

IO2A4 Definition of Unit Rules



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Ganymed

GERAGOGY AND YOUNG MEDIA

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Structure:

- 5 learning units with 2 topics and subtopics
- Characters get introduced, storytelling about specific challenge they face
- Tasks with precise instructions
- Providing information pathways, which can be searched by learners. It needs to be adjusted to content.
- Test in the end. Who passes, gets an award (to be defined by project partners).
- Who finishes basic level of a unit might choose to participate in the advanced level of the same unit, or start a new unit

Topics for the learning units:

1. Learning scenarios

Learning together



- Group Learning
 - i. Characteristic of senior groups, group dynamics
 - ii. Cooperative learning; social skills e.g. be in a group & creating connection with a group of learners
- Help research
 - i. Being able to understand the problem for which the help is required and ask clearly what is needed
 - ii. Intergenerational learning

2. Advantages of old age for learning

Learning together



- Reflection
 - i. Connect the knowledge acquired to every learning and proceed to consequential steps of learning of raising difficulties
 - ii. Reflect personal strength & obstacles to learning, Learned helplessness;
 - iii. Psychological and physical characteristics of the elderly
- Self-Awareness
 - i. Life span perspective: simultaneity of loss and gain; lifelong learning
 - ii. Personal learning rhythm
 - iii. Learning and memory in old age

3. Teaching methods and course design

Learning from each other



- Understanding various learning environments
 - i. Being able to recognize the better space for own learning. Capacity to understand which condition make the learner comfortable physically and mentally in order to have a better learning experience.
 - ii. Capacity to recognize which element of the environment make the learner uncomfortable so that they can be able to change the environment according to their preference; Age specific usability issues of user interfaces
 - iii. Learning techniques, strategies and methods
 - iv. Computer as a tool for learning (brain training, use for activities)
- Motivation
 - i. How to encourage and motivate, support articulation of personal aim and learning objectives, encourage intrinsic motivation
 - ii. Being aware of previous frustrations and experiences of discrimination (biographical perspective) and find or activate strategies to overcome blockages and to focus on the task

4. Technology education

Learning about each other



- Understanding virtual space
 - i. Lifeworld-oriented education
 - About benefits of technology and media; understand which benefit a technology can bring to the daily life and which consequence an action in the virtual world can have in the physical world
 - About critical reflection of digitalization. Support of informed decisions about personal usage. Understanding consequences of digital participation e.g. on finances or friendships
 - ii. Understanding the basic function and handling of digital devices. Access on-line banking and financial management
- Problem Solving
 - i. Barriers and bridges in the acquisition of technology and media skills
 - ii. Find new and creative way to overcome a challenge or an obstacle. Being able to use own experience with the aim to solve new problems.

5. Basic technical skills and data protection

Learning from each other



- Digital tools
 - i. Ability to listen to the questions and needs of elderly concerning digitalization. Evaluate which digital devices are desired and which are objected
 - ii. Ability to understand the digital world, basic knowledge of technology functions of the virtual world. Understand how digitalization impacts social world; Access and mastering of digital tools for social communication, e.g. video conferencing, e-mail or social media
 - iii. Master social conventions and anti-discriminatory rules in digital communication; Being able to use the most basic digital tools like computer, tablet and smartphone and to create and save files
- Data security
 - i. Understand which apps/devices are safe and why; Safety issues - the safety of device, safety of personal data of one-selves and others (e.g. publication of pictures of relatives); Being able to understand which personal data are being transferred and shared during the use of internet; Being capable to recognize the most common phishing and scams methods; Understand what actions you need to take to protect your data
 - ii. Impact on personal relationships of joint-usage of digital devices; self-determination of elderly about what gets installed on their devices; Ability to research information and evaluate validity, be aware of manipulated content
 - iii. Data security and copyright (including plagiarism and basic citation rules)



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