



Teddy Bears in Pairs

e-learning with grandchildren

Handbook of the
Intergenerational
e-Learning
Programme

Teddy Bears in Pairs – e-learning with grandchildren

Handbook of the Intergenerational e-Learning Programme

Editor:

Maja Lemut

Reviewers:

Eva Mermolja

Irena Troha

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INTRODUCTION

»Teddy Bears in Pairs – e-learning with grandchildren« is an European project financed by Erasmus+ programme, Key Action 2. The project includes 5 educational organizations and various partner countries.

The project is coordinated by Mikołów County (Mikołów, Poland) and its partner organizations are:

- Adult Education Center Ajdovščina (Ajdovščina, Slovenia),
- Fundación Aranjuez Paisaje Cultural (Aranjuez, Spain),
- SEYF – South Europe Youth Forum (Lecce, Italy),
- E-SENIORS: Initiation des seniors aux NTIC association (Paris, France).

The present Handbook of the Intergenerational e-Learning Programme is one of the final results of the project. Its purpose is to present to the general public the project's results and other project activities. What is more, to offer the designed 128-hour intergenerational education programmes for use and implementation to other educational organizations.



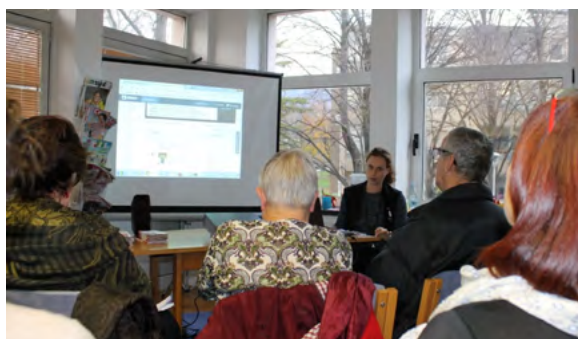
INTERGENERATION EDUCATION PROGRAMMES – A NECESSITY FOR TODAY'S INFORMATION AND COMMUNICATION SOCIETY

Maja Lemut

Nowadays when the elderly generation in the so-called developed societies is increasingly numerous, an aging population and the rapidly developing information and communication technology are two processes that mark the society of the 21st century. The process of renewing the information and communication technologies is much faster than the process of engaging different groups of people in educational programs to follow the novelties. This is why it is necessary to enable various non-formal education programs in the local environment. An additional element that speaks to the benefits of intergenerational learning and education in different environments - including the workplace - is that the number of years of service is rising, and for the first time in our history we have working environments in which there are four different generations working together.

We are confronted with these changes in technology and aging on a daily basis, they are part of our everyday life, so we must be able to continually follow the changes, adapt to them and develop new practices. Intergenerational learning and education is based on intergenerational cooperation and integration and is established as a modern approach. It also plays an important, if not crucial role in this field.

Intergenerational education is a practice that connects people of different age with the purpose to learn and develop new knowledge and skills, mutual respect and understanding. Knowledge circles between people in different directions - from the elderly to the young and vice versa.



The rapid and intense development of information and communication technology brings not only changes in the narrower technological field, but also affects both personal and professional spheres of human life. A person must constantly renew and/or acquire information and communication competences if one wants to "survive" in this informatized world. The process of learning and the usage of new skills presents a bigger challenge to older people who have not been educated by means of communication technology. They are not the so-called digital natives, whereas the youngsters are. In general, the majority of elderly need more time and motivation to acquire and establish new computer skills, as experience has shown. Even in the conceptualization of intergenerational learning and education, we must be sensitive so as not to unknowingly consolidate stereotypes that are based on ageism.

If we observe that the elderly lack the knowledge in the field of information technology, we can also notice that young people, due to the constantly changing society, have problems with their sense of belonging, social identity and independence. While elderly people – as it often seems - have fairly clear and rigorous reference frameworks that offer assistance and support to the society of uncertainty, youngsters face identity issues at different crossings. Intergenerational learning and education, through which people



acquire new experiences, values and knowledge, is of fundamental importance for the establishment of social connections, since it enables joint creation of knowledge.

Intergenerational education programmes are those which take place in organized educational forms and connect different (usually at least two) non-contact generations. Many of them were created with the aim of networking, cooperation, solidarity, socializing, as well as with the aim of preserving local natural and cultural heritage, promoting care for a clean environment, etc. There are many such programmes where the younger generation has the opportunity to know the older one through information and communication technology. At the Adult Education Center Ajdovščina, we have already had very good experience with intergenerational learning when organizing intergenerational groups for the project Tandems go!.

Like all programmes, intergenerational education programmes also require careful planning and preparation. Maybe even more so, because in their planning, we have to take into account that people of different generations with different values and views of the world are involved in them. In order to design and implement non-formal education programmes in the andragogical field, several models which have changed over the course of history are used. Some experts advise planning in five steps, others in six or more. In Slovenia, a model called the andragogical cycle is used to design, develop and evaluate adult education. It is a very transparent model and can be used in a variety of circumstances. This model was presented at the Short-Term-Joined-Staff Training Event in Slovenia by the organizers of adult education in Slovenia.

The andragogical cycle consists of the following phases:

- study of educational needs (needs analysis, diagnostics of needs, context analysis,
- programme planning (forming objectives, planning the organization of education, content and methods, direct programme preparation and evaluations),
- execution (realization, programme implementation),
- evaluation.

These elements are in mutual interaction and function together¹ to achieve a goal. The cycle occurs when a link between evaluation and re-establishment of needs is indicated.

One of the important starting points in planning intergenerational education programmes is that we know and understand the characteristics, motives, needs and values of the target group for which we are preparing the education programme. This is the only way how intergenerational education will produce desired positive effects and results. People are involved in these programs on a voluntary basis, due to interest,

not legal obligation (as is the case in compulsory schooling). Intergenerational education programmes are attended if people are able to recognize their usefulness in everyday life, if the programmes respond to their needs.

When planning, we must take into consideration the past experience and knowledge of the participants in the programme, which vary according to participants' age. Despite the fact that each generation has its own values, its perception of the world, its mode of communication and operation, all of these relationships can be enriched and made even better. Youngsters have a different kind of knowledge and experience that can be passed on to the elderly. While the elderly can offer young people maturity through discovering and testing new social roles in which they find themselves.

Within the project Teddy Bears in Pairs – e-learning with grandchildren, each partner organization has developed its intergenerational education programme tailored to the characteristics of the selected younger and older generation, and also piloted it. The purpose of all programmes is to promote the development of skills and knowledge related to digital and communication content in order to improve the quality of life, and to promote intergenerational integration and cooperation. Each programme's content is related to what is close to the selected target participants and what attracts their attention. Intergenerational learning is carried out in a tandem in which one individual is a member of the older and one of the younger generation. Thus at the implementation level, each programme consists of at least 20 tandems. The generated and piloted intergenerational computer education programmes are also presented in the handbook in detail, thus providing the possibility and the opportunity for multiple implementations and/or to upgrade.



¹ Mutual influence and interaction of various factors and steps in the preparation and implementation of the education programme is shown in an interactive model developed by R. Caffarella. During the planning, we have considered this model. But due to the increased transparency in the transfer into practice, the model of the andragogical cycle was used.

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PART 1

Maja Lemut, Edward Dawidowski

ABOUT THE PROJECT

Intergenerational harmony receives a lot of attention in present time. Teddy Bears in Pairs is a project which helps increase cooperation between different generations. The project involved elderly people sharing their stories with young people from secondary schools. The project offered elearning for which cooperation between adults and children is most important. The elderly had elearning classes with younger students, during which everyone was able to share the skills and knowledge they had. Young people were paired with the elderly under a trainer's supervision. This enabled the elderly to gain new ICT and e-literacy skills.

This project focused on two objectives. During the project meetings, partners observed each others' presentations and collected good practices and methodologies for e-learning in educational organizations for the elderly. They made a final synthesis in accordance with the project's objectives. Second, each partner recruited 20 representatives from each target group - the older and the younger generation (20+20), assigned pairs, and implemented the short methodology for learning ICT and e- literacy. These target groups established Internet connections amongst themselves by means of the project's VLE platform, chats and e-mails.

Cooperation between generations was very important for intergenerational transfer of knowledge. In this two-way process, youngsters were of valuable help to the elderly. They got to know each other by sharing interesting stories and they built high-trust relationships. With the help of younger people, older adults lost their fear of innovations. The process of e-learning ran much easier with the help of younger people who are familiarized with technology, and this also helped to increase group motivation. Intergenerational cooperation in education programmes can increase the active role of the elderly in everyday life.



MAIN PURPOSE AND GOALS OF THE PROJECT

The main goal of the project was to motivate the whole community to adopt a caring approach to its elderly residents and improving the overall quality of their life.

Areas of the project where elderly people improved:

- Development of skills related to the digital world to improve ease in communicating with open society.
- Skills and practical competences of the »digital world« to help intergenerational integration, to increase the sense of belonging to the modern world.
- Participation in the project should increase the range of existing skills (ICT, foreign language, e-literacy) in the areas not practiced every day (e.g.: safe handling with electrical household appliances, new media, service remote control TV, set-top box, mobile phone, activating new apps, the use of other features found on computers and mobile phones) and other.
- E-reading and e-writing exercises should unlock different mental and physical spheres to enable normal functioning and reduce stress in a group.

RESULTS OF THE PROJECT

The results of the project are:

- 5 different Intergenerational e-Learning Programmes (128 h) were developed throughout the duration of the project; each adjusted and performed for the target group in each country. The target group included altogether 40 participants, half of them elderly people (45 years old or more) and the other half youngsters (13-26 years old). Formed pairs turned out to be a very successful method of e-learning; the elderly's progress was visible in their final products.
- Participants, partners and general public were informed about the realisation of the project and its activities on the Mobile & Tablet Friendly VLE Platform (<http://erasmus.oczadly.slask.pl/en/>).
- All materials created during the project were collected in this Intergenerational e-Learning Programme Handbook and are available online. The handbook can be of great help to any organization that wants to develop and perform intergenerational e-learning programmes.

BLENDED LEARNING MEETING IN POLAND

25 participants representing adult educational organizations from Poland, France, Spain, Slovenia and Italy took part in the Blended Learning Event which took place from the 16th to the 20th of April in the Mikoł.w County. The visit was connected to the implementation of the two-year project: "Teddy Bears in Pairs - e-learning with grandchildren" Erasmus+ Programme. Its coordinator is the Mikoł.w County, which implemented the project together with the Adult Education Center Ajdovščina (Slovenia), the ESeniors Association from France, the SEYF Association (Italy) and the Paisahe Cultural Aranjuez Foundation (Spain). On this occasion, five seniors from each partner country participated in the meeting. The main purpose of this visit was to develop a "Decalogue of Intergenerational Learning", which was adopted and implemented by participants from all partner countries. Before participating in the Decalogue of Intergenerational Education, participants answered ten questions in mixed groups, i.e.: intergenerational education in the past and today, readership in the past and today, indication of the characteristics of a good teacher or to determine the concerns of young people and seniors before participating in intergenerational activities. The responses were worked out in pairs/groups using the WebQuest method.



TRANSNATIONAL PROJECT MEETINGS AND MOBILITIES

Each partner organization carried out two-day project meetings and mobilities in its country. The programmes are listed in the annexes.

Project meetings and mobilities were aimed at:

- discussing the course of implementation and coordination of the project and the ongoing resolution of any problems that have arisen during the project,
- getting to know each other (getting to know the staff, education programmes and other activities of the partner organizations, the natural and cultural sights of the partner country),
- exchange of good e-learning practices in educational organizations for the elderly. In the framework of a partnership meeting in each country, each organization prepared an international workshop for specific educational content.

The following is the period of time for each partner meeting and the content of international workshops in them:

	Time	Place	Teddy Bears international workshop
1	22. - 25. Novembre 2016	Mikołów, Poland	Management staff: to develop international criteria for determining the qualifications of basic factual knowledge and skills
2	8. – 11. March 2017	Paris, France	ICT and »new media«: teaching methods in the domain – computer skills, selected applications, Skype in with a webcam, facebook, file processing digital graphic
3	5. - 8. June 2017	Aranjuez, Spain	Foreign language: observation, discussions, practical classes and teaching methods with the help of the media programme integrated with an interactive whiteboard
4	8. – 11. October 2017	Lecce, Italy	E-literacy: bloggers and e-readers. Topic: exchange of experience in e-literacy (including blogging and e-readers clubs)
5	12. – 15. June 2018	Ajdovščina, Slovenia	Project VLE platform dissemination, Intergenerational Learning Handbook

SHORT STAFF TRAINING EVENT IN SLOVENIA

The short staff training event was a five-day training of the executive staff, which took place from April 18th to 22nd at the newly established headquarters of the Adult Education Center Ajdovščina. It was attended by twelve people: representatives of partner educational organizations from Poland, Slovenia, France, Spain and Italy.

The purpose of the training was to train the executive staff how to plan and prepare non-formal education programmes according to the model of the andragogical cycle used in Slovenia, and how to use the new educational tools in the education of UTA learners.



1. Preparation of non-formal education programmes (19th, 20th and 21st of April 2017)

First, the participants of the training presented the course of development and implementation of the programme on a particular case in their country. This was followed by a lecture on the andragogical cycle. This is a method that is used in preparing non-formal education programmes in Slovenia. The lecture was followed by a practical workshop. The participants were divided into three groups and within them they prepared an education programme according to the phases and principles of the andragogical cycle. The task consisted of a so called order by the municipal administration for creating a programme for a specific target group. It included the purpose of the programme, the description of the target group and the location of the programme implementation. Each group presented its designed programme to other participants. The project Teddy Bears in Pairs coordinator, Edward Dawidowski, acting as the contractor, assessed and chose the one programme which convinced him the most. Following was a discussion on the process of programme design.

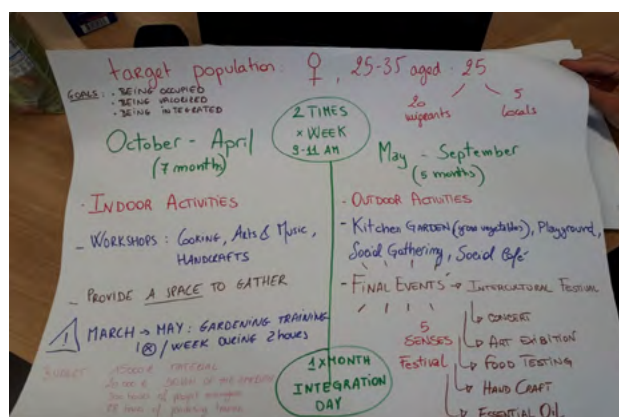
After this, there was a workshop in which the participants further strengthened their acquired knowledge through the observation method. Three programmes were observed at the Adult Education Center Ajdovščina in the afternoon of April 21st, 2017: Slovenian for Foreigners, Computer Literacy for Adults and Communication. They participated in each programme for 15 minutes, during which they were had the task to observe the non-verbal communication between teachers and students, the classroom climate, and the methods and tools used. After observing the programmes, a discussion followed in which positive aspects were highlighted and proposals for improvements were made.

2. New teaching tools in educating UTA learners (18th, 19th, 20th, 21th and 22nd Of April 2017)

Throughout the workshop of practice, participants discovered and learned how to use the new educational tools in UTA learners education. The latter were divided into the following 5 modules, each of which was held on one day of the training:

- Unit 1 / Communication with students I. (email, e-registration, e-registration, e-registration system)
- Unit 2 / Communication with students II. (IS - Moodle, Facebook, Twitter, SMS)
- Unit 3 / Blogging and e-readers clubs – teaching materials for intergenerational learning
- Unit 4 / Youtube – materials, guides for use by the elderly
- Unit 5 / Video editing programmes

Throughout the course of the training, the participants got to know the employees, got acquainted with the education programmes and other activities at the Adult Education Center Ajdovščina. They also met the mayor of the Municipality of Ajdovščina Tadej Beočanin. In addition, they learned about Ajdovščina in an interactive way, visited the Postojna Cave and the spring of the river Vipava in Vipava.





PART 2

EDUCATION PROGRAMMES



POLAND

Edward Dawidowski

Curriculum of an education programme

Syllabus

The Syllabus contains an intergenerational ICT classes' programme that is targeted towards the project goals. It is planned to last 128 hours for two groups consisting of 20 people each, working in pairs. Participating in the classes are elderly learners aged 50+ and secondary school students (grandchildren).

ICT classes are often implemented on the basis of WebQuests, i.e. the methodology engaging the participants in cooperation and creativity, as well as in improvement of their capabilities in acquiring information and other typical ICT skills.

It is primarily focused on acquiring knowledge from the Internet and is directly related to the memories and lives of the participants (i.e. information about places, schools, historical data, jobs from the past, as well as contemporary ones) and sharing them, among other, in form of blogs.

The programme is also focused on the ability to use electronic means of communication. It deals with both administrative matters, own financial management as well as communication via messengers, social networks and e-mails.

An inseparable part of computer classes is the use of e-reading. This is another branch of culture appearing on the Internet.

In addition to the main project assumptions, this programme is supplemented by additional issues that are very useful in the daily use of global network resources. These are, among others, the basics of the English language and digital photography.

The programme has been divided into 5 thematic modules. Each module ending with specific results (e.g. multimedia presentations or posts made on blogs).

This programme does not provide a strict schedule and sequence of subjects. If necessary, the issues from the following modules can complement and be intertwined.



Module 1: The basics of computer use and the use of the Internet

The objectives of the module

This module is designed to provide the participants with the knowledge and skills related to basic computer skills necessary to participate in subsequent modules.

Module programme

1. Basic computer skills and the use of the Internet
 - 1.1. Discussion of types of computers and mobile devices
 - 1.2. Using the basic functions of the operating systems
 - 1.2.1. Use of the mouse and keyboard
 - 1.2.2. Elements of operating systems
 - 1.2.3. Using a text editor, spreadsheet and programmes for creating multimedia presentations
 - 1.3. Operations on files and folders
 - 1.3.1. Creating files and folders
 - 1.3.2. Copying and deleting data from media and external devices
 - 1.4. Using Internet resources
 - 1.4.1. Starting a web browser
 - 1.4.2. Opening websites
 - 1.4.3. Navigation on websites
 - 1.4.4. Searching for information using Google search

Tasks to be done

At the end of the module, participants had the task to:

- search for specific information on the Internet,
- on the basis of the found data, create a multimedia presentation,
- create a presentation in the form of a file in a specific location,
- solve the theoretical quiz on the e-learning platform.

The duration of the module is 20 hours.

Module 2: Internet communication

The objectives of the module

This module is designed to provide the participants with the knowledge and skills related to a broad comprehension of information exchange on the Internet. The first part of the module will deal with the

use of the English language while using the Internet. Participants will learn the most common phrases and words used in electronic international communication. Later, the module will teach how to use email and popular messengers (e.g. Skype). In addition, data exchange opportunities will be presented using the so-called clouds (Google Drive, OneDrive, DropBox and others). Part of the module will deal with the functionality and ideas on the operations of selected social networking sites (Facebook, Twitter and Google +). At the end of the module, the participants will make a video, voice-call with foreign participants of the project, and will send messages to each other.

Module programme

2. Communication on the Internet

2.1. International communication

2.1.1. Basic words and phrases appearing on English websites

2.1.2. Creating text messages in English

2.2. Email

2.2.1. Creating a mailbox

2.2.2. Send and receive messages

2.3. Exchange and storage of data in the cloud (Cloud Storage)

2.3.1. Placing files

2.3.2. File sharing

2.4. Internet communicators

2.4.1. Sending text messages

2.4.2. Voice and visual connections

2.5. Social networks

2.5.1. Creating an account

2.5.2. The principle of operation and functionality of popular websites

2.5.3. Discussion on privacy issues

2.6. Videoconferences and chats with foreign project partners

Tasks to be done

At the end of the module, participants had the task to:

- write a short message in English,
- participate in videoconferences,
- communicate with other people using any social platform,
- solve the theoretical test on the e-learning platform.

The duration of the module is 30 hours.

Module 3: Multimedia

The objectives of the module

This module is designed to provide the participants with the knowledge and skills related to a broad comprehension of multimedia materials. Participants learn about free and payable sources of music, films and graphics, and learn how to use cameras and how to process graphics. A special part of the module is creating multimedia presentations about oneself and participating in educational online games.

Module programme

3. Multimedia

3.1. Movies and music

3.1.1. VoD services (Video on Demand)

3.1.2. Downloading movies and music

3.2. Graphics

3.2.1. Basic functions of cameras

3.2.2. Downloading photos from external devices to a local drive

3.2.3. Corrections and graphics processing

3.3. Multimedia presentations

3.3.1. Presentations about oneself in the form of graphics or video

3.4. Games and competitions on the web

3.4.1. Online games as a source of entertainment and improving skills

3.4.2. Competition on the internet

Tasks to be done

At the end of the module, participants had the task to:

- take some specific photos,
- correct the taken pictures according to the instructor's instructions,
- create a video presentation about oneself,
- participate in an internet game,
- solve the theoretical test on the e-learning platform.

The duration of the module is 10 hours.

Module 4: E-banking, E-commerce, E-office, E-reading

The objectives of the module

This module is designed to provide the participants with the knowledge and skills related to operations in online banking and online shopping (both purchases and sales). In addition, the module presents Internet services aimed at facilitating citizens' communication with public administration and handling official matters without leaving home. A significant part of the module concerns the use of increasingly popular electronic books (E-books) and digital media rentals.

Module programme

4. E-banking, E-commerce, E-office

4.1. Internet banking

4.1.1. Creating an Internet account

4.1.2. Performing non-cash transactions

4.1.3. Discussing security issues

4.2. Shopping on the Internet

4.2.1. Creating an account on independent online stores and trading platforms (allegro. pl type)

4.2.2. Searching for products and comparing prices (e.g. on the ceneo.pl website)

4.2.3. Conducting the purchase and payment process

4.2.4. Conducting the sales process

4.2.5. Discussing security

4.3. Electronic office

4.3.1. Use of Public Information Bulletins

4.3.2. Using Polish public Internet platforms (e.g. epuap.gov.pl and pue.zus.pl)

4.3.3. Using an electronic signature

4.4. Books and electronic publications

4.4.1. Formats of books

4.4.2. Technical solutions for browsing books

4.4.3. Purchase of paid books

4.4.4. Sources of free books

4.4.5. Using digital rentals (e.g. www.sbc.org.pl)

Tasks to be done

At the end of the module, participants has the task to:

- find the best offer for a specific product or service on the Internet,
- find and open a specific publication or e-book,
- solve the theoretical test on the e-learning platform.

The duration of the module: 20 hours.

Module 5: Blogs and obtaining information

The objectives of the module

This module is a summary of all above-mentioned ones. Throughout the duration of the project, the participants learned about the principle of operations of popular services that were used to create and run their own blogs. The major part of the module was dedicated to the performance and running of a blog on topics selected by the instructors. This task consolidated the knowledge and skills of the participants gained throughout the project.

Module programme

5. Blogs and obtaining information

5.1. Internet blog

5.1.1. Creating a blog and its personalization

5.1.2. Placing entries and graphics

5.2. Acquiring information

5.2.1. Acquiring data and information necessary to run a blog

5.2.2. Data processing and posting on the blog

Tasks to be done

At the end of the module, participants had the task to:

- set up a blog and systematically add entries,
- obtain substantive information to run a blog,
- provide the operator with the internet address of the blog being run,
- solve the theoretical test on the e-learning platform.

The duration of the module: 20 hours.

Target group

The main project's target group consisted of seniors aged 50-80 years (inhabitants of Mikołów County) with a creative view on reality, interested in active participation in the project. This was a 20-person group consisting of 18 female and 2 male listeners. The second 20-person group were pupils of Mikołów County schools (some of them are grandchildren of elderly participants), who learned and worked in pairs with their elderly partners.

Execution of the programme

The intergenerational classes were held in Mikołów, Head Office of Mikołów County, where the University of the Third Age has its ICT workshop. It was specially prepared for this project course with the provision of 10 notebooks, strong multi-channel WiFi module and properly adapted furniture.

Intergenerational classes were organized on a weekly basis on Wednesdays throughout the duration of the project, always starting at 16:00. After acquiring basic IT knowledge, participants were divided into four thematic groups, according to their interests:

- Digital graphics,
- Blogging,
- E-readers club,
- Multimedia presentations.

Contests held within the limits of the project:

Intergenerational "Millionaire" contest

On the 1st of March 2017, intergenerational "Teddy Bears" pairs of Mikołów County participated in classes dedicated to online logic games and quizzes.

During the classes, the youngsters showed the elderly interesting web pages with logic games that develop the mind's capabilities and provide entertainment at the same time.

Ten pairs were formed, each consisting of a senior and their grandchild. These groups participated in the "Millionaire" game. Top three pairs with the best results received major awards. The others received consolation prizes.

Intergenerational WebQuest Tournament

On the 7th of June 2017, intergenerational "Teddy Bears" pairs of Mikołów County participated in classes dedicated to WebQuests and online presentations.

During the classes, the grandchildren were involved in technical aspects while the seniors gave their contribution to the subject matter of the presentation. They were given only 45 minutes to create a presentation.

There were ten pairs, each consisting of a senior and a grandchild. These groups participated in WebQuest Intergenerational Tournament. Top three pairs with the best results received major awards. The others received consolation prizes.

Chosen topics for WebQuest Tournament:

- 1) Famous people of Mikołów County
- 2) Ecclesiastical monuments in Mikołów County
- 3) History of a selected school in Mikołów County
- 4) History and attractions in selected municipality of Mikołów County
- 5) Castles and palaces in Silesia Province
- 6) National Parks in Poland
- 7) Museums in Poland
- 8) Mountain tourism in Poland
- 9) Tourist attractions of selected city in Poland
- 10) Tourist attractions of a selected country of Europe

<http://erasmus.oczadly.slask.pl/en/wp-content/uploads/2017/07/01.pdf>

<http://erasmus.oczadly.slask.pl/en/wp-content/uploads/2017/07/02.pdf>

<http://erasmus.oczadly.slask.pl/en/wp-content/uploads/2017/07/03.pdf>

<http://erasmus.oczadly.slask.pl/en/wp-content/uploads/2017/07/05.pdf>

<http://erasmus.oczadly.slask.pl/en/wp-content/uploads/2017/07/06.pdf>

<http://erasmus.oczadly.slask.pl/en/wp-content/uploads/2017/07/07.pdf>

<http://erasmus.oczadly.slask.pl/en/wp-content/uploads/2017/07/08.pdf>

Implementation staff

The committed (direct) project staff in Mikołów County consists of three people:

Michał Oczadły: teacher, skilled trainer and lecturer of Mikołów County U3A; an outstanding IT expert, Joomla programme developer, designer and administrator of Teddy Bears website and e-learning platform.

Maria Beczała: director of Mikołów County University of Third Age and e-literacy expert with 10 years of experience in designing and implementing computer literacy courses for the elderly citizens.

Edward Dawidowski: project coordinator; has a proven track record of managing, mentoring and implementing research and intergenerational learning projects, education and training programmes for success in life, and he is skilled coordinator of more than 30 international partner projects for both adults and youth.



Participants' products done during the project

Products of participants' creativity during the project are divided into the groups of interests:

Digital graphics

Digital graphic products by participants are presented in the part A - "Grupa A- grafika komputerowa". They mainly concentrate on digital editing of photos, making collages, posters, postcards, digital art, etc.

Blogging

Blogs created and administrated by participants are presented in the Group B:

- a) Blog about nature by Krystyna Morawski
- b) Blog dedicated to Silesian ecclesiastical architecture by Zofia Piasecka
- c) Blog about castles and palaces in Poland and EU by Elżbieta Janas
- d) Picture blog by Aniela Sapińska
- e) Blog dedicated to healthy lifestyles

E-readers Club

Results of online researches and exchange of opinions are available on the forum provided by the members of E- readers Club:

There, it is also possible to follow the contest dedicated to e-reading.

Multimedia presentations

Results of work in Group D dedicated to multimedia presentations:

- a) Created during the classes:
 - <http://erasmus.oczadly.slask.pl/en/wp-content/uploads/2017/07/01.pdf>
 - <http://erasmus.oczadly.slask.pl/en/wp-content/uploads/2017/07/02.pdf>
 - <http://erasmus.oczadly.slask.pl/en/wp-content/uploads/2017/07/03.pdf>
 - <http://erasmus.oczadly.slask.pl/en/wp-content/uploads/2017/07/05.pdf>
 - <http://erasmus.oczadly.slask.pl/en/wp-content/uploads/2017/07/06.pdf>
 - <http://erasmus.oczadly.slask.pl/en/wp-content/uploads/2017/07/07.pdf>
 - <http://erasmus.oczadly.slask.pl/en/wp-content/uploads/2017/07/08.pdf>
- b) Presentation about Mikołów Botanical Garden in Polish and Italian
- c) Historical presentation about Mikołów
- d) Photographical presentation about nature with author's works of Krystyna Morawski
- e) Presentation about Kapias Gardens in Goczałkowice
- f) Floral presentation
- g) Presentation about Tatra Mountains
- h) Presentation about town of Zielona Góra
- i) Presentation about City of Gdańsk
- j) Ornithological presentation by Barbara Stencel

General testing results

Entry and exit tests were taken by group members, as well as tests after each thematic module:

1. Results of an entry test- general ICT knowledge (20 participants):
Average percentage: 46,87%, average points: 3,75
2. Test after "Communication in Internet" module (20 participants):
Average percentage: 39,29%, average points: 2,75
3. Test after "Multimedia" module (19 participants):
Average percentage: 44,73%, average points: 1,79
4. Test after "E-banking, e-trade, e-office, e-reading" module (20 participants):
Average percentage: 48,57%, average points: 3,4
- 5.. Test after "Blogs and WebQuests" module (14 participants):
Average percentage: 42,86%, average points: 1,71
6. Results of an exit test- general ICT knowledge (20 participants):
Average percentage: 96,83%, average points: 29,05

Opinions of the participants about the project

Results of the final questionnaire for participants:

Question 1	Have you been engaged into another intergenerational activities before?
Answers	No 100% Yes 0%
Question 2	What were your goals/ expectations before starting your participation in this project?
Answers	<ul style="list-style-type: none">• To enhance the ICT knowledge and self-confidence of Internet use• Getting to know about some ICT news• Learning some practical tips and tricks in ICT• To increase self-esteem• Learning about the programmes and tools of photo and graphical edition
Question 3	Did the project actions meet your expectations?
Answers	Yes 100% No 0%
Question 4	Could you describe the concept of intergenerational learning with max. 5 words?
Answers	<ul style="list-style-type: none">• Fast acquiring of knowledge, encouragement to learn, learning technical news• Faster use of Internet, know-how, new skills in multimedia and graphics• Contact with young generation, meeting people, acquiring new skills• Cooperation, help, science• Sharing life stories, work in groups, fun• Common creation, competition, communication• Braking barriers, entertainment• New experience, common respect
Question 5	Have been there any reasons or obstacles against your participation in this project?
Answers	No 100% Yes 0%

Question 6	What do you like most of all during the learning process?
Answers	<ul style="list-style-type: none"> • Successes, achievements • Learning new things • New ICT skills • Action in group • Creative process and information search • Co-operation, know-how • Getting to know about websites with practical tips and tricks • Gaining new skills and exploring new programmes • Discovering own capabilities • Getting to know new friends, joy of successes • Friendly atmosphere
Question 7	After the project start, have been there any situations that made you feel yourself uncomfortable?
Answers	<p>No 100%</p> <p>Yes 0%</p>
Question 8	Do you consider the present way of teaching helps you to meet your goals?
Answers	<p>Yes 100%</p> <p>No 0%</p>
Question 7	Do you have any suggestions concerning further improvement of the quality of the classes?
Answers	<ul style="list-style-type: none"> • No suggestions (6) • More classes with more topics (5) • Continuation of classes (6) • More classes in pairs



SPAIN

María del Pozo López

Curriculum of an education programme

During our first steps when we started thinking how to address the study and dissemination of knowledge of new technologies to the elderly, and how to encourage young people to learn about the life experience and memories of their grandpas, we thought it would be very difficult to find an approach that would be motivating enough to keep both groups interested throughout the whole project.

Therefore, we decided to approach the acquirement of new ICT skills and basic knowledge of the English language by means of photography, which would be quite easy to deal with by the use of cell phones (including theoretical classes). After having prepared our participants with discussions on some cross cutting topics, we began with classes for young people at Loyola School and concluded with the elderly preparing their own project product: the final Power point presentation addressed to youngsters in order to round up the circle of intergenerational exchange.

For this purpose, we designed our courses and their syllabus as follows:

Photography Training Course (56 hours including theoretical and practical sessions)

This course was a good way to get the elderly involved with new technologies from a very simple, useful and attractive aspect, such as photography (generally used by everybody, no matter the age).

During the course, they dealt with the handling of a camera (even those on cell phones), the process of editing of old and new pictures (restoration), the publication of photos on internet platforms, knowing more about the use of other photos (copyright), etc... Sustainability of the learning process was guaranteed through using a Free Software which they were able to have at home during and after the end of the course.

This course included field visits to fulfill both the appreciation of our historic and cultural environment as a Cultural Landscape included in the World Heritage UNESCO List, and also to provide them with new and their own materials to practice their new skills.

As an extra motivation, a photo contest and exhibition at the Local Cultural Centre Isabel de Farnesio was held in December 2017.

Basic requirements for the course:

- Mobile phone with 12MP camera
- 4 GB of free space in mobile storage
- Recommended to have a tripod for the camera



Syllabus

1. Basic concepts: Differences between an analog camera and a digital one.

- What is a megapixel?
- The objective of the camera:
 - o Understanding the objective of the camera
 - o Types of objective
- Focus
- Exposition saw. Depth of field
- Camera modes
- I ASI
- Colors:
 - o Warm colors and cold colors
 - o Complementary colors
 - o Difference between RGB and CMYK

2. Taking photos (practical advice)

- How do I get my camera?
- Tips
- Before going out to take photos
- Tripods and filters for the purpose

3. Plans, composition and audiovisual language

- The syntax of the image
- Learn to see
- Composition

4. Photo retouching

- Properties of color
 - o Hue
 - o Saturation / intensity
 - o Brightness / value
- Color correction
- Levels
- Curves
- Histogram saw. Shadows and illuminations
- Black and white

5. Restoration of old images:

- Restoration tools
 - o Sanitation tool
 - o Cloning tool
 - o Advice and indications



English course (16 hours)

This course was devoted to providing very basic linguistic skills in English for the elderly. This enabled them to express themselves with simple words and sentences used in everyday situations. These skills allowed them to be more autonomous and self confident when communicating with people from other countries, and provided them with useful vocabulary regarding different everyday topics as well.

Methodologically speaking, we focused on communication, specifically by practicing listening and speaking situations, giving participants a proactive role in the learning process.

Syllabus

1. Introducing themselves. Exchange of basic personal information: name, surname, address, age, nationality and country
2. Greetings and farewells. Polite and non-formal situations
3. Food and drinks. Asking information about menus and prices
4. Likes and dislikes. Colors, clothes, habits



ICT Course. First Part (28 hours course)

The first part of this course was designed to develop basic skills in the use of a Personal Computer. With the purpose of fostering the use of computers in the elderly's daily life, they learnt about Skype, online proceedings for administrative issues, email, e-banking, e-reading and searching for information on the Internet.

To achieve this goal, participants dealt with the basics of Windows, the use of the keyboard and mouse, Word, Excel and Power Point. With the aim of supporting the photography course and the intergenerational exchange course, they also learnt about the programmes to be used in these courses.

The ICT course was a cross cutting tool for the project as it was crucial for executing others courses and to prepare the Blended Learning in Poland on our common Web Quest Decalogue.

Syllabus

1. Basic approach

- Starting the computer
- Keyboard and mouse
- Windows Xp – Windows 7
- Peripheral elements: usb, webcam, micro, etc.
- Accessories: paint, wordpad, calculator, etc.
- Working with Windows: copy & paste, searching for files
- Windows explorer
- Control panel of window

2. Word

- Basic notions
- New documents
- Saving documents
- Page design
- Printing documents
- Document format
- Edit tools
- Charts
- Help tool



3. Power Point

- New presentations
- Opening and saving a presentation
- Different views of a presentation
- Working with slides
- Inserting objects, text and charts
- Inserting music
- Transitions and animations

4. Internet, Email and Social Media

- Connection to internet
- Privacy and children access
- Web browsers
- Safe and secure shopping on the internet
- Creating new blogs
- Creating a new email account: sending and receiving messages
- Facebook, Twitter and Instagram: new users

Local approach to our culture, heritage and traditions (cross cutting topic)

As the core of intergenerational and mutual benefit exchange between the elderly people and the young people, this part of the project was developed after acquiring new ICT skills and new Picture Editing skills for the elderly to be ready to deal with the new technologies.

During this phase, participants learnt more about our cultural heritage and traditions in a thorough and exhaustive search of information using ICTs, selecting and distinguishing the proper sources, and creating their own data base. Together they composed a report with the information on Aranjuez and also took into account their own life experiences as part of the memories of the everyday life in our Cultural Landscape. They attended expert conferences and visits to the site as well.

Intergenerational Exchange at Loyola High School. ICT Part 2

All the above mentioned work was presented and reflected in the power point presentation prepared by the elderly. The goal was to disseminate the conclusions of their research, to develop of the topic and their own life experience among the youngsters through several sessions at school classes. The final objective was to establish a mutual interaction; both elderly and youngsters, sharing experiences and information, and profiting from each other.

We relied on the support of Loyola High School whose Students of Basic Vocational Training were in charge of the second part of the ICT learning process. These students also profited from the intergenerational exchange: the elderly acted as guest lecturers at their School and showed the students the result of their research and brand new ICT skills.

Target group

We considered it very important to take into account the of participants' motivation during the selection process, as they were supposed to be committed to the project for a long time. Working with elderly people can sometimes be difficult as they have other activities during the day, and they usually don't want to have long term commitments. But it may be even more difficult to involve young people to work together with the elderly, to guess the positive outcomes and what they can profit from these relationships.

Regarding the age limitations in the elderly group, we decided to include participants from 60 to 70 years old, as to be able to count on them to be very active and motivated for the project.

That is why we relied on the local association network and on the local adult university to know if the prospective participants would be interested in this experience.

Regarding the young people, we thought it would be a good opportunity to implement our activities by including them in the Local School Support Plan. This would allow us to access to the Primary and Secondary Schools and to bring our research to class as an ordinary subject to study, so that the young people would be interested.

Finally, we collaborated with Loyola High School in a common initiative of intergenerational exchange with students of Basic Vocational Training, consisting of two phases: First, held from the 16th January until the 6th March (8 sessions) during which young students provided the elderly with some basic ICT skills in Power Point Presentations and internet research. And the second phase which took place in the month of June, in which the elderly held their presentations to the youngsters (using their newly acquired skills) about how Aranjuez was fifty or sixty years ago.

It is worth mentioning the great support from the teachers and other responsible people at Loyola School that made it possible to carry out this activity.

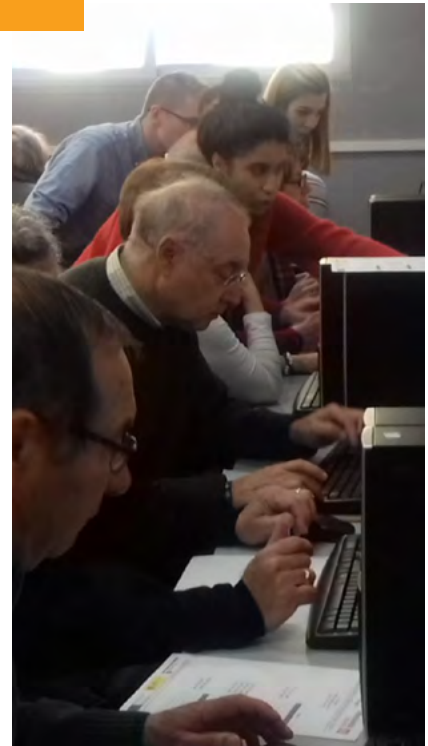
Execution of the programme

In Aranjuez, the process of implementation of activities of our common project started with the celebration of the first consortium meeting in Poland in December 2016. We shared with all the members all the local ideas on how to meet the goal at the European level. At local level, Aranjuez Cultural Landscape Foundation had to start working on the engagement of the local authorities for Social Issues and Education to be able to address our objective groups: the elderly and young people.

The prior process to be carried out in the implementation of the project in the local scope was as follows:

January – April 2017:

- Agreement and Terms of collaboration between the Municipality of Aranjuez and Aranjuez Cultural Landscape Foundation
- Contacting the staff
- Planning courses and activities
- Programming contents of the courses
- Scheduling: calendar



In early May, we started the selection process and the signing of commitments by participants. ICT, English and Photography classes were held in the ICT Classroom of Isabel de Farnesio Cultural Center of Aranjuez. Later, ICT Classes of intergenerational exchange were held at Loyola School Facilities.

After getting started in May 2017, the calendar for implementing the project activities and courses was as follows:

Date (from – till)	Hours	Time	Subject	Profesor
23/05/2017 27/06/2017	16	9.30 – 13.30	ICT	José M. Fernández de Velasco
12/09/2017 19/12/2017	60	9.30 – 13.30	Photography	Daniel Garijo José M. Fernández de Velasco
16/01/2018 06/03/2018	28	9.30 – 13.30	ICT	Students colegio Loyola
30/01/2018 27/03/2018	16	9.30 – 13.30	English	María del Pozo López
03/04/2018 10/04/2018	8	9.30 – 13.30	Final Present	José M. Fernández de Velasco
Total hours	128			

Implementation staff

The organizations initially involved in the carrying out of the project were Aranjuez Cultural Landscape Foundation in collaboration with the Municipality of Aranjuez, specifically, the Delegation of Education and Social Welfare. Our basic team was formed by:

María del Pozo López, Director of Aranjuez Cultural Landscape Foundation.

José Manuel Fernández de Velasco, Chief of Social Welfare Service in the Municipality of Aranjuez.

Laura Galisteo Martínez, Administrative officer.

For the Photography course, we relied on **Daniel Garijo Gertrudix**, who graduated from Journalism and Communication Studies at Rey Juan Carlos University – Spain, and is also a vocational trainee in Graphic Design and Publishing edition.

Later and for the intergenerational exchange, we contacted **Loyola High and Vocational Training School**, by means of the Social Welfare Delegation of the Municipality of Aranjuez, specifically with a Basic Vocational Training Group who was developing a new initiative of social interest.

We decided to work together to develop both our project and their programme: the intergenerational exchange of Teddy Bears in Pairs and their programme “How can I help you?” addressed to some social groups, such as the elderly who could profit from the knowledge provided by these young students concerning ICTs.

Participants' products done during the project

Throughout the duration of the project, our participants were included in several courses and activities during which they have obtained a great deal of new practical knowledge. Some of the most prominent examples are the following:

- Learners gained knowledge on the usability of new (to them) ICT tools. This was most notable during the formation of the report containing the information on Aranjuez. In order to make this report, they had to use their knowledge obtained in the photography course (usability of mobile phones-taking pictures with them) and ICT course (usability of Word, Power Point, internet and social media).
- After the field visits to the Cultural Landscape included in the World Heritage UNESCO List, a photo contest and exhibition at the Local Cultural Centre Isabel de Farnesio was held in December 2017.
- As a result of the agreement of cooperation between Loyola Vocational and High School, ACL Foundation and the Municipality of Aranjuez, we were able to implement 8 sessions of intergenerational exchange at Loyola School facilities. They were really fruitful and quite satisfactory both in terms of learning subjects and learning environment. According to the ICTs syllabus (on topics to be addressed each day), the youngsters had their own planning and agenda for each class, and a final evaluation form for the elderlies. While learning, the elderly got to draw the youngsters' attention to their own research about the life style and cultural legacy of the mid 20th century Aranjuez . Following with the intergenerational exchange and after the ICT classes in Loyola, the elderlies had to start working in a team, processing and editing all the information, using the skills obtained in the previous sessions in order to hold their presentation to the youngsters: the goal was to address different aspects of life in our city sixty or seventy years ago and let the youngsters learn about it by means of a common presentation in the classroom. To achieve this goal, the elderly decided to divide their work into five topics:
 - Agriculture and industry
 - Leisure
 - Health
 - Commerce
 - Military presence in town

Team work was carried out during examining and discussing the research of old images and information on the internet, and the evolution of these sectors during the past half century. Finally, they had to prepare their presentation, outlining the most important aspects in order to compose their speech for their presentation.

The presentation was held the 8th of June 2018 at Loyola High and Vocational School. <http://erasmus.oczadly.slask.pl/en/final-presentation-of-aranjuez-elderlies-to-the-students-of-loyola-high-school/>

- When talking about the assessment of Spanish participation at the European level, and regarding to the Blended Learning activity held in Poland, it is worth mentioning the high level of interaction of our group with the rest of the participants from other countries. Besides, they could apply their knowledge of web questing and share it with other participants to get to a Decalogue of Good practices in intergenerational exchange learning.



General testing results

The results of the activities and courses carried out within the common European project Teddy Bears in Pairs can be assessed by taking into consideration several aspects:

- Improvement and acquisition of new skills in ICTs, English and Photography
- Results of the intergenerational exchange
- Participants teamwork at the local level: internet research for their presentations
- Added value of the Spanish participants to the European project: blended learning experience

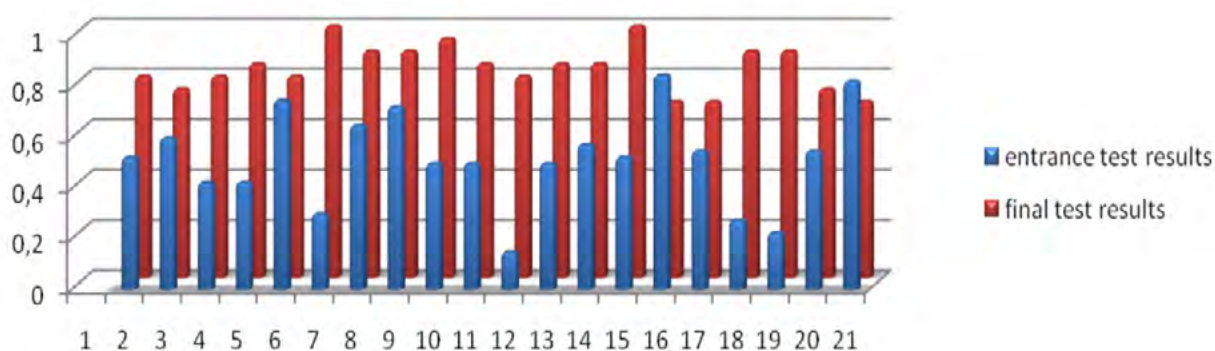
All the participants have attended the courses as a means to achieve a greater goal, which is to be prepared for the intergenerational exchange. According to the entrance tests, there were different starting levels in the elderly group in the different areas, but during the classes they all found something to learn and to profit from. In fact, their interest in the subjects was growing as they were provided with new skills that they could also practice at home and not only during the classes. Besides, there were several outdoor sessions and conferences that made the learning process more pleasant and enjoyable.

Entrance test statistics

ALUMNOS	ICTs	PHOTO	ENGLISH	ACL	MEDIA
Participant 1	60%	100%	10%	40%	52,5%
Participant 2	80%	80%	0%	80%	60%
Participant 3	30%	20%	30%	90%	42,5%
Participant 4	70%	40%	0%	60%	42,5%
Participant 5	90%	100%	30%	80%	75%
Participant 6	60%	20%	0%	40%	30%
Participant 7	80%	100%	0%	80%	65%
Participant 8	90%	80%	100%	20%	72,5%
Participant 9	100%	80%	0%	20%	50%
Participant 10	60%	60%	0%	80%	50%
Participant 11	40%	20%	0%	0%	15%
Participant 12	70%	20%	50%	60%	50%
Participant 13	50%	100%	20%	60%	57,5%
Participant 14	70%	60%	20%	60%	52,5%
Participant 15	80%	100%	60%	100%	85%
Participant 16	80%	80%	20%	40%	55%
Participant 17	30%	80%	0%	0%	27,5%
Participant 18	30%	60%	0%	0%	22,5%
Participant 19	30%	80%	30%	80%	55%
Participant 20	90%	100%	40%	100%	82,5%

Final Test Statistics: overall percentages

Participants	FINAL EXAM MEDIA
Participant 1	80%
Participant 2	85%
Parricipant 3	80%
Participant 4	85%
Participant 5	90%
Participant 6	70%
Participant 7	70%
Participant 8	100%
Paticipant 9	85%
Participant 10	70%
Participant 11	95%
Participant 12	90%
Participant 13	90%
Participant 14	100%
Participant 15	80%
Participant 16	75%
Participant 17	75%
Participant 18	90%
Participant 19	85%
Participant 20	80%



Opinions of the participants about the project

We tried to get the opinions and conclusions of every stakeholder of the learning process: young and elderly people, staff, teachers and collaborators. They all agreed that the whole experience was very satisfactory and expressed the willingness to repeat the experience.

Youngsters reported they were really proud of their job, and highlighted the warmth, kindness and humility of the elderly when learning about new technologies. At the same time, the youngsters reported that they learnt from this experience. <http://erasmus.oczadly.slask.pl/en/?p=1377>

The elderly underlined the patience and enthusiasm of the youngsters in the teaching role and discovered them as committed people, kind and eager to help, despite the platitudes of young people hardly being interested in the elderly.

Regarding the staff teachers and collaborators, they all agreed in how profitable this experience has been and that it should be repeated at the European level due to the mutual profit it provides to both groups, elderly and young people.

They also found this experience to be a good way to overcome fears and barriers in the intergenerational communication and highlighted the importance of finding new ways for youngsters and elderly to share information and learn together. <http://erasmus.oczadly.slask.pl/en/?p=1373>

It is also worth mentioning that after the broadcast on Telemadrid Television on our project Teddy Bears in Pairs about intergenerational exchange, other High Schools from other cities in Spain contacted the participants and collaborators to put into practice the same experience in their own cities and schools. <http://erasmus.oczadly.slask.pl/en/?p=1330>



FRANCE

Patrizia Papitto, Ariane Girault

Curriculum of an education programme

Syllabus

The French ICT Syllabus is composed of 130 hours ICT modules. In total, 40 French learners at different ICT skills levels were involved in the ICT learning programme in the frameworks of E-Seniors current ICT classes. This group was composed of 22 seniors and 18 younger people working in pairs. The older participants are members of E-Seniors association, while the younger participants are people who usually collaborate with E-Seniors or are relatives of the seniors who attended the courses. The diversity of this groups contributed to creating good intergenerational dynamics in the learning group.

The ICT programme was conducted following a communicative methodology, a learning by doing approach aiming at teaching through interactive activities that lead the learners to improve their general ICT skills: from sending emails, to launching a call on Skype and using tablets, the learners acquire the necessary knowledge to become autonomous users of the PC, the Internet and other new technologies. In order to strengthen the ICT knowledge, the programme also offers creative ICT activities, such as the creation of a treasure hunting that contributes to foster seniors' self-confidence in the use of the ICT.

The programme has a particular focus on the ICT communication tools. Skype courses are particularly useful to provide the learners the opportunity to interact with other people (relatives and friends). Also, other communication channels are explained in the programme: emails and social networks. A part of the programme includes forums. Thanks to this module, the learners can get acquainted with them, how to post comments and interact with other users.

The programme also includes several hours on Internet surfing, how to research information on Google, how to find the most important websites, how to watch videos or listen to music and how to connect on social networks.

The whole programme takes 130 hours to be completed and is composed of 7 modules on different ICT subjects. All the modules offer explications, exercises and interactive activities. The participants following the ICT online courses can learn on their own rhythm, following the linear order of the modules, or in the case of intermediate and advanced users, start directly from a more difficult module or go back to an ICT tool they want to review.

The ICT learning programme is composed of the following modules:

Module 1: First Steps with a computer (duration: 30 hours)

The objective of this module is to teach the beginners the basis of the PC use. The skills that the learners will acquire here are necessary to complete the following modules.

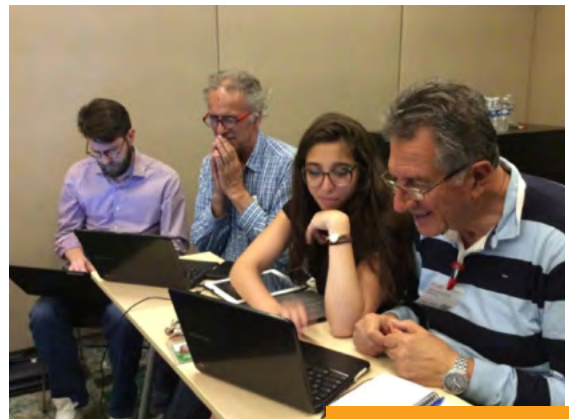
1. The basis of Windows 10
2. The desktop
3. The storage media
4. Storage of contents
5. Researching contents

6. Moving folders/files
7. The bin
8. Personalizing the settings on your PC
9. Personalizing your homepage
10. Touch-screen

Module 2: Internet (duration: 10 hours)

The objective of this module is to teach how to surf the Internet and to use the most useful and common Internet tools with a particular focus on the research of contents.

1. Introduction
2. Google Chrome
3. Launching a research on Internet
4. Refining your researches
5. Registering the results of your researches on Internet



Module 3: Learning how to use Gmail (duration: 20 hours)

This module aims at teaching how to use Gmail by offering step by step explanations. All the tasks that can be performed on Gmail are detailed here.

1. Registering, deleting and sending an email
2. Receiving and reading an email
3. Responding to an email
4. Researching emails
5. Contacts
6. Adding an attachment to your email

Module 4: Learning how to use Skype (duration: 20 hours)

The objective of this module is to teach how to use Skype. All the functionalities of Skype are detailed and the modules explains how to perform different tasks.

1. Introduction
2. First steps with Skype
3. Skype functionalities
4. The »contacts« menu
5. The communication area
6. Launching calls
7. Sending a file via Skype
8. The chat
9. Plugging a microphone/earphones
10. Plugging a webcam
11. Updating Skype

Module 5: The forums (duration: 15 hours)

This module provides an introduction to the use of the forums, it explains what the forums are, why they are useful, how to use them and what all the elements of the forums are.

1. Introduction
2. Organization of forums
3. Using inline forums
4. Emoticons et abbreviations



Module 6: The tablet (duration: 15 hours)

The objective of this module is to explain how to use the tablet, the functionalities that can be used the same way as on a PC and those that are different.

1. First steps
2. Writing a text
3. The Wifi
4. Surfing the Internet

Module 7: Learning while having fun (duration: 20 hours)

This module proposes a range of fun activities that can be performed by the participants in order to strengthen their ICT skills. These activities stimulate the participants' creativity and encourage the interaction with others.

1. Digital treasure hunting
2. Taking pictures with a Smartphone
3. Applications for walking

Target group

In France, the programme was executed by the elderly members of E-Seniors in the framework of the association common ICT classes in Paris. These older participants worked in pairs with younger participants (relatives or people usually collaborating with the association). The group consisted of 40 people in total: 22 seniors and 18 younger people. In total 27 women and 13 men attended the courses. There were more seniors than younger people were involved because E-Seniors, being an older people organization, can rely on a wide network of seniors, but not on many younger participants. They worked in pairs and all the ICT material was provided by E-Seniors.

Execution of the programme

The classes were conducted at different times and days, according to E-Seniors course schedule over the years 2017 and 2018. The participants who attended the classes were different from one class to another. This allowed the association to involve a maximum number of learners at all ICT skills levels. For the beginners, E-Seniors lecturers and the youngsters supported their activities and first interactions with the Teddy Bears platform. After having learnt the first steps with a PC, they were able to complete the 130 hours online programme at home. Regarding the intermediate and advanced learners, they were proposed by lecturers to choose the module they were interested in, according to their level or to the subject they were studying in E-Seniors ICT course at that time.

Implementation staff

E-Seniors staff who conducted the ICT classes in Paris was composed of the following people:

Nicolas Fié: is an experience ICT teacher expert in working with older learners. Nicolas has been working

for E-Seniors association in the field of ICT teaching to seniors for 3 years now.

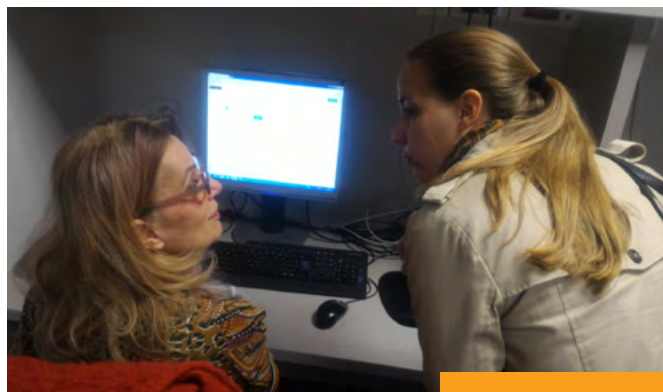
Ariane Girault: is a project manager with a substantial experience in the management of lifelong learning projects targeting adult learners. She supervises the development of the learning activities in France of the Teddy Bears in Pairs project.

Patrizia Papitto: is an expert in carrying out activities for seniors, ICT workshops in particular. She is also in charge of the successful implementation of the learning activities of the Teddy Bears in Pairs.

Participants' products done during the project

The participants created different products according to the activities of the courses. In particular, those who didn't have Skype accounts created their own thanks to the lecturers' and younger learners support. The same happened with the social media accounts.

The older and younger learners together created a treasure hunting to be done in the Marais neighborhood, Paris:



→ STARTING POINT

Question 1: See QR code n°1.

Question 2 : See QR code n°2.

Question 3: Take the back door to find the statues of the four seasons. How do you recognize them? A little help? Let's take the main door and turn up on rue Saint Antoine.

Question 4: I am the biographer of the most famous Carolingian. What is my name? Find my street and its pretty fountain. GPS coordinates for Google Maps: 48.85392, 2.36207 5.

Question 5: Let's turn back the path to reach a passage, formerly "avenue des Jésuites", which is not far from a section of the wall of the old parish church of Saint-Pauldes-Champs. Do not hesitate take this path to find a beautiful painting by Eugène Delacroix (don't forget to discover yourselves!) What is its name?.

Question 6: Once out through the main door, search for the market square, the one of the patron saint of single women aged over 25. Look up, her statue will show you the way. What's her name? When you're done, go out the other side of the square.

General testing results

Learners who participated in the ICT program completed an entry test at the very beginning of the courses. Those tests were completed on a paper version because some of the learners were beginners and were not able to use the Teddy Bears platform yet. An exit test was also submitted to the learners. This time they completed the questionnaire online because also the beginners were then able to do so.

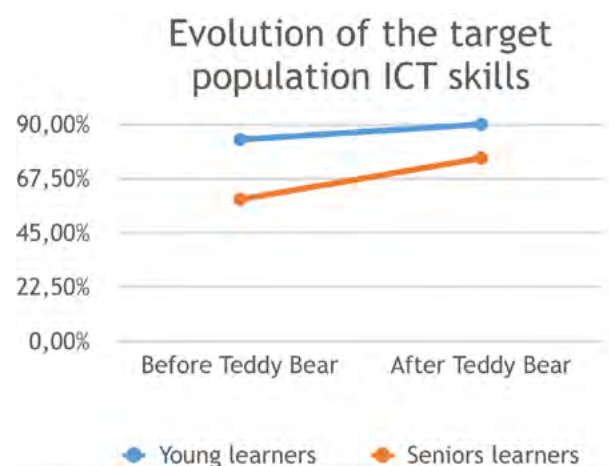
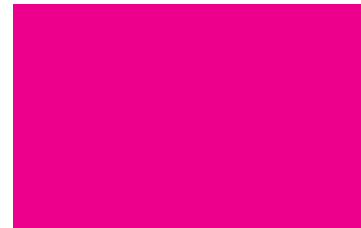
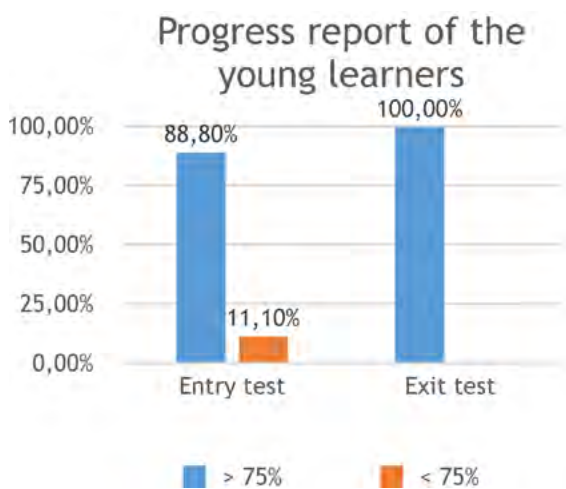
The Entry test	The Exit test
<p>Question1: Which of these objects is essential to the proper functioning of the computer?</p> <ul style="list-style-type: none"> • The keyboard • The mouse • The processor • The sound card <p>Question 2: Which of these objects is not a device?</p> <ul style="list-style-type: none"> • The printer • The camera • the webcam • The motherboard <p>Question 3: Which of his software would you use to write a text on the computer?</p> <ul style="list-style-type: none"> • Microsoft Excel • Adobe Reader • Microsoft Word • Microsoft PowerPoint <p>Question 4: To make capital letters, I can:</p> <ul style="list-style-type: none"> • press Shift key + a letter on the keyboard • press CTRL + a letter on the keyboard • left click on the mouse <p>Question 5: To select a file, I use:</p> <ul style="list-style-type: none"> • The right click of the mouse • The left mouse click • The mouse wheel <p>Question 6: To create a folder, I can:</p> <ul style="list-style-type: none"> • Click on the file, then "new" and "folder". • Right click, then "new" and "folder" • Press key ALT+F <p>Question 7: To access the Internet, I use:</p> <ul style="list-style-type: none"> • An Internet Explorer • Google • The browser <p>Question 8 : Laquelle de ces adresses mails n'est pas correcte ?</p> <ul style="list-style-type: none"> • simone.dupont@gmail.com • simone.dupont62@gmail.com • simone dupont@gmail.com 	<p>Question 1: What are the minimum components of the office?</p> <ul style="list-style-type: none"> • The cursor • The "My Documents" folder and the "Google Chrome" icon • The Recycle Bin and Taskbar • The "Microsoft Word" icon <p>Question 2: A file must consist of a Word document:</p> <ul style="list-style-type: none"> • True • False <p>Question 3: Google is a search engine:</p> <ul style="list-style-type: none"> • True • False <p>Question 4: A search engine does not distinguish between accented and non-accented text:</p> <ul style="list-style-type: none"> • True • False <p>Question 5: Can I register an email without having sent it?</p> <ul style="list-style-type: none"> • Yes • No <p>Question 6: In an email what is the copy symbol?</p> <ul style="list-style-type: none"> • CCI • A • CC <p>Question 7: Skype is used for:</p> <ul style="list-style-type: none"> • Browsing the Internet • Communicate with your loved ones • Chat/Call your loved ones <p>Question 8: I can send a Word file via Skype:</p> <ul style="list-style-type: none"> • True • False <p>Question 9: The role of a moderator on a forum is to:</p> <ul style="list-style-type: none"> • Assist in the use of the computer • Validate user-generated contributions • Advising users of other forums <p>Question 10: On an Android tablet, the keyboard automatically appears if you need to write something:</p> <ul style="list-style-type: none"> • True • False <p>Question 11: All WIFI networks need a password:</p> <ul style="list-style-type: none"> • True • False <p>Question 12: To take a picture on a Smartphone you need to download a specific application (App):</p> <ul style="list-style-type: none"> • True • False <p>Question 13: To do a digital treasure hunt, you need..:</p> <ul style="list-style-type: none"> • A webcam • A specific application • A tablet • A hiking stick <p>Question 14: What's this emoticon for 😊?</p> <ul style="list-style-type: none"> • To say hello • A burst of laughter • A smile

The results of the Entry tests and those of the Exit tests completed by the users of the platform were compared. The following charts show the comparison between the results of the older learners and those of the younger learners taking into account 75% as the threshold to achieve an average good score.

The general score in percentage of the 18 younger learners who completed the Entry test is 83,7%. While in the Exit test those learners scored 90%.

And the general score in percentage of the 22 older learners who completed the Entry test is 58,9%. In the Exit test, these learners obtained 76%.

Overall, the progress report of the senior learners and the young learners is the following:



This chart shows that seniors' progress curve is higher than the younger learners', since their grades were lower before the start of the course. However, it can be noticed that all users involved in the Teddy Bear project increased their ICT skills, having higher results in the exit test than in the entry test.

Opinions of the participants about the project

E-Seniors has collected the participants' opinions about the ICT classes:

Stéphanie: *"I started following E-Seniors ICT classes some months ago. Thanks to those courses I improved a lot my ICT skills, since when I started I was a very beginner. But what gave me a further motivation to do further progresses were the online classes that the association presented and to which they provided me the access through the Teddy Bears platform. Besides the online learning, the added value of the course I followed is that I could work with my grandson: during the class he helped me to go through the ICT modules and then, when I was home, to complete the other modules left".*

Sara: *"The intergenerational classes provided by E-Seniors are just a revolutionary way of learning! I was supported by a young student during the class we followed about Skype. I had no idea about the usefulness of this tool. Thanks to him, I created an account and I learnt how to use it. Now I can talk to my friends and with my young classmate and, above all, with my daughter who lives abroad".*

Julien: *"It was extremely interesting to take part in the intergenerational ICT courses. I am not an advanced ICT user, but still I could support the senior learners in most of the tasks they performed on the PC. I felt really useful and it motivated me to repeat the experience, maybe one day I will be an ICT teacher myself!"*



ITALY

Sandro Salvatore Accogli

Curriculum of an education programme

Syllabus

The syllabus is composed of 128 hours ICT module and it has been fully designed and created by directly involving the target groups in order to foster a participatory and bottom-up approach and include the direct needs of participants.

Upon these lines, the activities foresaw the direct involvement of local NGOs and institutions in order to seek and reach a better inclusion of people and a wider impact at local level. The organizations involved were:

- South Europe Youth Forum,
- The Municipality of Andrano,
- The local organization for elderly people AUSER,
- The international NGOs for Refugees protection GUS which is currently managing a project for young asylum seekers in the Community of Andrano.

The organizations have been included through the approval of an official protocol amongst the organizations, in order to define roles for ensuring the best way to reach the project goals.

The activities implemented at local level have been discussed, planned and organized through a bottom up approach, after meetings and discussions held with the local community, NGOs institutions and other relevant stakeholders, so to set up a climate of confidence and mutual learning since the preparatory stages.

Methodologies and content

The activities have been implemented through sharing, monitoring, analysis, evaluation, storytelling of experiences and good practices, so that they stimulated an attitude to a participatory approach to the social and community life thanks to a wider awareness of the modern digital tools.

Specifically, the tools foreseen by the non-formal education have been applied, the experiential education and peer education, so that the participant felt as the main actors of the learning process.

The activities have been developed by tailoring the courses on the main relevant needs that were expressed by the local stakeholders. Moreover, this has been considered also the opportunity to deal with themes and approaches useful to the whole social and cultural growth of the local community, in a mid and long term perspective.

On these basis, the programmes have considered three main topics that have been developed, which then became the three main implemented courses.

Specifically, in consideration of the target group included in the activities (young people and young adults, both native and with a migrant/refugee background), an intercultural and intergenerational approach has characterized all the courses.

The main topic faced:

- Language Learning;
- The Territory: a bridge between agriculture, food and wine and new tools; Traditional Games, Sports and Dances versus new ones.

Course 1: "Linguistic learning"

- Number of participants: 40 people (20 young people + 20 adult people).
- Duration: 40 hours.
- Modules:
 1. First evaluation: expectations, hopes and fears (3 hours)
 2. Participants' online registration to the project (with the support of the project team) (2 hours)
 3. Linguistic tandems between young and elderly people (20 hours)
 4. Linguistic and story telling workshops (6 hours)
 5. Media literacy: narrating the experiences during the course using social media tools (6 hours)
 6. Final evaluation (3 hours)

The innovation point of the course was the involvement of a group of young and adult migrants whose linguistic background was obviously different from the Italian participants. At the beginning, it was not easy to establish a proper communication among the participants. Afterwards, all the linguistic skills helped the participants to create a comfortable environment where it was easy to communicate, share experiences and inputs, and set a social and cultural place to create new relations.

Skills and competences acquired:

- increased level of digital competences;
- increased competence in foreign languages (Italian for foreign citizens/refugees/migrants, English and French for young and elderly Italians);
- greater understanding and responsiveness to social, ethnic, linguistic and cultural diversity;
- more active participation in society;
- social, civic, intercultural and language competences, critical thinking, digital skills and media literacy.

Course 2: "The territory: Agriculture, food and wine traditions"

- Number of participants: 40 people (20 young people + 20 adult people).
- Duration: 44 hours.
- Modules:
 1. First evaluation: expectations, hopes and fears (3 hours)
 2. Participants' online registration to the project (with the support of the project team) (2 hours)

3. Agricultural techniques of the past: the experience of the elderly (10 hours)
4. Agricultural techniques of the present: the experience of young people and refugees (10 hours)
5. Excursion on the territory and workshops with local activities (10 hours)
6. Media literacy: narrating the experiences during the course using social media tools (6 hours)
7. Final evaluation (3 hours)

The course allowed an intense and productive sharing of experiences and background knowledge among the all involved target groups: among pairs, between adult and young people, between young refugees and young Italian participants and between adult refugees and adult Italian participants.

The sharing of the experiences and knowledge fostered the building up of an integration process thanks to the use of intercultural dialogue among the target groups. It also empowered young people with new skills that can be used while searching for a job and young migrants with more self-confidence while trying an entrepreneurial activity.

Skills and competences acquired:

- increased sense of initiative and entrepreneurship;
- greater understanding and responsiveness to social, ethnic, linguistic and cultural diversity;
- better knowledge of the territory, specifically in the fields of agriculture, food and wine;
- increased level of digital competences;
- improved levels of skills for employability and new business creation (including social entrepreneurship);
- more active participation in society;
- social, civic, intercultural and language competences, critical thinking, digital skills and media literacy.



Course 3: "The people: Traditional dances, sports and games"

- Number of participants: 40 people (20 young people + 20 adult people).
- Duration: 44 hours.
- Modules:
 1. First evaluation: expectations, hopes and fears (3 hours)
 2. Participants' online registration to the project (with the support of the project team) (2 hours)
 3. Traditional dances, sports and games: the narration and the action (20 hours)
 4. Ensemble and interactions (10 hours)
 5. Media literacy: narrating the experiences during the course using social media tools (6 hours)
 6. Final evaluation (3 hours)



The aim of the course was mainly to create a new common and integrated society on the basis of a new cultural and social background. After having established a proper communication level among the target groups ("course 1: Linguistic tandems") and after having shared their backgrounds and getting to know the territory ("course 2: The territory: agriculture, food and wine traditions"), the final stage has been the creation of a set of activities aimed at stimulating an advanced cooperative and mutual learning, which gave benefits to the target itself and brought a cultural and social added value to the community.

Thus, the experiential methodologies fostered integration in a spontaneous way through a proper use of non-formal education.

Target group

The Syllabus developed by the Italian Organization SEYF – South Europe Youth Forum presents elements of innovations, as the implementation of activities at the local level have been based through the involvement of a multi-structured target which included:

- 20 elderly people, both local and refugees hosted in the community,
- 20 young people, both local and refugees hosted in the community.

The choice to include refugees or adult/young migrants originated from the core target groups which SEYF is working on a daily basis (young people, young adults, refugees) and from the idea to involve the various background currently existing in Italy.

By producing such kind of innovation, it has been possible to:

- set a more inclusive project;
- be in line with last years' (2015-18) Erasmus Plus priorities to reach out to people with fewer opportunities including refugees, asylum seekers and migrants.

According to these considerations, it has been quite challenging to start the implementation of activities at local level: in the ends, the efforts produced for the involvement of the participants in such an inclusive and wide perspective met the expectations of the local NGOs involved in the project and it has been perceived as a common project.



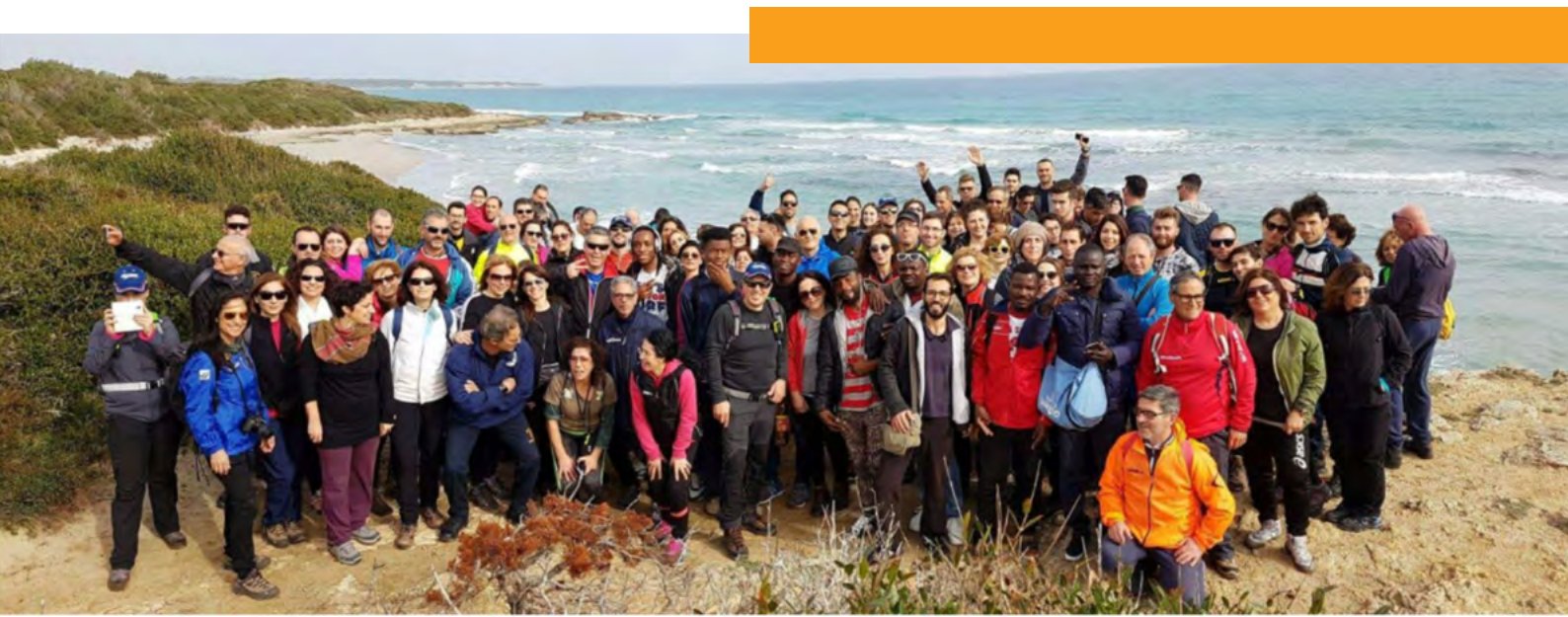
Implementation staff

Our basic team was formed by:

Sandro Salvatore Accogli: expert in Human Rights and Sustainable Development. He is one of the founding members of SEYF since 2010. His interests range from communication, culture, participation and to democratic processes.

Vincenzo Lotito: expert in Outdoor Education, Project Managing and Euro-Mediterranean Cooperation. He is one of the founding members of SEYF since 2010. His interests range from art, intercultural issues and artistic direction of cultural events.

Diletta De Matteis: psychotherapist specialized in Brief Strategic Therapy. She is an expert on communication management, burnout, conflict and stress management. She has experience in dealing with the psychological and social issues of refugees and asylum seekers.



General testing results

Results of entry test::

LANGUAGE TEST:

Participants: 40 (20+20)

Percentage: 37%

Score: 3,7/10

TEST ON TERRITORY:

Participants: 40 (20+20)

Percentage: 24,25%

Score: 3,1/10

TEST ON PEOPLE:

Participants: 40 (20+20)

Percentage: 42,5%

Score: 2,9/7

Results of exit test:

LANGUAGE TEST:

Participants: 40 (20+20)

Percentage: 83%

Score: 8,3/10

Performance Increment: +46%

TEST ON TERRITORY:

Participants: 40 (20+20)

Percentage: 90%

Score: 9/10

Performance Increment: +65,75%

TEST ON PEOPLE:

Participants: 40 (20+20)

Percentage: 90%

Score: 6,28/7

Performance Increment: +47,3,8%

Opinions of the participants about the project

„I did not believe that I could communicate in another language with a person that lives in my own community and doesn't speak my own language. I did not believe that I could be able to teach a language."

Luigi

„I feel more confident in Italian. I also learnt some dialect from adult people. I feel more integrated."

Obehi

„I did not know so much about my own territory and its traditions. Now I feel like I belong to my land."

Gioele

„There are so many things in commons that seas cannot divide."

Julius

„Old traditional games are so similar all over the world."

Gioele

„When it comes to sport and music, it is always easier."

Gaetano

SLOVENIA

Maja Lemut

Curriculum of an education programme

The Adult Education Center in Ajdovščina has developed a 128-hour education programme aimed at promoting the development of skills and knowledge related to digital communication content for raising the quality of life and intergenerational integration.

The training involved 22 older participants (43+ years old) and 21 young people (aged between 9 and 28) all paired up. They have developed their digital literacy under the mentorship of experienced lecturers. At the same time, participants have interacted, cooperated, helped, learned, exchanged experiences and consequently, contributed to the rise of intergenerational respect.

The content of the programme was designed and prepared in May 2017 in cooperation with the programme providers. On the basis of this, questions for the introductory testing of older participants were prepared at the same time. Based on the results of introductory testing and personal and telephone interviews with participants about their preferences, interests, their ICT prior knowledge, the programme has been adapted and improved.

The programme was designed to first cover the content through which participants first acquire basic knowledge about the computer and its use. It continues with the content through which participants learn how to search information online by e-library, and learn how to use email. A large part of the programme is intended for the content through which participants acquire knowledge, arts and skills for the use of e-services (online shopping, e-banking, e-government) and other useful content (Facebook, Google applications) to facilitate everyday life with digital communications technologies.

Throughout the programme, the participants strengthened and widened their knowledge and skills through various activities, tasks and challenges. Intergenerational integration and cooperation within a pair (an older and a younger person) turned learning into a fun experience of acquiring knowledge.

The content of the programme is divided into 6 modules. Four of them conclude with a short test of the knowledge that is on the project's web platform (http://erasmus.oczadly.slask.pl/en/?page_id=139).



Content of the programme by modules:

1. Module: First steps of using a computer

- Module Objective: Participants get to know and learn:
 - basic computer concepts,
 - how to use the computer and its equipment.
- Duration: 10 hours.
- Module content:

Basic use of the computer:

- Differences between computers (portable, stationary, tablet)
- Presentation of the Desktop structure, where we are looking for programmes/files on the computer
- Change the desktop background, adjust the screen saver and other screen settings
- Transitions between Windows windows

Use of Input and Output Units:

- Knowledge of input and output units
- Use of keyboard and mouse
- Storing data: creating a folder, copying, renaming, deleting, moving, restoring files/folders, emptying the bin
- File types (extensions txt, doc, jpg, gif, png, html, ppt, exe, zip, pdf, ...)

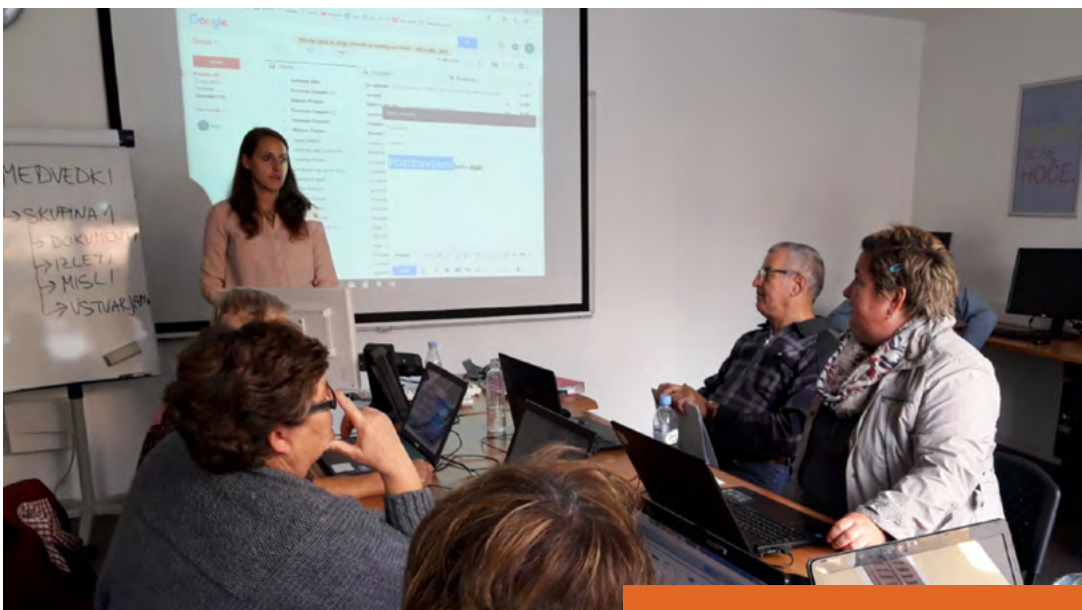
2. Module: Searching for information on the website and using the e-library

- Module Objective: Participants get to know and learn how to:
 - use Google's online search engine (search for specific information and websites) at basic and advanced levels,
 - transfer photos from the camera to your computer,
 - use local library services (extension and booking of materials, reading daily newspapers online, borrowing and buying books, ...).
- Duration: 10 hours.
- Module content:
 - How to access the Internet
 - Differences between browsers and search engines
 - Using the Google Search Engine
 - Additional search options (images, video, color, ...)
 - Transferring photos to a computer

- Adding bookmarks, home page settings on all kinds of browsers
- The usability of the e-library
- Reading newspapers and books from around the world in electronic form
- Use of the Cobiss system
- E-resources
- Useful web pages

3. Module: Email

- Module Objective: Participants get to know and learn:
 - advantages and disadvantages of email and use it independently - basic and advanced,
 - use Google Drive and use it in specific cases.
- Duration: 24 hours.
- Module content:
 - Advantages and disadvantages of email
 - Create an email account (Gmail)
 - An overview of email functionality
 - Sending and receiving emails
 - Sending emails with an attachment/image
 - Transferring attachments/images to your computer
 - Google Drive



4. Module: Online shopping

- Module Objective: Participants get to know and learn:
 - the registration process for each site with the desire for subsequent online shopping,
 - independently perform a purchase with a pay-per-view,
 - the advantages and disadvantages of online shopping,
 - that there are risks in online purchasing,
 - how to find a way to check the site.
- Duration: 12 hours.
- Module content:
 - Presentation of websites that offer online purchase
 - The advantages and disadvantages of online shopping
 - How to make an online purchase
 - Internet security
 - Identify a fake or fraudulent website

5. Module: E-banking, e-administration

- Module Objective: Participants get to know and learn:
 - the advantages of electronic payment and its use,
 - the process of obtaining a digital certificate and its use,
 - access to publicly available public administration information.
- Duration: 48 hours.



- Module content:
 - Electronic signature and digital certificate
 - Basic characteristics (advantages and disadvantages) of e-banking
 - Login to the online bank, execution of non-cash transactions
 - Debate on security issues
 - E-government: acquisition of digital certificate, submission of applications, publicly available public administration information

6. Module: Use contents

- Module Objective: Participants get to know and learn:
 - Facebook with all the advantages and disadvantages, the rules for publishing news and photos and using it independently,
 - use basic Google apps,
 - participate in an online forum.
- Duration: 24 hours.
- Module content:
 - Facebook
 - Google apps: Google Docs, Google Forms, Google Maps, Google Translate, Google Tables
 - Forum posts on the main project website



Target group

The search for elderly participants for the target group took place prior to introductory testing. It was executed through various media - newspapers, advertisements, magazines, websites of the Adult Education Center Ajdovščina and My Municipality; through Facebook, e-mails, the Teddy Bears in Pairs, various courses and events of the Adult Education Center Ajdovščina, and through personal invitations and telephone calls to participants who have already attended initial computer courses at the Education Center and expressed a great need for reintegration.

Since all the participants did not find a younger pair (grandchildren) in their family circle, the Adult Education Center connected with the local elementary school Danilo Lokar Ajdovščina and the programme Project Learning of Young Adults PUM-O which is under the auspices of the Center. Both Elementary School and PUM-O, through various projects and events, are active in the field of intergenerational learning and cooperation.

The training included 22 older participants who worked, studied and participated in a pair with 21 youngsters (2 older learners worked together with the same young man).

The group of 22 elderly participants consisted of 17 women and 5 men aged between 43 and 66. They came from the municipalities of Ajdovščina, Vipava, Črniče, Štanjel, Branik and Col. Upon joining the programme, most of the elderly had a basic computer knowledge, but with big deficiencies. Some of them have never dealt with a computer ever before.

A group of 21 younger participants consisted of 10 girls and 11 boys aged between 9 and 28 years. 12 of them (5 girls and 7 boys) were students of the 4th, 5th and 7th grade of the Elementary School Danilo Lokar Ajdovščina, 4 (2 girls and 2 boys) were students from different secondary schools in Ajdovščina and Nova Gorica; 3 girls were already employed, and 2 boys were in the process of looking for a first job.

All participants entered the programme voluntarily and with a great desire to adopt and deepen their computer skills through intergenerational cooperation, networking and learning.



Execution of the programme

The Adult Education Center selected the period from October to December 2017 for the 128-hour education programme.

The education programme took place 3 times a week for 4 hours. The participants were divided into two groups, and the programme was exactly the same for both groups. Participants also strengthened their knowledge at home by learning on their own.

The programme was performed in a computer classroom at the Adult Education Center Ajdovščina, in which each older participant had a computer with other basic computer equipment. Due to the content of the programme, one module was held at the premises of the library Lavričeva knjižnica in Ajdovščina.

Implementation staff

The providers of the 128-hour training programme were:

Ines Kompara

- operator of all modules of the 128-hour programme;
- expert in computer and mathematics science; has extensive multiannual experience in the design and implementation of ICT programmes for adults and older people with different ICT backgrounds.

Niko Vidergar

- provider of the fifth module: E-banking;
- Head of four branches of Nova Ljubljanska Banka located in Nova Gorica, Idrija, Ajdovščina and Sežana; an exceptional expert in banking and with extensive teaching experience with different target groups.

Jasmina Česnik Ušaj

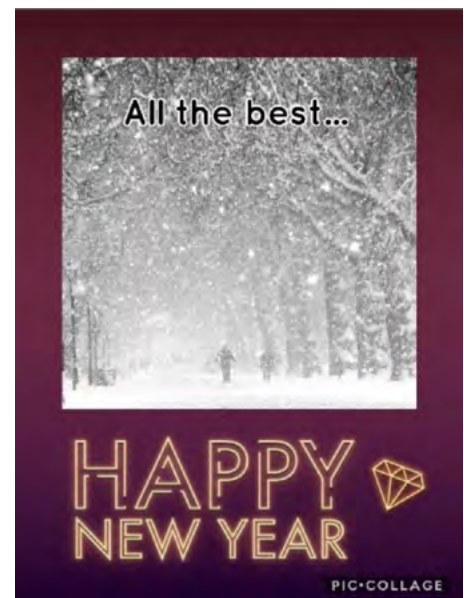
- the second module's implementor: Using the e-library;
- librarian, with extensive experience in the preparation and implementation of various workshops, lectures, round tables in the field of librarianship for a wide range of target groups - from the youngest to the oldest.

Participant's products done during the project

The participants were involved in various activities between different modules, through which the newly acquired knowledge was further strengthened and deepened. Below are some examples of their activities:

- On the table, they had paper sheets on which parts of the computer were written. The participants had to make sense of them in a group, depending on whether the parts of the computer were the output or the input units.
- The participants visited the library Lavričeva knjižnica in Ajdovščina (seeing the installation of library materials, getting acquainted with various activities and services of the library) and were tested in the process of returning and borrowing of materials in the bookstore.

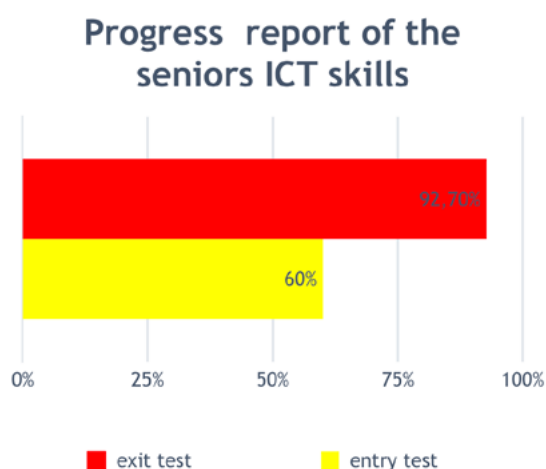
- Participants created greeting cards and postcards.
- Participants sent e-mails with different content.
- The participants registered on the Mimovrste.com website and made a purchase of the product of their choice (without the last step).
- The participants produced one document and gave it to use to others through the basic Google applications.
- Participants made surveys and actively used Google's tables.
- Participants created forums on various themes on the project web platform and actively participated in them (<http://erasmus.oczadly.slask.pl/en/?forum=medvedki-se-pogovarjamo>).



General testing results

The older participants of the 128-hour intergenerational computer education programme performed the so-called introductory and final testing before and after the programme implementation. The results are shown in the table below. According to the results of the test, the graph shows the progress of the entire group in the acquired ICT knowledge.

	Number of participants	Average points (max 15)	Average percentage (%)
Entry test	22	9	60
Exit test	21	13,90	92,70



After the four training modules were implemented, the participants also solved short quizzes. The results are given in the table below.

	Number of participants	Average points (max 4)	Average percentage (%)
First steps in using a computer	22	3	75
Searching for information online	21	3,90	97,62
E-mail	21	3,95	98,81
Online shopping	22	3,86	3,86

From both tables and the graph, we can see that the older participants, in terms of the extent of their ICT knowledge upon joining the programme, made great progress. The results show the important development of their skills and knowledge related to digital - communication content for elevating the quality of life: the first steps in using a computer, searching for information online and using e-libraries, email, e-services (online shopping, e-banking, e-government) and other useful content (Facebook, Google apps, forums).

Opinions of the participants about the project

„It was nice. We learned a lot of new things. The course gave us new enthusiasm and creativity for working with a computer. I wish to give my compliments to the teacher who taught us. I hope that we will see you again soon because we want more such courses.“

Bojana Vanceta, retiree

„I felt great and learned a lot during the course. I would like to have such courses as they are indispensable for us.“

Milena Jug, retiree

„I liked learning about new computer skills, as I might need them in the future. I also liked to work with older people.“

Tonia Gregorič, 5th grade student

„I offered my students the chance to cooperate, especially to experience intergenerational cooperation. I know that students have a huge amount of knowledge on the use of a computer, but they don't always use it for good purposes. That's why it was a great opportunity to share their knowledge of computer use with someone older and at the same time get acquainted with the computer as an asset that helps us with some tasks, not just for entertainment and leisure.“

Tina Breclj, pedagogue

„During the classes we discussed topics that are useful in everyday life. The participants were eager to attend our meetings. A group with a strong connection was formed. Children were very well received by adults and vice versa. They recognized the benefits of their cooperation. The adults were more likely to ask for help because they had someone with them who was there for the duration of the course. Children were tested in the role of someone who relays knowledge. All of them were resourceful and I am proud of their contribution to the project. I would be happy to participate in similar projects, since they are a great contribution to our society.“

Ines Kompara, operator of all modules of the 128-hour programme

PART 3

Patrizia Papitto, Ariane Girault

REQUIREMENTS FOR A SENIORS FRIENDLY LEARNING PLATFORM

E-Seniors, as expert of training senior citizens, has identified several criteria in order to make an e-learning platform easy to interact with.

- High contrast : contrast between 2 colors must be strong (dark text on light background).
- Big letters: use big text size and a simple font.
- Provide enough space between lines in the texts.
- Avoid centre-aligned texts.
- Avoid jargon.
- Limit the number of colors and the use of bright ones.
- Easy scroll down.
- Easy to retrieve information.
- Easy organisation of the information: make logical focus (tab) order and document content sequence.
- Easy identifiable fonctionnalités.
- Use images.
- Instructions must be clear.
- Make links particularly identifiable, by making them visually distinct.
- Keep only one window open and make big back button and the closing button must be big and easy to find on the page.
- Avoid blinking, moving, scrolling or auto-updating content.
- Avoid using acronyms.

Tips for training seniors

The following advices are directly targeting trainers in order to provide them some useful tips to teach seniors.

Size of the group

The group should not exceed 10 participants with 2 trainers. If the group is bigger, the number of trainers should be increased in order to keep a ratio of 1 trainer for 5 participants. This allows to provide a tailored training based on the needs of the trainees. It also permit to conduct training with an heterogeneous group in which all participants don't have the same ICT level.

Equipment

We recommend that participants bring their own material since users are accustomed to interact with their devices. But it is also important that the trainers provide devices to the participants who don't own any. In case the training takes place in the framework of the current classes of the organisation, the material would be already provided to the participants.

Exploitation systems

We recommend that participants work on the same exploitation system in order to ensure the homogeneity of the training. If not, an extra trainer is needed to help the ones working on a different system. In case a participant does not own yet an ICT tool, we advise that the trainer recommend Android/Windows since it is much more affordable.

Recruitment

It would be good if the group has more or less the same ICT level. Otherwise the trainer will offer further support to the participants with lower ICT skills.

Evaluation of the participants ICT level

An online questionnaire can be created – it has been done in the case of TeddyBears – in order to evaluate the group.

Teaching approach

The teaching approach should be individualized. For instance, if one of the participant is slower than the rest of the group, the trainer should focus on him/her and let the group test what was previously mentioned. It is needed to take time and the information should be repeated several times in order to make sure that it has been understood by everyone. Trainers, therefore, need to be patient and attentive. The training should be practically oriented and related to everyday life situations. Avoid technical jargon. Make sure to provide digital presentations of what they have learnt in order to allow participants to train at home and practice their new knowledge/skills. It is possible also to add, in their favorite websites, the useful links. Make sure to be available for any question that might rise, participants should feel comfortable enough to ask anything related to the training's content (e.g. there is no stupid question).

Supporting documents:

Make sure to have the documents corresponding to the content of your session.

Motivation:

Don't hesitate to introduce former participants who have performed the first session of workshops and now have a fair ICT level. Make sure that the progresses made by the participants can be measurable (try to teach a new skill each time). Participants should know that they can become trainers themselves; they can teach to the group a new skill they have. Give yourself the opportunity to organize special events in order to motivate your group.

PART 4

Edward Dawidowski

BLENDED LEARNING MEETING IN POLAND

25 participants representing educational organizations for adults from Poland, France, Spain, Slovenia and Italy took part in the Blended Learning Event, which took place from 16th to 20th of April in the Mikołów County. The visit was connected with the implementation of a two-year project: "Teddy Bears in Pairs-e-learning with grandchildren" Erasmus+ Programme. Its coordinator is the Mikołów County, which implements the project together with the Adult Education Center Ajdovščina (Slovenia), the E-Seniors Association from France, the SEYF Association (Italy) and the Paisahe Cultural Aranjuez Foundation (Spain). This time five seniors from each partner country participated in the meeting. On April 17th, President of Mikołów County Henryk Jaroszek, Director of Mikołów County UTA Maria Beczała and Aleksandra Łataś-Makuch, Head of the Promotion and Development Department met with the guests. In welcoming the seniors from five countries, President Henryk Jaroszek expressed the hope that this meeting will be an opportunity to get to know each other better and get to know our country. He also presented the specificity of the Mikołów County. The main goal of this visit was to develop a decalogue of intergenerational learning, which will be implemented by participants in all partner countries – informs Edward Dawidowski, Deputy Head of the Department of Promotion and Development and project coordinator. Before participating in the Decalogue of Intergenerational Education, participants tried to answer twelve questions in mixed groups: intergenerational education in the past and today, readership in the past and today, indication of the characteristics of a good teacher or to determine the concerns of young people and seniors before participating in intergenerational activities. The responses were worked out in pairs using the WebQuest method. You can see examples of them listed below and on VLE platform (<http://erasmus.oczadly.slask.pl/en/>). In addition to the classes, the participants of the meeting had the opportunity to see Palace in Pszczyna, the Silesian Museum in Katowice, the former German concentration camp in Auschwitz-Birkenau and Kraków.

The presentation consists of 12 slides, each with a blue header and footer containing the title 'Intergenerational education in the past and today' and the author 'Estela Lazaro Sabino'. The slides are numbered 1 through 12 in the bottom left corner.

- Slide 1:** Title slide: 'Intergenerational education in the past and today' by Estela Lazaro Sabino.
- Slide 2:** 'Main points of the presentation'
 - The apposition of word 'intergenerational'
 - Generation relationship before the word 'intergenerational' exist
 - What have changed with the intergenerationality
 - As conclusion: Numeric world and intergenerational relationship
- Slide 3:** 'The apposition of word "intergenerational" (1)'. It discusses the origin of the word, noting it is a neologism from the Latin 'inter' (between) and 'generatio' (generation).
- Slide 4:** 'The apposition of word "intergenerational" (2)'. It explains that the word is used to describe the relationship between different generations, often used in social sciences and humanities.
- Slide 5:** 'Generation relationship before the word "intergenerational" exist'. It discusses the historical context of generational relationships before the modern term was coined.
- Slide 6:** 'What have changed with the intergenerationality'. It discusses how the relationship between generations has changed over time, particularly in the context of aging and social structure.
- Slide 7:** 'As conclusion: Numeric world and intergenerational relationship'. It concludes that in a numeric world, the relationship between generations is a key factor in social and economic development.
- Slide 8:** 'Images'. It features a collage of images showing people of different ages interacting, including grandparents and grandchildren.
- Slide 9:** 'Grand parents infants'. It shows images of grandparents interacting with infants, highlighting the importance of early intergenerational contact.
- Slide 10:** 'Intergenerational education in the past and today'. A summary slide reiterating the main themes of the presentation.

BENEFITS OF INTERGENERATIONAL ACTIVITIES FOR YOUNG PEOPLE

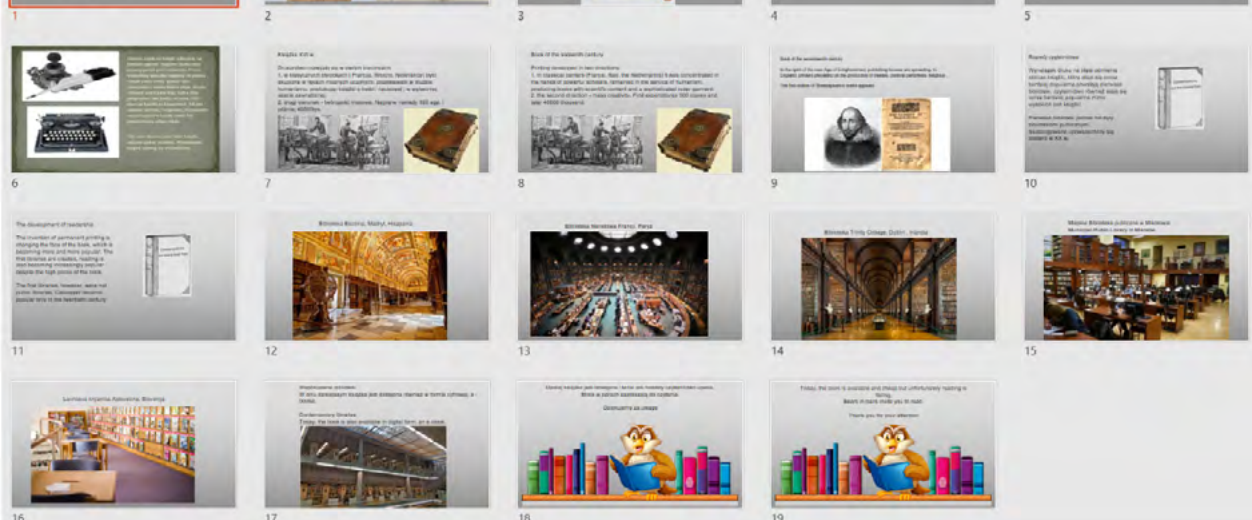
Most studies we can find in the internet are about the benefits that the elderlies get from the intergenerational exchange but,

Is the benefit of intergenerational activities only for the elderlies or for both young and old people?

The benefits derived from these programs are reciprocal, all the generations involved in the program obtain benefits.

READERSHIP IN THE PAST AND TODAY

Katarzyna Teresa Lub
Anna Sapienza



Benefits of intergenerational activities for elders



The benefits of intergenerational activities for the elderlies are:

- to improve the cooperation and experiences exchange between young and old people.
- to learn from each other
- some research state that the increasing of social, cognitive and physical activities help to improve health in the aged population.
- to offer the youngsters the possibility to share life experience with the elderlies.

<https://envejecimientoactivo.wordpress.com/beneficios/>

PART 5

Maja Lemut, Edward Dawidowski, María del Pozo López, Patrizia Papitto, Ariane Girault

PROJECT AND ENVIRONMENT

NATIONAL LEVEL: NATIONAL PROJECTS IN MEDIA

POLAND

Teddy Bears project platform:

- <http://erasmus.oczadly.slask.pl/en>

Teddy Bears project information subpage on official webpage of Mikołów County:

- <http://www.mikolowski.pl/index.php/teddy-bears-in-pairs-e-learning-with-grandchildren>

Posts about the project actions on Mikołów County Facebook fanpage:

- <https://www.facebook.com/media/set/?set=a.1034575539980187.1073741853.984633874974354&type=3>
- <https://www.facebook.com/media/set/?set=a.1218138871623852.1073741965.984633874974354&type=3>
- <https://www.facebook.com/media/set/?set=a.1262442527193486.1073742021.984633874974354&type=3>
- <https://www.facebook.com/media/set/?set=a.1372747946162943.1073742088.984633874974354&type=3>

Polish National Press Agency news (PAP Samorząd):

- http://samorzad.pap.pl/depesze/napisali_do_nas_new/170401/Powiat-Mikolowski-Miedzynarodowy-projekt
- <http://samorzad.pap.pl/depesze/240800.wiadomosci/175298/Powiat-Mikolowski-Miedzypokoleniowy-projekt>
- http://samorzad.pap.pl/depesze/napisali_do_nas_new/178392/Powiat-Mikolowski-Miedzypokoleniowy-projekt

Mikołów County magazine "Aktualności":



We have considerably emphasized the dissemination of the activities. The presentations and discussion panels were held during two “open door” events (Closure of Academic Year) in Mikołów County UTA, which involved local communities from the cities from the surrounding area as well as local and regional authorities.

Presentations about the project implementation were held during special sessions of Mikołów County Council (twice) open to public, guests, and local and regional press.

These activities were attended by approximately 450 people in Mikołów County.



SPAIN

We started the dissemination of the project by local means of communication such as Local Radio Station Onda Aranjuez, and written and digital press. We also had an official press release by the Municipality of Aranjuez encouraging participation among the elder population. Many posters were displayed on the city's Official buildings, and there were some information sessions for different associations and groups where they were acquainted with the execution of the project.

Once the interested people were inscribed, we had a public raffle to decide who will participate in the European project, counting on their commitment until the end of the first half of 2018.

Upon getting started, we had some radio interviews on the local Radio Station Onda Aranjuez in order to disseminate the European Project among the population of Aranjuez.



During the 3rd consortium meeting, there was a Radio interview with the participants about the project itself and about their impressions from the visit in Aranjuez and the running of the project. Ms. Mayor of Aranjuez, Cristina Moreno received the European group in her office to welcome them. <http://erasmus.oczadly.slask.pl/en/?p=568>

Later on in December 2017, as part of the activities to be carried out within our common project, we held an exhibition at Isabel de Farnesio Cultural Center, and a photo contest for the elderly coinciding with the XVIth Anniversary of Aranjuez being included in the World Heritage List of UNESCO.

Mayor of Aranjuez, Ms. Cristina Moreno Moreno, was in charge of the awards and, by means of this exhibition, many citizens of Aranjuez had the chance to know more about the work done in the framework of Teddy Bears in Pairs Project. http://erasmus.oczadly.slask.pl/en/?page_id=976



During the intergenerational sessions held in Loyola High School, Telemadrid Television visited us and asked participants about their experience. <http://erasmus.oczadly.slask.pl/en/?p=1330>

A few weeks ago, a few of the participants were invited to the Radio Program, Social Horizons, to talk about their experience during the intergenerational exchange with Loyola Students. They have also been invited to participate in new programmes where they will talk about their research of the way of living during the 60's and 70's in Aranjuez in order to tell all the audience, not only young people, what was Aranjuez like in that time, about their memories and traditions from half a century ago. <http://erasmus.oczadly.slask.pl/en/?p=1408>

As an extra activity and also to disseminate the work done, they offered a guided visit around the city as part of the programme designed for the Local Elderly Week, celebrated 23-29 April 2018. They shared the knowledge, information and pictures (taken during the courses of our Teddy Bears in Pairs project) with other local citizens. They offered a guided visit to emblematic buildings and sites in Aranjuez, to recall the recent past and to identify the changes and evolution of the city in this last 50 to 60 years. <http://erasmus.oczadly.slask.pl/en/?p=1422>

FRANCE

The Teddy Bears activities were disseminated on E-Seniors Facebook page:

- 26th of April 2017 :
<https://www.facebook.com/AssociationESeniors/photos/pcb.1873031966305349/1873031786305367/?type=3&theater>
- 6th of June 2017:
<https://www.facebook.com/AssociationESeniors/photos/a.1464757933799423.1073741831.1431667527108464/1892135467728332/?type=3&theater>
- 9th of October 2017:
<https://www.facebook.com/AssociationESeniors/photos/pcb.1948819082059970/1948818972059981/?type=3&theater>

Also, the project was presented during different events the association attended:

- 9th of November 2016, Paris: ICT workshop at Maison des seniors et de la culture with older people
- 25th of January 2017, Paris: Galette des rois, event with seniors
- 10th of May 2017, Paris: intergenerational day at the 4th district City Hall
- 18th of May 2017, Spain: V international conference of older people and new technologies
- 28th of July 2017, Italy: ForeverYoung Final conference
- 16th of September 2017, Paris: Associations forum of the 11th district

E-Seniors also posted articles about the implementation of the intergenerational courses on the Teddy Bears project platform:

- 29th of January: <http://erasmus.oczadly.slask.pl/en/?p=1298>
- 2nd of February 2018: <http://erasmus.oczadly.slask.pl/en/?p=1303>
- 19th of March 2018: <http://erasmus.oczadly.slask.pl/en/?p=1382>
- 21st of March 2018: <http://erasmus.oczadly.slask.pl/en/?p=1386>

SLOVENIA

The Teddy bears in Pairs project has been given special attention by the Adult Education Center Ajdovščina from the very beginning. Its representatives have personally, by telephone and/or by email presented the project to participants of various courses, projects and programmes that were conducted at the Adult Education Center Ajdovščina. The project was also included in the Catalog of Adult Education for the school year 2017/2018 and was offered for reading through the website and Facebook profile of the Adult Education Center, as well as through reading it in printed form at various locations in the municipality of Ajdovščina and wider Slovenia. With this the Center reached a wider circle of people - even those who do not get involved in various courses at the Adult Education Center Ajdovščina.

Teddy Bears in Pairs project was presented at various local, national and international discussions, conferences and professional events. The following are just a few:

- F3ŽO – Third Life Festival(28th of September 2017, Ljubljana)
- 21st andragogical colloquium: Non-formal adult education as a response strategy for change(3rd and 4th of October 2017, Ajdovščina)
- International Conference We are training for dialogue, Educate for Dialogue (9th of October 2017, Portorož)
- International Conference Building Bridges in Adult Education (25th and 26th of October 2017, Skopje)

Articles and various contributions about it were published through the following online and printed media:

- Teddy Bears in Pairs project platform (<http://erasmus.oczadly.slask.pl/en/>)
- Website of the Adult Education Center Ajdovščina (<https://www.lu-ajdovscina.si/>)
- The website of the Elementary School Danilo Lokar Ajdovščina (<http://www.os-ajdovscina.si/>)
- Social network Facebook (<https://www.facebook.com/pg/ljudska.univerza.ajdovscina/>)
- newspaper Latnik
- newspaper Primorske novice
- Promotional leaflets of the Adult Education Center Ajdovščina and Catalog of Education 2017/2018 (https://www.lu-ajdovscina.si/mma/katalog_izobrazevanj_20172018.pdf/2017100208132786/)

Below are just some of these contributions:

Newspaper Latnik, 27th of October 2017: https://www.mojaobcina.si/e_izdaje/vipava/latnik_191_web.pdf

Velika vloga Ljudske univerze v evropskem projektu

V oktobru smo začeli z mednarodnim projektom Teddy bears in pairs (Medvedki v parihi), ki povezuje odrasle in otroke - delujejo v parihi. Naš namen je, da v medgeneracijskem ozračju izboljšamo e-pismenost vseh udeležencev.

Poleg Ljudske univerze Ajdovščina v projektu sodelujejo še: Powiat Mikolowski (Poljska), Fundaci3n Aranuez Paisaje cultural (Španija), South Europe Youth Forum (Italija) in E-seniors (Francija). Na partnerskih srečanjih smo si izmenjali primere dobrih praks. Udeleženci programa bomo seznanjali o prednostih informacijsko-komunikacijskih tehnologij v vsakdanjem življenju ter opozarjali na njihove slabosti. Po zaključenem programu si bodo udeleženci znali sami pridobiti razne vloge

in jih elektronsko oddati (naročilo mednarodne zdravstvene izkaznice, vloge za osnovne pravice iz javnih sredstev, potrdilo iz kazenske evidence ...). Poleg tega bomo uporabljali koristne aplikacije na pametnem telefonu: spletno nakupovanje, e-bančništvo, e-knjžnico in iskali razne podatke na spletnih straneh (urnik osebnega zdravnika, stanje na cestah, napoved dogodkov, vremena ...). Sama medgeneracijska interakcija je zagotovo usmerjena v dobrobit celotne skupnosti in izboljšanja kakovosti življenja.

Pomembnost Ljudske univerze Ajdovščina v projektu se kaže s tem, da je bila izbrana za pripravo zaključnega srečanja vseh partnerjev in za izdelavo priročnika. Ob uspešno izpeljanem programu pričakujemo na ajdovskem še več mednarodnih projektov.

Ines Kompara, Ljudska univerza Ajdovščina



Newspaper Latnik, 26th of January 2018: https://www.mojaobcina.si/e_izdaje/ajdovscina/latnik_194_web.pdf ter spletna stran Ljudske univerze Ajdovščina: https://www.lu-ajdovscina.si/odmevi/2018011711324149/otroci_in_odrasli_z_roko_v_roki_uspesno_zakljucili_mednarodni_projekt/

Ljudska univerza Ajdovščina

Uspešno zaključen mednarodni projekt

Nedavno smo zaključili mednarodni projekt "Teddy bears in pairs" - e-learning with grandchildren, ki je vključeval udeležence iz sedemdesetih držav. Na srečanju so se nam pridružili tudi učenci OŠ Danila Lokarja Ajdovščina in dijaki iz različnih srednjih šol. Politično smo spopadli s prejetimi priložnostmi in s tem, da smo se skupaj sodelovali in izmenjali izkušnje. Na srečanju smo se tudi seznanili s prednostmi in slabostmi različnih tehnologij, ki jih uporabljamo v vsakdanjem življenju. Na srečanju smo se tudi seznanili s prednostmi in slabostmi različnih tehnologij, ki jih uporabljamo v vsakdanjem življenju. Na srečanju smo se tudi seznanili s prednostmi in slabostmi različnih tehnologij, ki jih uporabljamo v vsakdanjem življenju.



Na srečanju smo se tudi seznanili s prednostmi in slabostmi različnih tehnologij, ki jih uporabljamo v vsakdanjem življenju. Na srečanju smo se tudi seznanili s prednostmi in slabostmi različnih tehnologij, ki jih uporabljamo v vsakdanjem življenju. Na srečanju smo se tudi seznanili s prednostmi in slabostmi različnih tehnologij, ki jih uporabljamo v vsakdanjem življenju.

Ines Kompara in Maja Lamut, Ljudska univerza Ajdovščina

The website of the Elementary School Danilo Lokar Ajdovščina: <http://opb-osdl.splet.arnes.si/>

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Podaljšano bivanje

OŠ Danila Lokarja Ajdovščina

Novice in obvestila

Oddelki

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»

Zaključek evropskega projekta Teddy Bears in Pairs

Avtor: Jasmina | Dec 20, 2017 | Novice

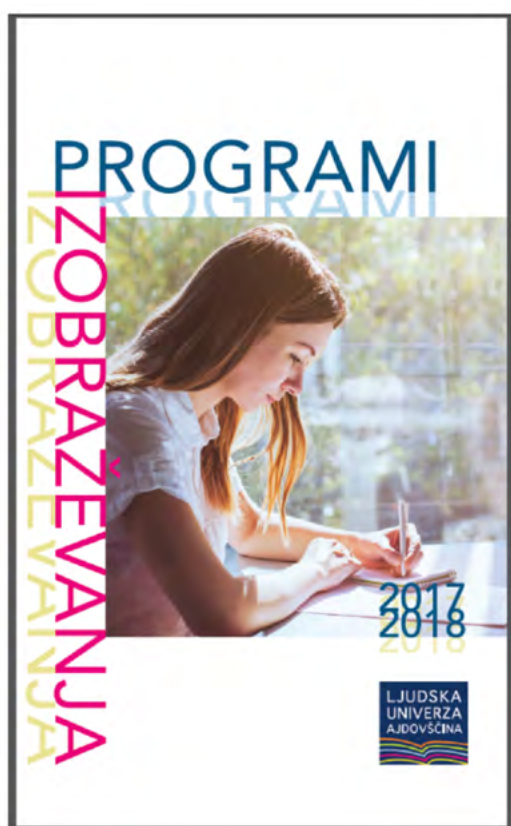
Teddy Bears in Pairs je evropski projekt, v okviru katerega je Ljudska univerza Ajdovščina izvajala brezplačni računalniški tečaj za udeležence, starejše od 45 let. Ti so v paru s svojim vnukom ali drugim mladostnikom usvajali znanje s področja uporabe spletnih brskalnikov, varnega spletnega nakupovanja, e-knjžnice, e-bančništva in še mnogo več. Tečaj pa ni bil namenjen le računalniškemu opismenjevanju, temveč tudi medgeneracijskemu povezovanju, izmenjavi izkušenj med mlajšimi in starejšimi ter dvigu medgeneracijskega spoštovanja. Vabilu k sodelovanju so se zato z veseljem odzvali tudi nekateri učenci OPB 4 in 5, ki so ob zaključku tečaja, 20. decembra 2017, prejeli tudi potrdila o udeležbi.

Tina Breclj in Izidora Černigoj

junij 2018						
P	T	S	Č	P	S	N
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

» Maj

Adult Education Center Ajdovščina's education catalog: https://www.lu-ajdovscina.si/mma/katalog_izobrazevanj_20172018pdf/2017100208132786/



TEDDY BEARS IN PAIRS

TEDDY BEARS IN PAIRS – MEDVEDKI V PARU

Je projekt medgeneracijskega računalniškega izobraževanja za dvig e-pismenosti. Izobraževanje obsega 10 modulov, v okviru katerih se udeleženci spoznajo z uporabo spleta za pridobivanje informacij, z e-upravo, e-bančništvom, e-knjižnico, s spletnim nakupovanjem in z različnimi drugimi aplikacijami.

Adult Education Center's Facebook page: <https://www.facebook.com/ljudska.univerza.ajdovscina/>



In June 2018, the Adult Education Center Ajdovščina conducted two presentations of the results of the Teddy Bears in Pairs – e-learning with grandchildren (ERASMUS + programme, KA2) for two different target groups.

The first presentation took place on Tuesday, June 12th 2018, at the premises of the Municipality of Ajdovščina during a meeting of the Local Partnership to Increase the Employment of Young People in the Local Labour Market. The Municipality of Ajdovščina, educational institutions (primary and secondary schools, Adult Education Centers), the Employment Service, businessmen, craftsmen, public institutions, non-governmental organizations and other important stakeholders are all closely involved in the local partnership. The main purpose of the local partnership is that the local environment reacts in a timely and appropriate manner to the situation and changes in the labour market. The second presentation of the results took place on Thursday, June 14th 2018, at a meeting of employees at the Adult Education Center Ajdovščina, attended by 7 adult educators and external professionals.

At both these meetings, the Slovenian project coordinator presented the entire project Teddy bears in Pairs, its final results, and discussed the possibilities of transferring the results to professional practice. Both meetings of the Adult Education Center are considered as successful, due to the fact that many proposals for new intergenerational cooperation and for the creation of new educational programmes, including intergenerational e-literacy and integration, have been provided.



INTERNATIONAL LEVEL

INTERNATIONAL CONFERENCE IN PARIS

On the 29th of May, the final conference of the Teddy Bears project took place in Paris. 64 participants have gathered for this event during which the main outcomes of the project were introduced. An expert was also invited to present the main principles of intergenerational learning to the audience. All presentations were in French. The 4 international participants who were invited (2 Italians and 2 Belgians) were selected because they spoke French.

The programme of the day was as listed below:



**TEDDY BEARS IN PAIRS –
E- LEARNING WITH GRANDCHILDREN**

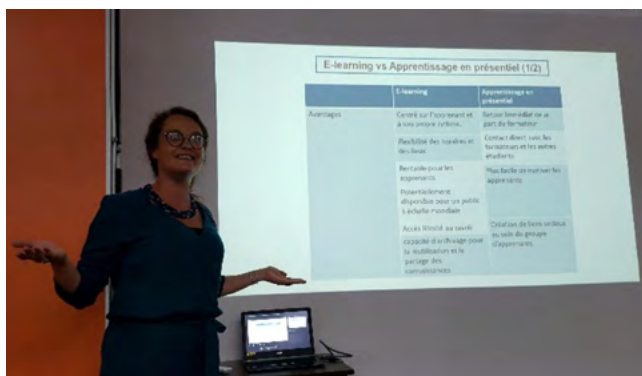
CONFERENCE DE CLÔTURE DU PROJET TEDDY BEARS IN PAIRS

La journée dédiée à l'apprentissage intergénérationnel

Multiplier Event Teddy Bears in Pairs

10h	Accueil des participants <i>Welcome</i>
10h30	Présentation du programme Erasmus + et du projet Teddy Bears in Pairs
11h30	<i>Presentation of the Erasmus+ programme and of the Teddy Bears project</i>
11h30	Pause café
11h45	<i>Coffee Break</i>
11h45	Présentation de la plateforme de E-Learning
12h30	<i>Presentation of the E-Learning Platform</i>
12h30	Déjeuner
14h	<i>Lunch Break</i>
14h	Intervention sur les bénéfices de l'apprentissage intergénérationnel par Anaïs Fernandez, gestionnaire de projets européens pour l'association M3Cube
15h	<i>Presentation of the benefits of intergenerational learning by Anaïs Fernandez, European project manager at M3Cube association.</i>
15h	Les avantages du E-Learning dans l'apprentissage tout au long de la vie
16h	<i>The advantages of E-Learning in a long life learning environment</i>
16h	Pause café
16h15	<i>Coffee Break</i>
16h15	Les activités menées dans le cadre du projet Teddy Bears en France
17h	<i>Presentation of the activities carried out in the framework of the Teddy Bear project</i>
17h	Clôture de la journée
17h30	<i>Wrapping up</i>
17h30	Cocktail

Participants were welcomed by Monique Epstein, general manager of the E-Seniors association. Mrs Epstein gave a speech on the importance of being socially included, and the role that long life learning plays in this matters.



Then, Ariane Girault, European project manager in charge of the Teddy Bears project, introduced the audience to the Erasmus+ programme. She presented the goals and objectives of this programme, the eligible countries, and the national agency. Participants were really interested in the topics and asked many questions. In general, they thought that Erasmus+ was only targeting young people.

Later on, the Teddy Bears project and its main outcome: the e-learning platform were presented to the participants. They were really interested and asked to have their own accounts in order to test the training programme that was developed in the frameworks of the project.

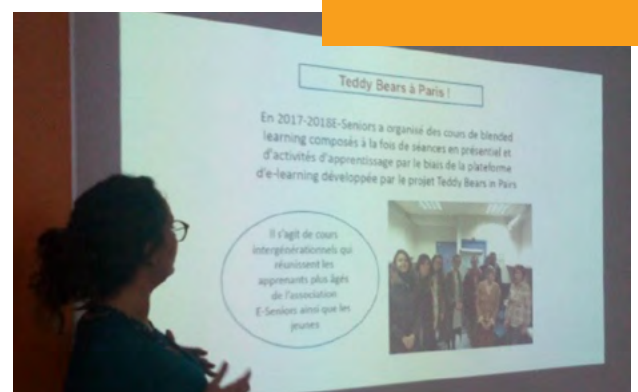
After lunch break, an invited speaker presented to the audience the benefit of intergenerational learning. Anaïs Fernandez is a project manager for M3Cube association that is focusing on intergenerational links.



The following presentation was on the benefits of e-learning. A comparison was made between e-learning and face-to-face learning.

Finally, the last presentation was about the activities carried out in Paris in the framework of the project. All the different workshops were presented.

The day ended with a buffet and some live music. Participants had a great time!



PART 6

PARTNER'S VIEWS ON THE PROJECT

Eva Mermolja, Slovenia:



"Intergenerational learning and knowledge transfer between generations have always been considered to be self-evident. Knowledge was transferred primarily from the elderly to the younger. Social changes and rapid technological and economic development also bring about changes to established knowledge transfer practices between generations. On the one hand, we are facing an intergenerational gap, and on the other, more now than ever, we face the challenge of transferring knowledge in both directions - from the elderly to the younger and vice versa. At the Adult Education Center Ajdovščina we recognized the great need for organized and targeted intergenerational learning. Thus ten years ago, with the Tandems Go-Twinning the Elderly project and the Young Possibility of e-Learning, we began to develop the field of intergenerational cooperation. In 2013, we established the Center for Intergenerational Learning, which enables an organized and targeted intergenerational learning of various contents that the local environment needs. We include vulnerable target groups of adults and all generations, and the intergenerational learning is associated with community learning. With the Teddy Bears in Pairs project, we are upgrading existing practices in the field of intergenerational learning and developing new ones. This project once more showed how necessary and important are the organized and planned activities for promoting the intergenerational transfer of knowledge and cooperation. We are firmly convinced that the importance of intergenerational learning, as well as cooperation and understanding, will be strengthened in the future. The potential for the development of intergenerational learning is great and offers many opportunities in a wide variety of fields. If we have started off with more leisure content, hobbies and everyday use in the pilot implementations and development, we perceive a great need for the development of intergenerational transfer of knowledge and learning in working environments also. Therefore, we will try to transfer existing practices into business and work processes, and upgrade and develop them according to the needs in such environments."

Monique Epstein, France:



"The Teddy Bears project was a new experience for our organization; the intergenerational aspect of the project allowed E-Seniors to explore new pedagogical dimensions that will be used again by the ICT trainers in order to provide more effective training courses to a higher number of seniors and this way contribute to fight digital gap and foster active aging and participation in the civil society. In line with the purposes of the project, E-Seniors achieved outstanding results in terms of social cohesion and reduction of age-related prejudice thanks to the Teddy Bears platform and its courses."

Edward Dawidowski, Poland: *"Intergenerational educational programs support the concept of active aging, which assumes an active role of the elderly in their everyday life. Most of the elderly also understand the concept of active old age and successful aging as establishing good relations with others, and taking care of them as well as getting along with them. The young bring abundant energy, enthusiasm and support into the lives of the elderly. Likewise, the elderly are also positively influenced by intergenerational educational and co-operational programmes, and the influences add up. Their influence on the health and the level of activity of the elderly is important, as is the influence on their views of the younger generation; the programs also lead to self-reflection and consequentially improvement of life circumstances. Furthermore, elderly re-enter the community, improve their memory and cognitive skills, make friends with younger individuals, pass on tradition and culture, experience an increase in their motivation, develop a variety of new social skills and start using new technologies. Apart from this, the elderly also feel respected and recognized for their contributions to the community, both past and present.*



Teddy Bears in Pairs project effects are definitely appreciated by Mikołów County and its University of the Third Age staff: lecturers, educators, trainers and project management. The project staff members definitely become experts in their professional units. This positively affects their career paths, thus they obtain more opportunities to achieve professional advancement. Motivated by participation in this project, they undertake new challenges becoming the vanguard of teaching, recognized and specialized staff of Mikołów County University of the Third Age.

Single individual experience and competence management transfigure themselves into substantive, technical and organizational potential of our organization.

Teaching materials developed under the project are an auxiliary material for use during the current and subsequent operations. All this will testify about experienced group of people, who are development-oriented in adult education in Mikołów County."

Diletta De Matteis, Italy:

"The project Teddy Bears in Pairs gave us the possibility to set up activities at the local level for fostering the intergenerational dialogue and providing the participants with new useful skills in their daily life.



At the beginning it has been hard to start the involvement process since the identified target groups involved not only young or elderly people, we also involved people with economical and social obstacles and refugees.

In the end, the challenge of this intersectorial involvement became the key to a successful inclusive set of activities based both on intergenerational and intercultural dialogue, in line with the latest priorities stated by the Erasmus+ Programme to reach out to people with fewer opportunities including refugees, asylum seekers and migrants."

María del Pozo López, Spain: *"As a World Heritage Site of UNESCO, Aranjuez Cultural Landscape is a place with a high heritage significance, acknowledged by the International Community for its Outstanding Universal Value (OUV).*



But, coming back to the local scope, it is worth raising awareness amongst youngsters and elderlies about the real sense of valuing our heritage and transmitting it to future generations. That is the more efficient way of preserving and conserving our memories and legacy for the future... our Heritage. This is one of the main objectives of Aranjuez Cultural Landscape Foundation as well.

Even though Heritage seems to look to the past, we must not forget that the new technologies and means of communication (ICTs) can help achieve our purpose a great deal. Connecting different generations in the framework of European Educational Projects can not only build the feeling of citizenship along Europe but also empower them with their role in creating a better world, looking at the future but learning from the past, actively exchanging what each group knows best.

Therefore, this "round learning process" carried out in five different European Countries has been really enriching for all of us, both participants and staff because we have all found a new opportunity to share our experiences and get to know how to deal with intergenerational communication and exchange all over Europe, and in the case of Aranjuez, as means of preserving our identity, as well."

