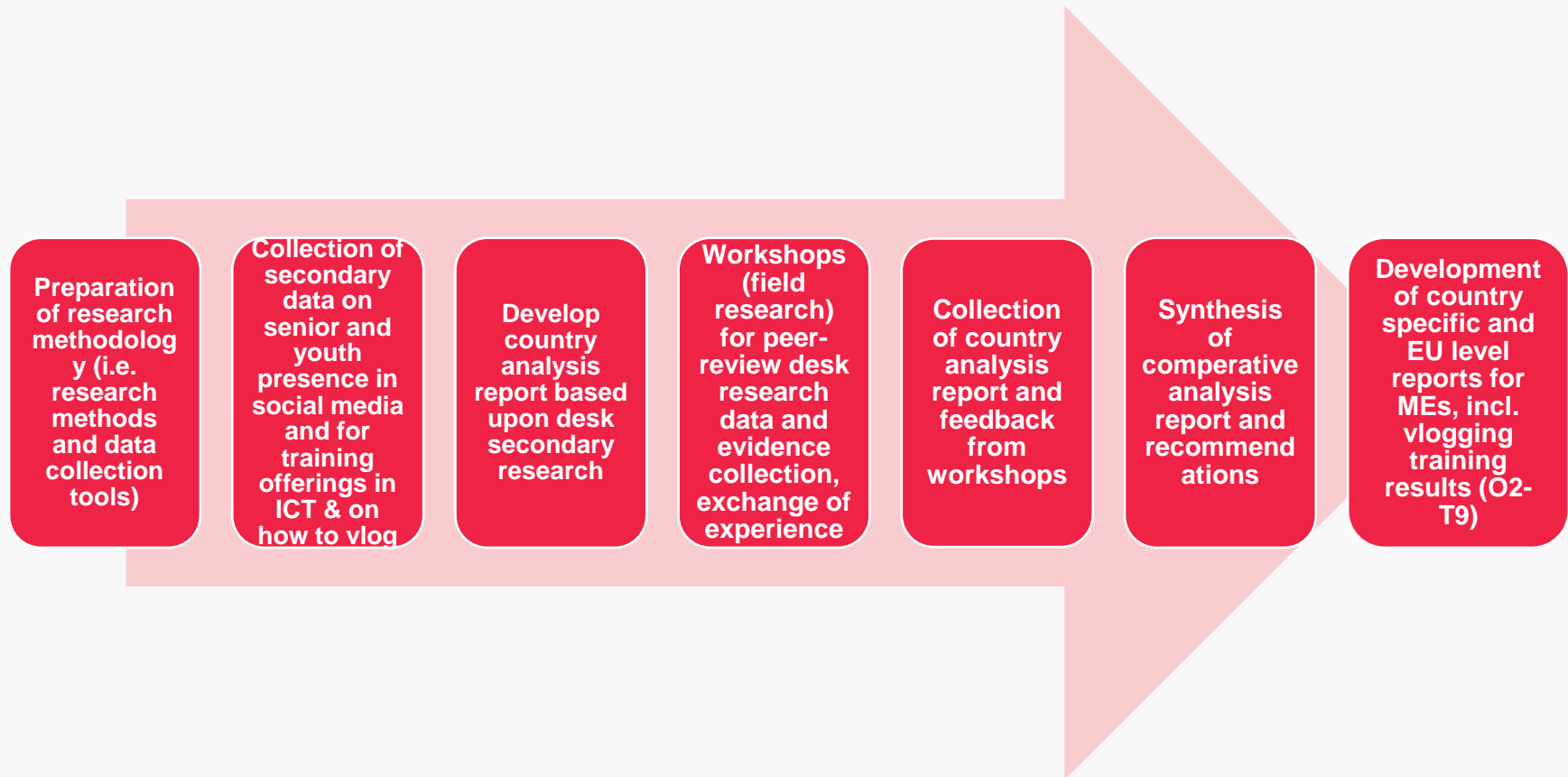
### Research methodology

Information collection will be a combination of desk and field research.

1. **Desk research:** Desk research will be carried out to collect information on existing use and presence of social media by seniors and youngsters. In addition, existing training offerings for vlogging will be collected, as a means to identify current trends in courses supply as regards innovative processes to vlogging practices and ICT courses (paid or unpaid, formal or non-formal) addressed to senior citizens. This activity will help to define the current level of vlogging among seniors and youngsters. Desk research reporting forms will be used to facilitate the documentation of evidence and the creation of country analysis report.
2. **Field research:** Field research focusing on senior vlogging will be conducted with workshops/working sessions that are due to take place in M6 (June 2022). In particular, 12 representatives from adult education

providers, field experts and professionals in ICT, adult education and vlogging experts will participate to peer-review country-analysis reports produced from desk research and, at the same time, collect inputs from professionals and seniors in relation to available ICT educational resources and how to vlog. Findings from the workshops will contribute to the implementation of results 2 and 3 (SENIORVLOG training program curriculum, Mentoring Guidebook and recommendations for Senior Vloggers support). If deemed necessary, personal semi-structured interviews may be carried out to provide insights in case workshops fail.

**FIGURE 1: PROGRESSION OF TASKS LEADING TO THE PRODUCTION OF THE FIRST INTELLECTUAL OUTPUT**



## RESEARCH PLANS

This section provides an overview of the research activities that will be carried out by partners in order to obtain a better image on seniors' presence on social media, with a particular focus on vlogging activities. Detailed instructions will be provided in the forms of detailed research plans for each research activity, specifying also partners' involvement and expected contribution

Area	Title of research activity	NATIONAL LEVEL	EUROPEAN LEVEL
<b>SENIOR VLOGGING</b>	3.1 Collection of raw data on seniors' presence in social media	<b>ALL PARTNERS</b>	<b>PCG</b>
	3.2. Senior vlogging: Analysis of the current state of play	<b>ALL PARTNERS</b>	<b>ANS</b>
	3.2.1 Popular categories of YouTube channels, TikTok (vlogs) addressed to seniors	<b>ALL PARTNERS</b>	<b>APX</b>
	3.2.2 List with popular vlogs, YouTube channels, TikTok among seniors	<b>ALL PARTNERS</b>	<b>CUT</b>
	3.2.3 List with popular vlogs, YouTube channels, TikTok produced by seniors	<b>ALL PARTNERS</b>	<b>EXELIA</b>
<b>YOUTH VLOGGING</b>	3.3.1 Youth vlogging: Analysis of the current state of play Popular categories of YouTube channels (vlogs), TikTok addressed to children/youth	<b>ALL PARTNERS</b>	<b>PCG</b>
	3.3.2 List with popular vlogs, YouTube channels, TikTok among children/youth	<b>ALL PARTNERS</b>	<b>ANS</b>
	3.3.3 List with popular vlogs, YouTube channels, TikTok produced by children/youth	<b>ALL PARTNERS</b>	<b>APX</b>
<b>EDUCATIONAL OFFERINGS</b>	3.4 Identification of existing training (courses, video lectures) for seniors on how to vlog and embark on video content production	<b>ALL PARTNERS</b>	<b>EXELIA</b>



Area	Title of research activity	NATIONAL LEVEL	EUROPEAN LEVEL
LITERATURE REVIEW	3.5 Identification and review of academic papers on the topic of elderly's presence in social media.	N/A	CUT
WORKSHOPS	3.6 Workshops (collection inputs from professionals and seniors in relation to available ICT educational resources and how to vlog)	ALL PARTNERS	N/A



