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Erasmus+ KA2 – Strategic Partnership for Adult Education

ISEV - Inclusive Senior Education through Virtual U3A

METHADOLOGY – PSYCOLOGY FOR SENIORS WITHIN ISEV

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Duration: 34 months

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1 Preparation of a New course

		Answer
a.	Course title:	Psychology for Seniors - Course developed within ISEV project
b.	Target group:	☐ Seniors under 65 x Seniors aged 65 and 65+
c.	Time allocation: state the number of hours per semester:	Less than 36 hours x 36 hours and more than 36 hours ☐ Other frequency - state the number of hours per semester
d.	Lesson frequency during the semester:	☐ Frequency 2 hours per week ☐ Frequency 3 hours per week x Other frequency – one lesson (1 hour) per week, totally 4 lessons in classroom , 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).	x Work with a PC x Work on the Internet x Other knowledge, state: Work in classroom
f.	Content of the course – e.g. title of individual lessons:	☐ State the titles of individual lessons: 1. Psychological Well Being 2. What is Psychology? 3. Mourning - Dealing with Pain and Goodbye 4. Acceptance 5. Prejudices 6. Anxiety 1 7. Anxiety 2 8. Aging 1 9. Aging 2 10. Aging 3

g.	Study materials for the course State particular literature and other sources	x Recommended literature Teachers prepare study materials for seniors and upload them to the virtual classroom. Materials consists of original texts, pictures, power point presentations, recommendation of thematic literature.
i.	Is the course in an eLearning form? How to access it? Address, login information:	☐ How do seniors access the eLearning course? Provide a URL address and login information: Couirse is supported by eLening course in virtual classroom http://isev.osu.cz/course/view.php?id-14. Access to the course for registered seniors. There is a possibility to access as a host without login. This login is limited only on reading study materials. No activities are available.
j.	What is the share of direct and eLearning part (e.g. 36 hours of direct education and 36 hours in a virtual classroom):	x Share of eLearning part – state the number of hours: 36 x Share of direct education – state the number of hours:24 40 hours individual and team work of seniors
k.	Do the seniors participate in course creation? How?	☐ Seniors do not participate in course creation. x Seniors participate in course creation as follows ….As part of the course , they will chose the course content with the teachers.
l.	Is it Necessary to train the seniors? If yes, state its focus?	☐ No x Yes, how? Seniors that want to attend the course have to be trained in ICT, using internet for learning, how to work with the virtual classroom, how to communicate with teachers and schoolmates.
m.	Do students/youth participate in course creation? State how?	x Yes, students do. ☐ Students do not. x Students provide technical support. ☐ Students are lecturers. ☐x Other possibilities of students'/youth engagement – Students will attend as a member of intergeneration dialogue. As a part of the senior results the materials to study in this course will be the reflexion between generations. Students will be partners of seniors in the process of value the

		Cultural Psychological history knowledge, affection, testimonies and values to the other stages of life.
n.	Is it Necessary to train the students/youth? If yes, state its focus?	☐ No x Yes, how? For technical support students of ICT will be involved.
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? This ISEV course is currently concentrating on web accessibility, mobile applications and electronic documents as well as, to a lesser extent, on desktop software. With this focus, comprising all kinds of e-courses, ICT communication, reading digital documents etc.. the ISEV's activities mainly cover ICT aspects. When it comes to inclusion, a particularly important aspect of accessible ICT is the availability of accessible electronic documents. Educational inclusion seems hardly possible without accessible learning materials, in this project that is not a problem, the seniors can access to the information of the e-courses easily.
p.	How does the course end? (for example in a theoretical exam, practical exam, test, presentation, semester work, or colloquium?)	The course ends in: ☐ Practical examination x QUIZ ☐ Presentation ☐ Semester work ☐ Colloquium
q.	Do the seniors obtain a certificate after a successful course completion?	x Yes, they will obtain a certificate after a successful course completion. x They will obtain – state: In this case we use two types of recognition. One is a attendance certificate used in U3I and one specific as a graduate from ISEV course.

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

		Answer
		Answer
a.	**Who participates in staffing in the sense of the position?**	☐ Guarantor x Personnel x Technician xAdministrator of eLearning courses x Other, state: Teachers
b.	What are requirements on the lecturer? State.	Experts on the topic, pedagogical experience, ability to work within virtual classroom, ability to lead intergeneration dialogue, ability to join different group of people.
1.	Pedagogical requirements, requirements on lecturer's qualification and experience.	Lecturer must have a high degree, on the topic.
2.	Does the lecturer need a special training? If yes, which?	Lecturer has to be trained in using virtual classroom. How to upload materials, how to prepare activities for seniors, how to check their results, examine, comment their assignments. Lecturer has to be trained in communication platform: how to create discussion board, how to motivate seniors, etc. Lecturer has to be trained in leading an intergenerational discussion, between young's and seniors.
3.	Is the lecturer a creator of the eLearning course as well?	x Yes eLerning courses are partly prepared by lecturers, technicians, teachers, seniors and the coordinator of all U3I activities. ☐ No
4.	If yes, state the requirements on course creators.	Knowledge of Moodle system in the role of teacher. Knowledge of methodology how to create eLerning course in Moodle. Knowledge of the ISEV Methodology.
5.	Can a senior be a lecturer?	x Yes, When the seniors are involved in the discussion of determined subjects, the seniors can expose their point of view to the schoolmates, and in that way became a lecturer, because they are leading a group. ☐ No
6.	Can a student be a lecturer?	☐ Yes

		x No, but students will be involved within intergeneration dialogues and students will be also in the role of IT assistant.
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.)	Study materials are distributed in eCourse on the Moddle platform. Address is http://isev.osu.cz/course/view.php?id-14. Some materials needed in presence lessons can be 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 senior needs acess to a personal computer
4.	How is the eLearning platform arranged for the course?	eLearning course wich supported the course is divided into various parts. Every part focuses on specific topic related to the presence lesson and seminars. Every part includes: presentation of the lecturer, material to the topic prepared by lecturer, references to electronic sources and other sources like books, etc. discussion board with different topics to the discussion, assignments for individual and team seniors work. Individual and team work will be concentrate on: - Read the material available - Discussion with young people (various points of views) - Search for more information to complement the information available - Solve the quiz without failing more than two questions.
5.	Does the course need a position of an eLearning administrator?	Yes. It is necessary to prepare structure for course, create accounts for seniors, enrol seniors to the specific course, administrate course, update archive, etc. all of this work is made by the CZ partner.
6.	What activities will s/he do regularly?	1. Create empty courses 2. Create accounts for seniors and lecturese (ev. Other roles) 3. Enrol seniors to specific courses 4. Help with development of the content of the course 5. Graphical amendment of the courses as well as a whole platform 6. Archive of the courses 7. Adaptation of the courses for general public

		8. Ad hoc queries of seniors and teachers
7.	How is seniors' logging in the course arranged?	Every senior has account created by Administrator. Registered seniors obtain their user name and password by the administrator.

3 Financial matters of the course

		Answer
a.	How is the course funded?	Course is funded by ISEV project. No tuition 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.)	

4 Acquisition, informing of the target group (seniors)

		Answer
a.	How is the course offered? By what means? Underline those valid.	☐ Media, letter to a senior organisation, mail to registered seniors, web pages of the organisation. ☐ Other – state: Every Seniors involved in the U3I classes were invited to participate in the ISEV project. We have created the target group in the beginning of the project to prepare seniors for specific work.
b.	Do you organise specialised events? Underline those valid.	x Seminars, open-door days. x Other – state:
c.	The course is offered to registered seniors	x Yes ☐ No
d.	The course is offered to a wide public	☐ Yes x 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. ☐ No
f.	Do students/youth participate in the acquisition?	☐ 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, choosing 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 ecourse in the platform, uploaded all the needed materials ands activities Preparing schedule of the course Creation of eApplication form on web site of the university Rolling the registered seniors to the e Course Communication with seniors in the eCourse about starting the course Arranging classroom for presence lessons, some lessons need PC equipment Preparation of the attendance lists Preparation of specific materials needed in the course
b.	Activities regularly done during the course:	Leading the presence lessons Leading the eLerning activities in virtual classrrom Leading individual and team work of seniors Leading intergenerational dialogue Commenting assignements Communication with seniors, lecturers and other involved people Dealing with specific seniors need Updating eCourse 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. The will be no quantitative grades, we will only use qualitative grades.

e.	Are seniors engaged in the course implementation? How?	Yes. Seniors are involved in the course this way: - 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?	Yes. Students (Youth) are involved in the course this way: Intergeneration Dialogue literally IT assistants
g.	What are the risks of social exclusion during course implementation?	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. 3. When senior does not have enough knowledge and skills to work in virtual classroom 4. When senior does not have access to PC and Internet
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. Virtual classrooms are regularly updated to support seniors by relevant and current information and instruction of the lecturer Presence lessons are supported by audio-visual techniques

6 Course evaluation

		Answer
a.	How will the course be evaluated?	x Questionnaire for seniors. ☐ Questionnaire for lecturers. ☐ 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.