

1	Introduction	1
	References	5
2	Background	7
2.1	Lifeworld Orientation as a Point of Reference for Social Work with the Elderly	7
2.2	Social Isolation and Loneliness in Old Age	10
2.3	The Concept of Age	14
2.3.1	The Calendrical Age	14
2.3.2	Age as a Subjectively Perceived Variable	16
2.3.3	Age as a Social Category	16
2.3.4	Age Images and Age Stereotypes	17
2.4	The Digital Divide	18
2.4.1	The Digital Age Gap	19
2.4.2	The Digital Gender Gap	21
	References	23
3	Learning in Old Age and Education for the Elderly	29
3.1	Education of the Elderly/Geragogy	30
3.2	Main Features of a Social-Geragogical Perspective	32
	References	34
4	The CONNECT-ED Project	37
4.1	The Basic Conceptual Idea	37
4.2	Preparation, Structure and Procedure of the Course Series	39
4.2.1	Consideration of Age- and Gender-Sensitive Didactics	39

4.2.2	Recruitment of Participants	40
4.2.3	The Learning Setting	41
4.2.4	Procedure of the Digital Media Training Courses	41
	References	43
5	Research Concerns/Methodology	45
5.1	Standardised Written Surveys	46
5.2	Overt Participant Observations	48
5.3	Group Discussions	48
5.4	Network Cards	49
	References	52
6	Project Results	55
6.1	Description of the Total Sample: Socio-Demographic Characteristics	56
6.1.1	Gender	56
6.1.2	Age	56
6.1.3	Physical Impairments	59
6.1.4	Marital Status	59
6.1.5	Formal Educational Attainment	59
6.1.6	Individual Net Income	61
6.1.7	Origin	62
6.1.8	Experience with the Internet	63
6.1.9	Life Satisfaction	65
6.1.10	Summary	66
6.2	Satisfaction with the Digital Media Training and the Course Experience	69
6.2.1	Satisfaction with the Course Design	69
6.2.2	Satisfaction with the Support during the Courses	69
6.2.3	Satisfaction with Individual Aspects of the Course Experience	70
6.3	Assessment of Digital Competences after the End of the Course Series	73
6.4	Developing New Contacts	76
6.5	Evaluation of the Network Cards	78
6.5.1	Description of the Sub-Sample by Gender, Age and Marital Status	79
6.5.2	Description of the Implementation	80
6.5.3	Contact Gains of All in a Time Comparison	80
6.6	Effectiveness and Benefits of the Concept of Encounter	89

6.6.1	Changes in Individual Life Situations	89
6.6.2	Well-being before the Start of the Course and after the End of the Course	90
6.7	Evaluation of the Group Interviews	94
6.7.1	Perception of the Digital Transformation in Relation to Lifeworlds.	96
6.7.1.1	Compulsion to Use the Internet	96
6.7.1.2	Wanting to Learn New Things	98
6.7.1.3	Maintaining Family Contacts	99
6.7.1.4	Facing the Unknown Medium	99
6.7.1.5	Old Versus New Worlds of Knowledge	100
6.7.1.6	The Loss of the Personal Through Emails Versus the Internet as a Medium for Maintaining Contact	101
6.7.2	Gender-Specific Differences in Motives for Participation	103
6.7.3	Conclusion of the Group Discussions	107
6.8	Typology of Primary Participation Interest and Social Behaviour in the Social-Geragogical Setting	109
6.8.1	The Four Learning Types	111
6.8.2	Gender-Specific Observations	114
6.8.3	Relevance of the Typology for the Learning Setting	114
6.9	Summary of the Results	115
	References	118
7	Transfer into Practice and Outlook	121
7.1	CONNECT-ED as a Standard Offer	122
7.2	Conceptual Adjustments in Practice	123
7.3	Outlook	126
	Reference	127