



GER-APP
INACTIVITY IS NOT AN OPTION

Framework curriculum for training of trainers/teachers, senior educators and senior volunteers



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Framework curriculum for training of trainers / teachers, senior educators and senior volunteers

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1. INTRODUCTION

This learning curriculum has been developed in the framework of the Erasmus+ project “GER-APP: Inactivity is not an option”, developed by an international partnership composed by 4 members: *Udruga za cjeloživotno strukovno obrazovanje #Struka* (Croatia), *Euroform RFS* (Italy), *Inštitut Antona Trstenjaka za gerontologijo in medgeneracijsko sožitje* (Slovenia), *Mátraí Welding Ltd* (Hungary), and *Industrijsko-Obrtnička škola Slavonski Brod* (Croatia).

The project aims to promote social inclusion for the older people by creating an innovative training package and an innovative tool for trainers, professionals and volunteers that work in older people institutions.

The curriculum hereby created is the result of the joint work of the partnership, and it focuses on five different competence units:

CU1: Gerontology and intergenerational solidarity

CU2: New pedagogical-didactic approach (social media, micro-learning, virtual workshops)

CU3: Communication tools and motivational techniques

CU4: Self-organization and social inclusion in old age

CU5: European values and Erasmus+.

As so composed, this curriculum is a package of learning activities designed to achieve the final goal of developing new competences for professionals and volunteers that work with the older people. This curriculum transmits both the theoretical and the practical framework necessary to develop the new competences, as it comprises both explanations about every competence unit identified and exercises to develop them.

The training content has been organized starting from the study of the possible learning outcomes of each competence unit, both in terms of knowledge and of skills. Both these aspects are conceptually related, and therefore are taught together. Then, the partnership has proceeded with the study of the context; understanding what each competence unit is about in practical terms, explore which topics are covered for each section and why is it important to develop new knowledge and competences about such topics in particular, in order to create a new and innovative approach in working with the older people.

For each of the activities proposed it is also estimated a timeframe of work, and every competence unit has an estimated allocated time for the learning. It is suggested to follow this timetable, as it has been chosen to give an adequate amount of time to absorb the content to the desired level of depth.

Each section of the curriculum is strictly linked to the others: the curriculum is intended to be learnt as a whole, as a whole path that brings to a new approach by following each of its steps.

There are two teaching methods used in this curriculum, chosen considering the specificities of each module and the best approach to each of them.

Frontal teaching method is the most common and well-known. It is based on simultaneous work with all the students in the class at the same time. Here, the teacher stands in front of the class and imparts his/her knowledge to the students, while also supervising their activities during the lesson. Even when there is a debate, the teacher maintains a central position and leads the students through it. It requires the attention of all the students at the

same time to be effective, and the teacher at the same time must be able to control the class and not allow the attention to wander.

The second method is the Flipped Classroom methodology. It is a learning method characterized by an overturning of the traditional teaching-learning method; here the lesson starts with a first moment of autonomous learning, which is carried out by the students autonomously or in smaller groups and supported by technological devices. Then, there is a second step in the classroom, where with the help of the teachers the students put into practice what they have learnt before and generate debates and opinion comparison. Here is where the cooperation between students becomes the key aspect of the whole learning process.

The role of the teacher is overturned: here they must guide the students towards the active elaboration of knowledge and the development of tasks. In return, the students gain a major activation of their cognitive skills, such as listening and memorizing ones, while they work autonomously at home. Therefore, the responsibility of the learning process is now transferred to the students, who are now encouraged to carry out their personal research and then share the result of their new knowledge to the classroom.

As this curriculum mixes two different teaching methodologies, it is thought of as a blended course.

It is still possible to adapt the content proposed in this curriculum to different teaching methodologies. If a organization requires, for example, that this course is taught in person, with frontal lessons only, all the content included in the curriculum can be adapted.

In the process of adaptation, it is important, though, to remember that everything must be processed. The teaching units here proposed have an estimated timeframe of work, that is based on the teaching methodology proposed from the authors. The explanations of the exercises are based on the flipped classroom methodology, and therefore in another teaching method they must be rethought and adapted to the different rules.

The learning curriculum developed is available in English, Croatian, Italian, Slovenian and Hungarian. In combination with the other tools developed in the framework of the project “GER-APP: Inactivity is not an option” (specifically, the Guidelines for the development of senior competencies, the System Guide, and the Toolkit Collection), these tools will create a new approach for professional and volunteers that are involved in older people institutions.

2. GLOSSARY OF TERMS AND ABBREVIATIONS

This Glossary was developed to help readers understand all the terms, references and abbreviations used throughout the GER-APP Curriculum.

Term/Abbreviation	Meaning
CU(s)	Competence Unit(s)
EC	European Commission
Flipped classroom	An instructional strategy and a type of blended learning, which aims to increase student engagement and learning by having students complete readings at home and work on live problem-solving during class time.
Frontal teaching	A teaching method in which the teacher faces the class as a whole and where the material is taught using presentations and explanations and without any individual or group work.
Gerontology	The comprehensive multidisciplinary study of aging and older people.
In-group social learning	A group learning method based on the narration of personal experience and personal knowledge of each participant, moderated by a group leader; it focuses on positive experiences and includes only negative experience that were successfully resolved.
Learner(s)	Student(s) of Teacher(s) and Trainer(s) who are the target group of the ToT Course
Learning Outcome (LO)	Statements that help clarifying the intentions of the CUs, orienting teaching and training and influencing the quality of relevance of the Curriculum.
Senior(s)	According to Eurostat, people older than 65 years old.
Trainer(s)	Person implementing the ToT Course
Trainee(s)	Teacher(s) and Trainer(s) who are the target group of the ToT Course.
Workload	An estimation of the time learners typically need to achieve the defined learning outcomes. It covers theoretical training and self-study, as well as the time devoted to practical training and examination.

3. COMPETENCE MATRICES

The Competence Matrices, that correspond to the sections of the GER-APP curriculum, are the basis of the Competence Units (CUs). They have been organized in Learning Outcomes (LOs), that define the Knowledge and Skills that the trainees will acquire at the end of each Unit; in this case, the trainees are professional, volunteers and senior volunteers that work with the older people.

The basis for the development of the Competences Matrices is found in the development of the L-N-A System Guide, where the three core elements are: L-Learn, N-Network, and A-Act. The partnership has already developed a comprehensive System Guide on this subject, as lifelong education for seniors, an incentive to achieve competencies that will benefit them for a normal life and social inclusion in old age.

In this system, the first step for working with seniors is given by the Learn section: in particular, the areas of interest are given by the basics of gerontology and intergenerational solidarity, the traditional and new role of older people in the family, the quality of life of older people and their re-activation in society, needs and opportunities of lifelong learning for older people, and appropriate methods and communication to work with older people.

The second step is the Network, its different levels, and their importance in the life of the older people. Particularly, the focus is at first on the family, the connection between generations, and the intergenerational solidarity, the enhancement of his role in continuing the historical family memory. Looking then gradually at the bigger networks, there is the familiar environment and the focus on the creation of networks of friendship and solidarity with the closest neighbors to share the free time among peers, the possibilities of identifying local and neighborhood realities of networking, as well as spontaneous local aggregation groups. These types of networking can be sought in a wider environment too, also to focus on their own interests and lifelong learning with third age universities and training courses dedicated to retirees, and thematic associations dedicated both to an older people public only and to everyone. These same occasions of participating in thematic and voluntary associations can also happen at an even bigger stage of national and international level.

The third and last step of the System is the Act part, the actual organization of activities for the older people, after having learnt the needs of the specific target group and the different networking situations they can be involved in. The organization of the activities must take into consideration the specificities of the different interests of the older people; based on the specific group present, the right activities to cater to their interest have to be organized, such as active learning, charity work, active games and sports, dancing, karaoke, and other performance arts, parties and other social gatherings, traditional games and puzzles, animal interactions, gardening, bird-watching, and other outdoor pastimes, arts and crafts, outings and excursions, being proactive, get back to work or write projects, help the community.

The LNA system has therefore been linked to the skills and knowledge that each Competence Unit aims to develop, starting from the profiles of the professionals that work with the older people. The table below lists the professional profile of carers for the older people in the partners' countries:

The target group of the GER-APP curriculum, though, isn't defined only by the professional figures of the work with the older people, so it isn't addressed only to gerontological education institutions, care institutions, and public institutions that work with the older people. The curriculum is also focused on the volunteers that work with the older people, so it is directly addressed also to the older people themselves, as to encourage their active volunteering in the group of pairs, based on the axis senior educator - senior volunteer – user creator, but also younger volunteering groups.

The Competence Units developed in this curriculum are structured in order to define not only the Learning Outcomes in terms of knowledge and skills, but also indicating the specific Subject Titles (contents of the CUs), and the CUs' Workload.

Hence, each Competence Matrix has defined:

Subject Title – General curriculum contents;

Learning Outcomes – Organized/structured in terms of knowledge and skills;

Contact Hours – Total number of hours in which trainees are involved in theoretical and practical training in classroom context;

Workload – An estimation of the time learners typically need to achieve the defined learning outcomes. It covers theoretical training and self-study, as well as the time devoted to practical training and examination.

As previously mentioned, the GER-APP curriculum is set to be implemented with two different teaching methods: the frontal teaching, and the flipped classroom methodology. Each method has been assigned taking into consideration the specificities of each Unit.

3.1 GER-APP COMPETENCE MATRICES

The process of developing the contents of each CU started with the development of their respective Competence Matrix in terms of Subject Titles, LOs, contact hours and workload, as previously described.

The Final Curriculum is composed of the following Competence Units:

CU1 – Gerontology and intergenerational solidarity

CU2 – New pedagogical-didactic approach (social media, micro-learning, virtual workshops)

CU3 - Communication tools and motivational techniques

CU4 – Self-organization and social inclusion in old age

CU5 – European values and Erasmus+.

Below are their respective Competence Matrices.

Competence Matrix CU1

Competence Unit 1: Gerontology and intergenerational solidarity	
SUBJECT TITLE	
Gerontology and intergenerational solidarity	
Basics of ageing, its psycho-social aspects and intergenerational coexistence	
Basic methodology used for work with older people and in intergenerational programs	
CONTACT HOURS (Total)	15
WORKLOAD	30

LEARNING OUTCOMES	
Unit 1: Gerontology and intergenerational solidarity	
KNOWLEDGE	<p>Factual and theoretical knowledge of the principles and applicability of:</p> <ul style="list-style-type: none"> • Ageing in the 21st century • Life cycle of individuals and of generations • Person's development in later life • Older people's needs and capabilities • Importance of personal experiences for individuals and the whole society • Methods used in gerontology: bottom up and top-down approach • The family and other social networks in later life • Modern programs for active and healthy ageing, for long term care and for strengthening intergenerational solidarity in local community • Programs related to economic sustainability in ageing workforce • Age friendly communities (WHO initiative)
SKILLS	<ul style="list-style-type: none"> • Understanding the basics of gerontology and intergenerational solidarity • Use of reciprocal relationship as a tool of working with older people and knowing its various use and applications: in pair, in group (in-group social learning) • Understand human ageing as a combination of social and cultural processes • Know the different theories and principles within gerontology as an interdisciplinary science and the ability to apply that knowledge in an environment that works with older people • Be able to express and transmit gerontological knowledge • Be able to communicate effectively with older people, professionals, and volunteers in the field of ageing • Possess knowledge, skills, and abilities in promoting the importance of encouraging positive attitudes and attitudes towards old age and ageing

B. Context

What is this Competence Unit about?

The Competence Unit 1 “Gerontology and intergenerational Solidarity” covers basic aspects of aging from the psycho – social perspective with the focus on the **reciprocal intergenerational relationship**. Unlike geriatrics, which concentrates on the medical aspects of ageing bodies and how they change in later years, the field of gerontology has a wider and multidisciplinary focus.

The unit gives a theoretical background on **ageing in the 21st century** and highlights the importance of the **life cycle of individuals** and generations for better intergenerational understanding and coexistence. A special focus is given to personal development, needs and capabilities in later life that ensure quality ageing, benefit other generations, and hence strengthen intergenerational solidarity.

Throughout the unit we explore the importance of **personal experiences** for individuals and for the whole society. The focus is on the positive personal experiences that build on the human **ability to experience empathy and solidarity towards others and has been used as a methodology in gerontology for building an intergenerational solidarity**. Its significant advantage is a link between the theoretical knowledge and actual living situation - skills and knowledge needed by participants are simultaneously transferred from and to everyday practice, helping participants to further understand their needs and possible concrete solutions.

In the second part the unit connects the theoretical gerontological knowledge and personal experiences and how they can enrich the family and other social network relations. It also presents the modern programs for healthy and active ageing as well as other initiatives that are responding to the ageing changes in the 21st century.

The unit gives the teachers/instructors, gerontological workers, informal carers etc. **the theoretical knowledge and practical methodological tools that develop and shape human personality, quality intergenerational and interpersonal relations and encourage the dialogue within families, working environments and on a societal level.**

Why is it important?

Europe in the 21st century is facing two phenomena. First one is the **demographic change**. In the transition from the Twentieth to the Twenty-first century, the fertility rate in developed countries decreased to below the replacement level of its population, which is 2.1 children/women. The life expectancy and the “baby boom” generation after the 2nd World War has also accelerated the ageing of the whole population.

The second phenomenon is **transition from traditional models of family/domestic care**. The past two centuries of industrialization and urbanization led to structural adjustments of care and the introduction of professional care institutions and services like retirement homes and followed by home care and other services. Still, around 70 -90 % of all care is still provided by the informal carers who often face extreme challenges, usually balancing between the care and their own professional and personal life. However, the traditional patterns of solidarity known before the millennium generations are expiring. **It is essential to learn a new solidarity for quality intergenerational and interpersonal relations in the professional care institutions, in families, social networks and society as a whole. Understanding all life stages of individuals and generations is necessary to fully understand that later life is equally important and purposeful part of an individual life as any other.**

Relation with key competences development and/or with other Competence Units

The Unit 1 “**Gerontology and intergenerational solidarity**” is a backbone to all other units as it gives social aspects of growing old with the goal to help older people improve their communication and interactions with others and to live active, independent lives, recognizing the value of understanding the full life course.

The Unit 1 interlinks with Unit 2 “**New pedagogical didactic approach**” and Unit 3 “**Communication tools and motivational techniques**”. Understanding the basics of gerontology and having in mind the specific needs of older people is essential knowledge to understand the later life, ageing and older people as individuals and therefore to identify the best new pedagogical approaches and motivational techniques. Unit 1 also gives orientation on the methodologies and methodological tools that are used in gerontology and why they are the most suitable for working with older people. For example, one of the specific needs of older people is to pass on one's life experience; this need can be in many ways satisfied through in-group social learning.

Unit 1 also relates to unit 4” **Self - organisation and social inclusion in old age**” as its emphasis is on learning for new intergenerational solidarity, better understanding among the generations etc.

The “Gerontology and intergenerational solidarity” is also a part of CU5 “**European values and Erasmus+**” as it is responding to Green Paper “Confronting demographic change: a new solidarity between the generations” (European Commission, 2005). It also gives a theoretical and methodological background to the area of “active ageing”.

Competence Matrix CU2

Competence Unit 2: New pedagogical-didactic approach (social media, micro-learning, virtual workshops)	
SUBJECT TITLE	
New pedagogical-didactic approach: Integrating micro-learning, social networks, and virtual workshops into an educational model for older people.	
Micro teaching and micro lesson	
Social networks	
Virtual workshops	
Digital reality	
Educational content design	
CONTACT HOURS (Total)	16
WORKLOAD	32

LEARNING OUTCOMES	
Unit 2: New pedagogical-didactic approach (social media, micro-learning, virtual workshops)	
KNOWLEDGE	<p>Factual and theoretical knowledge of the principles and applicability of:</p> <ul style="list-style-type: none"> • A new educational model for older people: characteristics and possibilities • Micro teaching and micro lessons for seniors • Social networks in the educational process • Virtual workshops for seniors • The concept of digital reality for seniors • Content design of a new educational model: micro lesson, social media, virtual workshop • Teaching, learning, and assessing progress using a new educational model for older people
SKILLS	<ul style="list-style-type: none"> • Apply a new educational model by integrating micro lessons into a virtual social media environment to bring the lifelong learning process closer to older people • Distinguish between micro-teaching and micro-lessons to manage the process of teaching seniors • Identify social networks suitable for micro learning • Recognize the advantages and disadvantages of virtual workshops as a medium for the transfer of knowledge and skills. • Get to know digital reality applications as an ideal medium for various activities - seniors • Use micro-learning content, workshops and tasks related to learning outcomes processed in a virtual social media environment to assess progress in knowledge, skills, and attitudes of older people, • Exchange knowledge and experience about the subject area and teaching practice in a virtual social media environment for personal development and growth.

B. Context

What is this Competence Unit about?

We live in the digital age. Digital technologies, social networks and various applications are our everyday life. Rapid changes in society and the economy tell us that there are many reasons that point to the need to learn even in old age. Activity and learning in old age have been shown to have a positive effect on health in the first place.

This CU primarily aims to provide teachers with competencies for effective management of the senior learning process through a new pedagogical and didactic approach. It is important to emphasize that through this approach, teachers will be able to teach seniors how to learn with available technologies. In such a process, seniors will learn to learn, which means that after this process they will be able to manage their own learning, either individually or in groups.

The methodological and didactic approach to learning for the older people is micro-learning on social networks for several reasons:

- micro lessons, available on mobile devices and other devices at any time allow the user to access a topic that is the subject of learning, at any time in any place,
- working within a group on social networks enables the exchange of information and knowledge of all participants and the creation of communication habits on social networks.
- by learning step by step (micro lesson by micro lesson), knowledge will be retained, and competencies will be raised to a satisfactory level. In order to be able to teach older people, it is extremely important that teachers learn how to learn in a new way using technology.

Creating programs for the older people, it should be emphasized that the goal of acquiring Learning to learn competencies is to enable them through the acquired knowledge and skills to raise the level of all other competencies so that they can actively, safely, and qualitatively cope with everyday challenges of today's society.

The next component of this CU are virtual workshops. A virtual workshop is an interactive session or learning experience taught over a video conferencing tool that can be accommodated by a variety of different visual collaboration programs. Sessions such as: seminars, questions and answers, brainstorming, collaboration, and training are a significant factor in better understanding the topics covered in the teaching process.

Digital reality technologies offer unique and innovative opportunities for the seniors. From traveling around the world, learn and exercising without even realizing it, these DR apps can be used by older people and their loved ones to bring joy, enable learn and exercise, allow an unplanned visit to another country, or simply connect.

Competences acquired through this CU are very important for older people, especially those who want to live independently. On the one hand, they enable them equality and on the other hand security, which is a very important factor for a quality life in old age. Digital tools and social media today are an important factor for interaction among people. They enable sharing and exchanging of content of different formats, commenting, debating, and creating information and knowledge. Here it is important to mention the possibility of creating open and closed groups (interest groups) that make it possible for users to be, always, in a virtual environment that suits them most.

Why is it important?

Through this CU, adult education institutions will get a new way of working in non-formal education compatible for individual and group education of seniors according to the principles of *geragogy*:

- Learning should aim to provide skills and resources which maintain personal independence;
- Variety in teaching methods is required, rather than reliance on lengthy verbal presentations;
- Tutors should strive to maintain a clear focus on the topic, limiting the number of ideas presented;
- The past experiences of learners can be useful in grounding their understanding.

This CU supports face-to-face learning, individually and in groups.

The content of this CU is extremely important because the new pedagogical - didactic model requires the direct use of digital technologies from both teachers and future students immediately from inclusion in the educational process.

For teachers in adult education institutions, this means raising the level of key competencies for their work. In order to turn the experience gained through this CU into senior education programs, they need to have the courage, imagination and be creative, which is a challenge for them and for the institution in which they do their job.

For senior prospective students, accessing this type of education means removing barriers to work and activities of their choice according to their current level of ability. This is important for them because it will open the way for them to acquire knowledge independently, personal development and facilitate healthy aging.

Relation with key competences development and/or with other Competence Units

This CU is associated with many key competencies. As previously written, the first competence is Learning to learn, i.e., Learning to learn with digital technologies, which immediately leads to Digital competence. Communication within micro-learning on social networks will improve Communicating in a mother tongue. Also, this CU will have an impact on the development of Social and civic competencies, through group work and communication on social networks in accordance with personal preferences. This CU is related to other CUs through the application of a new pedagogical - didactic approach to senior education.

Competence Matrix CU3

Competence Unit 3 - Communication tools and motivational techniques

Competence Unit 3 - Communication tools and motivational techniques	
SUBJECT TITLE	
General aspects of communication skills	
How to communicate with seniors?	
(Digital) communication tools for seniors	
Motivation as encouragement for involvement	
Basics of internet safety and security	
CONTACT HOURS (Total)	9
WORKLOAD	18

LEARNING OUTCOMES	
CU3 - Communication tools and motivational techniques	
KNOWLEDGE	<p>Factual and theoretical knowledge of the principles and applicability of:</p> <ul style="list-style-type: none"> • Types and forms of communication • Communication techniques and tools • Specific aspects of communication with older people • Technology and digital communication for older people • Tools, apps, and digital platforms suitable for older people • How to motivate through communication to form a trustworthy relationship • What are motivational techniques - examples • Basics of internet safety and security
SKILLS	<ul style="list-style-type: none"> • Distinguish between different types and forms of communication for its successful implementation • Recognise different tools and techniques to be used to communicate successfully • Get familiar with specific aspects of communication with seniors to provide for a positive environment when working with the older people • Notice the importance of using technology when communicating with the older people • Recognise the advantages and disadvantages of digital communication with seniors in order to implement it properly • Familiarise oneself with apps, digital tools, and platforms suitable for seniors to be able to present them to seniors for future use • Present different apps, digital tools, and platforms to seniors in a clear and understandable way so they do not find them intimidating and are willing to use them • Learn how to use motivational techniques when working with the older people to make them see the usefulness of digital content and encourage them to get involved in the digital world • Teach seniors how to use apps, tools, and platforms in order to facilitate their transition into the digital world • Get seniors familiar with basic internet dangers so they are able to recognise and avoid them

B. Context

What is this Competence Unit about?

This competence unit encompasses introduction and basic information on ground principles of communication, understanding what successful communication is and adopting the techniques and skills necessary for successful communication with individuals and in a group. Also, this competence gives an overview of motivational techniques and their successful implementation. Special emphasis is put on the specifics of communication with the older people and their motivation, with the purpose of strengthening their skills in mastering the different forms of digital literacy and using different digital applications. Digital literacy assumes the ability to read and understand information available online or in multimedia texts, and it includes understanding pictures, sounds and text. A person is considered digitally literate when he can express his opinion on a source available online, search the internet, manage multimedia content, or communicate within the network and different applications on a digital platform.

Why is it important?

Digital and information literacy in the context of communication is a part of our everyday life, they ensure the ways of spreading the knowledge and raise the level of possibility of solving practical assignments, and the networking technology provides new forms of social connection with other people. Their development and improvement within the lifelong learning process can enrich the quality of life of the older people, e.g., raise their level of productivity and independence, enrich their career, or improve their existing knowledge and skills. Therefore, it is necessary to develop those skills through lifelong learning even at the old age and be ready for active participation in the society.

This has also been recognized by the UN who have themed the 2021 United Nations International Day of Older Persons (UNIDOP) "Digital Equity for All Ages"¹ predicating the need for access and meaningful participation in the digital world by older persons. The fourth industrial revolution, characterized by rapid digital innovation, has transformed all sectors of society including how we live, work, and relate to one another and technological advances offer great hope for accelerating progress. Recent reports by the International Telecommunications Union (ITU) indicate that women and older persons experience digital inequity to a greater extent than other groups in society; they either lack access to technologies or are often not benefitting fully from the opportunities provided by technological progress. As more people are going online, new risks have become apparent. For example, cybercrimes and misinformation threaten the human rights, privacy, and security of older people.

This competence unit aims at dealing specifically with the above-named challenges.

Relation with key competences development and/or with other Competence Units

This competence unit is in direct connection with the recommendation on key competences for lifelong learning the Council of the European Union adopted in May 2018. The recommendation identifies eight key competences essential to citizens for personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship, and social inclusion - digital literacy being one of them.

It is also connected with two other competence units:

CU 1 (Intergenerational solidarity) - because this CU presumes that younger generations will offer their time and knowledge through volunteering to help seniors tackle the challenges of digital literacy in old age and CU 2 (New didactic approach) - because it deals with the concept of social media.

¹ <https://www.un.org/development/desa/ageing/2021-unidop-digital-equity-for-all-ages.html>

Competence Matrix CU4

Competence Unit 4: Self-organisation and social inclusion in old age	
SUBJECT TITLE	
Phenomenon of older people social exclusion	
Measures and strategies to facilitate older people social inclusion	
Networking: benefits and challenges	
Strategies to facilitate creation of networking for older people	
Self-organisation: benefits and challenges	
Support methodologies for self-organization actions	
CONTACT HOURS (Total)	15
WORKLOAD	30

LEARNING OUTCOMES	
Unit 4: Self-organisation and social inclusion in old age	
KNOWLEDGE	<p>Factual and theoretical knowledge of the principles and applicability of:</p> <ul style="list-style-type: none"> • Different aspects of phenomenon of older people social exclusion • Variety of measures and strategies to facilitate older people social inclusion • Strengths and weaknesses of different measures and strategies for supporting older people social inclusion • Networking as a measure of social inclusion. Types of networking • Benefits and challenges of networking for older people • Different strategies to facilitate creation of networking for older people • Self-organisation for older people, benefits, and challenges of self-organisation • Support methodologies for self-organization actions • Examples and Best practices implementation of self-organisation and social inclusion in old age
SKILLS	<ul style="list-style-type: none"> • Illustrate the main characteristics of different methods and activities used to facilitate older people social inclusion in order to ensure better understanding in their practical application • Identify the strengths and weaknesses of the measures and strategies for supporting older people social inclusion in order to use them in accordance with the learning environment • Apply Flipped classroom teaching method in the trainings to stimulate active learning and lifelong learning process • Identify the benefits and challenges of networking for supporting older people social inclusion in order to better use benefits and minimize the risks created by challenges • Integrate networking into learning activities to promote social inclusion • Identify the main characteristic of self-organisation in old age • Design trainings and workshop activities on development of self-organisation in old age • Develop effective training materials that meet better the needs of the target group • Exchange knowledge and experience about the subject area and teaching practice for improvement of teaching performance • Integrate studied examples and best practices in their teaching activities



- Assess participants progress and evaluate effectiveness of implemented teaching activities in achievement of expected outcomes
- Apply measures and strategies to facilitate older people social inclusion, choosing those that meet better the needs of the target group
- Adapt the chosen measures to the individual features of each participant
- Develop a range of activities for facilitation of older people social inclusion in accordance with chosen strategy

B. Context

What is this Competence Unit about?

The Competence Unit 4 **“Self-organisation and social inclusion in old age”** covers several aspects. At the very beginning it is crucial to understand why and how far older people are confronted with social exclusion from society in their daily life. Comprehension of this phenomenon is the base of being able to **develop strategies and measures to combat exclusion** and enhance the feeling of inclusiveness. Adducing several indicators for inclusion -or on the contrary for exclusion- in the context of “growing old” facilitates the development of precise and target-oriented coaching for trainers and teachers working with older people.

In order to intensify the feeling of social inclusion, **networking will play a decisive role**. Since the possibilities of networking for older people are often restricted (due to several reasons such as lack of mobility, decreased social outreach, or even the historical moment of a health emergency in progress worldwide, etc.) new ways of networking need to be paved. Hence, in the process of developing Unit 4 strategies on creating sufficient **praxis to socialize among older people must be identified**. Having worked out certain strategies, the **benefits and challenges of the aspect “networking”** are to be evaluated and further outlined during the process.

Apart from the aspects mentioned above, Competence Unit 4 **aims to improve the self-organisation skills of older people**. While self-organisation and independence is taken as granted and self-evident by most young and middle-aged people, it is perceived differently by the older people.

A lack of inclusion can represent a symptom of poor options of self-organisation. Thus, ameliorating methodologies regarding **self-organization actions can be seen as a guideline** to intensify the feeling of inclusiveness.

Educating teachers and trainers on **self-organisation will rise active awareness on the benefits and challenges** one encounters while approaching such aspects of inclusion.

Why is it important?

Educating older people is associated with a distinct dynamic that is not applicable to similar education processes concerning young or middle-aged people. Since changing family structures and models impact the definition of and requirements for “active aging” **significant adaption has to be forwarded.**

Hence, instructors are in great **need to internalize what it means to be excluded** from -or on the other hand included in- modern society due to a person's age and how to deal with it. While measures provide the chance of transforming abstractions into graspable sub-categories, this comes with its limitations. During Unit 4 the instructor should **develop the skill of identifying strengths and weaknesses of measures and strategies** related to social inclusion, self-organisation, and networking. Simultaneously, utilisation of measures and strategies goes hand in hand with the necessity of **predefining desired outcomes**. Consequently, **individual outcomes of participants need to be assessed**. In detail, instructors need to be capable of the evaluation in how far participants achieved skills meet their expectations, i.e., desired outcomes. Throughout the Unit measures and strategies are seen as diverse guidelines based on different practices. As a result, **a range of activities enhancing social inclusion** needs to be put into action by instructors.

Relation with key competences development and/or with other Competence Units

The Unit 4: “**Self-organisation and social inclusion in old age**” is related to several other units of the project as a whole.

CU3 “**Communication tools and motivational techniques**” can be seen as a necessary condition to increase teacher's and trainer's consciousness, same as the ones of older people. Integral part of getting to the bottom of the societal phenomena of exclusion is composed of proper communication and proper motivational techniques in order to gain intrinsic interest for this topic. Likewise, motivational techniques are to be mentioned as an essential factor influencing the success of social networking and self-organization.

CU1 “**Gerontology and intergenerational solidarity**” deals with the aspect of “active aging”. This, seen as an overall aim of our project finds its reflection in the point “networking”. Taken away from its literal meaning, “active aging” can be seen as a consequence of participation in society, which is encouraged by expanding one's social network as a whole. Thus, all type of associations or clubs rely on certain organizational structures, both relevant to the group as a whole and to the individual as a separate entity.

Creating a network, will be directly connected to “**new pedagogical didactic approaches**” (CU2). The extent to which social media is made usage of by this generation will shape the approach towards the concept of networking. Implementing best practices in teaching and learning, even using micro learning, will give instructors the self-assurance to teach client-centred and adapted to the needs and knowledge of older people, especially when it comes to virtual workshops that embodies entering unknown territory for this generations.

The networking aspect can be expanded onto CU5 “**European values and Erasmus+**” contextualizing it into an overall framework. Working together on a European strategy and learning from each other in the area “of active aging” can be seen as an overall network that works for instructors. This network will enrich collaboration and cultural exchange as it gives different perspectives on the actual concept of aging in an active way.

Competence Matrix CU5

Competence Unit 5: European values and Erasmus+	
SUBJECT TITLE	
Eu Legal framework	
Eu action to promote older people's rights	
Institutions and decision-making processes	
EU strategies connected to ageing	
Erasmus+ program as a facility to establish national and transnational networks	
CONTACT HOURS (Total)	10
WORKLOAD	20

LEARNING OUTCOMES	
Unit 5: European values and Erasmus+	
KNOWLEDGE	<p>Factual and theoretical knowledge of the principles and applicability of:</p> <ul style="list-style-type: none"> • Legal framework and political contexts • Connections to Eu Strategies • EU actions: comprehensive overview on Active citizenship, Anti-discrimination, employment, Lifelong learning, Social protection, Pensions, Social inclusion, Accessibility on goods and services; Consumer rights • Erasmus+ overview and opportunities. • Ongoing projects and actions supporting aging in the EU
SKILLS	<ul style="list-style-type: none"> • Searching and navigating through the EU's relevant strategies projects and initiatives. • Finding and establishing connections with relevant national and transnational actors • Listing and organizing best practices promoting older people's rights. • Applying and promoting best practices • Offering information and navigation services for older people or supporting organisations. • Translating and explaining Eu initiatives into local cases • Organising educational and other formal events to exchange information and best practices on older people social inclusion

B. Context

What is this Competence Unit about?

The CU is about to highlight the importance of knowing EU context and directions of ageing. We keep focus on Erasmus + programmes and its opportunities that can be exploited on many levels to raise quality of life of the older people. Trainers and other helpers should be aware of factual and theoretical knowledge of the principles and applicability of legal framework and political contexts on ageing in EU. What actions the European Union had done and plans. Also, they need to know relations to Erasmus + programmes and opportunities it may offer.

Why is it important?

Possibilities of Erasmus+ raises quality of life by connecting people. Number of possibilities Erasmus+ programmes can offer, and it is very important to highlight these possibilities and share among helpers on local levels.

Our approach is based on the findings of the report on the impact of demographic change published by the European Commission in June 2020 (please read [July Special Briefing of Age Platform](#)).

First, it highlights the challenges and opportunities of demographic ageing, taking intergenerational solidarity as a key basis. Nevertheless, COVID-19 pandemic is a strong game changer. When the crisis broke out, key declarations were made at international and European levels underlying how critical it is to tackle ageism and protect the human rights of every person, regardless of age. “Efforts to protect older persons should not overlook the many variations within this category, their incredible resilience and positivity, and the multiple roles they have in society, including as caregivers, volunteers, and community leaders. We must see the full diversity of people within the older persons category”. UN Secretary General Policy Brief – supported by 146 Member States, May 2020

The second reason is that the current Trio Presidency of the Council of the European Union has also committed to advancing the debate on ageing: Germany made possible the adoption of European Council Conclusions on the rights and participation of older people in the digital era (October 2020) and coordinated a joint Declaration on ageing by the Trio Presidency; Portugal is expected to coordinate Conclusions on mainstreaming of ageing in public policy; Slovenia will focus on the life-course perspective.

The third reason is that in December 2020, the United Nations endorsed the [Decade of Healthy Ageing \(2021-2030\)](#) aiming at improving the lives of older people, their families, and the communities in which they live across the world.

Relation with key competences development and/or with other Competence Units

Competence unit 5 is related slightly to all the other Competence Unit defined in “O3 Curriculum for training of trainers teachers senior educators and senior volunteers “ by Euroform RFS.

CU5 mostly related to CU1 - Gerontology and intergenerational solidarity, since CU1 deals directly with the topics that European Union is committed to follow for the next decade called “Healthy Ageing”.

4. COMPETENCE UNITS

This section focuses on each Competence Unit (CU) addressed by the GER-APP Curriculum, developed in line with the respective Competence Matrices elaborated by the partnership and already addressed in the previous section.

Therefore, each CU focuses specifically on subject matters and Learning Outcomes, also answering to the following questions for contextualization (Context):

- **What is this Competence Unit about?**
Explanation about the matters addressed by the CUs
- **Why is it important?**
Includes impact of the CU towards trainees' skills and competences and how they can include what they learn in their own work with learners
- **Relation with key competences' development and/or other Competence Units?**
Connection between the CUs and the key competences they address, in line with the GER-APP purposes.

This section also provides information about the pedagogical approaches and assessment tools developed and recommended to be implemented with the CUs when taught, as well as their purposes and application, focusing on:

- Topics addressed in each session,
- Pedagogical approach,
- Human and/or materials resources needed,
- Explanation of the exercise to carry out, or brief explanation of the Best Practice of working with the older people here included.

4.1 COMPETENCE UNIT 1 | Gerontology and intergenerational solidarity

Number of Sessions & Duration

The unit consist 4 sessions, each session is of 90min duration.

List of topics to cover in the sessions

• Fundamentals of gerontology
• Intergenerational solidarity
• Quality ageing

Pedagogical Approach

The pedagogical approach of *The workshop*, explained in the CU2 and the In-group social learning method. In-group social learning is a group method used for development of good and quality habits among different groups of adults. Its additional value is in bridging the gap between theoretical and practical knowledge. It is based on learning from shared experience and combines gerontological knowledge on ageing, anthropological knowledge on strengthening intergenerational relations, psychological knowledge on importance of sharing experience, neurological knowledge on reinforcement of learning process and andragogical knowledge on adult learning principles. The method is carried out in groups of around 10 older persons among which there are two volunteers – multipliers, who have been educated in the group formation, leadership and have knowledge on how to implement a specific thematic program.

Required resources for Training (Material & Human)

- Trained volunteers/trainers



4.1.1 Fundamentals of gerontology

Category description	Category variables
Type of best practice	In-group social learning
Workshop element	Introductory lecture, peer to peer learning, learning from experiences
Format	Presentation of basic facts (lecture), exercise (My old friend), followed by discussion, closing remarks
Location	Not relevant but preferably in person
Equipment demand	The room should be prepared in format for the circle sitting position
No. of Participants	Max. 15 facilitated by a trainer
Group form	Group of 10 people, max. 15 people
Specific skill	No
Resources	No
Source	No



Exercise 1

Category description	Category variables
Name of exercise	My old friend
Number of participants	Max. 15 people
Duration	90 min, depending on the number of the participants
Objective	The goal of the exercise is to know more about older people today and about specifics in ageing in 21 st century, about their needs and challenges, etc.
How to conduct it	<p>Description of the exercises: First the trained volunteer/trainer asks the group to write about an older person that they know; describe him/her, how is she/he living, what does she/he do after retirement, what challenges is she/he facing, how does his/her day look like? <i>The time duration for this cognitive preparation is 10 minutes.</i></p> <p>First example is shared by the trained volunteer/trainer of the group who gives the example for others to share. After the trained volunteer/trainers experience all other participants of the group share the same. The trained volunteer/trainer takes notes – summary. (35 - 45 min)</p> <p>Trained volunteer/trainer shares the notes from the sharing circle and connects them to theoretical knowledge (demographic changes, changes in traditional family systems, different categories of older people, older people's needs, positive/negative attitude towards the ageing, caretaking etc...) (15min)</p>
Closing remarks	Main findings from the session, as contribution for understanding the specifics of ageing in 21 st century (5min)
Source	/



4.1.2 Intergenerational solidarity

Category description	Category variables
Exercise/best practice	In-group social learning
Workshop element	Introductory lecture, peer to peer learning, learning from experiences
Format	Presentation of basic facts (lecture), exercise (Overthrowing the assumptions), followed by discussion, closing remarks
Location	Not relevant but preferably in person
Equipment demand	The room should be prepared in format for the circle sitting position
Group form	Group, max. 15 people
Specific skill	No
Resources	No
Source	No



Exercise 1

Category description	Category variables
Name of exercise	Overthrowing the assumptions
Number of participants	Max. 15 people
Duration	90 min but depending on the number of the participants
Objective	The goal of the exercise is to have a positive attitude towards other generation, empathy, and reciprocal relationship between the generation.
How to conduct it	<p>Description of the exercises: First the trained volunteer/trainer asks the group to write good experiences that they had with other generations – young, middle, old generation. They can write experiences in which other generation helped them or they have learned something from them etc. <i>The time duration for this cognitive preparation is 10 minutes.</i></p> <p>First example is shared by the trained volunteer/trainer of the group who gives the example for others to share. After the trained volunteer/trainers experience all other participants of the group share the same. The trained volunteer/trainer takes notes – summary. (35 - 45 min)</p> <p>Trained volunteer/trainer shares the notes from the sharing circle and connects them to theoretical knowledge (generations, different needs and challenges of generations...) (15min)</p>
Closing remarks	Closing notes from the trained volunteer/trainer (exposing the good characteristics of different generations) and sharing the theoretical background of the generations (division, specifics, needs and challenges...)
Source	None

4.1.3 Quality ageing

Category description	Category variables
Type of best practice	In-group social learning
Workshop element	Introductory lecture, peer to peer learning, learning from experiences
Format	Presentation of basic facts (lecture), exercise (Overthrowing the assumptions), followed by discussion, closing remarks
Location	Not relevant but preferably in person
Equipment demand	The room should be prepared in format for the circle sitting position
Group form	Group, max.15 people
Specific skill	No
Resources	No
Source	No



Exercise 1

Category description	Category variables
Name of the exercise	My personal role model for old age
Number of participants	Max. 15 people
Duration	90 min but depending on the number of the participants
Objective	The goal of the exercise is to have a positive attitude towards ageing, empathy, reciprocal relationship with older people, preparation for my own ageing and understanding different human dimensions
How to conduct it	<p>Description of the exercises:</p> <p>First the trained volunteer/trainer asks the group to write about an older person that they know and admire/is their role model; describe him/her, how is she/he living, what does she/he do after retirement, what challenges is she/he facing, how does his/her day look like? <i>The time duration for this cognitive preparation is 10 minutes.</i></p> <p>First example is shared by the trained volunteer/trainer of the group who gives the example for others to share. After the trained volunteer/trainers experience all other participants of the group share the same. The trained volunteer/trainer takes notes – summary. (35 - 45 min)</p> <p>Trained volunteer/trainer shares the notes from the sharing circle and connects them to theoretical knowledge (positive attitude towards the ageing, my own preparation for old age etc...) (15min)</p>
Closing remarks	Acknowledging the components of quality aging, my own preparation for the old age, positive attitude towards aging
Source	None

Exercise 2

Category description	Category variables
Name of the exercise	How do I take care of myself?
Number of participants	Max. 15 people
Duration	90 min but depending on the number of the participants
Objective	The goal of the exercise is to understand different human dimensions and self-care in old age.
How to conduct it	<p>Description of the exercises: First the trained volunteer/trainer asks the group to tell each other in pairs the ways they daily take care for themselves.</p> <p>First example is shared by the trained volunteer/trainer of the group who gives the example for others to share. After the trained volunteer/trainers experience all other participants of the group share the same. The trained volunteer/trainer takes notes – summary. (35 - 45 min)</p> <p>Trained volunteer/trainer shares the notes from the sharing circle and connects them to theoretical knowledge (holist view on human dimensions – body, mentality, spirituality, relativity, culture and historicity, meaning/purpose in life) (15min)</p>
Closing remarks	Acknowledging the components of quality aging, my own preparation for the old age, self-care planning
Source	None



4.1.4 How do I take care of myself?

Category description	Category variables
Number of participants	Max. 15 people
Duration	90 min but depending on the number of the participants
Objective	The goal of the exercise is to understand different human dimensions and self-care in old age.
How to conduct it	<p>Description of the exercises:</p> <p>First the trained volunteer/trainer asks the group to tell each other in pairs the ways they daily take care for themselves.</p> <p>First example is shared by the trained volunteer/trainer of the group who gives the example for others to share. After the trained volunteer/trainers experience all other participants of the group share the same. The trained volunteer/trainer takes notes – summary. (35 - 45 min)</p> <p>Trained volunteer/trainer shares the notes from the sharing circle and connects them to theoretical knowledge (holist view on human dimensions – body, mentality, spirituality, relativity, culture and historicity, meaning/purpose in life) (15min)</p>
Closing remarks	Acknowledging the components of quality aging, my own preparation for the old age, self-care planning
Source	None



4.2 COMPETENCE UNIT 2 | New pedagogical-didactic approach (social media, micro-learning, virtual workshops)

Number of Sessions & Duration

5 sessions (sessions 1 and 2 - 2 hours each; sessions 3, 4 and 5 - 4 hours each): total 16 hours

List of topics to cover in the Workshop sessions

• Social networks in education
• Micro teaching and micro lessons
• New educational model for seniors
• Virtual workshop in senior education
• Digital reality for older people

Pedagogical Approach

Session No 1 and 2:

Workshop model:

- opening
- micro-lesson - initial lecture
- work time - hands-on activities and discussions
- debriefing

Max. 10 students (Optimal: 5)

Session No 3, 4 and 5:

Workshop model:

Application of flipped classroom with micro-learning on social media and constructivism with cognitive scaffolding.

Workshop:

- work time - hands-on activities and discussions
- evaluation

Max: 10 students (Optimal: 5)

Required resources for Training (Material & Human)

Classroom: 10 places + teacher

Teacher: Laptop / Tablet / Smartphone

Students: Laptop / Tablet / Smartphone / VR headset



4.2.1 Social networks in education

Category description	Category variables
Exercise/best practice	Workshop
Workshop element	Opening, Micro lesson, Worktime, Debriefing, Self-assessment
Format	Group work
Location	Class room
Equipment demand	Laptop / Tablet / Smartphone
Group form	Group with the possibility of working in pairs
Specific skill	Basics of computer work - Microsoft Office
Resources	Internet - required
Source	https://sproutsocial.com/insights/social-media-for-education/Social Media for Senior Citizens: An Introductory Course

Exercise 1

Category description	Category variables
Name of exercise	Didactic potential of social networks for senior education
Number of participants	6 – 10 participants
Duration	90 minutes
Objective	The aim is to acquaint students with social networks used by seniors and their didactic potential for micro-learning and knowledge transfer
How to conduct it	<p>The verbal-visual method is applied.</p> <p>Workshop schedule:</p> <ol style="list-style-type: none"> 1. Opening - introduction to the content - 3 minutes 2. Micro lesson - 7 minutes 3. Work on the lesson in pairs - 60 minutes 4. Debriefing - 15 minutes 5. Online quiz with multiple-choice questions - 5 minutes
Closing remarks	Teachers gained knowledge about the use and didactic potential of social networks in the education of seniors.
Source	https://www.seniortechclub.com/tech-recipe/social-media-for-seniors/



4.2.2 Micro teaching and micro lessons

Category description	Category variables
Exercise/best practice	Workshop
Workshop element	Opening, Micro lesson, Worktime, Debriefing, Self-assessment
Format	Group work
Location	Class room
Equipment demand	Laptop / Tablet / Smartphone
Group form	Group with the possibility of working in pairs
Specific skill	Basics of computer work - Microsoft Office
Resources	Internet - required
Source	https://www.scitepress.org/Papers/2021/104492/104492.pdf



Exercise 2

Category description	Category variables
Name of exercise	Micro learning for seniors
Number of participants	6 – 10 participants
Duration	90 minutes
Objective	Get acquainted with the method of creating micro lessons and the principles of micro-learning.
How to conduct it	The verbal-visual method is applied. Workshop schedule: 1. Opening - introduction to the content - 3 minutes 2. Micro lesson - 7 minutes 3. Work on the lesson in pairs - 60 minutes 4. Debriefing - 15 minutes 5. Online quiz with multiple-choice questions - 5 minutes
Closing remarks	Through this exercise, teachers will gain knowledge about the creation and use of micro lessons in educating the seniors.
Source	HOW TO USE MICROLEARNING IN YOUR TEACHING SERIES https://blending.education/be-resources/how-to-use-microlearning-in-your-teaching-series-part-1/ https://blending.education/be-resources/how-to-use-microlearning-in-your-teaching-series-part-2/ https://blending.education/be-resources/how-to-use-microlearning-in-your-teaching-series-part-3/ https://blending.education/be-resources/how-to-use-microlearning-in-your-teaching-series-part-4/ https://blending.education/be-resources/how-to-use-microlearning-in-your-teaching-series-part-5/ https://blending.education/be-resources/how-to-use-microlearning-in-your-teaching-series-part-6/ https://blending.education/be-resources/how-to-use-microlearning-in-your-teaching-series-part-7/ https://blending.education/be-resources/how-to-use-microlearning-in-your-teaching-series-part-8/ https://blending.education/be-resources/how-to-use-microlearning-in-your-teaching-series-part-9/



4.2.3 New educational model for seniors

Category description	Category variables
Exercise/best practice	Workshop – Flipped classroom
Workshop element	Group preparation of the workshop on social networks. Workshop: Flipped classroom: synthesis, group work, presentation, debriefing, quiz
Format	Group work
Location	Online & Classroom
Equipment demand	Laptop / Tablet / Smartphone
Group form	Group with the possibility of working in pairs
Specific skill	Basics of computer work - Microsoft Office
Resources	Internet - required
Source	New didactic model - no references

Exercise 3

Category description	Category variables
Name of exercise	Microlearning
Number of participants	6 – 10 participants
Duration	90 minutes
Objective	Work with a group on social media
How to conduct it	<p>Preparation: Micro lesson on social network group 5 days beforehand. Group discussion: student - student, teacher - student, teacher - group.</p> <p>Teaching hour:</p> <ol style="list-style-type: none"> 1. Synthesis of micro lesson preparation – 5 minutes 2. Work on topics. Individually, in pairs or in a group – 60 minutes 3. Presentation of the topic – 10 minutes 4. Debriefing – 10 minutes 5. Evaluation. Quiz - multiple choice questions – 5 minutes
Closing remarks	This exercise will enable teachers to master the principles of micro-learning and use them in the teaching process with seniors.
Source	Microlearning short and sweet https://d22bblmj4tvv8.cloudfront.net/85/08/3a8aff7a4ebb8e7124551af298d5/111915-microlearning-short-and-sweet-sample-chapter1.pdf

Exercise 4

Category description	Category variables
Name of exercise	Flipped classroom
Number of participants	6 – 10 participants
Duration	90 minutes
Objective	Workshop management according to the given elements of teaching hour
How to conduct it	<p>Preparation: Micro lesson on social network group 5 days beforehand. Group discussion: student - student, teacher - student, teacher - group.</p> <p>Teaching hour:</p> <ol style="list-style-type: none"> 1. Synthesis of micro lesson preparation – 5 minutes 2. Work on topics. Individually, in pairs or in a group – 60 minutes 3. Presentation of the topic – 10 minutes 4. Debriefing – 10 minutes 5. Evaluation. Quiz - multiple choice questions – 5 minutes
Closing remarks	This exercise will enable teachers to turn more to students and their educational needs through working with the flipped classroom method.
Source	None



4.2.4 Virtual workshop in senior education

Category description	Category variables
Exercise/best practice	Workshop – Flipped classroom
Workshop element	Group preparation of the workshop on social networks. Workshop: Flipped classroom: synthesis, group work, presentation, debriefing, quiz
Format	Group work
Location	Online & Classroom
Equipment demand	Laptop / Tablet / Smartphone
Group form	Group with the possibility of working in pairs
Specific skill	Basics of computer work - Microsoft Office
Resources	Internet – required, applications - Microsoft Teams, Zoom, etc.
Source	https://miro.com/blog/virtual-workshop-activities/

Exercise 5

Category description	Category variables
Name of exercise	Virtual workshop for beginners
Number of participants	6 – 10 participants
Duration	90 minutes
Objective	Train teachers to lead a virtual workshop
How to conduct it	<p>Preparation: Micro lesson on social network group 5 days beforehand. Group discussion: student - student, teacher - student, teacher - group.</p> <p>Teaching hour:</p> <ol style="list-style-type: none"> 1. Synthesis of micro lesson preparation – 5 minutes 2. Work on topics. Individually, in pairs or in a group – 60 minutes 3. Presentation of the topic – 10 minutes 4. Debriefing – 10 minutes 5. Evaluation. Quiz - multiple choice questions – 5 minutes
Closing remarks	Through this exercise, teachers learned the basics of conducting virtual workshops.
Source	https://www.thevirtualtrainingteam.com/blog/tips-for-how-to-run-a-virtual-workshop-the-rookies-handbook

Exercise 6

Category description	Category variables
Name of exercise	Designing a virtual workshop for seniors
Number of participants	6 – 10 participants
Duration	90 minutes
Objective	The goal is for teachers to learn how to design a virtual classroom with all the necessary elements.
How to conduct it	<p>Preparation: Micro lesson on social network group 5 days beforehand. Group discussion: student - student, teacher - student, teacher - group.</p> <p>Teaching hour:</p> <ol style="list-style-type: none"> 1. Synthesis of micro lesson preparation – 5 minutes 2. Work on topics. Individually, in pairs or in a group – 60 minutes 3. Presentation of the topic – 10 minutes 4. Debriefing – 10 minutes 5. Evaluation. Quiz - multiple choice questions – 5 minutes
Closing remarks	With this exercise, teachers will learn to design all the elements for a quality virtual workshop.
Source	https://www.eventbrite.ie/blog/ideas-spice-up-online-workshop-engage-audience-ds00/

4.2.5 Digital reality for seniors

Category description	Category variables
Exercise/best practice	Workshop – Flipped classroom
Workshop element	Group preparation of the workshop on social networks. Workshop: Flipped classroom: synthesis, group work, presentation, debriefing, quiz
Format	Group work
Location	Classroom
Equipment demand	Laptop / Tablet / Smartphone / VR headset
Group form	Group with the possibility of working in pairs
Specific skill	Basics of computer work - Microsoft Office
Resources	Internet – required, DR applications
Source	https://bmcgeriatr.biomedcentral.com/articles/10.1186/s12877-019-1218-8 https://www.wired.com/brandlab/2018/02/digital-reality-focus-shifts-technology-opportunity/

Exercise 7

Category description	Category variables
Name of exercise	Digital Reality for beginners
Number of participants	6 - 10
Duration	90 minutes
Objective	The aim is to acquaint teachers with the possibilities of using DR (VR, AR, MR, XR) technologies in working with older people.
How to conduct it	<p>Preparation: Micro lesson on social network group 5 days beforehand. Group discussion: student - student, teacher - student, teacher - group.</p> <p>Teaching hour:</p> <ol style="list-style-type: none"> 1. Synthesis of micro lesson preparation – 5 minutes 2. Work on topics. Individually, in pairs or in a group – 60 minutes 3. Presentation of the topic – 10 minutes 4. Debriefing – 10 minutes 5. Evaluation. Quiz - multiple choice questions – 5 minutes
Closing remarks	Teachers will distinguish all types of digital reality and know which and where to use in working with seniors.
Source	https://www2.deloitte.com/ch/en/pages/innovation/articles/digital-reality-explained.html https://www.digitaltrends.com/computing/what-is-vr-all-the-basics-of-virtual-reality/

Exercise 8

Category description	Category variables
Name of exercise	Application of DR in work with seniors
Number of participants	6 - 10
Duration	90 minutes
Objective	Get acquainted with DR applications and their capabilities.
How to conduct it	<p>Preparation: Micro lesson on social network group 5 days beforehand. Group discussion: student - student, teacher - student, teacher - group.</p> <p>Teaching hour:</p> <ol style="list-style-type: none"> 1. Synthesis of micro lesson preparation – 5 minutes 2. Work on topics. Individually, in pairs or in a group – 60 minutes 3. Presentation of the topic – 10 minutes 4. Debriefing – 10 minutes 5. Evaluation. Quiz - multiple choice questions – 5 minutes
Closing remarks	Teachers will know what impact DR applications have on older people and how to approach them to use them
Source	https://www.rendever.com https://www.myndvr.com/

4.3 COMPETENCE UNIT 3 | Communication tools and motivational techniques

4 sessions - total 9 hrs

1st session (topics 1-3) - 3 hrs

2nd sessions (topic 4) - 2 hrs

3rd session (topic 5) - 2 hrs

4th session (topic 6) - 2 hrs

List of topics to cover in the Workshop sessions

• Basics of communication (ground principles)
• Successful communication (techniques and skills)
• Communicating with the older people (specifics)
• Digital competences 1 (using the computer, tablet, smartphone)
• Digital competences 2 (internet search and browsers, digital safety)
• Digital competences 3 (social media, applications)

Pedagogical Approach

The pedagogical approach to be used in CU3 for the first three topics is the flipped classroom.

A flipped classroom is a type of blended learning where learners are introduced to content at home and practice working through it at school. This is the reverse of the more common practice of introducing new content at school, then assigning homework and projects to be completed by the students independently at home.

For the rest of the topics, digital competencies 1-3, the teacher/trainer will work directly with seniors, preferably in small groups.

Required resources for Training (Material & Human)

For teachers/trainers:

- laptop/computer, projector, flipchart

For participants:

- smartphone, tablet

Various stationery material

4.3.1 Basics of communication (ground principles)

Category description	Category variables
Exercise/best practice	Flipped classroom
Workshop element	Worktime, debriefing
Format	Video, discussion, exercise
Location	Classroom/training facility
Equipment demand	Chairs, stationery (pen and paper) Projector on standby (just in case), flipchart
Group form	Group activity (discussion), individual (exercise)
Specific skill	ICT skills - Basics of internet use; communication skills

Exercise 1

Category description	Category variables
Name of exercise	Basics of communication
Number of participants	5-10
Duration	45 minutes
Objective	Get familiar with different forms of communication Understand the process and role of communication
How to conduct it	1) The video is sent to participants 5 days in advance 2) Participants go through the video in detail and write down any questions they might have for the teacher/trainer 3) During the training the trainer starts a discussion on the contents of the video - participants take turn commenting on the contents of the video 4) I statement - exercise 5) Evaluation - group discussion
Closing remarks	Detailed instructions on how to conduct the "I-Statements" exercise can be found on the link below under Source.
Source	https://www.youtube.com/watch?v=b0QGdg87Oxl (video) https://positivepsychology.com/communication-exercises-for-work/



4.3.2 Successful communication (techniques and skills)

Category description	Category variables
Exercise/best practice	Flipped classroom
Workshop element	Worktime, debriefing
Format	Slideshare presentation, discussion, exercise
Location	Classroom/training facility
Equipment demand	Chairs, stationery (pen and paper) Projector on standby (just in case), flipchart
No. of Participants	5-10
Group form	Group activity (discussion), pair work (exercise)
Specific skill	ICT skills - Basics of internet use; communication skills

Exercise 2

Category description	Category variables
Name of exercise	How to communicate effectively
Number of participants	5-10
Duration	45 minutes
Objective	Giving clear and understandable messages, instructions, and pieces of advice Active listening and positive speaking Assertive expression of wishes and needs
How to conduct it	1) The material is sent to participants 5 days in advance 2) Participants go through the material in detail and write down any questions they might have for the teacher/trainer 3) During the training the trainer starts a discussion on the contents of the materials - participants take turn commenting on the contents and share their experience concerning good and bad communication 4) Using their own examples participants offer solutions on how to fix and improve communication 5) Back-to-back drawing - exercise on listening and clarity when we communicate 6) Evaluation - group discussion
Closing remarks	Detailed instructions on how to conduct the "Back-to-back drawing" exercise can be found on the link below under Source.
Source	https://www.slideshare.net/ei_skola/effective-communication-71902057 (presentation) https://positivepsychology.com/communication-exercises-for-work/



4.3.3 Communicating with older people (specifics)

Category description	Category variables
Exercise/ best practice	Flipped classroom
Workshop element	Worktime, debriefing
Format	pdf document, website material
Location	Classroom/training facility
Equipment demand	Chairs, stationery (pen and paper), cut out rules for acting out situations
No. of Participants	6-10
Group form	Group discussion, pair work
Specific skills	ICT skills - Basics of internet use; communication skills

Exercise 3

Category description	Category variables
Name of exercise	Specifics of communication with older people
Number of participants	6-10 (even number)
Duration	45 minutes
Objective	<ul style="list-style-type: none">- adjust communication to the needs of the older people (listening, speech, observation)- encourage independence of the older people- show flexibility and patience when communicating with the older people and accept the differences- understand the most common barriers to communication
How to conduct it	<ol style="list-style-type: none">1) The material is sent to participants 5 days in advance2) Participants go through the material in detail and write down any questions they might have for the teacher/trainer3) During the training the trainer starts a discussion on the contents of the materials, participants take turn commenting on the contents4) Teacher/trainer cuts out and brings to the workshop rules for successful communication with the older people (two per pair). Divide the participants in pairs. Each pair chooses two of the rules. One person acts out the rules but does everything wrong - contrary to the rules - the other person watches and listens and notes down what was done wrong. The choice of rules:<ol style="list-style-type: none">a) Speak clearly and loudly, at normal speed (125 words per minute), in a deeper tone;



	<p>b) If the older person does not understand, repeat the message in other words;</p> <p>c) Turn face to face with the older people person, so they can help themselves with facial expressions and lip movements in understanding the message;</p> <p>d) Supplement the verbal message with non-verbal communication - gestures, facial expressions;</p> <p>e) Do not put your hand in front of your mouth while speaking, do not chew food or gum;</p> <p>f) Reduce background noise while speaking, e.g., turn off the radio or TV;</p> <p>g) Ask for feedback from the person to find out how much they have heard.</p> <p>5) Evaluation - group discussion</p>
Closing remarks	<p>Option to this exercise - reverse action - What not to do</p> <p>How not to talk to people with communication limitations</p> <ul style="list-style-type: none">- Correct what is said (e.g., someone who stutters, or has difficulty speaking after CVI, etc.);- Tell them what to do or think (e.g., "If you don't say anything, we will assume you are not in pain.");- Avoid or ignore (e.g., "Leave him alone, he doesn't understand what we're talking about anyway, you'll just upset him");- Speak louder: there is a custom to raise the voice instead of using different words - we think the person will understand us better if we speak louder;- Use another person as a mediator in communication, in front of the person (e.g., "What did he say? Can you understand him?" / In a quiet, desperate voice / "I surrender!")- Speak impatiently and angrily (e.g., "Listen, I have a lot of work to do. If you are interested in something else, ask someone else")
Source	<p>https://pogoe.org/sites/default/files/Commun-Support-Mat.pdf</p> <p>https://www.psychologytoday.com/us/blog/communication-success/201411/how-communicate-effectively-older-adults</p>



4.3.4 Digital competences 1 (using the computer, tablet, smartphone)

Category description	Category variables
Exercise/best practice	Workshop
Workshop element	N/A
Format	Following the contents and principles of the website <u>Be connected</u> https://beconnected.esafety.gov.au/ the trainer guides the participants through the process while they work on their device
Location	Classroom/training facility
Equipment demand	smartphones or tablets (participants), laptop and projector (trainer)
No. of Participants	5-6
Group form	individual work on either a smartphone or a tablet
Specific skills	ICT skills (using smartphones and tablets) - medium level; communication skills

Exercise 4

Category description	Category variables
Name of exercise	Get to know your tablet and smartphone (computer if applicable)
Number of participants	5-6
Duration	90 minutes
Objective	To learn about how to use a touchscreen on a mobile phone or tablet computer. The exercise will first cover basic and more advanced touchscreen controls. After that the emphasis will be on the most important and most frequently used features of a phone/tablet.
How to conduct it	Following the contents and principles of the website <u>Be connected</u> https://beconnected.esafety.gov.au/ the trainer guides the participants through the process and adjusts the content to the language of the participants, participants follow the instructions on their devices and ask questions, any and all questions/uncertainties are dealt with on the spot. The page in English only serves as an example, the trainers copy the work principle and find equivalent content in their respective language.
Closing remarks	Separate workshops for tablets and smartphones, possibly computers (if applicable). The idea is to enable the seniors to work on devices they are most likely to use - it is to be presumed that most of them have access to either a smartphone or a tablet. In case there is a need/request to do the same with laptops/PCs, the trainer will adjust accordingly.
Source	https://beconnected.esafety.gov.au/topic-library/essentials/get-started-with-your-device

4.3.5 Digital competences 2 (internet search and browsers, digital safety)

Category description	Category variables
Exercise/ best practice	Workshop
Workshop element	N/A
Format	Following the contents and principles of the website <u>Be connected</u> https://beconnected.esafety.gov.au/ the trainer guides the participants through the process while they work on their device
Location	Classroom/training facility
Equipment demand	smartphones or tablets (participants), laptop and projector (trainer)
No. of Participants	5-6
Group form	individual work on either a smartphone or a tablet
Specific skills	ICT skills (working online) - medium level; communication skills

Exercise 5

Category description	Category variables
Name of exercise	Getting started online
Number of participants	5-6
Duration	90 minutes (option to have 2 sessions of 45 minutes)
Objective	<p>Navigating the online world can be a little tricky, so this topic will teach the older people some essential skills to help them get started online.</p> <ul style="list-style-type: none"> ▪ Using the internet ▪ Using online forms ▪ Using email ▪ Using search engines ▪ Introduction to internet safety
How to conduct it	<p>Following the contents and principles of the website <u>Be connected</u> https://beconnected.esafety.gov.au/ the trainer guides the participants through the process and adjusts the content to the language of the participants, participants follow the instructions on their devices and ask questions, any and all questions/uncertainties are dealt with on the spot.</p> <p>The page in English only serves as an example, the trainers copy the work principle and find equivalent content in their respective language.</p>



Closing remarks	Separate workshops for tablets and smartphones possibly computers (if applicable). The idea is to enable the seniors to work on devices they are most likely to use - it is to be presumed that most of them have access to either a smartphone or a tablet. In case there is a need/request to do the same with laptops/PCs, the trainer will adjust accordingly.
Source	https://beconnected.esafety.gov.au/topic-library/getting-started-online

4.3.6 Digital competences 3 (social media, applications)

Category description	Category variables
Exercise/ best practice	Workshop
Workshop element	N/A to this CU
Format	Following the contents and principles of the website <u>Be connected</u> https://beconnected.esafety.gov.au/ the trainer guides the participants through the process
Location	Classroom/training facility
Equipment demand	smartphones or tablets (participants), laptop and projector (trainer)
No. of Participants	5-6
Group form	individual work on either a smartphone or a tablet
Specific skills	ICT skills - communication apps and platforms; communication skills

Exercise 6

Category description	Category variables
Name of exercise	Connecting to others
Number of participants	5-6
Duration	90 minutes (option to have 2 sessions of 45 minutes)
Objective	<p>Teach the older people how to use the basic apps and platforms for connecting with their loved ones</p> <ul style="list-style-type: none"> ▪ Getting set up for video calling ▪ How to use Skype ▪ How to use WhatsApp ▪ How to use FaceTime (Apple devices only) ▪ How to use Zoom
How to conduct it	<p>Following the contents and principles of the website <u>Be connected</u> https://beconnected.esafety.gov.au/ the trainer guides the participants through the process and adjusts the content to the language of the participants, participants follow the instructions on their devices and ask questions, any and all questions/uncertainties are dealt with on the spot.</p> <p>The page in English only serves as an example, the trainers copy the work principle and find equivalent content in their respective language.</p> <p>There are a number of different apps and possibilities, the trainer is to choose the most appropriate ones to teach and present depending on participants' needs and preferences.</p>



Closing remarks	Separate workshops for tablets and smartphones possibly computers (if applicable). The idea is to enable the seniors to work on devices they are most likely to use - it is to be presumed that most of them have access to either a smartphone or a tablet. In case there is a need/request to do the same with laptops/PCs, the trainer will adjust accordingly.
Source	https://beconnected.esafety.gov.au/topic-library/essentials/connecting-to-others



4.3.7 Digital competences 1

Category description	Category variables
Name	4) Digital competences 1 (using the computer, tablet, smartphone)
Type of best practice	N/A
Workshop element	N/A to this CU
Format	Following the contents and principles of the website <u>Be connected</u> https://beconnected.esafety.gov.au/ the trainer guides the participants through the process while they work on their device
Location	Classroom/training facility
Equipment demand	smartphones or tablets (participants), laptop and projector (trainer)
No. of Participants	5-6
Group form	individual work on either a smartphone or a tablet

4.3.8 Get to know your tablet and smartphone (and computer, if applicable)

Category description	Category variables
Number of participants	5-6
Duration	60 minutes
Objective	To learn about how to use a touchscreen on a mobile phone or tablet computer. The exercise will first cover basic and more advanced touchscreen controls. After that the emphasis will be on the most important and most frequently used features of a phone/tablet.
How to conduct it	Following the contents and principles of the website <i>Be connected</i> https://beconnected.esafety.gov.au/ the trainer guides the participants through the process and adjusts the content to the language of the participants, participants follow the instructions on their devices and ask questions, any and all questions/uncertainties are dealt with on the spot. The page in English only serves as an example, the trainers copy the work principle and find equivalent content in their respective language.
Closing remarks	Separate workshops for tablets and smartphones, possibly computers (if applicable). The idea is to enable the seniors to work on devices they are most likely to use - it is to be presumed that most of them have access to either a smartphone or a tablet. In case there is a need/request to do the same with laptops/PCs, the trainer will adjust accordingly.
Source	https://beconnected.esafety.gov.au/topic-library/essentials/get-started-with-your-device



4.3.9 Digital competences 2 (internet search and browsers, digital safety)

Category description	Category variables
Name	Digital competences 2 (internet search and browsers, digital safety)
Type of best practice	N/A
Workshop element	N/A to this CU
Format	Following the contents and principles of the website <i>Be connected</i> https://beconnected.esafety.gov.au/ the trainer guides the participants through the process while they work on their device
Location	Classroom/training facility
Equipment demand	smartphones or tablets (participants), laptop and projector (trainer)
No. of Participants	5-6
Group form	individual work on either a smartphone or a tablet

4.3.10 Getting started online

Category description	Category variables
Number of participants	5-6
Duration	90 minutes (option to have 2 sessions of 45 minutes)
Objective	<p>Navigating the online world can be a little tricky, so this topic will teach the older people some essential skills to help them get started online.</p> <ul style="list-style-type: none"> ▪ Using the internet ▪ Using online forms ▪ Using email ▪ Using search engines ▪ Introduction to internet safety
How to conduct it	<p>Following the contents and principles of the website <i>Be connected</i> https://beconnected.esafety.gov.au/ the trainer guides the participants through the process and adjusts the content to the language of the participants, participants follow the instructions on their devices and ask questions, any and all questions/uncertainties are dealt with on the spot.</p> <p>The page in English only serves as an example, the trainers copy the work principle and find equivalent content in their respective language.</p>
Closing remarks	<p>Separate workshops for tablets and smartphones possibly computers (if applicable). The idea is to enable the seniors to work on devices they are most likely to use - it is to be presumed that most of them have access to either a smartphone or a tablet. In case there is a need/request to do the same with laptops/PCs, the trainer will adjust accordingly.</p>
Source	https://beconnected.esafety.gov.au/topic-library/getting-started-online



4.3.11 Digital competences 3 (social media, applications)

Category description	Category variables
Type of best practice	N/A
Workshop element	N/A to this CU
Format	Following the contents and principles of the website <i>Be connected</i> https://beconnected.esafety.gov.au/ the trainer guides the participants through the process
Location	Classroom/training facility
Equipment demand	smartphones or tablets (participants), laptop and projector (trainer)
No. of Participants	5-6
Group form	individual work on either a smartphone or a tablet

4.3.12 Connecting to others

Category description	Category variables
Number of participants	5-6
Duration	90 minutes (option to have 2 sessions of 45 minutes)
Objective	<p>Teach the older people how to use the basic apps and platforms for connecting with their loved ones</p> <ul style="list-style-type: none"> ▪ Getting set up for video calling ▪ How to use Skype ▪ How to use WhatsApp ▪ How to use FaceTime (Apple devices only) ▪ How to use Zoom
How to conduct it	<p>Following the contents and principles of the website <i>Be connected</i> https://beconnected.esafety.gov.au/ the trainer guides the participants through the process and adjusts the content to the language of the participants, participants follow the instructions on their devices and ask questions, any and all questions/uncertainties are dealt with on the spot.</p> <p>The page in English only serves as an example, the trainers copy the work principle and find equivalent content in their respective language.</p> <p>There are a number of different apps and possibilities, the trainer is to choose the most appropriate ones to teach and present depending on participants' needs and preferences.</p>
Closing remarks	<p>Separate workshops for tablets and smartphones possibly computers (if applicable). The idea is to enable the seniors to work on devices they are most likely to use - it is to be presumed that most of them have access to either a smartphone or a tablet. In case there is a need/request to do the same with laptops/PCs, the trainer will adjust accordingly.</p>
Source	https://beconnected.esafety.gov.au/topic-library/essentials/connecting-to-others

4.4 COMPETENCE UNIT 4 | Self-organization and networking

Number of Sessions & Duration

4 sessions – each session 3 hours (12 hours total)

List of topics to cover in the Workshop sessions

• Networking
• Praxis to socialize among older people
• Self-organisation for older people, benefits and challenges of self-organisation

Pedagogical Approach

The flipped classroom is a pedagogical method that has recently become widely used above all in the schools. It is a teaching and learning method supported by digital contents; it is characterized by an overturning of the traditional teaching/learning method.

The flipped classroom methodology includes a first moment of autonomous learning, carried out by each student outside the classroom and supported by technological devices. The second step of the learning process takes place in the classroom, where teachers use the hours of lessons to put into practice what students have learnt before and to generate debates and opinions comparison. In this second phase, cooperation between students becomes the key aspect of the whole learning process.

The idea behind this model is to “Minimize Lecture, Maximize Learning”.

Required resources for Training (Material & Human)

- Computer or tablet
- Internet access
- An e-learning platform to share materials (optional)
- Various stationery material

4.4.1 Because we're stronger together: Intergenerational Programs Engaging Youth in Service with Older Adults

Category description	Category variables
Exercise/ best practice	Collection of instructions
Workshop element	NA to this CU
Format	Presentation and guidelines to create successful intergenerational networking
Location	Can be both online and offline, depending on the activity chosen to implement
Equipment demand	The equipment varies in relation to the activity chosen to implement
No. of Participants	Minimum of one young person and one senior person
Group form	Recommended to be realized in pairs or small groups, to facilitate the creation of personal relationships and friendship
Specific skill	<p>The participants should be trained on certain topics that are important in the intergenerational program, such as:</p> <ul style="list-style-type: none"> • Address attitudes/myths/stereotypes towards the other generation • Acknowledge the cultural gap and be prepared to discuss topics, such as the numerous examples of self-expression (ex. clothing, hair styles/colours, make-up, tattoos, piercings) • Clarify expectations for appropriate language and behaviour • Share specific information about the program, including roles of participants, timeframe, and program goals <p>It is important to orient the youth and the older people separately before bringing everyone together.</p>
Resources	https://www.gu.org/app/uploads/2018/06/13-IntergenerationalPrograms-Report-Because-Were-Stronger-Together.pdf
Source	https://www.gu.org/resources/because-were-stronger-together/



Exercise 1

Category description		Category variables	
Name of the exercise		Living (well through) Intergenerational Fitness and Exercise (LIFE)	
Number of participants		5-10	
Duration		45 minutes	
Objective		Physical activity	
How to conduct it		Offline, in a space where it is possible to do fitness exercises (e.g. a gym, a park, etc.) Depending on the exercises chosen to do, different tools will be needed (e.g., yoga mats, fitness balls, etc.) As this best practice also mixes the use of videogames with physical activity (e.g., Nintendo Wii videogames), also the technological tools such as the gaming platform and a television are needed.	
Closing remarks			
Source		https://www.extension.iastate.edu/video/our-story-living-well-through-intergenerational-fitness-and-exercise	



4.4.2 Stichting Samen Verder (Onwards Together)

Category description	Category variables
Exercise/best practice	Workshop
Workshop element	NA to this CU
Format	List of activities
Location	Offline
Equipment demand	<p>The foundation started out as a citizens' initiative aimed at the transportation of older people citizens by car and the collection of used paper and second-hand goods to sell. This shop is still financially important and serves as a meeting point for the visitors.</p> <p>As it now includes services and programs for older people and disabled people, it needs a certain kind of structure (both for the need of space and facilities for inclusion).</p>
No. of Participants	Not relevant
Group form	Group form
Specific skill	The volunteers of the association come from very different backgrounds, both retired people who had career jobs and older people at risk of social exclusion, so there aren't specific skills needed, but as the association proposes a wide range of activities, all the different volunteers can find an occupation here.
Resources	http://www.janwillemvandemaat.com/wp-content/uploads/2013/09/Social-inclusion-Elderly-Eurofound.pdf
Source	

4.4.3 Essere anziani a Mirafiori Sud (being older people in Mirafiori Sud, Turin)

Category description	Category variables
Exercise/best practice	Collection of activities
Workshop element	NA to this CU
Format	List of different activities
Location	Both inside and outside, depending on the type of activity chosen
Equipment demand	Depending on the type of activity chosen
No. of Participants	Not relevant
Group form	Both individual and group form
Specific skill	The target of the project are people older than 65 years old, independent, and living in Mirafiori Sud or in the whereabouts. The goal is to promote their active aging through the participation to the local social life, the promotion of a healthy lifestyle and the creation of neighbourhood networks.
Resources	<p>This project in the city of Torino aims and promotes activities such as:</p> <ul style="list-style-type: none"> -The accessibility of proximity services and proximity's needs of the older people. -The promotion of recreational and social activities. -The creation of a networking between local authorities, social and health services and third sector organisations. -The intergenerational solidarity - The prevention and promotion measures for the health and wellbeing -The creation of neighbourhood networks among the older people and social networks among neighbours <p>All planned actions are free of charge in order to guarantee the universal access.</p>
Source	https://www.euroformrfs.it/it/7227-2/



Exercise 2

Category description	Category variables
Name of the Exercise	Repair Café
Number of participants	Not relevant
Duration	Not relevant
Location	Offline, in a space that can provide the necessary tools for the repairs
Objective	Promoting social engagement by providing a place for older people to use their repairing skills and at the same time meet people of different generations
How to conduct it	<p>The Repair Café is a free meeting place where people from all ages can repair things together as bicycles, clothes, furniture, toys, electrical appliances...it is provided with tools and materials needed and also volunteers with repair skills. It is an intergenerational exchange of knowledge.</p> <p>A link is created between the participants, thus achieving an exchange of knowledge and a network of contacts. The Repair Café also becomes a meeting point for users and participants, where they can have a drink, chat, read...</p> <p>The activity is carried out using the Flipped Classroom method, in small groups or in pairs:</p> <ol style="list-style-type: none">1) Participants bring what they want to repair or explain what they want to learn about and also the skills that they can teach about.2) Another participant or volunteer helps the others with the activities. (For exemple a young volunteer can teach an older person how to use the mobile phone, send messages, save contacts...)3) A link is created between the participants achieving an exchange of knowledge and a network of contacts.
Closing remarks	The flipped classroom method has given to the participants the chance to focus already on the group of people they work with.
Source	https://projects2014-2020.interregeurope.eu//2lifes/news/news-article/10876/guide-to-opening-a-repair-cafe/ https://www.repaircafe.org/en/

4.4.4 Routine planning

Category description	Category variables
Exercise/best practice	Flipped classroom
Duration	One hour
Objective	Work on the self-organization of the individual by assigning
How to conduct it	<p>To help with the self-organization of the older people, scheduling an activity plan can be a useful tool. This deals both with memory issues and with the chance of finding together activities that can be done or can be interesting for the seniors, that on their own maybe they wouldn't have found.</p> <p>The exercise is implemented through the flipped classroom methodology.</p> <p>The learners are asked to do a brainstorming activity all together to create a list of possible interesting activities for the older people, these might be, for example:</p> <ul style="list-style-type: none"> • Crafting • Gardening • Walking and exercising • Higher learning • Reading and writing • Cooking and baking • Volunteering • Music and dancing • Pet therapy • Pampering <ul style="list-style-type: none"> • Then, the learners have to create a mock-schedule planning for a month, trying to make it as realistic as possible, considering both the seniors they work with and the real activities that are present in the area where they work, or the possibilities of the institution they work with. • The teacher will oversee the creation of the final schedule and evaluate it.
Closing remarks	It is important that the learners are aware of the reality in which they work when they do this activity. Being aware of the possibilities offered and of the possibilities of the people they work with.
Source	None

Exercise 3

Category description	Category variables
Name of exercise	Art at your own place
Number participants	NA
Duration	Two hours
Objective	To learn how to plan a creative/hands-on workshop for the older people
How to conduct it	<p>Art at Your Own PACE provides older adults with art therapy and activities to help them express themselves creatively. Almost all of the Art at Your Own PACE art projects are implemented in group settings, offering opportunities for intergenerational social engagement between older adults and children who participate in the program.</p> <p>The lesson is going to be conducted with the flipped classroom methodology.</p> <ul style="list-style-type: none"> - The learners are asked to think about the organization of a creative activity to do with the older people. While the model is about art, the activity can be about anything that the teacher is an expert in, or the learners are interested in. - The learners have to plan the organization of this activity, thinking about (but not only): the place, the material needed, the timetable, the permissions if needed, etc. If the learners are already working with the older people, they can use real experiences and real future ideas to implement to work on. - The learners have to prepare a presentation of what they have to organize. It can be done with a Powerpoint presentation, a video, on paper, or on whatever support the learners deem as the best fit for their idea. - The teacher has to oversee the presentation of each learner to the class, correct them and evaluate them. The teacher should also allow a space for a final briefing after the activity, in order for the learners to discuss their and each other's ideas.
Closing remarks	The flipped classroom methodology allows the learners to immerse their activity in their reality from the start. It is also important that the learners know that this method can be applied to the organization of different activities, not only to the cultural ones, so that they know that they can use this to teach anything that they have skills about.
Source	https://static1.squarespace.com/static/5b855bd5cef372d1e9a8ef0e/t/5f68ab3cdfa5933aad70c542/1600695105370/N4A+engAGED_Best+Practices+Brochure-508.pdf



Exercise 4

Category description	Category variables
Name of exercise	Boxes approach
Number of participants	5-10
Duration	One hour
Objective	To help the seniors in their self-organization by reorganizing their living space
How to conduct it	<p>This exercise might be questioned by the older people – it is important that you make it about hearing stories and memories with the possessions of a lifetime and wanting to understand why something is emotionally valuable to them. The process can actually be a bonding experience, and it can bring to more socializing experiences: the possessions that will be deemed unwanted can be sold or given away at local events.</p> <p>To organize it, in the original version, put 4 boxes in the room, with these labels:</p> <ol style="list-style-type: none">1) “Keep Until I Die” For items with sentimental value, such as family heirlooms, personal letters, wedding China and photo albums.2) “Appraise and Sell” For unwanted items of value.3) “Keep with Me” For unsentimental items, such as furniture and art.4) “Garage Sale/Donate” For unwanted items. <p>For bigger items that won't fit in boxes — like furniture, pianos and workout equipment — consider putting pictures of them on index cards and then dropping the cards in the appropriate boxes.</p> <p>To teach this exercise with the flipped classroom methodology, explain the original exercise to the learners, and then encourage them to think of the better appropriate methodology to divide boxes for the older people they work with.</p>
Closing remarks	This is a good exercise to gain self-organization by regaining control on the surrounding and possessions of a person. It is an activity often delayed, but necessary, and that can be the basis for next experiences (have they found something they used to be good at, like a music instrument? Have they decided to sell something and create new networks?)
Source	https://www.nextavenue.org/4-boxes-approach-helping-elderly-parents/



Exercise 5

Category description	Category variables
Name of exercise	Walking groups
Number of participants	5-10
Duration	Not relevant
Location	Offline, open air
Objective	To create an occasion of networking that is also strictly linked to physical activity and its benefits
How to conduct it	<p>The walking groups are organized for older people in order to create regular occasions of walking together with an instructor/guide.</p> <p>This exercise will be taught with the flipped classroom methodology:</p> <ul style="list-style-type: none">- The first step for the learners is to research their possibilities about organizing walking groups: are there routes that can be used for older people (e.g., safe)? Do they need to prepare documents or obtain permits to create them? How many times per week/month are they going to organize the walking group? Is there any information they need to share with the participants (e.g., equipment, resources, etc.)?- The learners are then going to organize the results of their research so to expose them in front of the teacher and of the other learners. They can choose the method they prefer to show them.- The teacher is going to be in charge of the evaluation of the final result of the research.
Closing remarks	The participation to an organized group with a leader gives a sense of safety and promotes the feeling of being able to move autonomously. Different groups can be organized, in order to split the group in smaller groups based on the speed of their walking. Sessions of exercises about stability and equilibrium can be added.
Source	https://static1.squarespace.com/static/5b855bd5cef372d1e9a8ef0e/t/5f6801ab4c0e7d11516ecfd8/1600651693102/N4A+engAGED_Best+Practices+Brochure-508.pdf



4.5 COMPETENCE UNIT 5 | European values and Erasmus+

Number of Sessions & Duration

5 sessions 90 minutes each (one contact hour is 45 minutes)

List of topics to cover in the Workshop sessions

• Green Paper of demographic change in the EU, 2021
• Navigating in Erasmus+
• Active citizenship and Erasmus+
• Electronic Platform for Adult Learning in Europe (EPALE)

Green Paper of demographic change in the EU, 2021

Exercise 1 - Green Paper of demographic change

Navigating in Erasmus+

Exercise 2 - Navigating through Erasmus+ materials

Active citizenship and Erasmus+

Exercise 3 - Active citizenship and Erasmus+

Electronic Platform for Adult Learning in Europe (EPALE)

Exercise 4 - Navigating in EPALE

Exercise 5 - Communities of practice

4.5.1 The Green Paper of demographic changes

Category description	Category variables
Exercise/best practice	Exercise
Workshop element	N/A to this CU
Format	Discussion, exercise
Location	Classroom
Equipment demand	Chairs, stationery (pen and paper) and clippers Projector on standby (just in case), flipchart
Group form	Group with the possibility of working in smaller groups
Specific skill	using search engines such as Google
Resources	Internet – required
Source	Zoltán Kelemen, Mátrai Hegesztéstechnika, Hungary

Exercise 1

Category description	Category variables
Name of exercise	The Green Paper of demographic changes
Number of participants	5 - 10
Duration	90 minutes
Objective	Get familiar with the EU Document Green Paper of Demographic changes
How to conduct it	<p>Review - 15 minutes</p> <p>After introducing the objective Break the group into 2-3 persons subgroups.</p> <p>Hand each group the contents and the introduction of the Green Paper, and only a part of the 24-page document, that would make sense to read and process in a subgroup (e.g., Meeting the growing needs of an ageing population "Meeting the health and long-term care needs of an ageing population" parts to one group, and other titles to another group and so on.</p> <p>Ask each subgroup to review their part and form 2-3 questions based on the material they reviewed.</p>



	<p>For example, "What is the possible impact of the cross-border mobility of healthcare staff on ageing problems in our country?"</p> <p>They should write their questions at flipchart size and post them on the wall</p> <p>Understanding answering all the questions - 5 minutes</p> <p>After gathering the questions and posting them on the wall, run a short plenary to get a common ground: whether each of the participants understands the questions based on the materials. The trainer should facilitate this process. Important note. This is not the discussion part! It is just a part when the facilitator let the participants explain what they understood of their parts and understand the questions and the relevance formed by other groups.</p> <p>Discussion - 40 minutes</p> <p>Then the participants try to find answers and relevance to the questions. This is a plenary session too. They may decide to follow the order they see on the wall, or they may choose another arrangement to answer the questions or may find other relevant topics they may address. The facilitator actively listens and makes notes on the flipchart or in a laptop projected on the wall too.</p> <p>Closing 10 minutes</p> <p>At the end, each participant one by one should answer what benefits they gained in this workshop.</p>
Closing remarks	The results are the statements, the topics, and perhaps some kind of order of topics based on relevance.
Source	https://ec.europa.eu/info/sites/info/files/1_en_act_part1_v8_0.pdf

4.5.2 Navigating in Erasmus Plus

Category description	Category variables
Exercise/best practice	Exercise
Workshop element	N/A to this CU
Format	Discussion, exercise
Location	Classroom
Equipment demand	Chairs, stationery (pen and paper) and clippers Projector on standby (just in case), flipchart
Group form	Group with the possibility of working in smaller groups
Specific skill	using search engines such as Google
Resources	Internet – required
Source	Zoltán Kelemen, Mátrai Hegesztéstechnika, Hungary

Exercise 2

Category description	Category variables
Name of exercise	Navigating in Erasmus plus
Number of participants	5 - 10
Duration	90 minutes
Objective	Know how to find relevant information on running or existing Erasmus plus projects aiming to answer problems or social aspects of ageing
How to conduct it	<p>Form 4 groups. Each of them has a specific task to be done in 45 minutes.</p> <p>Group 1: Make a 3-minute presentation on how to find relevant projects on Erasmus Project cards. (How to search, how to identify relevance, how to find meaningful materials)</p> <p>Group 2: Make a 3-minute presentation of relevant NGO agents who are already active in Erasmus + programs in the field of gerontology in your country (using internet searches, phones, thesaurus etc)</p> <p>Group 3:</p>



	<p>Make a 3-minute presentation on relevant governmental agents who are involved in or relevant to demographic changes. The presentation should focus on Activities, budgets, contact persons.</p> <p>Group 4: Make a 3-minute presentation on existing best practices that are relevant, and not older than one year.</p> <p>Presentation phase - 15 minutes Each group briefly presents their results one after another with short comments.</p> <p>Discussion - 30 minutes Open discussion facilitated by the trainer focused on the new information, new skills and possible interconnections.</p>
Closing remarks	<p>Given the time limit short, the exercise requires quick decisions and high level of acceptance. You should announce that time rules over quantity: keeping time limits are more important to have more sources gathered. Kindly warn groups to keep timings at the presentation phase because people tend to speak longer and forget the time limit. In discussion they will have a chance to delve into details.</p>
Source	<p>Zoltán Kelemen, Mátrai Hegesztéstechnikai Ltd, Hungary</p>

4.5.3 Active Citizenship: lifelong learning in the EU

Category description	Category variables
Exercise/best practice	Exercise
Workshop element	N/A to this CU
Format	Discussion, exercise
Location	Classroom
Equipment demand	Chairs, stationery (pen and paper) and clippers Projector on standby (just in case), flipchart
Group form	Group with the possibility of working in smaller groups
Specific skill	using search engines such as Google
Resources	Internet – required
Source	Zoltán Kelemen, Mátrai Hegesztéstechnika, Hungary

Exercise 3

Category description	Category variables
Name of exercise	The Green Paper of demographic changes
Number of participants	5 - 10
Duration	45 minutes
Objective	Get familiar with the Lifelong learning initiatives of Erasmus+
How to conduct it	<p>In the beginning, present the history the lifelong learning initiative in the EU, and briefly explain the 8 core competences described at: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=LEGISSUM:c11090</p> <p>Then form 4 groups. Each of them has a specific task to be done in 20 minutes.</p> <p>Group 1: Find best practices on Digital Competence in your country using the governmental website information</p> <p>Group 2: Find best practices on Learning to learn Competence in your country using the governmental website information</p>



	<p>Group 3: Find best practices on Social and Civic Competence in your country using the governmental website information</p> <p>Group 4: Find best practices on Sense of initiative and entrepreneurship Competence in your country using the governmental website information</p> <p>Presentation phase - 15 minutes Each group briefly presents their results one after another. with short comments only.</p> <p>Discussion - 10 minutes Open discussion facilitated by the trainer focused on the new information new skills and possible interconnections.</p>
Closing remarks	<p>Given the time limit so short, the exercise requires quick decisions and high level of acceptance.</p>
Source	<p>Zoltán Kelemen, Mátrai Hegesztéstechnikai Ltd, Hungary</p>



4.5.4 Navigating in EPALE

Category description	Category variables
Exercise/best practice	Exercise
Workshop element	N/A to this CU
Format	Discussion, exercise
Location	Classroom
Equipment demand	Chairs, stationery (pen and paper) and clippers Projector on standby (just in case), flipchart
Group form	Group with the possibility of working in smaller groups
Specific skill	using search engines such as Google
Resources	Internet – required
Source	Zoltán Kelemen, Mátrai Hegesztéstechnika, Hungary

Exercise 4

Category description	Category variables
Name of exercise	Navigating in EPALE
Number of participants	5 - 10
Duration	90 minutes
Objective	Get familiar searching on EPALE website
How to conduct it	<p>In the beginning, give a few minutes presentation on the purpose of Electronic Platform for Adult Learning in Europe (EPALE). https://epale.ec.europa.eu/en/why-epale</p> <p>Then form pairs. Each of them has the same task in 45 minutes:</p> <p>1.) Browse through the EPALE website to understand the structure and get a comprehensive view.</p> <p>2.) Make a list of Frequently Asked Questions from scratch. This list is not a copy of the one you can find on the website. It should represent the questions of the teachers and volunteers in the program "Inactivity is not an option",</p>



	<p>who might use the site to find connections ideas and materials in your country.</p> <p>Presentation phase - 15 minutes Each group briefly presents their results one after another. with short comments only. Then comb together the FAQ's made by the pairs into one common list.</p> <p>Discussion - 10 minutes Open discussion facilitated by the trainer focused on the new information new skills and possible interconnections.</p>
Closing remarks	Given the time limit short, the exercise requires quick decisions and high level of acceptance. You should announce that time rules over quantity: keeping time limits are more important to have more sources gathered.
Source	Zoltán Kelemen, Mátrai Hegesztéstechnikai Ltd, Hungary

4.5.5 Communities of practice

Category description	Category variables
Exercise/best practice	Exercise
Workshop element	N/A to this CU
Format	Discussion, exercise
Location	Classroom
Equipment demand	Chairs, stationery (pen and paper) and clippers Projector on standby (just in case), flipchart
Group form	Group with the possibility of working in smaller groups
Specific skill	using search engines such as Google
Resources	Internet – required
Source	Zoltán Kelemen, Mátrai Hegesztéstechnika, Hungary

Exercise 5

Category description	Category variables
Name of exercise	Navigating in Erasmus plus
Number of participants	5 - 10
Duration	90 minutes
Objective	Get familiar with EPALE resource Kits
How to conduct it	<p>In the beginning, give a few minutes presentation on the purpose of your Country's EPALE Resource Kits. (For example: https://epale.ec.europa.eu/hu/resource-kit) Then form pairs.</p> <p>Each of them has the same task in 45 minutes:</p> <ol style="list-style-type: none"> 1) Find the latest resource kits for Inclusive Social Change 2) After analysing, make a list of the potentially useful resources for your area. 4) Presentation phase - 15 minutes



	<p>Each group briefly presents their results one after another. with short comments only. Then comb together the FAQ's made by the pairs into one common list.</p> <p>4) Discussion - 10 minutes Open discussion facilitated by the trainer focused on the new information new skills and possible interconnections.</p>
Closing remarks	<p>The most important result of the exercise is the awareness of EPALE website and its connection and use in this area.</p>
Source	<p>Zoltán Kelemen, Mátrai Hegesztéstechnikai Ltd, Hungary</p>

5. SELF-ASSESSMENT OF THE COURSE

Self-assessment is the ability of examining oneself to find out the progress made find out what own's weaknesses and strengths and self-diagnose relevant solutions. The purpose of self-assessment is to help the individual know the extent of his abilities and to improve upon them without the need of a performance appraiser.

Using self-assessment as an additional form of assessment for learning is a great way to promote reflection and responsibility for learning: it can help young people to develop into independent learners.

The use of self-assessment has several benefits on the learners. It is used to check the real understanding of a topic, and not only the acquirement of knowledge about it: by assessing the own response to something, the learner gains an insight into his actual comprehension, and understand where more progress can be made. By using a self-assessment, the learner learns to identify improvements and responses, and recognize their own good progress. It is a method to develop evaluative skills, understand which are the success criteria for a certain activity and develop thinking skills to make evaluative judgements. By being responsible of the own's assessment, also the engagement with the learning process of the learner increases.

To assess the knowledge acquired thanks to this ToT, the GER-APP curriculum proposes a general set of questions about the whole content, and a series of graduated statements about each CU, to focus precisely on the content of each section. The general evaluation consists of three sections: the first part covers the previous knowledge of the trainee, the learning aspect of the training, and the third focuses on the general satisfaction with the learning process.

The same instruments can be used by the trained teachers by this ToT as tools to evaluate the future learners. The structure of the curriculum already gives an overview of the expected learning outcomes of the process; the questions are developed starting from the identification of the objectives and shifting the focus on the final learning. The assessment will then also help the teacher in deciding and developing the right techniques of teaching the specific contents of the course and understand which are the weak points of the course. The assessment from the learners is also a reinforcement of the feedback on the quality of the teaching and of the contents, other than a way to communicate the results of the progress made.

Evaluation has also the goal of a final review of the effectiveness of the training programme, realized through the collection of data on the satisfaction of the trainees with the outcome of the training program, the quality of the teaching and the newly gained skills that they can apply in their job.



5.1 GENERAL QUESTIONNAIRE

1. Did you find materials in the curriculum helpful/useful/interesting? Which in particular and why?
2. Did you learn anything new (method, skill, information, etc.) that you might use in your work with older people?

6. REFERENCES

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