|  |
| --- |
| **UNIT TITLE AND NUMBER: *7. USING NEW TECHNOLOGIES*** |
| **INTRODUCTION**: The scope and place of new technologies in the lives of seniors depend on their education, former experiences, and openness for new skills and knowledge. The term “senior” can describe people in good health or poor health, active, sedentary, lonely or the leaders of their communities. Learning or teaching about new technologies must address the needs of all members of ageing populations. Digital technology can offer new, more effective approaches to build and strengthen vital social ties that will help people to remain independent and engaged in later life. Technology can be used to redesign the ways in which we support older people to overcome the challenges they are facing. In particular it is crucial to understand the most fertile technological areas for social investment and action in order to improve older people’s quality of life.**Resources** [1] European Association for Adult Education, <http://www.eaea.org/>[2] European Shared Treasure, Lifelong Learning Programme, <http://www.europeansharedtreasure.eu/search.php?txt_search=learning%20in%20later%20life>[3] MATURE Research Report <http://matureproject.eu/wp-content/uploads/2013/01/MATURE-Research_upload_versionC_100613.pdf>, German Case Study,pp. 27-29, Polish Case Study, pp. 31-32[4] Computer breakfast in Hamburg since 2010, <http://prezi.com/pl8xrsht_wrv/presentation-computer-breakfast-in-hamburg/>[5] Meeting with computers at Gdansk University of Technology since 2008, <http://utw.moodle.pl/>[6] About e-learning <http://en.wikipedia.org/wiki/E-learning>[7] About Blended learning <http://en.wikipedia.org/wiki/Blended_learning>[8] About MOOC <http://en.wikipedia.org/wiki/Massive_open_online_course>[9] Learning English online <http://www.bbc.co.uk/worldservice/learningenglish/>, <http://learnenglish.britishcouncil.org/en/> |
| **LEARNING OUTCOMES**: After studying this unit, participants will be able:* To recognise the scope and place of technologies in societies and the lives of older learners
* To define barriers to access to new technologies for learners (disadvantaged; non-participants)
* To motivate teachers and learners to overcome barriers to access to new technologies
* To find out which technologies can be used for what purpose
* To use new technologies for stimulating interest and motivating learners to explore individual needs and advantages
* To use new technologies in group learning
* To push learners to achieve new technological skills in order to be active citizens
* To benefit from e-learning and blended learning models in order to make education more accessible regarding time and place
 |
| **UNIT CONTENT**: *Teaching; tasks and activities that will lead to the acquisition of the unit’s learning outcomes* |  |
| **The scope and place of technologies in later life teaching and learning**The unit will start with the Ice breaker Speed Dating:* The entire group is split into two groups and 2 circles are formed: an inner and an outer one, facing each other. The participants should be sitting opposite to one another so that everyone has a partner.
* Then the team leader asks either a question or gives a sentence to be finished.
* The participants should then answer the questions and discuss this topic for one minute with the person standing opposite.
* Each time they must also state their names.
* After two minutes the team leader gives a signal, and the outer circle (which was previously listening) should then discuss the same topic (also for one minute).
* When the minute has elapsed, the team leader should whistle, and then the outer circle should shift to the right, so that everyone has a partner again.
* The team leader should ask a new question and the next round starts.

Example questions:Are you good enough at using new technologies in everyday life?What kind of online services do you use (if any)?What technologies for learning in later life are most suitable?Do you think technologies are inclusive or exclusive?**Barriers to access to new technologies for learners (disadvantaged; non-participants); solutions to barriers and overcoming barriers to access to new technologies** Working in pairs and preparing presentation about good practice:Find one good practice project from [1] or [2] or [3].Prepare 3 slides/pages presentation and share with others. The presentation should cover the following issues:1. The project title and short summary
2. Partnership, Contacts
3. Products, links

**Stimulate and motivate adult learners, benefit from group learning – MATURE Case Studies*** Set up areas with tables, chairs and one computer connected to the Internet that will enable several people to work together.
* Ask participants to break into groups and to move to the set up areas.
* Take into account that there should be enough space between groups to allow each group to concentrate on their own work.
* Read the chosen case study [4], [5], [6], think about your personal experiences, discuss in a group how to implement the case, identify possible constraints, and think about benefits.

**The most popular courses in using new technologies for adult learners** In pairs read the list below and from your experience put the topics in order from the most to the least popular. 1. E-learning, blended learning, Creative Commons licenses, Open Educational Resources, MOOC - Massive Open Online Course [7], [8], [9]
2. Learning English online [10]
3. How to write at a computer: the basics of word processing
4. Electronic letters: How e-mail works and what is needed to use it
5. An introduction to using Internet: The basic concepts of the Internet.
6. Keeping your computer tidy: Computer file management
7. Services on the Internet: An overview of different services available on the Internet such as e-government, e-libraries, e-shopping, e-bank. Safety in the Internet.
8. Communication on the Internet: How to profit from communication possibilities using the Internet: the use of Skype, forum, social software
9. Digital photography: Basics of digital photography and image processing
10. Presentations: Principles of designing and creating presentations
11. Media and Internet: Radio and TV, music, speeches, films on the Internet

Using google search find open content resources for 2 titles draw out by lot. Share your findings with others.  |  |