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| Course Unit | Option - Intergenerational Educational Programs | | Field of study | Educational Sciences | |
| Master in | Information and Communication Technologies- Education and Training | | School | School of Education | |
| Academic Year | 2020/2021 | Year of study | 1 | Level | 2-1 |
| Type | Semestral | Semester | 2 | ECTS credits | 5.0 |
| Code | 1083-622-1202-03-20 | | | | |
| Workload (hours) | 135 | Contact hours | T 15 | TP 5 | PL - |
| | | | TC - | S 7 | E - |
| | | | OT 18 | O - | |

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s) Maria Raquel Vaz Patrício

Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:

1. Understand the importance of intergenerational education in the 21st century.
2. Recognize intergenerational learning as an educational practice promoting the development of skills for the 21st century.
3. Identifying and implementing innovative active pedagogies to deal with the greatest diversity of learners.
4. Using digital technologies to perspective their use in intergenerational educational settings.
5. Create, implement and evaluate intergenerational educational programs supported by digital technologies.
6. Reflect critically on innovation, quality and efficacy of intergenerational education for lifelong education.

Prerequisites

Before the course unit the learner is expected to be able to:
Not applicable.

Course contents

Intergenerational education. Lifelong learning. Intergenerational educational programs. Digital technologies.

Course contents (extended version)

1. Intergenerational education
 - Origin and concepts
 - Current overview and future prospects
 - Intergenerational teacher/trainer
2. Lifelong Learning
 - Concepts and perspectives
 - Key competences
 - Skills for the 21st century
3. Intergenerational educational programs
 - Concepts, components and benefits
 - Process of innovation and creation
 - Evaluation and reflection of innovation, quality and efficiency
4. Digital technologies
 - Apps and digital games
 - Emerging digital technologies
 - Exponential technologies

Recommended reading

1. Field, J.; Lynch, H.; & Malcolm, I. (2016). Intergenerational Learning - Age, Education and the Production of Knowledge. London: Routledge.
2. Kaplan, M.; Sánchez, M.; & Hoffman, J. (2017). Intergenerational Pathways to a Sustainable Society. Cham: Springer International Publishing AG.
3. Kaplan, M.; Thang, L.; Sánchez, M. & Hoffman, J. (Eds.). (2020). Intergenerational Contact Zones. New York: Routledge.
4. Kernan, M.; & Cortellesi, G. (Eds.). (2020). Intergenerational Learning in Practice. London: Routledge.
5. Martínez, M. S.; Kaplan, M. & Carreras, J. S. (2010). Programas Intergeneracionales. Guía Introductoria. Madrid: Ministerio de Sanidad y Política Social.

Teaching and learning methods

The methods are active, promoters of student autonomy, collaboration, critical and creative thinking. Learning is based on problems and projects through practical activities of research, exploration and educational use of technologies.

Assessment methods

1. Continuous Assessment - (Regular, Student Worker) (Final)
 - Projects - 80% (Create an intergenerational educational program)
 - Presentations - 20% (Present and argument the project)
2. Exam Assessment - (Regular, Student Worker) (Supplementary, Special)
 - Projects - 80% (Project work improvement)
 - Presentations - 20% (Present and argument the project)

Language of instruction

Portuguese, with additional English support for foreign students.

Electronic validation

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|---------------------------|---------------------------------|---------------------------------|---------------------------------|
| Maria Raquel Vaz Patrício | João Sérgio Pina Carvalho Sousa | Manuel Florindo Alves Meirinhos | António Francisco Ribeiro Alves |
| 02-10-2020 | 06-10-2020 | 07-10-2020 | 07-10-2020 |