

# PAPER

## Acceptance and Use

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*T.M. RAYMUNDO, C.S. SANTANA. Training of older workers to use technologies: Impact and satisfaction. Gerontechnology 2018;17(Suppl):62s; <https://doi.org/10.4017/gt.2018.17.s.062.00>*

**Purpose** The technological advance, the changes in the social security system, the concomitant stay of older adults in the labor market, and the challenges to master the use of new technologies present an emerging research question that requires the deepening of new studies to understand this phenomenon in Brazil. This research aimed to identify the impact of training in the use of technological information and communication technologies in the labor activities of people aged 50 years or more. **Method** Qualitative and quantitative, descriptive, interventional, longitudinal and prospective study, composed of four phases: pre-training, training, post-training and follow-up. To collect data, the following instruments were implemented: socioeconomic questionnaire, questionnaire about the technologies used in the work environment and difficulties related to them, self-assessment scales of training impact at work and about the user satisfaction with training. Data were analyzed through descriptive statistics, Fisher's exact test, logistic regression and McNemar test. **Results & Discussion** Thirty workers participated in the study, 15 men and 15 women, aged between 50 and 75 years with a mean age of 63.3. The participants presented greater difficulties with the use of mobile phones, computer, copier, internet, e-mail, printer and recording and reproduction devices. After the difficulties were overcome, the structuring and accomplishment of the training began (training phase). In this study, individual trainings (subject centered) were performed, respecting the rhythm and interest of the participants. Training sessions ranged from one to nineteen and the duration of each session ranged from 45 to 120 minutes. As a consequence, the post-training phase had a positive impact of training on work. Participants reported reducing difficulties in the use of technologies, performing tasks faster, improved quality of work, increased motivation, self-confidence, and perceived that they can contribute to their workplace and to the relationships they experience. In addition, the participants presented great satisfaction regarding the three items evaluated in the scale (satisfaction in relation to the training, to the trainer, and in relation to the contributions of the training to the participant). Higher scores were attributed to the link between the proposed content and the training and personal goals; orientation for solution of errors in fixation exercises; quantity of content for each proposed theme; respect to the pace of learning; use of language that is easy to understand; change in the method of teaching until there was complete understanding. Variables such as gender and age group showed a positive correlation with the degree of difficulty, and greater difficulty was associated with increasing age, also the male participants had a greater chance of difficulty in using e-mail and the printer. Regarding the follow-up phase, although the training still had an impact on the participants' work, the importance of continuing training in the lives of older workers became clear, since some of them presented an increase in difficulty three months after the end of the training. Therefore, the training adopted in this research can be a tool that allows greater security and self-confidence in the development of their work activities involving TE and ICT.

*Keywords:* aging, work, technology, training

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