Proposal of the methodology for preparation and implementation of courses for seniors

The proposal accents 4 pillars of the project

- Social inclusion
- Use of Smart technologies
- Active seniors' participation
- Intergeneration cooperation, or dialogue

The methodology will pursue the following phases

1. Preparation of a new course
2. Staff, organisational/administrative, and technical provisions of the course
3. Financial matters of the course
4. Acquisition and informing of the target group (seniors)
5. Course implementation
6. Course evaluation

1 Preparation of a New course

		Answer
a.	Course title:	"Digital alphabetization for senior" – COURSE developed inside ISEV project
b.	Target group:	X Seniors under 65 X Seniors aged 65 and 65+
c.	Time allocation: state the number of hours per semester:	X Less than 36 hours ☐ 36 hours and more than 36 hours ☐ Other frequency - state the number of hours per semester
d.	Lesson frequency during the semester:	X Frequency 2 hours per week ☐ Frequency 3 hours per week ☐ Other frequency – state the number of hours

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 ☐ Other knowledge, state: ☐ No requirements
f.	Content of the course – e.g. title of individual lessons:	☐ State the titles of individual lessons: **Digital Fabrication – Fablab** Introduction to Fablab, softwares, 3D print & laser Cut: introduction and examples Group activity: identify an object relative Tourism or Food/Gastronomy Laser Cut: project the object & cut the object **Basic Digital Literacy** PC Basics / File management eLearning through virtual classroom in Moodle Searching on the web / Navigation / Browsers /Websites Creating a document & Email **Social Networking & Security** Social networks & online security Skype / WhatsApp **Tablet & Smartphones** Use of tablet and smartphones **E-Commerce: first steps** Online commerce & Paypal **E-Med** Use of online services for health **Digital Story / Stop Motion** Introduction: Learn the tools & methodology Share the project experience: brainstorm in small groups & identify story Practice **Putting the pieces together: collective presentation & final evaluation**
g.	Study materials for the course State particular literature and other sources	X Recommended literature: Youth/teachers have a detailed Guide with material, indication on course process, on how to use the Online Virtual Classroom and how to personalize the course to senior/student.
i.	Is the course in an eLearning form? How to access it? Address, login information:	Yes. How do seniors access the eLearning course? Provide a URL address and login information: Course is supported by eLearning course in virtual classroom https://isev.osu.cz/course/view.php?id=34 . Access to the course for registered seniors.

		There is 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: 30 hours X Share of direct education – state the number of hours: 34 hours
k.	Do the seniors participate in course creation? How?	☐ Seniors do not participate in course creation. X Seniors participate in course creation as follow: The course has been created taking into consideration inputs, suggestions and evaluations of previous senior courses.
l.	Is it Necessary to train the seniors? If yes, state its focus?	X No ☐ Yes, how?
m.	Do students/youth participate in course creation? State how?	☐ Yes, students do. X Students do not. ☐ Students provide technical support. ☐ Students are lecturers. ☐ Other possibilities of students'/youth engagement
n.	Is it Necessary to train the students/youth? If yes, state its focus?	☐ No X Yes, how? Previous training with material is given to students/youth.
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, social barriers? The course is implemented inside schools, where most of the time there is not architectural barrier. All the senior students from Senior social centers are invited, regardless their economic, health, social background.
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 Test ☐ Presentation ☐ Semester work ☐ Colloquium
q.	Do the seniors obtain a certificate after a successful course completion?	X Yes, they will obtain a Certificate of participation to ISEV Course and project. ☐ They will obtain – state: Certificate of participation to ISEV Course ☐ No

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

		Answer
a.	Who participates on the preparation of the course?	☐ Guarantor X Personnel X Technician X Administrator of eLearning courses ☐ Other, state:
b.	What are requirements on the lecturer? State.	Ability to use an online Virtual Classroom Ability to manage intergeneration dialogue and communication Ability to adapt and be flexible with the students
1.	Pedagogical requirements, requirements on lecturer's qualification and experience.	The lecturers must be motivated to take part in the project and to become a teacher for senior/students. The need to know basic informatics skills.
2.	Does the lecturer need a special training? If yes, which?	Yes, before starting the course the lecture receives a specific training, explaining the process and methodology of the course, the good use of the manual (Diario di Bordo) and basics knowledge regarding inter-relation and intergenerational dialogue.
3.	Is the lecturer a creator of the eLearning course as well?	☐ Yes X No
4.	If yes, state the requirements on course creators.	/
5.	Can a senior be a lecturer?	☐ Yes X 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.)	The study material is distributed by email, it may be printed and is available on the Virtual Classroom.
2.	How classrooms, laboratories are arranged?	The laboratories are in schools, in the informatics laboratory, equipped with PC.

3.	What are the requirements for a classroom?	X Each student and lecturer needs access to a personal computer. ☐ Other, state:
4.	How is the eLearning platform arranged for the course?	Study materials are distributed in eCourse on the moodle platform. Address is https://isev.osu.cz/course/view.php?id=34. Some materials needed in presence lessons can be distributed in a paper form.
5.	Does the course need a position of an eLearning administrator?	Yes
6.	What activities will s/he do regularly?	1. Create empty courses 2. S/he may create accounts for seniors and lecturers (ev. other roles) 3. Enrol seniors to specific courses 4. Help with development of the content of the course 5. Upload multimedia material 5. Graphical amendment of the courses as well as 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 of user name and password.

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?	There is no school fee.
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,	Administrator and Technician staff Project manager Communication personnel

	personnel, printing of study materials, classroom rent, eLearning course administration, etc.)	Communication material and office needs Travel costs

4 Acquisition, informing of the target group (seniors)

		Answer
a.	How is the course offered? By what means? Underline those valid.	X Media, letter to a senior organisation, mail to registered seniors, web pages of the organisation. X direct phone calls to Senior social centres X Other – state: direct visit to Senior social centers.
b.	Do you organise specialised events? Underline those valid.	☐ Seminars, open-door days. X Other – state: meeting Senior social centers ☐ No
c.	The course is offered to registered seniors	☐ Yes X No
d.	The course is offered to a wide public	X Yes ☐ No
e.	Do seniors participate in the acquisition?	X Yes ☐ No
f.	Do students/youth participate in the acquisition?	☐ Yes X No
g.	Are there any risks?	X Yes – state: it is possible that there is a miss-match between the number of seniors willing to participate and the number of student/teachers involved. In this case we must do some restrictions. ☐ No

5 Course implementation

		Answer
a.	Activities related with the start of the course:	Addressing and selecting potential schools, and school teachers. Addressing and selecting potential Senior social centers.

		Preparation of the lecturers needed documents (time sheets, guide manual etc.). Preparing structure and the content of the course including study materials. Preparing schedule of the course. Communication with Senior social centers. Preparation of attendance lists. Preparation of specific materials needed in the course.
b.	Activities regularly done during the course:	Leading the presence lessons. Communication with seniors, lecturers and other involved people. Dealing with specific seniors' and schools need.
c.	Activities related with the end of the course:	Checking results of the seniors in the course, with online questionnaire. Checking all attendance lists. Financial matters.
d.	How is seniors' progress checked?	There is an ongoing monitoring and progress check, involving both the senior students and the student lecturer.
e.	Are seniors engaged in the course implementation? How?	Yes, they have an active role in defining the content of their course, expressing themselves on the contents and modules they wish to further implement.
f.	Are the youth engaged in the course implementation? How?	Yes the youth are engaged in the implementation of the course, as an IT assistance and above all dedicating specific attention to the inter-relations and intergenerational issues with the seniors.
g.	What are the risks of social exclusion during course implementation?	. health issue can be an issue, enabling the participation to the course, both for the students and seniors.
h.	How SMART technologies are used in the course?	The whole course activities are implemented with the use a PC, and also using a smartphone/tablet.

6 Course evaluation

		Answer
a.	How will the course be evaluated?	X Questionnaire for seniors. X Questionnaire for lecturers. ☐ Other – state:
b.	How will the questionnaire be processed, how will it influence further progress of the course?	At the end of the course all the questionnaire outcomes are analysed, where many suggestions and inputs are also collected. In this sense they have a real influence on the implementation of future courses.

The proposal is presented to you (all partners) and you will supplement it, comment it, etc.

An approved proposal will be used for preparation and implementation of the course in two situations:
1. According to the structure, any prepared, offered or implemented course of the partner will be processed.
2. According to the structure, a course will be processed to be proposed and implemented within the ISEV project. In such a case, it will concern a one-semester course of an eLearning form, there will be both presence (i.e. direct education in the institution) and virtual part (i.e. a platform on webpage isev.osu.cz). In addition, the seniors will use SMART technologies in the course, they will actively participate in at least one phase from the methodology (e.g. preparation of the course, acquisition, implementation – such as lecturer's assistants or direct lectures, etc.). The course will also be staffed by students/youth. For example, they will participate in intergeneration dialogue or they will assist the lecturer, etc.