

IO3A3 Guidelines for the Ganymed Platform



Co-funded by the
Erasmus+ Programme
of the European Union



Ganymed

GERAGOGY AND YOUNG MEDIA

Project number: 2020-1-DE01-KA226-HE-005745

Table of Contents

IO3A3 Guidelines for the Ganymed Platform	3
Forum of Discussion	3
Blog Posts	3
Useful Links and Publications	3
Training and Learning	3
News	3

IO3A3 Guidelines for the Ganymed Platform

The Ganymed Community Platform was developed to provide learning opportunities and establish dialogue and also to foster the exchange of experiences, information, best practices, and points of view among civil society, multipliers, private and academic sectors, and the general public with a special focus on including elderly people in digital communication. The virtual platform seeks to facilitate the exchange of information, ideas, experiences, and suggestions on inclusive technology education and training at all levels.

The current document will lay out the guidelines for use of the virtual platform.

1. Interaction Tools

The users will have the opportunity to exchange ideas and information with other members through the following areas:

- Forums of Discussion
- Blog Posts
- Useful Links and Publications
- Training and Learning
- News

Forum of Discussion

The Forum will be an instrument of dialogue, consultation, citizen participation, and community organization.

Discussions will focus on issues related to the project topic.

Participants must register to access it.

The themes of the discussions can be proposed by all members registered on the platform.

(The moderator(s) will be responsible for editing, moving, excluding, adapting, and/or publishing posts received.)

Blog Posts

The users of the platform will have the opportunity to write blog posts on topics of their interest or knowledge related to the project topic. (Once users submit a blog entry, the text will be analyzed by the moderator(s) and will be published on the platform when approved.)

Useful Links and Publications

A collection of links to topic-related information and services on the internet as well as publications will be available to the members of the Ganymed community. It may include, among others: academic, scientific, legislative, and political publications, as well as reports and evaluations. All members of the community are welcome to suggest documents to be published on the platform.

Training and Learning

The members of Ganymed will have the opportunity to submit information on courses and training on the topic that they are aware of or that they provide.

News

The Network will make information on projects and events related to the project topic.

2. Training Room

Structure:

- 5 learning units with 2 topics and subtopics
- Characters get introduced, storytelling about specific challenges 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).
- Those who finish the 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:

- Learning scenarios
- Advantages of old age for learning
- Teaching methods and course design
- Technology education
- Basic technical skills and data protection

3. Geragogical principles for the design of the learning units

Geragogy examines how learning processes need to be initiated, managed, and structured in order to achieve a successful outcome.

There have been many research projects with elderly people in which the conditions under learning in old age particularly works well were defined. The following 9 geragogical principles were indicated and respected by creating the learning units.

1. Linking reflection, learning, and action:

Even with practice-oriented training, knowledge and technical competence can only be sustainably integrated into one's own action if the subjective meaning has been recognized.

2. Self-determination in the learning process:

The more learners can determine the content, sequence, and method of learning, the better learning works.

3. Equal attitude:

In geragogical forms of learning, symmetrical communication is implemented. Learning facilitators and learners both define themselves as experts in different fields and communicate on equal terms.

4. Learning through experience and exchange:

It is important to build on the experiential knowledge of older learners in order to make it useable for educational processes.

5. Contact, community, and being included:

Educational practice shows that learners who feel integrated into a group or an institution report positively on their learning experiences. Thus, learning groups often stay together for years, maintain exchanges with each other, and stay in touch.

6. Integration of social space and life contexts:

Technology education should be aligned to life contexts each time.

7. Designing stimulating and safe places of learning:

Learning environments should be designed in such a way that they evoke a feeling of safety, since experiencing safety is a basic need in learning processes.

8. Addressing values in the learning process:

Negative images of age hinder learning.

9. Differentiation in the learning process:

The heterogeneity of age and inter-individual differences should be treated with/faced by diversity and differentiation in the learning process.



Ganymed

GERAGOGY AND YOUNG MEDIA