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Teenage tutors facilitating
the acquisition of e-skills
by older learners:
the problem of
tutor's self-preparation and
tacit knowledge

Welcome to follow my YouTube channel „Ageing for beginners“ (in Estonian with English subtitles:
<https://www.youtube.com/channel/UCmZnaieT3VouLrwN2XtP3AA>)

“It is said that youth are the future, but in today’s rapidly changing world, youth really are the present” Pyle (2005)

43% of people aged 55–64

72% of people aged 65+

do not use the Internet on a regular basis

(World Bank, 2016)

the main reason is a lack of skills (Tambaum, 2016).

„grey digital divide“ (Morris, Goodman and Brading, 2007)



social deprivation among 50+ population

(Myck, Najsztub & Oczkowska).

Warning!

Myth!

“You just need to bring young and old together for instant intergenerational magic.”

In fact,

casual contacts with the target group often even reinforces pre-existing stereotypes

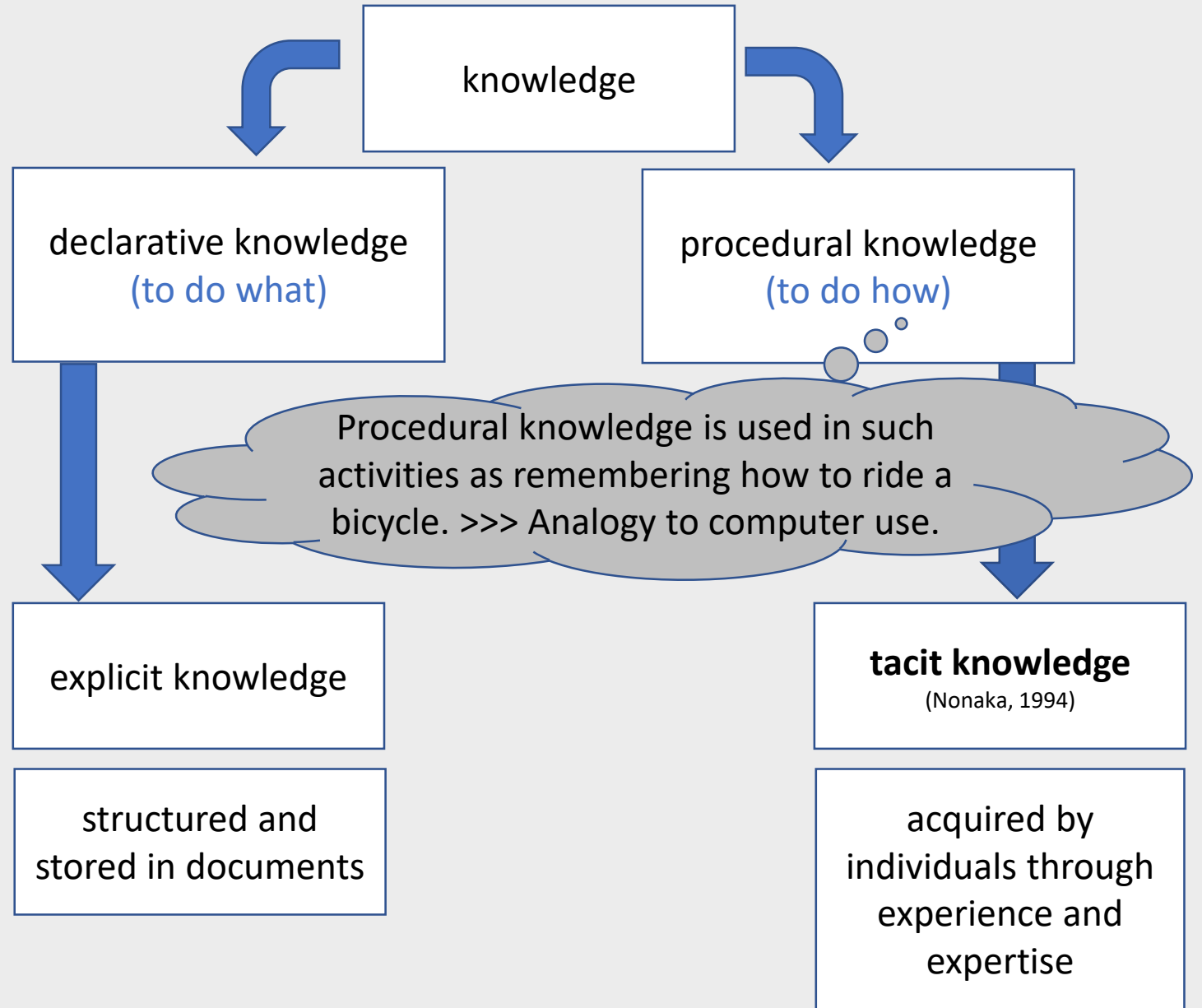
(Meshel & McGlynn, 2004)

For a successful
IGP the
participants'
preparation is
necessary

Generations united, 2007;
FIM-NewLearning, 2008



Young non-professional tutors use their tacit knowledge



Whether tutor's
different personal
preparatory work
may have had an
impact on their
natural tutoring
behaviour

The tutors have been grouped

(a) by their independent personal preparation for the tutoring task

(b) by their personal content knowledge about the teaching subject



Suunavat vihjet andma	hinting
Küsimustega edasi liikumist stimuleerima	pumping
Ümber suunama, teist suunda andma	redirecting
Ülesannet ümber sõnastama	decomposing
Hoidma, meenutama eesmärki	maintaining
Kirjeldama probleemi või olulisi tunnuseid	describing
Palve stiilis täida-lüngad	fill-in-the-blank
Küsima põhjendust	reasoning
Küsima suunavaid küsimusi	asking a leading q
Rõhutama kriitilisi omadusi	highlighting
Võrdlema praegust ja eelmist probleemi	comparing
Tooma näiteid	an example
Füüsiliste toetavate viidete toomine	physical props
Sõnastama ise kokkuvõtte	splicing in
Tegema väikese osa asjast, mille oskust õppijal veel pole	executing parts of the skill

Whether tutor's different personal preparatory work may have had an impact on their natural tutoring behaviour

All statements	% of interactive techniques
Tutor has knowledge about teaching subject	18
Tutor instructs the novice	20
Preparation has been done for the tutoring task	21
No preparation has been done for the tutoring task	22
Tutor has no knowledge about teaching subject	23
All statements	% of interactive techniques
Tutor YN	16
Tutor instructs novice	20
Tutor NY	21
Tutor YY	24
Tutor NN	26

YN – Tutor has knowledge about teaching subject (website user by themselves), but no preparation has done for the tutoring task

NY – Tutor has no knowledge about teaching subject (website non-user) but (s)he has had a look at the website and thought how to instruct the learner

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There is the
need to prepare
young people
for the tutoring
session, ...

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... especially in case existing tacit knowledge: when they need to instruct some application or website **they use by themselves on everyday bases.**

In case of no tacit knowledge, the **individual preparation for the tutoring session** makes the process worse compared to the case of impromptu.

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