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Associação de Melhoramentos e Bem Estar
Social de Pias / NIF - 503142425

Project number: 2017-1-CZ01-KA204-035438

Erasmus+ KA2 – Strategic Partnership for Adult Education

ISEV - Inclusive Senior Education through Virtual U3A

METHADODOLOGY – PORTUGUESE FOR OUR SENIORS WITHOUT ISEV

Project start date: 02/10/2017

Duration: 34 months



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1 Preparation of a new course

		Answer
a.	Course title:	Portuguese for our Seniors - Course developed without ISEV project
b.	Target group:	<input type="checkbox"/> Seniors under 65 <input checked="" type="checkbox"/> Seniors aged 65 and 65+
c.	Time allocation: state the number of hours per semester:	<input type="checkbox"/> Less than 36 hours <input checked="" type="checkbox"/> 36 hours and more than 36 hours <input type="checkbox"/> Other frequency - state the number of hours per semester
d.	Lesson frequency during the semester:	<input type="checkbox"/> Frequency 2 hours per week <input type="checkbox"/> Frequency 3 hours per week <input checked="" type="checkbox"/> Other frequency – one lesson (1 hour) per week, totally 4 lessons in classroom per month , cca 24 hours in classroom within the semester
e.	Input requirements for a course participant (knowledge, skills, e.g. work with a PC and the Internet, or others).	Work with a PC Work on the Internet <input checked="" type="checkbox"/> Other knowledge, state: Work in classroom, reading and understanding
f.	Content of the course – e.g. title of individual lessons:	<input type="checkbox"/> State the titles of individual lessons: <ol style="list-style-type: none"> 1. Sophia de Mello Breyner Anderson 2. Fernando Pessoa 3. O nóbel da Literatura 4. Vergilio Ferreira 5. José Jorge Letria 6. As Fábulas de La Fontaine 7. A Portuguesa 8. Florbela Espanca 9. Eugénio de Andrade 10. Luis de Camões

g.	Study materials for the course State particular literature and other sources	<input checked="" type="checkbox"/> Recommended literature Teachers prepare study materials for seniors and give them in classroom. Materials consists of original texts, pictures, recommendation of thematic literature.
i.	Is the course in an eLearning form? How to access it? Address, login information:	<input type="checkbox"/> How do seniors access the eLearning course? Provide a URL address and login information: Course is supported by eLening course in virtual classroom Without ISEV seniors don't have the opportunity too doo an elearning
j.	What is the share of direct and eLearning part (e.g. 36 hours of direct education and 36 hours in a virtual classroom):	Share of eLearning part – state the number of hours <input checked="" type="checkbox"/> Share of direct education – state the number of hours:24
k.	Do the seniors participate in course creation? How?	<input checked="" type="checkbox"/> Seniors do not participate in course creation. Seniors participate in course creation as follows
l.	Is it Necessary to train the seniors? If yes, state its focus?	<input checked="" type="checkbox"/> No Yes, how?
m.	Do students/youth participate in course creation? State how?	Yes, students do. <input checked="" type="checkbox"/> Students do not. Students provide technical support. <input type="checkbox"/> Students are lecturers. <input type="checkbox"/> <input checked="" type="checkbox"/> Other possibilities of students' /youth engagement – Students will attend as a partner of the senior University, when there is projects together, other wise students doesn't participate in the courses development.
n.	Is it Necessary to train the students/youth? If yes, state its focus?	<input checked="" type="checkbox"/> No Yes, how?
o.	How does the course meet the requirements on social inclusion? Underline those valid.	Is it barrier-free in the sense of architectural, information, economic, health, and social barriers? In terms of architectural is barrier-free, in terms of information all the information is given for free in copies, the acess of internet is free also, and the use of PC's is free, if the organization see that we

		have a social case in hands, the economic part can be solved, in terms of health is the only thing we can not control. The most part of times the professor are available to reset the given subjects, for the students don't miss the classes.
p.	How does the course end? (for example in a theoretical exam, practical exam, test, presentation, semester work, or colloquium?)	The course ends in: <input type="checkbox"/> Practical examination QUIZ <input type="checkbox"/> Presentation <input checked="" type="checkbox"/> Semester work <input type="checkbox"/> Colloquium
q.	Do the seniors obtain a certificate after a successful course completion?	<input checked="" type="checkbox"/> Yes, they will obtain a certificate after a successful course completion. <input checked="" type="checkbox"/> They will obtain – state: In this case they will obtain an attendance certificate used in U3I.

2 Staff, organisational/administrative, and technical provisions of the course

		Answer
a.	Who participates in staffing in the sense of the position?	<input type="checkbox"/> Guarantor <input checked="" type="checkbox"/> Personnel Technician Administrator of eLearning courses <input checked="" type="checkbox"/> Other, state: Teachers
b.	What are requirements on the lecturer? State.	Experts on the topic, pedagogical experience, ability to work with seniors, ability to lead interpersonal conflicts, pleasure to work with the elderly.

1.	Pedagogical requirements, requirements on lecturer's qualification and experience.	Lecturer must have a high sensibility to work with elderly and knowledge on the topic.
2.	Does the lecturer need a special training? If yes, which?	No
3.	Is the lecturer a creator of the eLearning course as well?	Yes eLearning courses are partly prepared by lecturers, technicians, teachers, seniors and the coordinator of all U3I activities. x No
4.	If yes, state the requirements on course creators.	
5.	Can a senior be a lecturer?	x Yes, When the seniors has skills to give some classes they can be the lecturers. <input type="checkbox"/> No
6.	Can a student be a lecturer?	x Yes No
c.	Technical provisions of the course:	
1.	How are study materials distributed (for example, in a paper form for a lesson, by email electronically, in eCourse, etc.)	All of the materials needed in presence lessons are distributed in a paper form.
2.	How classrooms, laboratories are arranged?	Classroom has Whiteboards, data projector, access to Internet.
3.	What are the requirements for a classroom?	Each student needs access to a personal computer X Other, state: in this course students do not need accesses to PC, lessons are lead as frontal teaching
4.	How is the eLearning platform arranged for the course?	U3I didn't have an elarning platform before the ISEV



5.	Does the course need a position of an eLearning administrator?	.
6.	What activities will s/he do regularly?	
7.	How is seniors' logging in the course arranged?	

3 Financial matters of the course

		Answer
a.	How is the course funded?	This course is founded by the Municipality and the seniors fee.
b.	What is the school fee?	10,00€ per month
c.	What is the cost of the course (i.e. total expenses for preparation and implementation of the course)?	
d.	What is necessary to be paid in relation to preparation and implementation of the course? (For example, lecturer, personnel, printing of study materials, classroom rent, eLearning course administration, etc.)	Lecturers – are volunteers Manager – 20.000,00€ per year Teacher – 20.000,00€ per year Reserchers – 20.000, 00€ per year 1000,00€ - (printing, internet, telephones, mail)

4 Acquisition, informing of the target group (seniors)

		Answer
a.	How is the course offered? By what means? Underline those valid.	<input type="checkbox"/> Media, letter to a senior organisation, mail to registered seniors, web pages of the organisation. <input type="checkbox"/> Other – state: In the beginning of the lective year we put the information in the Municipality web site as well as in the AMBESP site with the courses that are going to be available for the year, and all of the interested seniors, come to the University and make the inscription.
b.	Do you organise specialised events? Underline those valid.	x Seminars, open-door days. Other – state:
c.	The course is offered to registered seniors	x Yes <input type="checkbox"/> No
d.	The course is offered to a wide public	x Yes No
e.	Do seniors participate in the acquisition?	x Yes, target group was created together with seniors, so they feel free to address their relatives, friends, etc. <input type="checkbox"/> No
f.	Do students/youth participate in the acquisition?	<input type="checkbox"/> Yes x No
g.	What are the risks of social exclusion? State:	There are no risks associated, every person who fulfil the requirements can participate

5 Course implementation

		Answer
a.	Activities related with the start of the course:	Addressing potential lecturers, negotiation with lecturers, choosing one lecturer – in this course the only one lecturer will be .Addressing students. Preparation of the contracts for lectures and other needed documents (time sheets, etc.) Preparing structure and the content of the course including study materials, assignments for seniors and discussions boards Preparing all the needed materials and activities Preparing schedule of the course Rolling the registered seniors to the Course Communication with seniors in the Course about starting the course Arranging classroom for presence lessons. Preparation of the attendance lists
b.	Activities regularly done during the course:	Leading the presence lessons Leading individual and team work of seniors Leading interpersonal dialogue Commenting assignments Communication with seniors, lecturers and other involved people Dealing with specific seniors need Updating Course materials based on specific demands of the lecturers and seniors mainly with connection to the final QUIZ made by the seniors.
c.	Activities related with the end of the course:	Cheeking results of the seniors in the course Cheeking all attendance lists Completing time sheets Financial Matters
d.	How is seniors' progress checked?	Lecturer will check individual as well as team work of seniors. Cheeking will be done continuously and the results will be commented continuously as well. There will be no quantitative grades. Just an attendance certificate.
e.	Are seniors engaged in the course implementation? How?	Yes. Seniors are involved in the course this way: <ul style="list-style-type: none"> - Help in collection target group - Active approach in the creation of the content of the course. Their work will be part of the content of the course.



		- They will be lecturers as well because they will lead lessons discussing the topics covered
f.	Are the youth engaged in the course implementation? How?	No
g.	What are the risks of social exclusion during course implementation?	<ol style="list-style-type: none"> 1. When the health of the seniors get worse and he/she cannot attend lessons 2. When the movement of the senior gets worse and our not very barrier – free environment does not allow senior to attend lessons.
h.	How SMART technologies are used in the course?	Seniors have their PC/Notebook/smart phone/iPhone/tablet with connection at home or they can use our classrooms for self- study. If the Presence lessons are supported by audio-visual techniques

6 Course evaluation

		Answer
a.	How will the course be evaluated?	<input checked="" type="checkbox"/> Questionnaire for seniors. <input type="checkbox"/> Questionnaire for lecturers. <input type="checkbox"/> Other – state:
b.	How will the questionnaire be processed, how will it influence further progress of the course?	The questions in the questionnaire focus on: content of the course, attractiveness of the course, professional and pedagogical ability of the lecturer, quality of the virtual classroom, quality of the communication within the course, organizational things. All these answers are evaluated and the result influences our attitude to the development and realization of other courses.