

## 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:	
b.	Target group:	<input type="checkbox"/> Seniors under 65 <input 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 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 type="checkbox"/> Other frequency – please state:

e.	Input requirements for a course participant (knowledge, skills, e.g. work with a PC and the Internet, or others).	<input type="checkbox"/> Work with a PC <input type="checkbox"/> Work on the Internet <input type="checkbox"/> Other knowledge, state: <input type="checkbox"/> No requirements
f.	Content of the course – e.g. title of individual lessons:	<input type="checkbox"/> State the titles of individual lessons: 2. 3. 4. 5. 6. 7. 8. 9. 10.
g.	Study materials for the course State particular literature and other sources	<input type="checkbox"/> Recommended 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:
j.	What is the share of direct and eLearning part (e.g. 36 hours of direct education and 36 hours in a virtual classroom):	<input type="checkbox"/> Share of eLearning part – state the number of hours: <input type="checkbox"/> Share of direct education – state the number of hours:
k.	Do the seniors participate in course creation? How?	<input type="checkbox"/> Seniors do not participate in course creation. <input type="checkbox"/> Seniors participate in course creation as follows ....
l.	Is it Necessary to train the seniors? If yes, state its focus?	<input type="checkbox"/> No <input type="checkbox"/> Yes, how?
m.	Do students/youth participate in course creation? State how?	<input type="checkbox"/> Yes, students do. <input type="checkbox"/> Students do not. <input type="checkbox"/> Students provide technical support.

		<input type="checkbox"/> Students are lecturers. <input type="checkbox"/> Other possibilities of students'/youth engagement
n.	Is it Necessary to train the students/youth? If yes, state its focus?	<input type="checkbox"/> No <input type="checkbox"/> 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, social barriers?
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 <input type="checkbox"/> Test <input type="checkbox"/> Presentation <input type="checkbox"/> Semester work <input type="checkbox"/> Colloquium
q.	Do the seniors obtain a certificate after a successful course completion?	<input type="checkbox"/> Yes, they will obtain a certificate after a successful course completion. <input type="checkbox"/> They will obtain – state: <input type="checkbox"/> No

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

		Answer
a.	Who participates on the preparation of the course?	<input type="checkbox"/> Guarantor <input type="checkbox"/> Personnel <input type="checkbox"/> Technician <input type="checkbox"/> Administrator of eLearning courses <input type="checkbox"/> Other, state:
b.	What are requirements on the lecturer? State.	
1.	Pedagogical requirements, requirements on lecturer's qualification and experience.	
2.	Does the lecturer need a special	

	training? If yes, which?	
3.	Is the lecturer a creator of the eLearning course as well?	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.	If yes, state the requirements on course creators.	
5.	Can a senior be a lecturer?	<input type="checkbox"/> Yes <input type="checkbox"/> No
6.	Can a student be a lecturer?	<input type="checkbox"/> Yes <input type="checkbox"/> No
c.	<b>Technical provisions of the course:</b>	
1.	How are study materials distributed (for example, in a paper form for a lesson, by email electronically, in eCourse, etc.)	
2.	How classrooms, laboratories are arranged?	
3.	What are the requirements for a classroom?	<input type="checkbox"/> Each student needs access to a personal computer <input type="checkbox"/> Other, state:
4.	How is the eLearning platform arranged for the course?	
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

		<b>Answer</b>
a.	How is the course funded?	

b.	What is the 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, 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.	<input type="checkbox"/> Media, letter to a senior organisation, mail to registered seniors, web pages of the organisation. <input type="checkbox"/> direct phone calls to Senior social centres <input type="checkbox"/> Other – state:
b.	Do you organise specialised events? Underline those valid.	<input type="checkbox"/> Seminars, open-door days. <input type="checkbox"/> Other – state: <input type="checkbox"/> No
c.	The course is offered to registered seniors	<input type="checkbox"/> Yes <input type="checkbox"/> No
d.	The course is offered to a wide public	<input type="checkbox"/> Yes <input type="checkbox"/> No
e.	Do seniors participate in the acquisition?	<input type="checkbox"/> Yes <input type="checkbox"/> No
f.	Do students/youth participate in the acquisition?	<input type="checkbox"/> Yes <input type="checkbox"/> No
g.	Are there any risks?	<input type="checkbox"/> Yes – state:

	<input type="checkbox"/> No
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## 5 Course implementation

		Answer
a.	Activities related with the start of the course:	
b.	Activities regularly done during the course:	
c.	Activities related with the end of the course:	
d.	How is seniors' progress checked?	
e.	Are seniors engaged in the course implementation? How?	
f.	Are the youth engaged in the course implementation? How?	
g.	What are the risks of social exclusion during course implementation?	
h.	How SMART technologies are used in the course?	

## 6 Course evaluation

		Answer
a.	How will the course be evaluated?	<input 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?	
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### **Instruction how to use developed structure for describing courses**

Use this form and describe at least one existing course (outside ISEV project) and at least one ISEV course.

#### **Take into consideration that ISEV course:**

- will take one semester,
- will have presence (i.e. direct education in the classroom) and eLearning (in the platform <http://isev.osu.cz>) part,
- seniors will use SMART technologies in the course,
- seniors 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.),
- will also be staffed by students/youth. For example, they will participate in intergeneration dialogue or they will assist the lecturer, etc.

Idea is how ISEV Methodology influences our course strategy in terms of 4 project pillars, which are:

- Seniors’ social inclusion
- Using SMART technology
- Intergeneration dialogue
- Seniors’ active approach