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AGE WISE

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TRAINER PACKAGE

DIDACTIC GUIDELINE
for Intergenerational
Learning settings

LEARNING PACKAGE
for a “training skills-course”
for seniors

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1. Introduction

Learning processes between the generations offer opportunities for the social inclusion of elderly people and the closing of the gap between young and old, which is becoming ever wider in today's society. Seniors who have completed their working lives run a certain risk of what psychologists call "bore-out": the feeling of no longer being needed that can suddenly take over and negatively influence one's actions and thoughts.

In this regard, there is a need for action on a European level. These aspects inspired the consortium of **AGE:WISE** to develop a project aimed at seniors in order to empower them to engage in intergenerational learning settings (IGL) – as a teacher. The project **AGE:WISE (Across Generations at Eye Level: Ways to Integrate Seniors by Education)** has been funded with support from the European Commission in the Erasmus+ Programme. The partner consortium includes educational and technological institutions from Austria, Poland, Italy, Germany and Portugal.

The main objective of **AGE:WISE** is to equip seniors with skills on two levels:

1. Recognising their personal, valuable competences and knowledge and thus restore their self-confidence outside of professional life – for that reason a **web platform with a self-reflection tool for seniors** as well as **success story videos** are available at https://www.agewise.eu/outputs/
2. Acquiring training skills that enable them to slip into the role of a teacher and pass on their valuable knowledge to young people – based on this **didactic guideline and curriculum.** Learning resources are available at https://europe-projects.client.miles-learning.com/group/2500/?wt=a5a68a83-928d-48fb-a1fe-fd0ea043d38d

Adult education providers and their teachers will train the seniors and, in a further step, provide IGL settings to implement learning activities with senior teachers and younger learners.

For this reason, the adult **education providers and their teachers are the main target groups for this trainer package** including didactic guideline and curriculum.

2. DIDACTIC GUIDELINE for IGL settings

To build solid frameworks for these processes, **AGE:WISE** addresses adult trainers and educational institutions where IGL settings can be implemented. They act as multipliers for the results and visions of **AGE:WISE** and provide guidance for seniors who want to teach young people.

The project consortium of AGE:WISE conducted a needs analysis with the survey "How to support and implement Intergenerational Learning in adult educational institutions" in several European countries, even including countries beyond the partner consortium (Bulgaria, Greece, France). In total, there were 22 detailed replies and thus the project partners collected a range of ideas from professionals in the adult education sector on how to plan and to implement IGL settings successfully. The German project partner additionally conducted a workshop on this topic involving educational and administrative staff in adult education.

The range of ideas collected by means of survey and workshop was overwhelming. The collection included ideas for interesting educational topics as well as ideas for promotional activities. In order to make you and your organisation benefit most, they are presented mostly in a bullet point style – however, having been edited, concentrated and bundled by the **AGE:WISE** project partners.

2.1. Adult Education Institutions providing IGL settings

2.1.1. Bridging generations

What can adult education institutions do in order to bring together - in education and in society - two generations, younger and older people, which are often strongly separated in everyday life?

Strategic Ideas

- implement age diversity in the vision/mission strategy of the institution
- start an advisory board for the institution with members of all generations
- cooperate with other organisation on a regular basis (e.g. youth organisations, senior clubs, churches, homes for the elderly, etc.)
- offer a place where people of all generations can meet informally (e.g. café)
- create a culture of inclusion in the institution: inclusive courses, inclusive materials, promotion with different means and channels suitable to the different target group

Operational Ideas

Human Resources

- hire staff members of all generations
- train the trainers to have competences for working successfully with senior and younger learners but also with age-mixed groups

Educational Programme

- plan all-age course offers
- offer regular (weekly / monthly) events with different generations
- learn more about each other with a variety of fun and exciting low-threshold activities, e.g. cooking, baking, handicrafts, creative work, watching films, reading stories, playing together, photography; IT
- topic-related activities (e.g. exchanging know-how and perspectives, differences among generations, youngers ask older - contemporary witness programmes)
- offer courses during seasonal holiday when youngers have more time
- offer diversity in education and training, highlight benefits and added-value of age diversity (e.g. varied perspectives, better problem-solving)
- offer ethical value programmes (e.g. tolerance)
- offer pair work activities among generations with regular meetings face-to-face (e.g. senior volunteers and kids)
- integrate the intergenerational principle in a training programme for senior trainers in order to learn how to transfer know-how

- develop intergenerational projects
- use expertise of elders to improve the younger generation's competences
- keep traditional knowledge by passing it on to youth

Marketing

- promote all-age course offers and events actively
- create "platforms" to exchange - bringing the different age groups together

2.1.2. Framework conditions

Which positive framework conditions for IGL settings can adult education provide?

Strategic Ideas

- be a learning place for all generations and promote this message
- share success stories of intergenerational learning activities
- find suitable funding options
- cooperate with other organisations: e.g. schools (inform parents about the offers)

Operational Ideas

Human Resources

- use of mixed-age teacher / trainer teams in an adult education organisation, mentoring and job shadowing
- be a good practice: have age-mixed workforce and promote it
- provide guidance and support for trainers and learners (e.g. in case of conflicts, social aspects)
- train the trainers permanently to deliver courses in an inclusive way (e.g. respecting age issues, preparing materials and formats, using language)

Educational Programme

- involve both age groups in preparation activities
- offer attractive courses for all ages
- offer courses that are similar to the former family life with different generations (e.g. baking cookies for Christmas)
- implement activities aiming at the development of relationships between generations and offering mutual benefits
- invite seniors for activities with kids / schools
- offer open homework support of seniors for school kids
- offer courses on the weekends, in the late afternoons, as a holiday programme, when all generations are available
- provide a smooth process with well-planned and facilitated activities

Marketing

- promote mixed age groups and visualise mutual benefits

2.1.3. Learning settings and learning spaces

What are suitable learning settings and learning spaces for IGL?

Learning settings

- there are no limitations in learning with IGL settings - be open-minded to creative and innovative solutions
- fix rules due to intercultural and intergenerational openness
- settings by means of all senses: hearing, seeing, smelling, tasting, feeling
- settings with option of exchange, e.g. group work, pair conversation, projects
- develop courses / exercises that promote intergenerational cooperation
- plan enough time (for mutual exchange)
- small groups with focus on “what do we have in common” instead of “what are the differences”, without any pressure - intergenerational learning should be encouraged but not enforced
- promote mutual appreciation – for the older generation it is important to realise that their experience / competences are valuable
- enable learning together (e.g. discussion)
- learning setting that support “to be on a par with each other”
- promote learning “from one another”, “together”, “about each other”
- build pairs (senior / younger) to build up trust as ”learning tandems”
- create stable relationships based on fun and humour
- take into consideration the needs of both generations in order to attract them both
- integrate needs and strengths of different age groups in the course design: what do they want to learn from each other? What kind of knowledge do they want to share with other generations?
- didactic methods need to fit all participants’ needs
- create learning materials accessible to all (fonts, colours, contrasts)
- “out of the box” – unusual learning materials to be used
- provide devices that support seniors in the learning process
- basic didactics is sufficient for senior teachers - it is more important that they like what they explain
- accessible and easy to understand, no technological or infrastructure barriers (maybe more help and tutorial as well as supervision / support needed)
- evaluate learning settings and learning environments – ask for feedback from the target groups

Learning spaces

- provide accessibility for all – in particular, inclusion of seniors
- offer IGL activities at senior homes or youth centres
- excursions
- cultural events
- outdoor activities
- sport / yoga
- workshops (e.g. working with wood, creativity, kitchen)
- non-formal settings (rather kitchen than classroom)
- promote intergenerational interaction with leisure activities
- use a setting, at least one age group is familiar with (e.g. elementary school)
- provide public learning settings: learning in nature, learning at the playground, learning at the library
- equipment also appropriate for older people, good lightning, technical projections with high zoom level, microphones
- familiar, welcoming environment in which seniors and young people can feel comfortable and safe
- the use of round tables that allow for dialogue, inclusion and the exchange of learning
- the use of tablets as these enable older people to enter the world of technology more easily
- the use of a video projector, internet connection, computer to show videos and images

2.1.4. Interesting topics and learning goals

What kind of topics and related learning goals could such IGL courses potentially have, in particular those with seniors teaching younger people?

Learning goals

- create a course offer which directly addresses the younger generation and be sure to highlight the added value of it, e.g. regional climate change (comparison past – present), historical facts through personal narration
- focus on interesting topics that are trendy also for young people, e.g. sustainability, vegetarian recipes, etc.
- exciting personalities and topics
- find topics together with the young generation (e.g. when helping with homework)
- respect on both sides is vital and also the chance to get to know each other at the beginning - that seniors tell about their life, about their experiences
- practical orientation of the learning experience: e.g. compare different approaches from today with those of former days (e.g. agriculture...): people with the same profession meet to share their experience from nowadays and the past and compare development in the same field
- focus on practical aspects of knowledge transfer; showing added values of learning from someone with huge experience; finding common topics of interest
- not focus on learning “from seniors”, but on “learning together”

Interesting Topics

Working Life Experiences

- career planning
- traditional techniques (e.g. sewing, wood, mechanics, repairing)

Arts and Crafts

- handicrafts, painting
- reviving past trends (wood, hair styling, cooking)
- music, dance
- cultural heritage
- fashion and sewing

History

- “how was it in former times” (e.g. machines in the household)
- contemporary witness programmes

- local history
- traditions (e.g. Christmas, Spring Welcome, etc.)

Specific hobbies

- archaeology
- electronics
- programming old style
- repairing bicycles

Geography

- local geography, sites and how it has changed
- travel experiences
- environmental knowledge

Language and Literature

- foreign languages or local language (e.g. dialect)
- old films
- presentation of favourite stories, fairy tales, etc.
- promote knowledge of intergenerational issue in literature

Playing

- board games

Flora and Fauna

- gardening
- nature (e.g. mushrooms, herbs)

Food and Nutrition

- cooking (e.g. preserve / pickle vegetables and fruits, traditional recipes)
- sustainability (e.g. dry your own herbs)

Sport / Health

- traditional homespun remedies

Life Skills

- financials
- social skills and values
- civic and ethic responsibility
- how to deal with mistakes, how to overcome throwbacks, what kind of past worries are no more relevant, what the seniors wish somebody had told them when they were young?
- decision making
- resilience
- work-life balance
- key competences
- ageing with dignity

2.2. Addressing the target groups

2.2.1. Age heterogeneity as a driver

How can age heterogeneity be presented and used positively?

Strategic Ideas

- In the organisation's mission

Operational Ideas

Human Resources

- involve volunteers of both age groups
- have teaching staff that is diverse in age and background

Educational Programme

- organise thematic events
- find and stress the overall similarities of the different generations as well as their individual strengths, make use of the strengths of both generations - not focus on weaknesses
- include age-diverse groups when accomplishing specific tasks and solving problems with mutual learning and teaching
- advance notice and introductions to enable understanding of age and life experience
- due to modern life expectancy including phases of retirement and dependency, our society has to focus the topic of living together in an age-diverse society. An intergenerational project allows to integrate the notions of respect and tolerance, promote learning from the common base, develop the investment of parents, families, students, associations of retirees in voluntary work with young people by providing their skills
- teambuilding with games
- in the classroom: smartly constructed courses and assignments that are built on the experience of the seniors and the knowledge of new technologies / new trends of the younger ones
- children or young people and senior citizens talk about certain topics, presenting their opinions. What is important for each generation is presented without being valued by the others
- experience different perspectives - perhaps achieving the same aims with "analogue" or "old" methods compared to "digital" or "new" methods, compare the approximation routes with their advantages and disadvantages, highlight that knowing different ways to achieve an aim is the key in life.

- learning is an ongoing process, so children and teenagers can learn from elderly people, but also teach them about the new generation topics, like technology, social media. We are never too old nor too young to learn from each other. The age is just a number…
- more inclusion and learning through culture / gender / age exchange

Marketing

- promote good practices
- build a pool of seniors as multipliers, promote their success stories
- use best practice examples (e.g. a senior successfully completing a smartphone learning course)
- distribute / share promotional materials to all generations
- use in promotional materials (e.g. images of different age groups learning together)
- highlight the benefits of heterogeneity
- promote an alternative image of ageing
- promote actively not the differences but the „learning from each other“, possibly with images
- promote successful course outcomes in the media, during marketing events e.g. Day of Culture

2.2.2. Marketing instruments

Which advertising instruments could adult education institutions use to promote IGL?

General Ideas

- success story presentation in the most relevant form and in digital media directly targeted to young people
- promotional material should respect accessibility guidelines and should use graphics / photos that promote inclusiveness / intergenerational aspect
- create a marketing concept, which attracts younger people including social media, as well as use other marketing tools required to attract older generations like printed media
- use existing networks of adult education institutions to promote IGL activities with others

Events

- free-of-charge and public educational events e.g. open door days
- intercultural and open workshops or gatherings
- volunteer fairs
- outdoor events
- cooperate with local community events
- presentations of IGL activities as promotion at other events
- implement different forms of IGL-courses with external seniors as mentors or courses with seniors as co-teachers. The target groups of seniors and young learners need to experience the advantages of IGL themselves, on a practical level. Afterwards they can be interviewed or write about their experience

Face-to-face

- set up meetings with stakeholders / multipliers, e.g. senior associations, senior homes
- set up cooperation with diverse associations
- use the word-of-mouth among the target groups

Digital Media

- social media with posts and sponsorships
- own promotion tools e.g. website
- multimedia products (videos, mini spots...),
- online meetings

Printed Media

- role models should be presented on printed materials
- flyers
- posters in neighbourhoods good tools for communication to touch young people and seniors
- local newspapers
- billboards

Other Media

- notice boards in schools and kindergartens, supermarkets
- local radio
- TV

2.2.3. Attract seniors as teachers

How can older people who want to take on the role of a teacher be targeted?

Empowerment

- address adult education learners in courses whether they would be interested to pass on some of their other knowledge and explain the idea of the IGL settings
- contact people personally – e.g. referring to their professional / life experience
- ask them to join in community activities, and to provide their expertise - afterwards they can become teachers or mentors
- pointing out that seniors have an invaluable trove of experience that is worth being passed on to the next generation. Elderly people were always someone's teachers during life - it would be a positive role to feel useful to society
- respect the respective ideas of seniors
- seniors who are already active as IGL teachers - promote their role for others
- providing impact is a powerful incentive for seniors
- introduce them as co-trainers first
- provide basic teacher training as a teaser and for motivation

Promotion

- individually targeted to seniors via multipliers, representatives & networks (e.g. senior representatives, volunteer networks)
- use the families (children, grand-children) as promoters in motivate seniors
- senior communities need to be addressed: cultural centres, local senior centres, clubs for the elderly, senior universities, adult education courses
- advertising the opportunity to share their expertise e.g. in traditional media (newspaper advertising)
- publish printed materials, e.g. flyers, in places where seniors spend time: market, doctors' offices, elderly homes, parks, cafés
- social media
- have strong slogans like "Do you want to live forever? Share what you know and the next generations will keep you alive in their memories" or "Did you know what is totally 'normal' and 'boring' for you is of sparkling interest for some others?"

2.2.4. Attract young people as learners

How can young people be inspired and motivated to be „taught“ by older people?

Benefits – Added-value

- only if the content is attractive for young people, they will be willing to take part, mostly by providing real-life experience e.g. by engaging them in activities conducted by older people
- offer specific learning opportunities focusing on older people’s assets (e.g. contemporary witnesses‘ talks) that are attractive and interesting for the younger generation
- raising awareness on the added value of intergenerational learning, e.g. real experiences, living history, digital archive of historical memory
- younger people may know less about certain (everyday) topics. It is necessary to give younger people time to break down their prejudices through conversation, joint experiences, etc.
- learning how to do something by doing, rather than just the theory of it!
- inform and make young people aware of accomplishments / performance / experience specific older people have in a specific field and raise their curiosity to learn from them
- younger people have to become aware that older people have valuable expertise and knowledge to share - the best way to achieve it is to make them see it with their own eyes - that is, invite them to take part in the activities conducted by older people
- promote the added value of being taught by someone with experience in the field, explain the potential of networking and mentorship that seniors can provide
- clearly point out the benefits for younger people of learning from older people (e.g. due to their longer life experience, but also due to the different views on topics)
- incentives like course credits for IGL activities for their school or university courses,
- ability to gain professional experience for their CV (like an internship), in case of job seeking youth the incentive could be to learn about new professional career options
- knowledge transfer can also take the form of tutoring: learning to read, spelling, all areas where the elderly have real knowledge to share. Of course, learning methods may have changed, but precisely this new approach can be a trigger.
- children and young people often lack contact with their own grandparents because they either live in another city or, in the case of migration / refugees,

are not even in the same country. Many cultures place great value on respect for older people and their experiences and pass this attitude on to their children. Any older people who represent their own grandparents' generation can fill the gap in the social life of these children / young people. Time, patience and a good framework for communication between the generations is of great importance here. "Being seen" in one's uniqueness and a fixed reference person for a longer period of time is a central aspect for the young people to benefit from the experience.

- explain in the course description: “Which strengths do older people have? What abilities only form over the lifespan?” and highlight important milestones / outcomes of the course

Promotion

- digital visibility, transparency, involvement is very important
- awareness raising to convey younger people what they can learn from older people
- find the young people “where they are” (e.g. Instagram, TikTok or other social media) and have appealing videos for them
- by videos on social media in the style of "You think you are smart? Then have a look at these seniors" – young people tend to prefer moving pictures to reading
- by presentations or videos with older people "in action", that is presented on the website, on displays or social media channels
- by a more digital communication on the benefits of intergenerational activities including testimony of young people on their experience and acquired knowledge after participating in such activities
- by images and success stories, meaningful and well-planned interactions

2.3. Seniors as teachers in IGL settings

2.3.1. Ideas and Good Practice in Europe

A **Research Report** is established, gathering Best- Practice examples from IGL activities in each project country (Austria, Poland, Italy, Germany and Portugal) and on that basis introduces potential new settings and topics to which this approach could be extended.
Furthermore, the specific learning needs of seniors are assessed through expert interviews with adult trainers. This research creates the basic pillar for this TRAINER PACKAGE and the LEARNING PACKAGE.

2.3.2. Competence and Motivation Check for seniors

A digital, web-based **Self-Reflection Tool** is created, which helps seniors to raise awareness about their rich pool of competences that can be valuable for the younger generation. At the same time, motivation is initiated for taking over the teacher role by showing them **Success Story Videos** receiving valuable tips and inspiration on how IGL is practiced.

2.3.3. Improve Trainer Skills

A **Learning Package** for the training-skills-course for seniors is developed, including six modules around the topic of “how to teach” that are available with unlimited access online. After completion, a test-run for the “training-skills-course” with seniors was organised. The goal is to make them peers and multipliers for the course and at the same time receive feedback for the materials.

Find more information at: https://www.agewise.eu/outputs/

3. TRAINING-SKILLS-COURSE OBJECTIVES

The course is divided into six modules with different learning objectives as outlined below:

3.1. Module 1: Age heterogeneity

3.1.1. Learning Phase 1: Intergenerational Learning

Learning Goal: Knowing what Intergenerational learning is

Learning Objectives:

- You know what Intergenerational learning is and why it is important
- You know about the goals and benefits of intergenerational learning.
- You know what the difficulties in in intergenerational learning are.
- You know about the IGL implementation in different settings (informal, non-formal, formal).

3.1.2. Learning Phase 2: Positive use of age heterogeneity in the teaching-learning processes

Learning Goal: Knowing the positive use of age heterogeneity in teaching-learning processes

Learning Objectives:

- You know about the positive effect of age heterogeneity in society.
- You know about the positive effect of age heterogeneity in teaching-learning processes.

3.1.3. Learning Phase 3: Acknowledging differences, seeking similarities

Learning Goal: Knowing practical tips for age diversity as an asset in the teaching-learning process.

Learning Objectives:

- You know which different generations exist and can identify their characteristics.
- You are aware of the challenges of different generations in IGL setting, and know how to overcome them.

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3.1.4. Learning Phase 4: Learning from each other

Learning Goal: Knowing practical tips for how to support competence exchange at the intergenerational level.

Learning Objectives:

- You know about the added-value of learning from each other and important tips how to do it.
- You know how to best motivate generations to learn from each other.
- You know how to start the process of learning from each other.
- You know where to find support in using the methods of IGL.

3.2. Module 2: Discovering your teaching potential / Creating your learning path

3.2.1. Learning Phase 1: Seniors as teachers

Learning Goal: Knowing the roles and the basic tasks of the teacher or trainer.

Learning Objectives:

- You can name the roles and the basic tasks of the teacher or trainer.
- You can understand your role as a teacher or trainer

3.2.2. Learning Phase 2: Discovering your potential

Learning Goal: Knowing the competences you gained during your career as well as during practicing your hobby and social activities

Learning Objectives:

- You can define your personal competence.
- You can define your professional competence.
- You can utilise your personal and professional skills in the work as a trainer
- You can share your personal and professional experience and you know how to present it in an interesting way

3.2.3. Learning Phase 3: Creating your learning path

Learning Goal: Knowing the competences you still need to acquire and creating a detailed action plan on how to achieve it.

Learning Objectives:

- You know about your own teaching competences and those that may still be improved.
- You know how to make a personal development plan.
- You know methods of individual learning.

3.3. Module 3: Learning theory

3.3.1. Learning Phase 1: Learning to learn

Learning Goal: Discovering theories behind the process of gaining knowledge and skills.

Learning Objectives:

- You can describe the learning theories and explain the influence on an individual.
- You can describe the strategies included in any behaviours that facilitate the acquisition of new knowledge and skills in different performance contexts.
- You know about different learning strategies and which ones work best for your students group.
- You know about learning strategies of younger people and how to address these by teaching.

3.3.2. Learning Phase 2: Visual, Auditory, and Kinaesthetic learning styles

Learning Goal: Knowing the visual, auditory and kinaesthetic learning styles and how to adjust the content to their needs.

Learning Objectives:

- You can explain differences between learning styles, as well as their advantages and disadvantages.
- You know what is needed for visual learners – absorb information by sight.
- You know what is needed for auditory learners – absorb information by sound.
- You know what is needed for kinaesthetic learners – absorb information by moving.

3.3.3. Learning Phase 3: Kolb's learning cycle & Honey-Mumford learning styles

Learning Goal: Knowing how to use learning theory for designing the intergenerational learning experience.

Learning Objectives:

- You can explain Kolb's cycle of learning.
- You can observe effective progresses through the Kolb's cycle.
- You can explain Honey & Mumford learning styles model.
- You know how to use Honey & Mumford learning styles model.

3.4. Module 4: Fundamentals of methodology and didactics

3.4.1. Learning Phase 1: The art of teaching and its methods

Learning Goal: Knowing the methodology and didactics used in teaching process.

Learning Objectives:

- You know the processes of learning and the most popular didactic methods used.
- You know the differences between formal, non-formal, and informal education.

3.4.2. Learning Phase 2: How to design your lessons in an intergenerational way

Learning Goal: Knowing the teaching methods in intergenerational setting – best practice examples.

Learning Objectives:

- You know the basic principles of effective intergenerational education and learning environment.
- You know the rules/fundamentals for passing on knowledge and skills to the younger generation.
- You know about the most important technologies to be used in the teaching-learning process and know which one to apply.

3.4.3. Learning Phase 3: Your personal teaching style

Learning Goal: Knowing different teaching styles – choosing and adjusting the methods according to the needs of your target group.

Learning Objectives:

- You can explain different teaching styles and their characteristics.
- You are able to identify advantages and disadvantages of different teaching methods and group work (e.g. Belbin roles)
- You can identify your personal teaching style.
- You are able to choose a working method that is appropriate for your target group.

3.5. Module 5: Workshop preparation

3.5.1. Learning Phase 1: The learning environment

Learning Goal: Knowing important rules to create a good environment for learning.

Learning Objectives:

- You know what is needed to create an appropriate space for learning.
- You know how to adapt learning space for people of any age.
- You know data protection rules and how to create a digital safe space for learning.

3.5.2. Learning Phase 2: Teaching goals

Learning Goal: Knowing practical tips to define expectations and set up learning.

Learning Objectives:

- You can identify the expectations of learners.
- You are able to define SMART teaching goals.

3.5.3. Learning Phase 3: Training documentation

Learning Goal: Knowledge of the formal aspects of conducting training sessions in different projects.

Learning Objectives:

- You remember to prepare an appropriate attendance list of participants and photographic documentation.
- You remember to inform participants about the finance sources for the course.
- You remember about all the necessary documents required from the participants.

3.6. Module 6: Trainer's Toolbox

3.6.1. Learning Phase 1: Conflict prevention and transformation

Learning Goal: Knowing recommendations for personal initiative for conflict prevention and resolution.

Learning Objectives:

- You know about potential conflicts that might appear in intergenerational learning.
- You know conflict resolution strategies
- You know how to prevent conflicts

3.6.2. Learning Phase 2: Experiential and participatory learning

Learning Goal: Knowing the experiential learning through participatory action.

Learning Objectives:

- You know what participatory and experiential learning is and what the benefits are.
- You know methods of how to best involve the learners.
- You know the importance of the group process.

3.6.3. Learning Phase 3: Useful tools in the teaching process

Learning Goal: Knowing how to use tools in the teaching process.

Learning Objectives:

- You know what is needed to organise an interesting training session.
- You know different tools for teambuilding and group work and can apply them.
- You know different teaching tools to organise, innovate and manage your course.

3.6.4. Learning Phase 4: Technology

Learning Goal: Knowing how to use technologies and digital tools.

Learning Objectives:

- You know what is needed to organise a class using digital tools.
- You know different digital educational tools and can apply them, considering copyright.

3.6.5. Learning Phase 5: Evaluation the teaching-learning process

Learning Goal: Knowing how to evaluate the teaching-learning process and how to improve it.

Learning Objectives:

- You know the importance of monitoring and evaluation in the learning process.
- You know different methods of monitoring and evaluation.
- You know how to improve the teaching-learning process after evaluation.

4. CURRICULUM: Course design concept for a Blended-Learning Setting

4.1. Introduction

4.1.1. Aims

The main objective of the project is to equip seniors with skills on two levels:

(1) Recognising their personal, valuable competencies and knowledge and thus restoring their self-confidence outside of professional life.

(2) Second, acquiring training skills that enable them to slip into the role of a teacher and pass on their valuable knowledge to young people

4.1.2. Target Groups

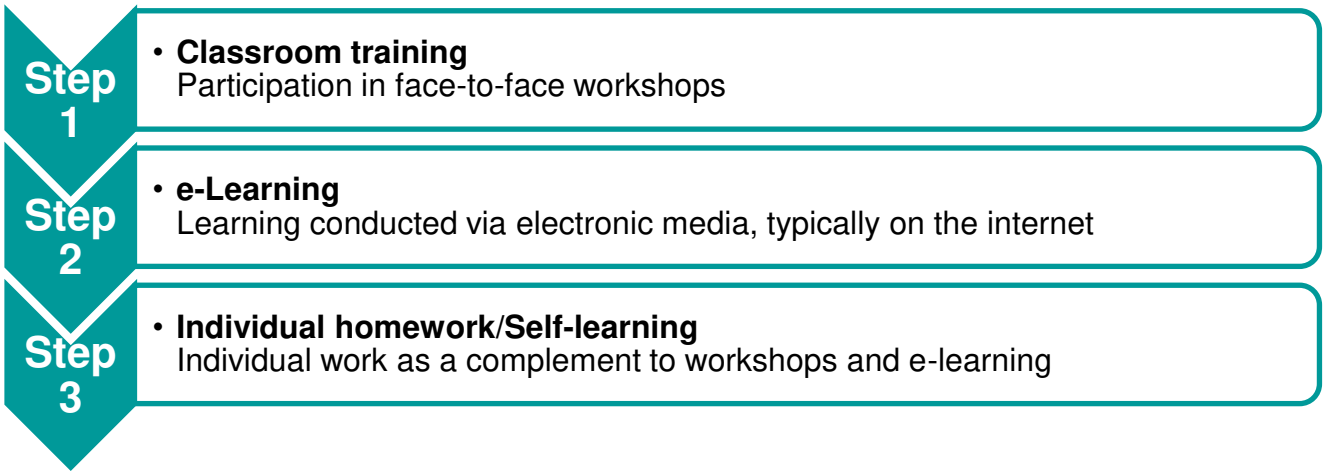
Adult educators, intergenerational learning educators, trainers, adult education institutions working with elderly people are invited to work with the curriculum. Seniors that wan to develop their training skills are the beneficiaries of the blended learning training.

4.1.3. Duration

The minimum duration of the training is three days: two days of classroom-based format and one day of online class format. Sufficient time should also be planned for self-study. The course is conducted in a timeframe not exceeding three weeks, planning one meeting per week. The duration of the course per day may depend on the condition of the senior participants. An optional fourth day of training can be scheduled as part of the course, e.g. as a practice session. Subsequent follow-up with seniors in the group or on bilateral level is recommended in order to implement valuable and successful IGL activities.

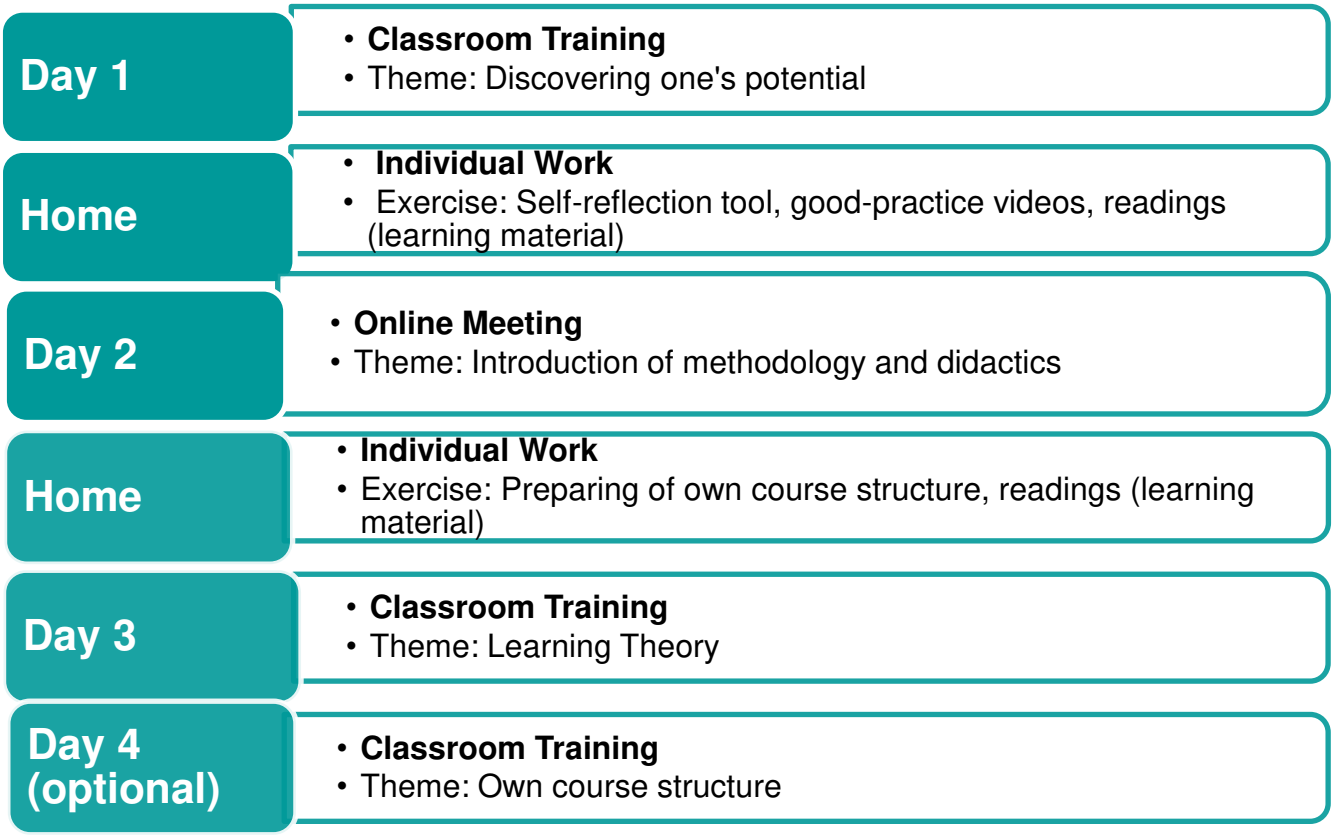
4.1.4. Blended Learning

Blended learning incorporates the best elements of three learning contexts, including conventional face-to-face classroom learning, modern e-learning, and individual self-learning with homework. This approach may engage different learning styles, including independent types who benefit from semi-autonomous, computer-based training and those who learn best in a structured environment that incorporates face-to-face interaction with a trainer.



To promote maximum participation, the optimal size of a learning group is 6-8 members.
Moreover, an experienced educator is required who provides assistance in the learning process and is a tutor with experience in organising workshops with seniors.

4.1.5. Structure of AGE:WISE Blended Learning Course (3 days)



4.1.6. Methods

While planning the training course, the trainer should think about setting learning objectives, selecting appropriate exercises and activation methods. The tools have to be adapted to the workshop setting. Classroom methods do not always work in online meetings.

- NON-FORMAL EDUCATION: During the training use active non-formal methods (icebreaker, brainstorming through mind mapping).
- ACTIVE PARTICIPATION: Encourage participants to participate actively by asking questions.
- BLENDED LEARNING: Tell the participants what Blended Learning is, explain the mix of face-to-face training, online meetings and working at home.
- ONLINE EDUCATION: Prior to an online meeting, inform the participants about the online tools you are going to use. Ensure that they are able to use them independently.
- TRANSFER POTENTIAL: Discuss with the participants the aim of each activity you implement that they can use further on in their own courses/workshops. Inform them where to find more information. Make them aware of the two roles they have: as learners during this training and as future teachers. Highlight the transfer idea whenever appropriate during course.

4.1.7. Setting

Remember to choose the appropriate training location – in particular, accessible for senior-aged students. If possible, use a roundtable-type seating arrangement, in order to create an informal and relaxing atmosphere in the classroom. This setting will help to promote active learning and participants' communication. Make sure that you have all the necessary resources in a class: PC, video projector, laptop, a flipchart and coloured markers. Prepare enough exercise copies and pens in advance, clipboards may be useful as well. Consider coffee-breaks as the part of the workshop, when learners can socialise in an informal and relaxing manner.

TRANSFER

Ask your participants if they feel comfortable with the specific settings. Ask them to specify what they appreciate. Explain them that the arrangement of a comfortable learning setting, based on the needs of the learners is one of the first steps of the workshop organisation.

4.2. Course Day 1 – Classroom training

4.2.1. Aims

During the first day of the training the senior students will learn about the Intergenerational Learning (IGL) approach, will discover their potential (talents and competences), and will explore the basics of online meetings.

4.2.2. Overview

Theme	Linked to	Timing	Materials required
Introduction AGE:WISE course	/	20 min	Computer/Beamer AGE:WISE website
Getting to know each other, warm-up	Module 6	30 min	Template Icebreaker (e.g. Human Bingo)
Introduction Intergenerational Learning	Module 1	30 min	Board / Jamboard
Brainstorming with a mind map: Me as a teacher	Module 2	40 min	Flipchart Markers, Post-its
Discovering one's potential	Module 2	30 min	Questionnaire
Self-reflection tool	/	30 min	Computer/Beamer AGE:WISE website
Basics of Online Meetings	Module 6	optional	

4.2.3. Learning Outcomes

After this course day, the learners….

- Can define what Intergenerational learning is (IGL).
- Can define the roles and the basic tasks of the teacher or trainer.
- Can use some teaching methods in intergenerational setting.
- Can define their personal competences.
- Can use personal skills in the work as a trainer.
- Can share their personal experience know how to present it in an interesting way.
- Can define their professional competences.
- Can use professional skills in the work as a trainer.
- Can share their professional experience, and know how to present it in an interesting way.
- Know about their own teaching competences and those that may still be improved.
- Know methods of individual learning.

4.2.4. Programme

Introduction AGE:WISE course (20 min)

- Welcome the senior learners taking part in the face-to-face workshop
- Introduce yourself and the organisation you represent.
- Tell the participants about the main objectives of the AGE.WISE project and the course. Please find more information at www.agewise.eu.
- Introduce shortly the course material, including the self-reflection platform, the videos and the e-learning platform with the learning resources.
- Inform participants about the course format and present the schedule of the meetings.
- Feel free to prepare flipchart sheets or presentation with all the information in advance.

TRANSFER

From the beginning, start to remind the learners of the transfer potential for their courses: How could they start there?

Getting to know and warm-up (30 min)

- Start the session with an icebreaker. Explain the participants, that this part is very important for the following goals:
  (1) Pulling people out of their comfort zone and getting the energy level.
  (2) Getting to know each other
- Use any icebreaker you prefer, e.g. Human Bingo (see Annex) is recommended and described in the following
- Present the rules of the activity and ask if everything is clear with it.
- Human Bingo: Distribute a copy to each participant and ask all participants to find three people in the group that have some of the attributes mentioned. The "winner" is the person who identified three people first. Then the activity will be stopped, and everyone is asked to introduce oneself to the group.
- The basic idea of an Icebreaker activity is to integrate the group and to give them ideas on how to start a training session with a new group

TRANSFER

Discuss the Icebreaker with the group: what they liked, what other ideas they have for starting a training with their own groups. They can check with Module 6 to get more ideas.

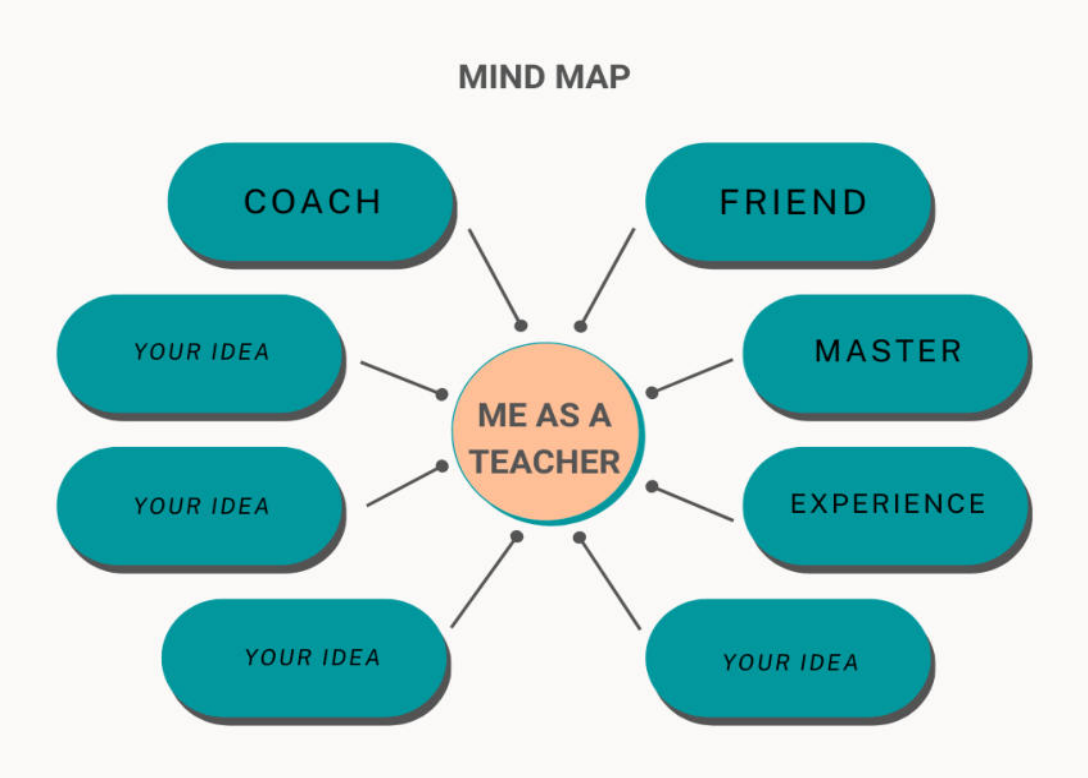
Introduction to Intergenerational Learning (IGL) (30 min)

- Explain that Intergenerational Learning (IGL) is a way to learn together and from different generations. When older and younger generations work together, they gain skills, values and knowledge.
- Before presenting other benefits of IGL, try to explore the experience of your students. Ask them: "Which benefits can the IGL activities bring?"
- Listen to their answers, collect their answers and give your feedback.

(Ideas: IGL activities increase cooperation, interaction or exchange between two or more generations, breaking down stereotypes, promoting understanding, respect and trust, whilst sharing ideas, skills, knowledge and experience. It leads to learning outcomes, promoting coexistence and citizenship, and developing a "co-learning" approach)

Brainstorming with a mind map - Me as a teacher (40 min)

- Explain the concepts of brainstorming and mind-mapping (**Brainstorming** is a group activity where all participants share their ideas as they come to mind. Participants in a brainstorming session are urged to think freely as they share ideas and information to find a solution to a particular issue. / **A mind map** is an easy way to brainstorm organically and in a structured way. It allows participants to organise their ideas visually, making them easier to analyse and remember)
- Prepare a flipchart with the headline "ME AS A TEACHER" (see example)



- Step 1: Hand out a few post-it notes to everyone.
- Step 2: Ask them: “What comes to your mind when you read: Me as a teacher?” Write some examples on the mind map: experience, friend, coach
- Step 3: Give them10 minutes to prepare the answers (one post-it note per answer).
- Step 4: Participants stick the post-its on the flipchart.
- Step 5: Discussion and conclusion

TRANSFER

Discuss with the group the idea of brainstorming through mind mapping, what they liked, what other ideas they have for brainstorming with a group.

Highlight and reflect the trainer’s role in this process of finding and collecting ideas with a group.

(More information: see Module 2)

Discovering one's potential (30 min)

- Reflect with the group what one's personal potential is and start a short discussion about the meaning of competences. Explain to the participants that their personal potential should be something they can do with little or no effort. Considering this, they are asked to look for something that they believe they are good at.
- On the flipchart draw a diagram:

- Step 1: Hand out a questionnaire "My potentials" (see Annex) to each person. Everyone should at least answer 3-4 questions. (Examples of questions: What am I good at? How much rest do I need? What is the most crucial aspect of my life? Who are the most important people in my life? What motivates me? How do I manage negative thoughts and feelings? What makes me happy?)
- Step 2: Give 15 minutes to prepare the answers individually
- Step 3: Participants should discuss their answers in small groups.

TRANSFER

Tell the participants that the talents and competences they explored will help them to develop the topic of their course later. Advise them to check Module 2 to explore more the topic of their potential development.

Make them aware that they reflected individually on the questions at first, only in the following in small groups. Advise them to mix individual and group work during their workshops.

Self-reflection tool presentation (30 min)

- Present the online self-reflection tool https://www.agewise.eu/competences/ .
- Tell that this digital self-reflection tool is created to help them to raise awareness about their rich pool of competences, which can be valuable for the younger generation. Explain that they can use it for exploring their potential and talents, just like they did in the class in the previous session, but in a structured way and with feedback.
- Explain how to use the self-reflection tool in more detail. If technical devices are appropriate, invite the participants to try out the self-reflection tool, answer their questions.
- Tell them that they will continue this work at home.

Basics of Online Meetings
(optional – depending on the digital competences of the participants)

Remind the participants that the next meeting will be held in online format. Provide following instructions adapted to knowledge and skills of your training participants:

- Remind the senior participants to have appropriate software and devices. Video conferencing software enables online communication for audio meetings, video meetings, and seminars, with built-in features such as how to get in the meeting, mute/unmute, camera on/off, chat function, discussion feedback, breakout room, screen sharing and recording. A calm background behind the presenter and a quiet room are also important.
- Introduce the free standard application that you will use for the online session (e.g. Google Meet, Zoom or Microsoft Teams) with their features: Online video and audio communication, screen sharing and chat within individual conferences, recording options for future references or presentations.
- It is crucial to ensure that seniors have access to reliable internet connection when using video conferencing software in order to provide call quality and to prevent potential frustration. For security reasons it is recommended for trainers to make use of passcodes to enter a meeting, use of waiting rooms, administrative controls.
- Explain the basics of online meetings: To get in the meeting, mute/unmute, camera on/off, chat function, discussion feedback, share screen, breakout rooms
- At the end of the preparation session, ask the e-mail addresses of all participants. Send them the link for the next meeting online. Make sure that they are able to open the link and enter the online meeting.

Conclusion and Homework

- Summarise the activities and learning outcomes of the day.
- Inform the participants that the next workshop will start with an analysis of their results on the self-reflection platform. Therefore, they should continue exploring the self-reflection tool at home.
- On Day 2 they will find out whether there are learning needs in order to align their potentials and their competences.
- Invite the learners to watch the inspiring success story videos of senior trainers at https://www.agewise.eu/success-story-videos/
- Recommended readings for homework are: Modules 1-3 at https://europe-projects.client.miles-learning.com/group/2500/?wt=a5a68a83-928d-48fb-a1fe-fd0ea043d38d

4.3. Course Day 2 – Online training

4.3.1. Aims

The second day of the workshop is held online and will mainly focus on the fundamentals of methodology and didactics (E-learning). During the training activity, different interactive tools will be used for creating a learning path and developing SMART learning objectives.

4.3.2. Overview

Theme	Linked to	Timing	Materials required
Competences of a teacher	Module 2	30 min	Online software Jamboard/Padlet
Learning Path	Module 2	30 min	
E-learning	Module 5	30 min	Jamboard/Padlet
Online education with interactive methods	Module 6	60 min	Internet / Digital tools
Start own activities – Learning Objectives (SMART)	Module 5	60 min	Template Course plan
Training documentation	Module 5	30 min	Feedback Questionnaire

4.3.3. Learning Outcomes

After this course day, the learners….

- Can identify the expectations of learners
- Can define SMART teaching goals
- Can prepare an appropriate training session documentation
- Know more about their teaching competences and those that may still be improved
- Know how to make a personal development plan
- Know what is needed to organise an interesting E-training session

4.3.4. Programme

Competences of a teacher (30 min)

- Prepare the interactive board prior to the meeting. Provide all participants with the link and rights to work on it. Make sure they are familiar with basic functions, e.g. adding a note
- Make sure that the learners are able to work with the basic functions of ZOOM or other communication platform.
- Summarise the last session.
- Ask them to inform about their feedback on competences with the self-assessment tool
- Show the Jamboard/Padlet with the headline “Competences as a teacher”, optionally with two columns: F2F | Online. Senior learners work individually placing notes or in breakout rooms in groups for discussing what to put on the board.
- Summarise and discuss the results, focusing on two questions:
  (1) What competences are generally important for teachers?
  (2) What do you know and still need to know?

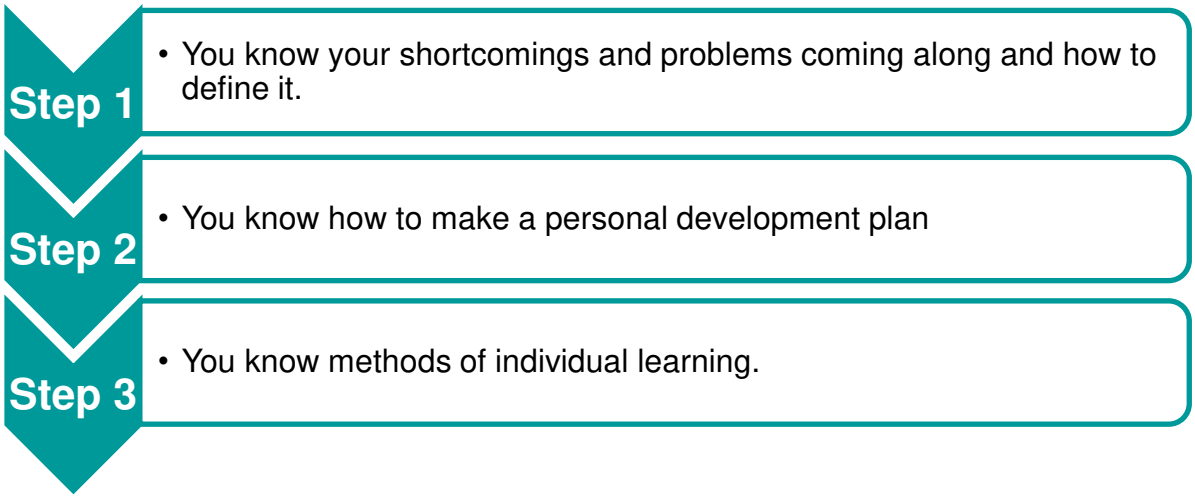
TRANSFER

Make the learners aware that apart from collecting important competences of teachers in general, they might reflect of their potential courses and teacher competences.

Another aspect of transfer is directed to using the online communication platform and its functions as well as an interactive board for group work

Learning Path (30 min)

The task is dedicated to the creation of a learning path – listing the competences senior trainees still need to acquire in order to become teachers, and creating a detailed action plan on how to achieve it. First of all, describe what a Personal Learning Path is and how to create it.
The personalised learning model uses practical tools to help students gain more ownership of their learning. The aim is to increase motivation and commitment to learning, acknowledging that the students themselves often have a strong understanding of what they are capable of and what drives them to succeed.
An individual learning path and the associated self-assessment is key to this.



- Ask learners to develop their individual learning path (15 min)
- Participants present their ideas
- Discussion and conclusion with the group

TRANSFER

Make the learners aware that in the way they create their own learning path, a learning path for each of their future learners could be created.

E-learning (30 min)

A virtual meeting is obviously different from a traditional in-person meeting with all participants in the same physical room, but it is also similar because people are still gathered together. This session will focus on teaching the fundamentals of how to arrange the online meeting platform in order to facilitate an interactive learning experience.

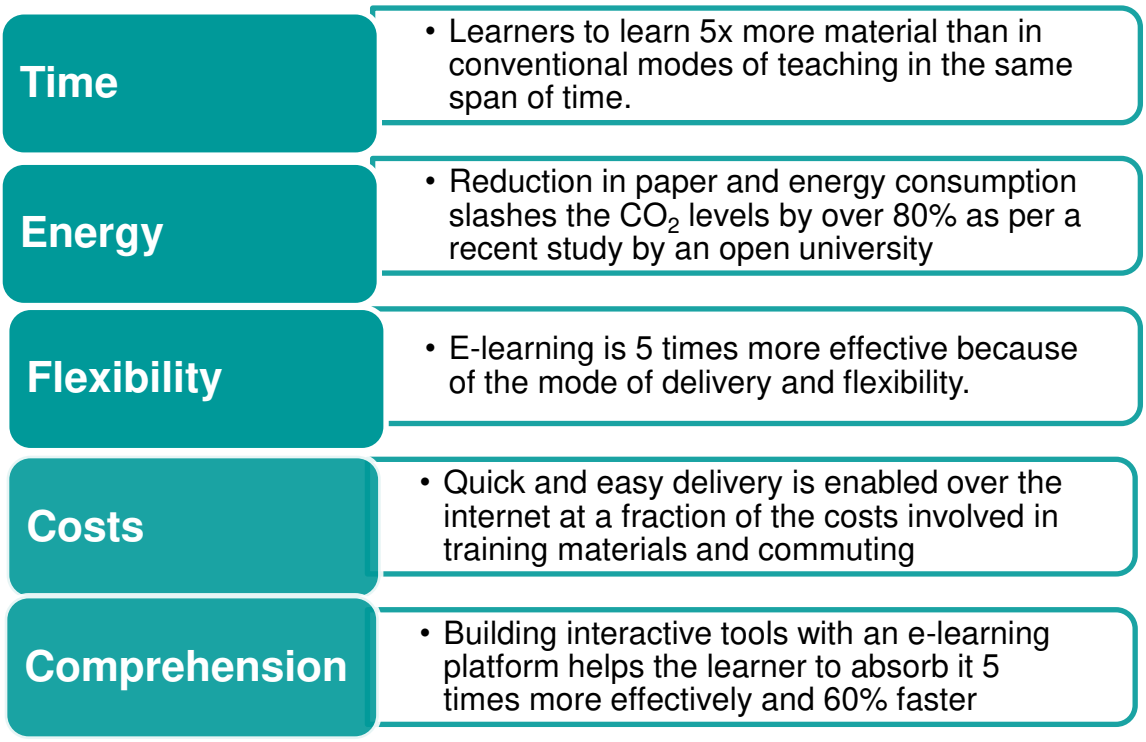
- Explain senior participants that online meeting software can be used in browsers, desktop apps, or mobile apps. For those participants who may not be so familiar with ICT, it is important to distinguish between E-learning in general, Online meeting platforms and online interactive methods.

TRANSFER

Exemplify E-learning in general, Online meeting platforms and online interactive methods with the tools used during the course day

Make learners think which of these ideas could be valuable to their own course activity

- Describe in a short presentation (e.g. Powerpoint, Jamboard) some pros and cons of online learning. Ask learners for additional comments. Find some benefits here (please note that this data is general, not specifically with senior learners):



(Source of the data: www.vplayed.com/blog/benefits-of-online-learning)

Present some tips for effective virtual meetings and discuss them with the learners:

- **Create an agenda in advance** - By having an agenda, one can ensure that all crucial subjects are covered.
- **Choose the right location** - As the meeting host, you should be in a calm area with a strong internet connection. Consider how your background may engage or distract others.
- **Arrive on time and conduct the meeting as if it were an in-person training**. To prevent a meeting from running beyond its planned time, start on time.
- **Acquaint participants with one another if they did not meet in the past**. This will create a more relaxed and secure setting where open conversation is encouraged.
- **Involve everyone** - Even if some of the meeting participants decide to keep quiet, they may still participate in the discussion using the additional tools provided by the virtual meeting platform. To engage everyone, encourage the usage of tools like chat and digital white boarding.
- **Control interruptions** - If you hear obtrusive background noises or other disturbances, address them straight away and instruct participants to either turn the volume down or fix the issue.
- **Keep the team focused on the agenda** and kindly inform everyone that you will be keeping a list of the other concerns to cover at the end of the meeting,
- **Provide a wrap-up** - Be sure to schedule time at the conclusion of your meeting for an accurate recap. Review the chosen actions, the people in charge of

delivering them, and the deadlines. As well as letting everyone know when the subsequent meeting is scheduled

- **Plan breaks**: in the online format, breaks are even more important to refresh one's mind
- **End on time** - Conclude your meeting at the scheduled time. Run meetings in a planned manner to demonstrate your respect for others' time.

TRANSFER

Check with the learners whether the tips for effective meetings are merely valid for online meetings or whether the same or similar rules will help to make face-to-face-meetings effective.

How do these ideas have impact on their own course plans?

"Involve everyone" – as mentioned above - is core task for a teacher. An effective set of facilitation techniques is essential for a trainer to keep a group of participants engaged during a training session. To achieve a balanced interaction in a training session, several group facilitation strategies need to be used.

Participants should be familiar with the most common methods to promote group interaction: presenting in one direction; individual reflection; group collaboration; working in pairs, groups of three and larger groups; conference discussion (with the whole group).

TRANSFER

Make learners think of how many different activities (e.g. presentation, discussion, group work, individual work) and interactive elements (e.g. Jamboard) were included so far in order to engage learners.

Which ones could be used in their own courses?

Online education with interactive methods (60 min)

Interactive methods of online education means that a teacher is using software to create activities for the learners. These activities can take place in an online session or before/after. Depending on the digital skills level of learners, this session will introduce different established tools for online education.

- Explain the idea and the use of interactive methods in online education Teachers choose an appropriate tool and fill in the contents before it will be automatically transformed to an attractive learning activity. It is required to point out that some tools are free, but others (or a frequent use of tools) may be related to costs
- Present examples of different templates available: Make sure that there is a wide range of tools covered. It is recommended to focus on free tools like Kahoot or Google Forms. Platforms like Quizlet (https://quizlet.com/) or (Wordwall (https://wordwall.net/) that allow teachers to create a number of different interactive games and printed materials.
- Form pairs or small groups – if appropriate, in breakout rooms. Each group will focus on 3 tools/templates and suggest different ways of how to implement them in courses. Try to cover many types of templates.
- Collect results on a Jamboard and discuss

TRANSFER

Raise awareness for the use of interactive digital tools and ask the learners:

Which tool would you select for your course? Why?

Which contents would you implement?

Start own activities – Learning Objectives (SMART) (60 min)

- Select one or two AGE:WISE videos (male/female) from the website and show those as a teaser for the next part of the session
- Discuss with learners focusing on your local context (e.g. which organisations, schools, clubs deal with IGL, which topics are interesting for young people). You can also refer to some ideas given in this Didactic Guideline or invite a relevant stakeholder as a guest to your session

TRANSFER

Is there any transfer potential for the ideas shown in the videos from Poland?

Are there any interesting aspects relevant for one's own course?

Learning Objectives are crucial for developing and designing relevant training sessions. One established technique is using **SMART goals**.

S
- **Specific** = clearly stated, well-defined
  Reflect with questions to clarify the learning objective, the purpose of the objective and how to get there as clear as possible: What are you aiming to achieve? Why to achieve this goal? What steps are required to achieve it?

M
- **Measurable** = with precisely set criteria to check the progress
  Make use of facts that allow to determine whether the learning objective has been achieved, e.g. comparison between the starting and the final situation

A
- **Achievable** = realistic to be reached
  (there are existing alternatives: attainable, agreed)

R
- **Relevant** = Practical, pertinent with view to the topic
  Are the steps towards the goal feasible? Are the resources sufficient?

T
- **Time-bound** = with a time frame
  Long-term objectives may include subgoals with shorter time periods

- Introduce the learners to the general idea of SMART goals
- Explain practical examples of learning objectives with SMART, e.g.

Example 1: For a classroom setting: IT (Excel Beginners)

Problem Outline: Learners want to determine individual potentials for saving money, so they have to get an overview on their expenses.

Learning Objective: After a short (T) theoretical instruction on basic calculation formulas (S), the learners will have the rest (T) of the learning unit to set up individual column headlines (R) for their monthly expenses (A) in an Excel spreadsheet (S) and test the functionality of the tool (M) with inserting their expenses of the day (R).

Example 2: For an out of classroom setting (Picking mushrooms with children)

Problem Outline: Many families would like to spend some time together in nature and to pick mushrooms in the forest, however, they are not sure which ones are fine for eating.

Learning Objective: Each learner will be able to identify (R) at least 3 (M) edible (R) mushroom species (S) growing in the ABC forest (A) in September (T).

TRANSFER

Which learning objectives are relevant for your course projects?

- Invite the learners to develop at least one SMART learning objective. Provide them with the empty template of the course plan (see Annex) which they will do as a homework.
- In breakout rooms the trainees can collaborate in pairs in order to discuss their first attempts,
- Provide guidance so they have consistent learning objectives.
- Get each team to present to the group their final learning objectives.
- Discuss in class

Training documentation (30 min)

Once SMART Learning Objectives are set - it is crucial to measure whether the objectives were met. Feedback by others is the perfect way to find out. For this reason, it is recommended to collect feedback.

- Explain some established methodologies for course evaluation by participants (oral feedback, written feedback with questionnaires online/printed, game-based methods, etc.)
- Brainstorm with the group for relevant questions, e.g. How many edible mushroom species are you able to identify? / Were you able to calculate your monthly expenses with Excel? / What did you think of the workshop? / Would you like to recommend this workshop? / How satisfied were you with the outcome? / What did you think of the presenters at the workshop? Which subjects do you hope to see covered in upcoming workshops?
- Implement one alternative way to collect feedback of Day 2, e.g. online questionnaire with Google Forms

TRANSFER

What are suitable ways to evaluate your courses?

Conclusion and Homework

- Summarise the activities and learning outcomes of the day.
- Inform the participants that on Day 3 an analysis about their feedback for Day 2 will be conducted
- As a homework, they are asked to start filling in their course plans and present their results on Day 3 (Basic topics covered are: title, target group, learning environment, learning objective, resources required, structure of the course, evaluation).
- Participants are free to choose their own presentation mode (e.g. PPT presentation, oral presentation, poster, etc. for max. 10 min).
- Recommended readings for homework are: Modules 4-6 at https://europe-projects.client.miles-learning.com/group/2500/?wt=a5a68a83-928d-48fb-a1fe-fd0ea043d38d

4.4. Course Day 3 – Classroom training

4.4.1. Aims

The third day of the workshop is held face-to-face and will be mainly focus on feedback to the planned courses, on group dynamics and learning styles.

4.4.2. Overview

Theme	Linked to	Timing	Materials required
Review: My course (Presentations and feedback)	Module 5 Module 6	20 min /p.p.	Computer / Beamer Board
Group Dynamics	Module 6	60 min	Pens, paper
Learning Styles	Module 3	60 min	Pens, paper
Evaluation	Module 6	60 min	Flipcharts or Poster Post-its
Closing		30 min	

4.4.3. Learning Outcomes

After this course day, the learners….

- know what is needed to organise an interesting training session.
- know different teaching tools to organise, innovate and manage your course.
- know different tools for teambuilding and group work and can apply them.
- know the importance of monitoring and evaluation in the learning process.
- know different methods of monitoring and evaluation.
- know how to improve the teaching-learning process after evaluation.
- know about potential conflicts that might appear in intergenerational learning.
- know conflict resolution strategies
- know how to prevent conflicts
- Are able to plan and structure their own course
- Are able to understand group dynamics and how to contribute positively
- Are aware of different learning styles and can deal with it in the course setting
- Can effectively evaluate their course with participants and also for themselves
- Are able to continuously improve their offer and adapt it to the needs and wishes of the participants

4.4.4. Programme

Review: My course (appr. 180 min / 20 min p.p.)

- Invite the participants to present the structure of their courses, including the basic information and SMART learning objective(s). For each presentation, plan with 10 min presentation and 10 min discussion in class
- Guiding questions for feedback and discussion are:

  (1) Are the learning objectives clear and feasible?

  (2) Is the timing appropriate

  (3) Are all required resources taken into account?

  (4) Does the course outline fit the target group?

  (5) How is the structure of the course?

  (6) Are there any additional tools you would recommend to use?

  (7) Anything else that you would change?

TRANSFER

Where could the courses be implemented on local/regional level?

Group Dynamics and Dealing with conflicts (60 min)

Group dynamics and conflicts are important topics to be dealt with in the learning-teaching process. Group dynamics determine the relationship between individuals in a group and reveal factors that support or counteract working together. Introduce the subject of group dynamics and how they affect learning. Although primarily applicable to teams, the Tuckman and Jensen group dynamics theory is frequently employed in the training industry to describe events that occur inside groups participating in long-term training programs. The notion is further bolstered by a consensus on how a trainer ought to respond at each level of the procedure.

Behaviour of the facilitator/trainer, depending on the level of group dynamics.

- Directing (Forming)
  (1) climate setting
  (2) clarifying roles, expectations
  (3) establishing objectives and giving structure to group-building

- Coaching (Storming & Norming) brings difficulties to light and validates worries
  (1) facilitating communication
  (2) managing conflict
  (3) welcoming comments and suggestions
  (4) recognising tension and let it

- Supporting (Norming & Performing)
  (1) providing one's own resources and thoughts
  (2) sharing the reins of power
  (3) being accessible for advice
  (4) minimizing a group's and an organization's separation

- Delegating (Mourning)
  (1) supporting, relinquishing
  (2) assisting the team with the termination

Furthermore, proper handling with conflicts is crucial in the teaching-learning settings. Use the information provided in Module 6 to deepen this topic with the participants.

TRANSFER

A sharing and reflection phase may guide participants to consider how their own group has evolved with view to the concepts of group dynamics theory

In order to further develop their course concepts, it is important to counteract potential conflicts

- Discuss with your group about group dynamics and what is affecting it.
- Brainstorm about possible positive interventions.
- Brainstorm about possible conflicts and conflict resolution strategies in the teaching-learning context

Learning Styles (60 min)

Introduce the participants to different learning styles before they will practice designing training sessions that take into account various learning styles in group work (eventually on the basis of their own learning course outline) e.g. VAK learning styles, Kolb's learning cycle & Honey-Mumford learning styles (Module 3).

Designing an experiential learning session (according to the Experiential Learning Cycle by Kolb): Experiential learning encourages learners to participate in the acquisition of knowledge themselves and is thus more motivating. Kolb's model supports the development of experiential training sessions.

- Conduct a pair work to check the course plans whether Kolb's learning cycle stages are sufficiently reflected
- Discuss in class how more of these ideas could be added.

TRANSFER

According to Kolb, there are different learning style types that prefer different presentation styles, exercises, course resources (see Module 3).

Ask trainees to check whether they have considered an appropriate variety for all types with their courses

Evaluation (60 min)

Evaluation is critical for the facilitator: in regard to improving skills, completing a project report, further developing the workshop, etc. Evaluation has to be an individual activity at the end of a workshop/course.

- Review the results of the Day 2(online) questionnaire with your participants and further discuss how evaluation could be conducted, which online and offline tools are available in this regard? How can trainers properly evaluate their courses and what has to be considered
- To evaluate the training programme as a whole (consisting of the three course days) show the use of an offline evaluation method with your participants as an example:
  (1) Write up 4 or 5 targeted evaluation questions on flipchart or posters and put them up around the room. Sample evaluation questions: What did we learn? / What new ideas did we get? / What worked well? / What can we do better?
  (2) Hand out a few post-it notes to each person.

(3) Ask them to write down their answers to the evaluation questions and stick them in the right place. The answers are anonymous. A simple advantage of this is movement – often workshops involve a lot of sitting, getting people up helps the blood flow and increases thinking. Everyone will remember different aspects of the workshop and have different perspectives; group discussion allows the workshop to be reviewed by a team and further deepen some of the learnings.

TRANSFER

Think “out of the box”:

Ask the senior traininees: What other training contents would be valuable with view to encouraging more IGL activities in your region? Are the stakeholders sufficiently involved? Are there training needs for the younger generation?

Conclusion and Homework

- Summarise the activities and learning outcomes of the day.
- If you still have the chance of a Day 4, it is recommended that the learners prepare a detailed session and conduct part of it with their peers in class. They can implement it with their preferred tools.
- Clarify any open questions, thank the leaners for their participation and cooperation. Prepare and hand out certificates (find a template in this publication)
- Encourage participants to use the AGE:WISE website and the learning platform for further learning purposes.
- Try to arrange a follow-up session for staying in touch and make their IGL projects and course plans to become reality.

4.5. Course Day 4 (Optional) – Classroom training

4.5.1. Aims

The fourth day of the workshop is held face-to-face and will mainly focus on presentations of parts of the planned IGL course activities to the group and relevant feedback for improvement.

4.5.2. Overview

Theme	Linked to	Timing	Materials required
Review: My course content	Module 5 Module 6	60 min /p.p.	Computer / Beamer Board / Flipchart / Post-its
Networking	/	60 min	(Snacks and coffee)

4.5.3. Learning Outcomes

After this course day, the learners….

- are able to update and finalise their own course plans according to the feedback received
- have a clear picture in mind on where and how to conduct their course after exchange with other participants

4.5.4. Programme

Review: My course content (60 min p.p.)

All participants should have the chance to present part of their course to the group in order to receive feedback that can be incorporated. This should allow them to clarify open questions and motivate them to start right away with their course/workshops.

Networking (60 min)

The final part of the training event is going to allow some networking between the participants to exchange information on where and how they are planning to conduct their course. In this process you, as the trainer, can act as a further facilitator for ideas and suggestions.

5. CERTIFICATE

CERTIFICATE

This is to confirm that

FIRSTNAME NAME

completed the Blended-learning Course “AGE:WISE” (Across Generations at Eye Level: Ways to Integrate Seniors by Education) and acquired the following competences

Module 1: Age Heterogeneity

Intergenerational Learning

- Defining what Intergenerational learning is (IGL)

Positive use of age heterogeneity in teaching-learning processes

- Illustrating the positive use of age heterogeneity in teaching-learning processes.

Acknowledging differences, seeking similarities

- Outlining practical tips for age diversity as an asset in the teaching-learning process.

Learning from each other

- Applying practical tips for how to support competence exchange at the intergenerational level.

Module 2: Discovering your potential / Creating your learning path

Seniors as teachers

- Understanding the roles and the basic tasks of the teacher or trainer.

Discovering your potential

- Describing the competences you gained during your career as well as during practicing your hobby and social activities.

Create your learning path

- Summarising the competences you still need to acquire and creating a detailed action plan on how to achieve it.

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Module 3: Learning Theory

Learning to learn

- Discovering theories behind the process of gaining knowledge and skills.

Visual, Auditory, and Kinaesthetic learning styles

- Comparing the visual, auditory and kinaesthetic learning styles and how to adjust the content to their needs.

Kolb's learning cycle & Honey-Mumford learning styles

- Analyzing how to use learning theory for designing the intergenerational learning experience.

Module 4: Fundamentals of methodology and didactics

The art of teaching and its methods

- Listing the methodology and didactics used in teaching process.

How to design your lessons in an intergenerational way

- Distinguishing the teaching methods in intergenerational setting – best practice examples.

Your personal teaching style

- Classifying different teaching styles – choosing and adjusting the methods according to the needs of your target group.

Module 5: Workshop preparation

Learning environment

- Combining important rules to create a good environment for learning.

Teaching goals

- Interpreting practical tips to define expectations and set up learning.

Training documentation

- Considering the formal aspects of conducting training sessions in different projects.

Module 6: Trainer's Toolbox

Conflict prevention and transformation

- Matching recommendations for personal initiative for conflict prevention and resolution.

Experiential and participatory learning

- Demonstrating the experiential learning through participatory action.

Useful tools in the teaching process

- Experimenting with how to use tools in the teaching process.

Technology

- Making use of technologies and digital tools.

Evaluation the teaching-learning process

- Planning how to evaluate the teaching-learning process and how to improve it.

6. Conclusion

The organisations involved have used up-to-date research, interview with experts and innovative approaches to create this publication.

For teachers and adult education organisations, the publication is intended to provide an introduction to the future-oriented topic of intergenerational learning (IGL).

By using the publication, the project website www.agewise.eu and the learning platform, adult teachers in Europe can design their own tailor-made course formats for training seniors as future adult education teacher.

Of course, all users are free to change the order and selection of materials according to their own needs. Even a transfer to other areas of adult education may be considered.

Let us know how the project results of **AGE:WISE** help you with your professional work and do not hesitate to contact the coordinating institution for feedback:

bit schulungscenter: www.bitschulungscenter.at/en/innovation

Good luck with implementing intergenerational learning activities in Europe!

The project team AGE:WISE

7. Annex

Human Bingo				
Plays the guitar	Likes reading	Is good at cooking	Has a sister	Speaks Italian
Has a cat	Loves picking up mushrooms	Lives near the forest	Likes singing	Has travelled to France
Likes trekking	Is good at art and craft	Can repair the car	Goes by bike regularly	Born in September
Likes travelling by train	Is punctual	Has ever participated in Zoom meeting	Speaks more than 3 languages	Has worked with children

My potentials

- What am I good at?
- What am I so-so at?
- What am I not so good at?
- What makes me tired?
- How much rest do I need?
- What is the most crucial aspect of my life?
- Who are the most important people in my life?
- What stresses me out?
- What motivates me?
- What things or actions can help me regain motivation after I lose it?
- What relaxes me?
- What's my definition of success?
- What type of work would I also do for free?
- What are my most productive hours of the day?
- What's my favourite way of learning?
- How do I want others to see me?
- What behaviours do I not like about other people?
- What makes me sad?
- How do I manage negative thoughts and feelings?
- What makes me happy?
- What makes me afraid?
- What makes me angry?
- What type of friend do I want to be?
- What do I think about myself?
- What things do I value in life?
- Is there something in my life that I'm taking for granted?
- What do I respect about myself?

Course plan

Workshop Title	
Objectives (SMART)	
Topics covered	
Structure of the workshop Details: Which tools? Time schedule	
Materials	
Evaluation Questions	