



**Erasmus+**

**Inclusive Senior Education Through Virtual U3A**

2017-1-CZ01-KA204-035438

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**PROJECT NUMBER: 2017-1-CZ01-KA204-035438**

**ERASMUS+ KA2 – STRATEGIC PARTNERSHIP FOR ADULT  
EDUCATION**

**ISEV - INCLUSIVE SENIOR EDUCATION THROUGH VIRTUAL U3A**

**TEACHING METHODOLOGY PROPOSAL**



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*The aim of adult learning and education is to equip people with the necessary capabilities to exercise and realize their rights and take control of their destinies. It promotes personal and professional development, thereby supporting more active engagement by adults with their societies, communities and environments. It fosters sustainable and inclusive economic growth and decent work prospects for individuals. It is therefore a crucial tool in alleviating poverty, improving health and well-being and contributing to sustainable learning societies.*

UN 2016

All subjects of this project have common goals that we state bellow:

- Continuous training of the senior students and their engagement in the creation of the activities and social and cultural update;
- Strengthen social and cultural participation as well as execute their citizenship rights;
- Promote and stablish better conditions for an healthy ageing in all dimensions in an Inclusive Educational environment;
- Promote activities related to human development and especially those that enrich self-knowledge with the engagement of seniors in the creation of educational activities.
- Promote self-esteem, social skills, sophisticated use of ICT, integration and sharing of experiences between generations.

Most disciplines/classes have an eminently practical character which allows greater involvement of students, however, in the most acutely theoretical disciplines the teacher's part of practical situations involving students to explain the theory and, whenever possible, use new technologies to diversify their methodologies.

Improvement of learning will be achieved through intervention dynamics at the level of pedagogical and organizational practices of the University, with particular emphasis on ways of making students learn and of compromising all educational actors. The creation of an innovative educational environment will allow to maximize a culture of learning, placing the entire organizational model and available resources at the service of better learning by each and every student.

From a methodological point of view, this document is based on the approach proposed by the ISEV group of work for improving participation and awareness of adult learning based on the best practices identified in the 3 Member States involved in this project in relation to comprehensive strategies to increase the impact of AE in society. This teaching methodology proposal suggest the following steps for the development of a coherent and effective education environment.

### The Set Goals

- a) Identify target groups
- b) Identify tools / channels, use of ICT.
- c) Identify partners
- d) Involve the seniors when creating the class's contents.
- e) Invite young's to participate in different classes to promote an intergenerational approach.
- f) Use the senior's previous experience in the learning/teaching process, where the students can be learners, and the learners can be students.
- g) Monitoring and evaluate with questionnaires

**The teaching methodology proposal of the ISEV project stem from the comparative analyses of the 3 partners who took into consideration the individual experiences and is based on this four pillars:**

### **I - Inclusive educational environment**

Inclusive education should be what education really needs to be for all. It has to create senses, open possibilities, allow participation and be connected with reality.

In order to meet local and / or national needs as well as for budgetary reasons the Strategy will be adapted by each partner with the support of the Local/ Regional or National Government. Therefore, as expected, it is expected that will be different from one country to another.

### **II - Sophisticated use of ICT**

In the perspective of lifelong learning, the individual is seen as the main actor of the learning process and all dimensions of their lives are potential learning contexts. We approached this concept in the context of adult education, in the sense that it will be

It is fundamental that the adults are able to take advantage of these potentialities to update and renew their competences, thus accompanying the rapid changes that are taking place in today's society

In fact, lifelong learning is a requirement of society that, contrary to previous conceptions that directed the responsibilities for the state and for educational institutions, is focused on the individual and is the one who has the responsibility to learn and select what you want, how and where to learn.

ICTs, and the internet in particular, have become fundamental tools in all walks of life in society. Not only can they contribute improving the quality of life of citizens, important instrument for promoting citizenship. Since one of the major challenges for the future will be to extend to all citizens the digital literacy skills, so that everyone can benefit from this technological potential.

### **III - Engagement of seniors in the creation of educational activities**

The ISEV project "provide for the sharing of knowledge and gives us the opportunity not to deprive those who give us what we have received, nor to be without what we give. "Knowledge and experience peculiarity: we are all considerably we share."

### **IV - Engagement of the youth into the implementation of the educational activities**

From the methodological point of view, the ISEV chose to encourage the adoption of the logic of intergenerational interactive learning as basis for the activities to be carried out for each of the identified beneficiary groups. This results from a commitment of the ISEV network with the importance and effectiveness of direct exchange among learner's adults, professionals and other stakeholders, which is also the basis of the class's methodology.

In addition to accelerating the acquisition of skills, young's and seniors interaction has proved to lead to the development of transversal skills particularly important for low-skilled and / or low-motivated adults regarding to ICT.

**Proposal methodology in each partner country:**

**1. Preparation of a New course**

		<b>Answer</b>
a.	Course title:	
b.	Target group:	<p>Seniors under 65</p> <p><input checked="" type="checkbox"/> Seniors aged 65 and 65+</p>
c.	Time allocation: state the number of hours per semester:	<p><input checked="" type="checkbox"/> Less than 36 hours</p> <p><input type="checkbox"/> 36 hours and more than 36 hours</p> <p><input type="checkbox"/> Other frequency - state the number of hours per semester</p>
d.	Lesson frequency during the semester:	<p><input checked="" type="checkbox"/> Frequency 2 hours per week - FDM</p> <p><input type="checkbox"/> Frequency 3 hours per week</p> <p><input checked="" type="checkbox"/> Other frequency – one lesson ( 1 hour) per week, totally 4 lessons in classroom , cca 24 hours in classroom within the semester</p> <p><input type="checkbox"/> OU - one lesson (3 hours) a month in classroom, totally 5 lessons in classroom, cca 20 hours in virtual classroom within the semester, cca 50 hours doing individual and team work.</p>

		RUTIS - 1.5 hour per week on classroom and 1.5 hour in virtual classroom + individual researches (indefined)
e.	Input requirements for a course participant (knowledge, skills, e.g. work with a PC and the Internet, or others).	<ul style="list-style-type: none"> <li>x Work with a PC</li> <li>x Work on the Internet</li> <li>x Other knowledge, state: Work in classroom, communication through virtual classroom, work with digital archives</li> </ul>
f.	Content of the course – e.g. title of individual lessons:	<input type="checkbox"/> State the titles of individual lessons: According to the course
g.	Study materials for the course  State particular literature and other sources	<ul style="list-style-type: none"> <li>x Recommended literature</li> <li>AMBESP - 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.</li> <li>OU - Teachers prepare study materials for seniors and upload them to the virtual classroom. Material consists of original texts, pictures, maps, powerpoint presentations, references to the digital archives in the Czech Republic, etc</li> <li>RUTIS - Internet researches</li> <li>FDM - Youth/teachers have a detailed Guide with material, indication on course process, on</li> </ul>

		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:	<input type="checkbox"/> How do seniors access the eLearning course? Provide a URL address and login information: Course is supported by eLearning course in virtual classroom <a href="http://isev.osu.cz/">http://isev.osu.cz/</a> . 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: AMBESP -36; OU – 20; RUTIS – 1.5; FDM - 30  x Share of direct education – state the number of hours: AMBESP – 24; OU – 15; RUTIS – 1.5; FDM - 34  AMBESP – 40; OU – 50; hours individual and team work of seniors
k.	Do the seniors participate in course creation? How?	<input type="checkbox"/> Seniors do not participate in course creation.  x Seniors participate in course creation as follows ....  AMBESP - As part of the course , they will chose the course content with the teachers.  OU - As a part of the course there will be concrete family genealogy created by seniors. They can be used as an example for other seniors how the Family Tree (Genealogy) can look like.



		<p>RUTIS - They improved the work of teachers related with course content with reaserches.</p> <p>FDM - The course has been created taking into consideration inputs, suggestions and evaluations of previous senior courses</p>
i.	Is it Necessary to train the seniors? If yes, state its focus?	<p>FDM - No</p> <p>AMBESP/OU/RUTIS - 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.</p>
m.	Do students/youth participate in course creation? State how?	<p>AMBESP/OU/RUTIS - Yes, students do.</p> <p>FDM - Students do not.</p> <p>AMBESP/OU/RUTIS Students provide technical support.</p> <p><input type="checkbox"/> Students are lecturers.</p> <p>AMBESP/OU/RUTIS Other possibilities of students'/youth engagement – Students will attend as a member of intergeneration dialogue.</p>
n.	Is it Necessary to train the students/youth? If yes, state its focus?	<p><input type="checkbox"/> No</p> <p>AMBESP/OU/RUTIS/FDM Yes, how? For technical support students of ICT will be involved.</p>

o.	<p>How does the course meet the requirements on social inclusion? Underline those valid.</p>	<p>Is it barrier-free in the sense of architectural, information, economic, health, and social barriers?</p> <p>AMBESP/OU/RUTIS/FDM - 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. They even can attend from their homes.</p>
p.	<p>How does the course end? (for example in a theoretical exam, practical exam, test, presentation, semester work, or colloquium?)</p>	<p>The course ends in:</p> <p><input type="checkbox"/> Practical examination</p> <p>AMBESP/RUTIS – QUIZ</p> <p>FDM - Test</p> <p>OU - Presentation</p> <p>OU - Semester work</p> <p><input type="checkbox"/> Colloquium</p>

q.	Do the seniors obtain a certificate after a successful course completion?	AMBESP/OU/RUTIS/FDM - Yes, they will obtain a certificate after a successful course completion.
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## 2. Staff, organisational/administrative, and technical provisions of the course

		Answer
a.	Who participates in staffing in the sense of the position?	OU Guarantor AMBESP/OU/RUTIS/FDM Personnel AMBESP/OU/RUTIS/FDM Technician AMBESP/OU/RUTIS/FDM Administrator of eLearning courses AMBESP/OU/RUTIS Other, state: Teachers
b.	What are requirements on the lecturer? State.	AMBESP/OU/RUTIS/FDM - 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.	AMBESP/OU/RUTIS - Lecturer must have a high degree, on the topic. – EXPERT FDM – basic skills

2.	Does the lecturer need a special training? If yes, which?	AMBESP/RUTIS/OU/FDM - 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. Specific training
3.	Is the lecturer a creator of the eLearning course as well?	AMBESP/RUTIS/OU - Yes FDM - No
4.	If yes, state the requirements on course creators.	AMBESP/RUTIS/OU - Knowledge of Moodle system in the role of teacher. Knowledge of methodology how to create eLearning course in Moodle. Knowledge of the ISEV Methodology.
5.	Can a senior be a lecturer?	AMBESP/RUTIS/OU Yes, FDM No
6.	Can a student be a lecturer?	FDM Yes AMBESP/RUTIS/OU 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.)	AMBESP/OU/RUTIS/FDM - Study materials are distributed in eCourse on the Moodle platform. Address is <a href="http://isev.osu.cz/">http://isev.osu.cz/</a> . Some materials needed in presence lessons can be distributed in a paper form.

2.	How classrooms, laboratories are arranged?	AMBESP/OU/RUTIS/FDM - Classroom has Whiteboards, data projector, access to Internet, notebooks, PC
3.	What are the requirements for a classroom?	AMBESP/OU/RUTIS/FDM - Each senior needs access to a personal computer
4.	How is the eLearning platform arranged for the course?	<p>AMBESP - eLearning course which 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:</p> <ul style="list-style-type: none"> <li>- Read the material available</li> <li>- Discussion with young people ( various points of views)</li> <li>- Search for more information to complement the information available</li> <li>- Solve the quiz without failing more than two questions.</li> </ul> <p>OU - eLearning course which supported the course is divided into 5 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:</p>

		<ul style="list-style-type: none"> <li>• creation own family genealogy</li> <li>• recalling memory</li> <li>• discussion with young people (family members, students, etc.)</li> <li>• collecting needed information and materials</li> <li>• using specific software for creation family tree</li> </ul> <p>using Materials about different topics</p> <p>RUTIS - Internet references</p> <p>Presentations</p> <p>Book references digital registers</p> <p>FDM - Study materials are distributed in eCourse on the moodle platform. Address is <a href="https://isev.osu.cz/">https://isev.osu.cz/</a>. Some materials needed in presence lessons can be distributed in a paper form.</p>
5.	Does the course need a position of an eLearning administrator?	AMBESP/OU/RUTIS/FDM - 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?	<p>AMBESP/RUTIS/FDM/OU</p> <ol style="list-style-type: none"> <li>1. Create empty courses</li> <li>2. Create accounts for seniors and lecturese (ev. Other roles)</li> <li>3. Enrol seniors to specific courses</li> <li>4. Help with development of the content of the course</li> <li>5. Graphical amendment of the courses as well as a whole platform</li> <li>6. Archive of the courses</li> <li>7. Adaptation of the courses for general public</li> <li>8. Ad hoc queries of seniors and teachers</li> </ol>
7.	How is seniors' logging in the course arranged?	<p>AMBESP/OU/RUTIS/FDM - Every senior has account created by Administrator. Registered seniors obtain their user name and password by the administrator.</p>

### 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?	AMBESP – 10,00€ For the insurance  OU, RUTIS, FMD – no school fee
c.	What is the cost of the course (i.e. total expenses for preparation and implementation of the course)?	RUTIS - 984€  OU - 28.000,- CZK, cca 1100 €  AMBESP – 1200,00 €
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.)	<b>OU</b> 20.000,- CZK for teacher 2.000,- CZK for Administrator and Technician 2.000,- CZK for Personnel 2.000,- CZK for Guarantor 2.000 CZK other (printing, office needs, travel costs of students, etc.) Students are volunteers <b>RUTIS</b> Teacher: 234€ per month All Personnel: +/- 500 € per month (technical, administrator and other staff)



	<p>Other costs (printing and other office needs): 250€ per month Students are volunteers</p> <p><b>FDM</b> Administrator and Technician staff: +/- 1500€  Project manager: +/- 3000€  Communication personnel: /  Communication material and office needs: /  Travel costs: +/- 1500€ (depending on the location of the course)  Students are volunteers</p> <p><b>AMBESP</b> 2.000,00 € for Administrator and Technician 280,00 € per month for the Portuguese, Psychology, History, Citizenship and Art Crafts Classes- CZK for Teachers. For the all classes per month is 680,00€. 2.000.00€ other (printing, office needs, travel costs, etc.), for one year Students are volunteers</p>
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#### 4. Acquisition, informing of the target group (seniors)

		Answer
a.	How is the course offered? By what means? Underline those valid.	<p>FDM - Media, letter to a senior organisation, mail to registered seniors, web pages of the organisation, direct phone calls to Senior social centers; direct visit to Senior social centers</p> <p><input type="checkbox"/> Other – state: AMBESP - 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.</p> <p>RUTIS/OU - Chosen seniors</p>
b.	Do you organise specialised events? Underline those valid.	<p>AMBESP/FDM/OU/RUTIS - Seminars, open-door days.</p> <p>Other – state:</p>
c.	The course is offered to registered seniors	<p>AMBESP/RUTIS/OU/FDM Yes</p> <p><input type="checkbox"/> No</p>
d.	The course is offered to a wide public	AMBESP/RUTIS/FDM Yes

		OU/ No
e.	Do seniors participate in the acquisition?	AMBESP/RUTIS/OU Yes, target group was created together with seniors, so they feel free to address their relatives, friends, etc.  FDM No
f.	Do students/youth participate in the acquisition?	RUTIS Yes  AMBESP/OU/FDM No
g.	What are the risks of social exclusion? State:	OU /FDM – YES - target group was created together with seniors, they address their relatives, friends, etc 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  AMBESP/RUTIS - NO - There are no risks associated, every person who fulfil the requirements can participate

### 5. Course implementation

	<b>Answer</b>
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a.	Activities related with the start of the course:	<p>AMBESP/OU/RUTIS/FDM</p> <p>Addressing potential lecturers, negotiation with lecturers, choosing one lecturer – in this course the only one lecturer will be .Addressing students, choosing students,</p> <p>Preparation of the contracts for lectures and other needed documents (time sheets, etc.)</p> <p>Preparing structure and the content of the course including study materials, assignments for seniors and discussions boards</p> <p>Preparing ecourse in the platform, uploaded all the needed materials ands activities</p> <p>Preparing schedule of the course</p> <p>Creation of eApplication form on web site of the university</p> <p>Rolling the registered seniors to the e Course</p> <p>Communication with seniors in the eCourse about starting the course</p> <p>Arranging classroom for presence lessons, some lessons need PC equipment</p> <p>Preparation of the attendance lists</p> <p>Preparation of specific materials needed in the course</p>
b.	Activities regularly done during the course:	<p>AMBESP/RUTIS/FDM/OU</p> <p>Leading the presence lessons</p>

		<p>Leading the eLearning activities in virtual classroom</p> <p>Leading individual and team work of seniors</p> <p>Leading intergenerational dialogue</p> <p>Commenting assignments</p> <p>Communication with seniors, lecturers and other involved people</p> <p>Dealing with specific seniors need</p> <p>Updating eCourse based on specific demands of the lecturers and seniors mainly with connection to the final QUIZ made by the seniors.</p>
c.	Activities related with the end of the course:	<p>AMBESP/RUTIS/OU/FDM</p> <p>Cheeking results of the seniors in the course</p> <p>Cheeking all attendance lists</p> <p>Completing time sheets</p> <p>Financial Matters</p>
d.	How is seniors' progress checked?	<p>AMBESP - 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.</p> <p>RUTIS - They have to do presentations that will be commented by teachers and make test on</p>

		<p>the platform.</p> <p>FDM - There is an ongoing monitoring and progress check, involving both the senior students and the student lecturer</p> <p>OU - Lecturer will check individual as well as team work of seniors. Checking will be done continuously and results will be commented continuously as well. The grades will be set after final presentation. After that final works will be uploaded to the eCourse and this way they will be part the eCourse. Seniors will be in a role of course creators and lecturers as well because they will lead a lesson</p>
e.	Are seniors engaged in the course implementation? How?	<p>AMBESP/FDM/OU/RUTIS</p> <p>Yes. Seniors are involved in the course this way:</p> <ul style="list-style-type: none"> <li>- Help in collection target group</li> <li>- Active approach in the creation of the content of the course. Their work will be part of the content of the course.</li> <li>- They will be lecturers as well because they will lead lessons discussing the topics covered</li> </ul>
f.	Are the youth engaged in the course implementation? How?	<p>AMBESP/OU/FDM/RUTIS</p> <p>Yes. Students (Youth) are involved in the course this way:</p> <p>Intergeneration Dialogue literally</p>

		IT assistants
g.	What are the risks of social exclusion during course implementation?	<p>AMBESP/RUTIS/FDM/OU</p> <ol style="list-style-type: none"> <li>1. When the health of the seniors get worse and he/she cannot attend lessons</li> <li>2. When the movement of the senior gets worse and our not very barrier – free environment does not allow senior to attend lessons.</li> <li>3. When senior does not have enough knowledge and skills to work in virtual classroom</li> <li>4. When senior does not have access to PC and Internet</li> </ol>
h.	How SMART technologies are used in the course?	<p>AMBESP/RUTIS/OU/FDM</p> <p>Seniors have their PC/Notebook/smart phone/iPhone/tablet with connection at home or they can use our classrooms for self- study.</p>

## 6. Course evaluation

	<b>Answer</b>
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a.	How will the course be evaluated?	<p>AMBESP/OU/FDM - Questionnaire for seniors.</p> <p>FDM - Questionnaire for lecturers.</p> <p>RUTIS - Other – state: Principal and the staff project will evaluate teachers performance and content structure of the course as well the results on seniors.</p>
b.	How will the questionnaire be processed, how will it influence further progress of the course?	<p>AMBESP/OU - 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.</p> <p>FDM - 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</p> <p>RUTIS – not applicabel</p>



From the analysis of the content of the board above we can see that regarding the:

PREPARATION OF A NEW COURSE the partners of the ISEV project addressed the Target group to seniors aged 65 and 65+, the time allocation is 36 hours and more per semester; the frequency of the lessons can variate from 1 to 3 hours a week during the semester; the Input requirements for participant in the course are work with a PC and the Internet, work in classroom, and communicate through virtual classroom. The content of the course is according to seniors preferences, and the study material are recommended literature. The course is offered in an eLearning platform <http://isev.cz/> and accessed only to 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. The share of direct and eLearning part various from 1.5 to 36 hours per semester, and the direct education being in class or in team work various from 1.5 to 50 hours per semester. The seniors participate in course creation by choosing the courses content, by improving the work of the teachers, by taking their experience from the daily life and personal into the courses contents. The majority of the partners involved in ISEV state that is necessary to train the seniors and youth in ICT, the students/youth don't participate in courses creation and need to be trained in ICT to be able to support seniors in the classrooms. Regarding the requirements on social inclusion 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. They even can attend from their homes.

The course will end with, depending on the course, for example a test, presentation, quiz or a semester work. The seniors will obtain a certificate after a successful course completion.

## **STAFF, ORGANISATIONAL/ADMINISTRATIVE, AND TECHNICAL PROVISIONS OF THE COURSE**

The staff needed for the course implementation is , Personnel, Technician, administrative of the eLearning courses and teachers. The lecturer has to be an expert on the subject, pedagogical experience, ability to work within virtual classroom, ability to lead intergeneration dialogue, ability to join different group of people. He 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. Specific training and can be the creator of the eLearning course as well, who has to know the Moodle system in the role of teacher. Knowledge of methodology how to create eLerning course in Moodle. Knowledge of the ISEV Methodology. The seniors can be lecturers but students no. Regarding to Technical provisions of the course: 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. The classrooms are arranged with Whiteboards, data projector, access to Internet, notebooks, PC, in wich each senior needs acess to a personal computer.The eLearning platform is arranged to receive all the needed tools to the course implementation. It is need a position of an eLearning administrator because 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,

that will create empty courses; Create accounts for seniors and lecturers (ev. Other roles); Enrol seniors to specific courses; Help with development of the content of the course; Graphical amendment of the courses as well as a whole platform; Archive of the courses; Adaptation of the courses for general public and Ad hoc queries of seniors and teachers. Every senior has account created by Administrator. Registered seniors obtain their user name and password by the administrator.

### **FINANCIAL MATTERS OF THE COURSE**

The course is financed by ISEV project. No tuition fee. Even though to support the costs with the preparation and the implementation of the activities OU/AMBESP and RUTIS estimate the following costs:

#### **OU**

20.000,- CZK for teacher

2.000,- CZK for Administrator and Technician

2.000,- CZK for Personnel

2.000,- CZK for Guarantor

2.000 CZK other (printing, office needs, travel costs of students, etc.)

Students are volunteers

#### **RUTIS**

Teacher: 234€ per month

All Personnel: +/- 500 € per month (technical, administrator and other staff)

Other costs (printing and other office needs): 250€ per month

Students are volunteers

#### **AMBESP**

2.000,00 € for Administrator and Technician



280,00 € per month for the Portuguese, Psychology, History, Citizenship and Art Crafts Classes- CZK for Teachers. For the all classes per month is 680,00€.

2.000.00€ other (printing, office needs, travel costs, etc.), for one year

Students are volunteers

### **FDM**

5000€/6000€, depending on the location of the course and the number of senior and students involved

The most expensive courses are in Check Republic, for one year of activitie is needed 28.000,00 €. In Portugal we can see two tipos of ammounts, Rutis spend per lective year 11.808,00 € on the other hand Ambesp spends a total of 12.160,00€, it looks like more or less a half of what is spent in Check Republic. FDM depending on the location of the course and the number of senior and students involved can spend 5000,00€/6000,00€ per year, per course.

We can also see that in all organizations the students who participate in the activities are volunteers.

### **ACQUISITION, INFORMING OF THE TARGET GROUP (SENIORS)**

The course is offered trough Media, letter to a senior organisation, mail to registered seniors, web pages of the organisation, direct phone calls to Senior social centers; direct visit to Senior social centers, or chosen from U3I classes, or invited to participate in the ISEV project. where organised for it seminais and open door days, the course is offered to registered seniors and to a wide public, and the seniors participate in the acquisition by adressing their relatives and friends. The students also can participate in the aquisition. The partners are divided regardinfg the risks of social exclusion FDM and OU state that target group was created together with seniors, they address their relatives, friends, etcit 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, AMBESP/RUTIS

state that

there are no risks associated, every person who fulfil the requirements can participate.

## COURSE IMPLEMENTATION

The activities regularly done during the course are 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 and 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. The activities related with the end of the course are Leading the presence lessons Leading the eLearning activities in virtual classroom Leading individual and team work of seniors Leading intergenerational dialogue Commenting assignments 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. The seniors' progress is checked in AMBESP - Lecturer will check individual as well as team work of seniors. Checking will be done continuously and the results will be commented continuously as well. There will be no quantitative grades, we will only use qualitative grades. RUTIS - They have to do presentations that will be commented by teachers and make test on the platform. FDM - There is an ongoing monitoring and progress check, involving both the senior students and the student lecturer OU - Lecturer will check individual as well as team work of seniors. Checking will be done

continuously and results will be commented continuously as well. The grades will be set after final presentation. After that final works will be uploaded to the eCourse and this way they will be part the eCourse.

Seniors will be in a role of course creators and lecturers as well because they will lead a lesson. The seniors are engaged in the course implementation helping 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. The youth is engaged in the course implementation by being IT assistants and by making part of an intergeneration dialogue. It could appear risks of social exclusion during course implementation when the health of the seniors get worse and he/she cannot attend lessons, when the movement of the senior gets worse and our not very barrier – free environment does not allow senior to attend lessons; when senior does not have enough knowledge and skills to work in virtual classroom and when senior does not have access to PC and Internet. The SMART technologies are used in the course trough PC/Notebook/smart phone/iPhone/tablet with connection at home or they can use our classrooms for self-study.

## **COURSE EVALUATION**

The course will be evaluated trough a questionnaire for seniors and lecturers. AMBESP/OU - 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. FDM - 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. RUTIS – not applicabel.



## CONCLUSION

The objective of these methodological proposal is to promote processes of social transformations, and doing it with the "groups engines "and" action sets "according to the strategies that then they are raised. The specific circumstances of each place are going to be those that determine what form the process is going to take, and what means we have for it. However, there are common criteria applicable in most of the cases, that these groups must be willing to use.

The tools developed and adopted for ISEV implementation are, as far as possible, multipurpose. In fact, they should serve more than one target group and have qualities to impact both the participation in lifelong learning and the quality of the senior education. This is the case, for example, of the Questionnaires distributed to adult learners and linked to adult education which, while asking for opinions on the characteristics learning process, also informed the target groups about the different types of learning and on the concept of "learning outcomes" as a unit of the impact of the activity.

“Asking what method to use for a training program is like asking a physician what instrument to use for surgery. It all depends on the nature of the operation”.

Recognition, validation and accreditation is a key tool to promote Adult Learning Education, putting the learner in the center of the process, encouraging more flexible learning and creating a more comprehensive understanding of competences.