

EXPECTATIONS OF THE ELDERLY FOR THE INTERNET AS AN INFLUENCING FACTOR FOR THE INTERNET TEACHING

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Abstract

In summer 2009, a qualitative study among the late middle-aged and older people in Estonia was carried out in order to find out the functions of the Internet for the older generation and the expectations and fears of the elderly for the Internet. By this study, it was tried to find out what are the needs of the elderly for which they prefer to use the Internet; what kind of contents or functions do the elderly miss in the Internet; what kind of role-taking and contents are unpleasant or scaring for the elderly Internet user. Semi-structured interview was used, 34 elderly Internet users were interviewed during seven interviews.

The study indicated that the interviewed elderly find the Internet primarily as an environment for everyday practical operations and it is not perceived as an entertainer. Of the contents available in the Internet, the elderly are disturbed by the negativism, superficiality, obscenities, humiliation and excessive concentration on the topics of private lives. The waste of time and the risk to express itself incorrectly or wrongly are felt as dangers of the Internet usage among the elderly. The article gives recommendations for carrying out the Internet training for the elderly and explains which Internet functions and contents could be chosen as the content of the Internet skills training in order to create and maintain the interest and satisfaction of elderly learners.

The results referred to the need to continue the study on the expectations of the elderly Internet users and to study thoroughly the attitude especially of the elderly men to the Internet as a tool of communication and the role of the Internet games in the lives of the elderly and Internet training.

Key words: *elderly internet learning, elderly internet fears, teaching elderly people.*

Introduction

The citizens having remained distant from the Internet would have less chance to express publicly their opinions about the social development. Public services provided to them are more expensive for the state compared with the Internet-based services. The non-users can not use the less expensive communication possibilities and comfortable commercial services which, in turn, influence their life quality. Several studies emphasize the benefits arising from the Internet use particularly among the elderly (White & Weatherall, 2000; Russell, Campbell, & Hughes, 2008; Chen & Persson, 2002; White et al., 2002). Although a group of the “voluntary non-users” exists among the elderly (Frissen, 2005; Pruulmann-Vengerfeldt & Kalvet, 2008, p 28), there are too many elderly people not using the Internet but at the same time not necessarily having negative attitude towards the Internet training.

In 2008 there were 70% of computer non-users among the people aged 60–74 in Estonia (Estonian Cooperation Assembly, 2009). The average indicators of Europe do not differ considerably from those of Estonia. There are 60% of non-users among the people aged 55–65 and 82% among the people aged 65–74 (Digital Literacy, 2008, p 12).

The spread of digital literacy is decreasingly influenced by the availability of computers and the price barrier. The non-use depends rather on the so-called soft indicators like the interest of the elderly, their self-confidence, and presence and availability of the instructor (Pruulmann-Vengerfeldt & Kalvet, 2008, p 71; Carpenter & Buday, 2007, p 3019). According to the study of Pruulmann-Vengerfeldt and Kalvet (2008, p 68), the main obstacles for the non-users is their lack of skills and the most suitable persons to instruct non-users are so-called soft experts, i.e. friends and family members. Thus, the small number of the users among the older generation demonstrates that the soft experts should be more active in teaching the Internet skills to the elderly by developing the strategic and instrumental skills of the Internet use.

The studies demonstrate that the older is the learner the more important is the learning content as a learning motivator. For the elderly learner, the subject is a particularly important component of the learning process on which the successful learning depends (Aldridge & Tuckett, 2007, lk 13; Duay & Bryan, 2008). Thus, the Internet training carried out by soft experts should also be based on the needs and interests of the learner as well as meet his or her expectations.

Theoretical Background

Which are the elderly's interests in the Internet? There are only few studies of the elderly actively involved in the activities with the computer (Seals et al., 2008; Hernández-Encuentra & Gómez-Zúñiga, 2009). Hernández-Encuentra et al. (2009, p 234) studied the older experienced Internet users by qualitative method and they found that they primarily use the e-mail (84%), newspaper reading (69%), banking (69%) and making reservations (69%). Participating in forums (30%) and support groups (23%) is in use but not very popular; content creation (7%) and visiting the chat-rooms are the preferences for few elderly people. According to this study the usefulness (84%) and interest (69%) have the most frequently been mentioned as the reasons for the Internet use.

Carpenter and Buday (2007) studied both the elderly computer users and non-users. This study also demonstrated that the most frequently used function in the Internet is e-mail (81%). The study found the distribution of the Internet activities on the scale of mandatory-voluntary. It turned out that Internet shopping, bank transactions, performance of work tasks and record keeping of the events and facts were considered to be as mandatory activities, but the entertainment, learning, planning travels and social communication are placed on the side of the voluntary activities.

In Estonia, a representative sample was questioned about the use of web possibilities in the study "Estonia 2008: work, home and spare time" (Müürsepp, 2009). The quantitative study demonstrated that in the age group of 65–69, 54% of men and 58% of women use the Internet to acquire the information, and 46% of men and 53% of women to pay the bills and read the newspaper. 44% of women prefer the Internet also for the communication. The elderly do not use the Internet for the participation in chat-rooms, very few of them download the music and films (6% of women and 9% of men). The study demonstrated a big difference between men and women in the importance of playing computer games – 9% of male and 33% of female users use the computer for playing.

Estonian Human Development Report 2008 describes the Internet preferences of the age group of 55–74 in the following ranking: Internet banking (2, 81 on the scale of significance 1–5), searching for practical information (2, 6), e-government services (2, 25) and communica-

tion (2, 16). The entertainment was of the least significance in this age group (1, 52) (Estonian Cooperation Assembly, 2009).

Beside the quantitative studies there are only a few qualitative studies on the Internet preferences of the Estonian elderly. Use of the qualitative methods is important in this area as the target group is not homogeneous. For example defining the elderly as retired persons (generally aged 63 and more) the people with different life experiences, cultural background, health condition, etc. belong into this group. They also have different Internet experiences. One senior may have 15 years of experience and the next one may not have any at all. Thus, the understandings of the meaning, need, and dangers of the Internet by the elderly also vary. Classifying the elderly into one homogeneous group would be a mistake mentioned by several researchers of the elderly teaching and learning (Nussbaum & Coupland, 2008; Jarvis, 2001; Finsen, 2005).

In addition to the results of the qualitative studies, it is important for the Internet training providers to know the deeper understandings related to the Internet use by the elderly: what kind of Internet subjects the elderly prefer to use and what kind of dangers and shortcomings of the Internet use do they perceive. Knowledge on these issues gives supporting information to the trainers of the elderly, including soft experts. They would be aware of which aspects of the Internet should be emphasized in order to reverse the possible fears and to create and maintain the interest of the elderly non-users in the training on Internet.

Methodology of Research

Empirical study that employed a qualitative design was carried out in summer 2009.

Aims of the Study

The study among the late middle-aged and the elderly Estonians was conducted in order to find out the most important subjects of the Internet for them and their expectations and fears for the Internet. The answers to the following questions were searched by the study: (a) what are the needs of the elderly for which they prefer to use the Internet; (b) what kind of content or functions do the elderly users miss in the Internet; (c) what kind of role-taking and which content is unpleasant or scaring to the elderly Internet users; in order to give the recommendations on the basis of the received answers for the content choice, structure of training and instruction technique for the elderly.

Methods

Semi-structured interviews with groups and individually were used as the study instrument. Structure of the interview is given in Annex 1. Questions 1–5 measure the target group's needs and opinions about satisfying their needs in the Internet, including the understandings of the differences between the paper based and web based news (question 5) and preferences of the different communication channels and functions (question 4). Questions 6–7 measure the possible shortcomings in the existing Internet content. Questions 8–11 measure the fears of the elderly and the aspects causing distastefulness in the Internet. In addition to the direct open questions, one indirect question was asked in order to find out the meaning of the Internet and the related fears: what do the elderly think about the idea of the virtual application of **obituary columns**. In Estonia, the **private obituaries** have been published only in print until now and it is known that this emotional section is very important among the elderly.

Participants

The groups were selected on the principle of getting participants from different regions (rural/urban, capital/peripheral areas) and from groups with different Internet experiences and life styles. The researcher created contacts with the regional informal leaders who shared the written research information among the local target group and asked to participate in an interview. Before the interview the participants had been informed only about the general purpose of the scientific research conducted by Tallinn University which was related to the improvement of the Internet usage among elderly people.

The sample consisted of 34 people aged 55–79 years with a mean age of 66. The same age group was presented in the quantitative research published in Estonian Human Development Report 2008 (Estonian Cooperation Assembly, 2009). There were 5 men and 29 women among the respondents. Half of the sample performed different work tasks (a part time lecturer in the university, an accountant of the condominium, etc.) and the other half was not engaged with any official tasks. Six of the respondents had a totally homelike life style, they even did not participate in a day center activity. The interviews were carried out with senior social workers of Nõmme Social Center in Tallinn (13 interviewees divided in two interviews), members of Viimsi Elderly Day Center (11 interviewees), a professor emeritus in Tartu (1 interviewee), elderly people in Äksi, Tartu County (4 interviewees), members of pensioners' union of Kärkla (2 interviewees) and elderly people in Kõpu (3 interviewees).

Procedure

Seven interviews were conducted. The first interview acted also as a test for the interview structure, revealing the questions that were irrelevant to the target group. Thereafter the interviewer no longer asked questions about the incomprehensible terms and about the Internet as a so-called warehouse of the electronic materials. The first interview also demonstrated the significance of the topic of games. As the game topic did not come forth in the following interviews, the interviewer asked a leading question about what kind of roles do the computer and Internet play as playing tool (A1, Q.L1). Also the significance of the Internet as a tool of obtaining the new knowledge and skills was discussed in each following interview (A1, Q.L2).

Notes about the interviews were taken on paper during the interviews and the material was entered into the computer immediately after the interview. The interviews lasted between 50 minutes to 2 hours depending on the size of the group. The detailing questions were asked in each interview in order to achieve the desired level of detail in order to have the results of the interviews comparable. At the end of an interview, the interviewer made a summary about the received information.

Results of the analysis also were used as base information by the news' and information portal www.olevik.ee that will be created for the experienced (extended term of the term *elderly*) people. Six of the interviewees participated in testing of the portal. The test demonstrated that the content and functionality of the portal met the expectations and caused positive emotions among the elderly test users, which confirms the reliability of the results of the study.

Results of Research

The results of the research are presented according to the research questions listed above.

What are the Needs of the Elderly for which they prefer to Use the Internet?

On the type of activities, all respondents pointed out that they consider Internet as a source of necessary information and as a tool for practical everyday operations. Internet reduces their trouble caused by difficulties with walking and helps to spare time and expenses. The Internet is not considered as entertainer. Even if the suggested activity has a relaxing effect on the user, the respondents did not deem it the entertainment. The received answers implied that the relaxation is one way of being active for the elderly. Internet helps the elderly feel themselves as a practical persons.

In all conversations, the question "What kind of applications do you usually visit in the Internet?" caused also a spontaneous or directed discussion about playing. If the interviewee did not raise the topic of playing, his or her reaction to the direct question, whether he or she plays on the Internet, was rather negative. Nevertheless, it turned out that almost all users (28 interviewees) use the Internet more or less as a gaming environment. However, playing and the chance of playing on the computer was not regarded as an important function or respondents refused to regard it as an important function.

On the functions of the Internet, 95% of the respondents referred first to the communication possibilities. Communication with the family members and friends was regarded as an important part of everyday practical life. Of the electronic means of communication, mainly e-mail is used. In one region (Hiiumaa), Skype is preferred for electronic communication rather than e-mail. MSN is not used at all which demonstrates that Internet is not just for chatting.

Only a few respondents (5 interviewees) have used some other communication tools (forums, chat-rooms, commentaries). Possibilities of the so-called blind communication were known and some respondents had even viewed the profiles of their contemporaries. However, looking for contact via the Internet is unnatural when there are family and friends to communicate in reality or by telephone. Yet when there are no close people, looking for contacts in Internet is accepted.

"I have viewed (TT: rate.ee). There were both young and old. Some were such old crocks. They also want some company to go to the theatre and have a cup of tea."

"I would never contact anybody myself. Perhaps there'll be a match! We still have families and young people around. Just out of interest you see how other people live."

Communication was followed by the use of the Internet bank and search engine (26 interviewees) as well as reading newspapers (25 interviewed).

Internet as a place for acquiring new skills and study was mentioned by only one of the 34 respondents. There is a permanent need for a new and updated information among the elderly but they look for and use only these pieces of information they are personally interested in or which is necessary at the moment. There is no need for information that is useful in long run. The elderly live by satisfying their present needs and think in the present and past. Thus, they expect the support to these needs also from the Internet.

Survey for the assessment of significance of 23 given information sections in the daily life (regardless of the channel) provided the following results. The most significant topics to follow in the media for the elderly are in the following ranking: daily news, health, internal politics, culture, travel descriptions. The least interesting topics in the ranking of irrelevance are

the following: sales and purchase, science and technology, horoscopes, religion, women's talk. Relevance of the sections on average in total and per groups is given in Annex 2.

What kind of content or functions do the elderly users miss in the Internet

The first reaction for the question about which content is missed in the Internet was by all interviewed the confirmation that everything is available in the Internet. If something is missing, then not because it does not exist in the Internet but because of the lack of skills of finding it (33 interviewees). The Internet is a universal phenomenon for the observed target group.

Universality was also confirmed in reactions to the question about their readiness to be an active creator of the Internet content. The elderly see themselves as consumers of the content (27 interviewees) rather than creators of the content (7 interviewed). One of the reasons is the understanding that "there is already a lot of information in the Internet" and it makes no sense to add something. However, the further conversations demonstrated that people simply have not thought about uploading something original.

After the discussions, all 34 interviewees agreed that they could upload the information about their so-called production if they have or had it: images of their handicraft, photos, creative texts, etc. The Internet environment is also perceived as a good place to study and publish the biographies.

"So many interesting biographies have been lost. Diaries should be kept to save them."

"We disappear and there'll be no sign of us. Yes, we should upload something there."

Men would agree to create the contents about their hobbies and to be active in the corresponding forums. However, everybody having principally agreed with keeping a blog, found it too complicated because of the time it would demand. According to the elderly, blog makes sense only if it were kept up to date (correctness as a principle) which would take too much time (waste of time).

Almost half of the respondents also implied that the content creation is prevented by low degree of safety (*"I would be afraid of making it all public."*)

What kind of role-taking and which content is unpleasant or scaring to the elderly Internet users

Time factor has both positive (sparing time in the necessary operations) and negative associations concerning the Internet. The elderly see how young people waste time on using the Internet as well as do have slipped into the depth of Internet or longer discussions themselves. This all contributes to creating an image of the Internet as an uncontrolled factor of wasting time.

There is another danger associated with the Internet beside the uncontrolled time spending possibility. It is a risk to behave or express oneself improperly. Respondents expressed opinion that computer does not always leave enough time to revise the text (26 interviewees). Yet all of the interviewees found the correctness of their activities very important.

"I do not visit the (Internet) bank because I'm afraid I will incidentally tick two zeroes too much."

The same result was received in the discussion about the topic of the communication channels. E-mail has an advantage in comparison with the telephone because it gives the possibility to reason things out, to contemplate, and the important topics will not be forgotten. The

correctness was also referred to concerning the blogs.

The contents present in the Internet generally do not disturb the elderly users. All respondents shared the opinion that as the Internet is not created only for them, there must be all kinds of contents, including the contents that do not interest them. If a person as a reader dislikes something, he or she simply does not read it. The dominant opinion is that for each topic there is someone who finds it important. This was the reaction of 100% of respondents in all conversation groups. The elderly have a tolerant attitude towards the Internet content.

Not the contents, but certain type of Internet phenomena given in Table 1 were found disturbing or irrelevant.

Table 1. The phenomenon the elderly find disturbing or irrelevant in the Internet.

Disturbing phenomenon	Number of respondents	Illustrative quotation
advertising	30	"There should be less advertising. Luckily they blink only on the front page and when you move further they don't blink that much any more."
obscenities	26	
superficial chatting	18	"There is no need to read what people talk on the street." "Internet is superficial."
yellow press topics; very private topics and settling the marriage	10	"Intimate topics are not brought to the public to settle."
humiliating comments; mudslinging the politicians	7	

Two groups in Hiiumaa (5 interviewees in total), independently on each other, referred to the need of "keeping some things in honor". They referred to the institution of the president of the country.

"Sometimes there are comments (TT: about the president) that are inappropriate. The President and Mrs President should be respected. People should have more respect to themselves. No dignified person would write such comments. This is simply not nice."

The question about whether the **obituaries** published in newspaper might also be published on the web required a bit of time to consider from the respondents. The dominant majority of the respondents (31) agreed that the **obituaries** might also be published on the web. The arguments were pragmatic – role of the **obituaries** is informative. It is really very tragic if the information about the death of some acquaintance is delayed or never received. As the information generally moves to the web, it is natural that also the information about the late ones is published on the web.

The answer to this question demonstrates again that the Internet is a source of pragmatic information and universal tool for the necessary daily operations for the elderly. They have a tolerant attitude towards the Internet content till the content do not affect them personally.

Discussion

The study confirmed the results of the quantitative studies carried out abroad. Those studies also demonstrated that one of the most important functions of the Internet connection for the elderly is the communication possibility by e-mail (Hernández-Encuentra & Gómez-Zúñiga, 2009; Carpenter & Buday, 2007). The studies carried out in Estonia demonstrated that the communication is only the third important function after the acquisition of knowledge and Internet banking. The differences between quantitative studies about Estonia (Müürsepp, 2009; Estonian Cooperation Assembly, 2009) and present qualitative case may arise from the circumstance that the majority of the sample in this study was formed by women. Study focused on the meaning of the e-mail and other Internet based communication possibilities among the elderly men would give important additional information. Internet training of the elderly is especially likely to succeed among women if the e-mail use was the first skill to introduce. Thereby the study referred that by exercising the e-mail use it would be very important to stress how the user can revise texts before sending them.

Results of the Müürsepp's study (2009) and Estonian Cooperation Assembly (2009) have confirmed indirectly and the results of this study have confirmed directly the fact that to the older generation, the Internet is primarily a tool supporting person's active and practical life. In addition, the results of the present analysis confirm that the operations made in the Internet and the searched contents support living in the present. Internet is not seen as an environment of the potentially necessary information or learning for the future. For that reason, severely pragmatic principle should be relied on at the choice of the content of the Internet training. The instructor must show how the learners can get the information that is not just interesting but is necessary for their everyday life and how they can make the operations that help to spare the time, money and energy. In the communication it must be stressed that the Internet is not a learning environment but an environment supporting the daily life.

What kind of information do the elderly need in their everyday life? In course of the interviews the elderly filled the questionnaire by marking the most important topics they wish to be familiar with. Teaching the use of online newspapers, to achieve the most accurate result, it would be the best to ask the personal information preferences from the learners themselves. If there is no such possibility, the choice can be made between the topics of daily news, health, internal politics, culture and travel descriptions, and not to discuss the topics of sale and purchase, science and technique, horoscope, religion and women's talk.

The study demonstrated that the elderly do not see the Internet as an entertainer, even when it actually is. This result is in contradiction with those of the same studies in the USA. Rosenthal (2008) found that one of the four areas improving the living standard of the elderly is precisely the bigger choice of the entertaining activities in addition to the extended communication possibilities, learning possibilities and availability of services. Duay & Bryan (2008) also found that the entertainment is one of the six topics that has positive correlation with the elderly. While in the quantitative study of Müürsepp, 33% of female and 9% of male elderly stated that the computer and Internet are good for playing, this study referred to a certain confusion in the attitudes towards playing or attitudes towards the self as a player. Playing is quite widespread among the elderly Internet users but as the attitude towards it is not unambiguously positive, it is not recommended to include games in the training program. It is possible that when the games are included in the training not because of their entertaining nature but as a training method, e.g. to use the mouse, it would give a double effect – the elderly can play without feeling themselves like players.

It would be interesting to find out the attitude of the elderly to themselves as computer players and it would be a useful topic in the further studies for the development of didactics. The question deserving the further studies is about whether the circumstance that the Internet

is not recognized as one of the entertainment channels by the Estonian elderly arises from the cultural background or antagonism with the young spending a lot of time enjoying themselves in the Internet.

In short, the answers to the question about what are the needs of the elderly for which they prefer to use the Internet indicated three categories of important Internet functions. The possibility of sending e-mails was important primarily for females. Internet is a tool for the performance of the daily obligations and the sections followed by the Internet with the highest probability are the daily news, health, internal politics and culture.

The study referred to the dominant principal satisfaction of the elderly to what is offered in the Internet. However, when considering further, they would still name some aspects that could be different. The unpleasant phenomena in the Internet for the elderly are the negativism, superficiality, obscenities, humiliation and too much concentration on private lives. The result illustrates the fact that social and emotional changes take place with the ageing – the older adults express more the positive emotions and less the negative emotions than the young adults (Pasupathi & Löckenhoff, 2005). When preparing the Internet training, it must be taken into account that the elderly value the topics expressing the positive attitude, respect to the other people and deep topic discussions.

In short, the answer to the question about which contents or functions do the elderly miss in the Internet indicated that nothing is directly missing but the elderly blame for the vulgar and superficial style.

While quantitative studies in Estonia demonstrated the low importance of the chat-rooms, also the possible reasons can be given on the basis of this study – the elderly do not wish to waste time and they prefer real friends instead of the virtual ones. The elderly rather take a role of a passive user than that of an active content creator. For that reason, rather the skill of orienting in the mass of information should be taught than the possibilities of the interaction between the users. For example, in the information and news portals it is enough to teach how to follow the comments. Chat-rooms are suitable in the Internet training only when the learner is in need of communication opportunities.

The study confirmed two risk factors the elderly associate with the Internet. Similarly to the results of Seals et al. (2008) that the elderly have high expectations for the use of time, also this study demonstrated the opinion of the elderly that there is a risk of spending too much time on the Internet. When carrying out the Internet training, it must be taken into account that the elderly would always learn something more during the lesson to make them feel the time was usefully spent. The training must also be organized so that the risk of failures (low or deficient Internet connection, pauses when changing the topic, non-working addresses, etc.) would be as low as possible. Importance of keeping the speed when teaching the elderly has also been emphasized by Carpenter & Buday (2007).

In addition to the risk of losing time, the elderly feel insecure of what kind of traces they remain in the Internet and how vulnerable they are by the others. They do not wish to litter the public information forum or publish too personal information. Thereby, all topics of the Internet training should be linked to the corresponding knowledge on safe behavior. When a learner is ready for this, the topic of content creation may be started with uploading the results of the personal creation or production (handicraft, research work) of the learner. Content creation in the communication portals is likely to cause the resistance.

In short, the answer to the question about what kind of role-taking and contents are unpleasant or scary for the elderly in the Internet indicated that the elderly do not prefer the role of content creator, they feel the Internet potentially wastes their time and they are worried about their traces they leave in the Internet.

This study gives some recommendations for the Internet training directed to the elderly learners and does not claim to present the full package of guidelines. As the sample included

only 34 people, the results can not be generalized for all elderly people. The interviews were not saved in the course of the empiric study and because of this there is a chance of some information being lost. The notes made during the interviews were reviewed with the interviewees, also the testing of the information and news portal created on the basis of the study gave a positive result, which proves the sufficient reliability of the study.

This study demonstrated the need to continue research activity to provide particular didactic recommendations for both professional and soft experts to conduct Internet skills training among elderly non-users.

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Annex 1. Structure of interview

Data of the participants in the interview (not to be disclosed by the interviewer to the Subscriber nor any other interested parties)

Name
Age
How long has the Internet been used
How often is the Internet used
E-mail address if interested to participate in testing the portal

1. What kind of role does the Internet primarily play for you?

Non-directed question - answers SPONTANEOUS

Directed question after spontaneous answers:

Tool of sparing the time and money when performing the obligations (bank, appointments with the doctor, e-shops, e-payments)
Channel of reading news

Tool of searching the necessary information (weather, bus schedule, opening times, prices, service providers, etc.)
Tool of searching the interesting information (advice of a gardener/doctor/fashion designer, etc.)

Channel of communication with the family members and friends (MSN, e-mail, Skype)
Channel of communication with the strangers (commentaries, forums, blogs, blind communication)

Q.L1 Playing tool
Q.L2 Learning tool

2. What kind of applications do you usually visit in the Internet?

Non-directed question everybody MUST answer

Directing references after the spontaneous answers: "Do you visit delfi.ee , etv24.ee , elu24.ee , postimees.ee , epl.ee , maaleht.ee, elukiri, county newspaper, homepage of the local government, homepages of the institutions, web shops (soov.ee, auto24.ee , city24 , osta.ee) , e24.ee , aripaev.ee , google.ee , neti.ee , 1182.ee , ilm.ee , wikipedia , keeleveeb.ee , areng.ee bussireisid.ee , piletilevi.ee , hobilehed: aiandus.ee , retsept.ee , trip.ee, blogs and communication environments, fotoalbum.ee , saaga.ee, websites in foreign languages: youtube.com , orkut?"

3. What kind of news and information do you need now?

QUESTIONNAIRE'

Please write if you are M or F and note your age. Please assess the importance of the topic for you on the following scale

1 – very important; 2 – rather important; 3 – rather irrelevant; 4 – totally irrelevant

Daily news. Internal politics. Foreign politics. Economy. Culture. Health. Sport. Technique. Science. Garden. Religion.

Humor. Celebrities. Recipes. Self-help advice. Women's talk. Horoscope. Weather. Television and radio programs. Portrait stories. Opinions. Travel descriptions. Sale-Purchase.

4. What kind of channels do you use for the communication and information sharing?

in reality: visits, hobby circles and events

phone

mail

e-mail

MSN, Skype

commentaries, forums, blind communication

5. Should the Internet articles

overlap the articles on paper carriers;

include the news of the paper edition and offer the Internet articles in addition

be totally different from the articles of the paper edition

6. What kind of information or articles do you want to see on the Internet? What do you miss?

including the question whether the **obituaries** could/should be in the Internet

7. What would you like to write or upload in the Internet?

About yourself / your family / your friends / your home place / creation / opinion

8. In the Internet, do you prefer to be

anonymous / with the user name / with your own name

passive information consumer / active information creator

acting so that the Internet will have no dialogue with you / acting interactively

viewing what is offered / searching and ordering what you wish at the moment

short time but often / long time but more rarely

9. What kind of articles should not be present in the Internet (contents that disturb)?

10. What kind of sections you do not dare or want to view

You are afraid to find a page that would upset you;

You are afraid to find a page that confuses you (you do not understand)

You may be attacked by dishonest persons

You may become a laughingstock of your friends

11. What kind of information do you think will never move through the Internet channels?

Annex 2. Importance of the information topics on average in total.

Total 5M, 29F					
average score*	topic	average score*	topic	average score*	topic
1,48	Daily news	2	Humor	3	Celebrities
1,52	Health	2,03	Economy	3,06	Technique
1,7	Weather	2,12	Garden	3,18	Religion
1,73	Culture	2,27	Foreign politics	3,24	Women's talk
1,82	Self-help advice	2,36	TV and radio program	3,24	Sale-Purchase
1,85	Travel descriptions	2,39	Recipes	3,42	Horoscope
1,94	Internal politics	2,42	Portrait stories		
		2,55	Sport		
		2,67	Opinions		
		2,7	Science		

*1 – very important; 2 – rather important; 3 – rather irrelevant; 4 – totally irrelevant

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