

A survey about the practices in the use of the ICTs in seniors' education in Europe.

This questionnaire forms an essential part of the project eLiLL - eLearning in later Life www.elill.net and is used as basis for the collection, classification and promotion of good praxis examples in the use of ICTs (information and communication technologies) in senior' education. We are interested in the replies from those who already use the ICTs and also from those who have not been working in this field yet. Your responses will form the basis for initiatives intended to improve the conditions needed for this special area of senior' education.



This survey is being conducted in cooperation with the International Association of Universities of the Third Age (IAUTA) / Association Internationale des Universités du Troisième Age (AIUTA)



Data about your organisation

1. Your organisation:

Name:

Legal status (i.e. part of a university, adult education college, association):

Address of your institution:

Tel no.:

Fax no:

E-mail:

Website:

2. Contact person:

Name:

Role / Position:

Phone No.:

Fax No.:

E-Mail:

3. Where is your organisation situated?

- A large city (over 500.000 inhabitants)
- A town (50.000-500.000)
- A town (10.000 –50.000 inhabitants)
- A rural area, village, small town (under 10.000 inhabitants)
- You are based in a rural area, village or a smalltown but are a branch of a large association, institution

Target learner groups and participation data

4. Has your institution set requirements concerning qualifications or level of education for participating in the educational programs of your institution?

- No specific conditions
- Secondary education (GCEs, Abitur, etc.)
- Higher education (academic degree)
- Others Please specify:



13. What subject focus do the events in your institution have?

Please select from 1 to 5, 1= less important, 5= very important

history	1	2	3	4	5
Literature	1	2	3	4	5
music, art, architecture	1	2	3	4	5
languages	1	2	3	4	5
computer science, the Internet	1	2	3	4	5
technical sciences, natural sciences	1	2	3	4	5
politics, psychology, pedagogy, sociology	1	2	3	4	5
health, gerontology	1	2	3	4	5
training for voluntary work	1	2	3	4	5
Others – please specify:	1	2	3	4	5
.....	1	2	3	4	5
.....	1	2	3	4	5

14. Which pedagogical principles have priority in your institution?

Please select from 1 to 5, 1= less important, 5= very important

frontal instruction	1	2	3	4	5
seminar form	1	2	3	4	5
learning in small groups	1	2	3	4	5
learning through research	1	2	3	4	5
intergenerational learning	1	2	3	4	5
intercultural learning	1	2	3	4	5
virtual learning	1	2	3	4	5
blended learning	1	2	3	4	5
others – please specify:	1	2	3	4	5
.....	1	2	3	4	5
.....	1	2	3	4	5

15. In your opinion, what kind of experiences are the most important ones for seniors?

Please select from 1 to 5, 1= less important, 5= very important

possibility of co-determination in the choice of the learning subjects	1	2	3	4	5
possibility of determining the learning style / method	1	2	3	4	5
communication on a European level	1	2	3	4	5
social contacts	1	2	3	4	5
bringing in own experiences / competences	1	2	3	4	5
improvement of skills or competences	1	2	3	4	5
opening for new fields of activity	1	2	3	4	5
others - please specify:	1	2	3	4	5
.....	1	2	3	4	5
.....	1	2	3	4	5

16. What do you think: is self-directed learning beneficial for seniors?

Yes No

Why? (please specify).....

The ICTs and especially the Internet in seniors education

17. Do you use the Internet in seniors' education at your institution?

Yes No

If "yes", please select the areas of use:

Courses on Internet use



- Internet search / research as part of educational activity, project
- Internet as a platform for self-presentation (presentation of work results in the homepage, etc.)
- Online distant education on various subjects
- Blended learning
- Internet as platform for communication in cooperation projects / activities between groups (Chat, etc.)
- Learning platforms (Moodle, Centra, etc.)
- Other – please specify:

18. Do you have the following facilities available in your institution?

- A limited number of PCs for use in your courses
- A PC pool established for senior learners
- Possibility to use the PC pools of younger students enrolled in the institution
- Other – please specify:

19. Do you have the following technical equipment available in your institution?

- ISDN / ADSL (Other: please specify.....)
- Broadband
- Videoconferencing equipment
- Webcam and relevant software
- Educational CD ROMs
- Visual telephone
- Beamers
- Touch boards
- Digital photcamera
- Digital videocamera
- Other – please specify:

20. What methodologies did you choose in your institution to familiarise seniors with the Internet?

- Introductory courses, not specifically for seniors
- Introductory courses with didactic approaches designed for seniors
- Peer teaching models (senior tutors)
- Young teach the old
- Other – please specify:

21. What support do the seniors have for using the Internet

- Provision of support materials, not necessarily for seniors:
 - Brochures
 - CDs
 - Others – please specify:.....
- Provision of support materials developed especially for seniors:
 - Brochures
 - CDs
 - Others – please specify:.....
- Provision of a hotline or service line for help with technical queries and problems
- Providing a self-help infrastructure to deal with problems
- Other – please specify:

22. For what do your senior students use the new communication and information technologies?

Please select from 1 to 5, 1= less important, 5= very important

creation of texts	1	2	3	4	5
picture processing	1	2	3	4	5
statistical data processing / databank set up	1	2	3	4	5
Internet search (simple search for information, i.e. bus schedule)	1	2	3	4	5
Internet-based research (in-depth research)	1	2	3	4	5
e-mail	1	2	3	4	5
chat	1	2	3	4	5
forums	1	2	3	4	5
mailing lists	1	2	3	4	5
WebCam with Netmeeting or similar	1	2	3	4	5
learning environments such as Moodle, First Class, etc	1	2	3	4	5
others – please specify:	1	2	3	4	5
.....	1	2	3	4	5
.....	1	2	3	4	5

23. Do you use the Internet in teaching any of these subjects?

- History
- Literature
- Music, art, architecture
- Languages
- Computer science, the Internet
- Technical sciences, natural sciences
- Politics, psychology, pedagogy, sociology
- Health, gerontology
- Training for voluntary work
- Others – please specify:.....

Effectiveness/ sustainability of educational activities in seniors education with the use of the ICTs

24. What form of support do you receive from the state?

- European policies that support the use of ICTs in lifelong learning
- National policies that support the use of ICTs in lifelong learning
- Information campaigns about the use of ICTs by older adults organised via (please specify)
- Grants for the provision of the technical equipment required at adult educational institutions
- Grants supporting the development of suitable didactic approaches for ICT-assisted learning by older adults
- Others – please specify:.....
- No support received from state institutions

25. What form of local and/or regional institutional support (public institutions, private companies, local/regional government) do you receive?

- Provision of PCs by an educational institution
- Provision of PCs by an institution in the area (a school, library, educational centre, social club, company, etc.)
- Provision of PC pools by an educational institution
- Provision of technical support by an educational institution
- Provision of technical support by an institution in the area (a school, library, educational centre, social club, company, etc.)

- Price reduced software licences
- Free of charge software
- Others – please specify:.....
- No support received from local/regional institutions

26. Where do you find in your praxis in education for older adults problems with using the ICTs in the programs of your institution:

Please select from 1 to 5, 1= less important, 5= very important

lack of access to the Internet in the institution	1	2	3	4	5
inadequate technical infrastructure (PCs pools, etc.)	1	2	3	4	5
insufficient technical support	1	2	3	4	5
inadequate information about the uses of the ICTs in education	1	2	3	4	5
inadequate financial resources on behalf of the institution	1	2	3	4	5
difficult to get qualified teaching staff	1	2	3	4	5
teachers' inner reluctances	1	2	3	4	5
moderators' / tutors' language barriers (insufficient knowledge of language)	1	2	3	4	5
non-availability of appropriate teaching contents for the older learners	1	2	3	4	5
non-availability of appropriate teaching methods for the older learners	1	2	3	4	5
others - please specify:	1	2	3	4	5
.....	1	2	3	4	5
.....	1	2	3	4	5

27. Where in your praxis with education for older adults do you think lie the problems in ICT-supported learning activities for the older learner?

Please select from 1 to 5, 1= less important, 5= very important

no access to the Internet outside the institution	1	2	3	4	5
lack of technical skills	1	2	3	4	5
inadequate information about the benefits of the ICTs	1	2	3	4	5
insufficient financial resources on behalf of the learners	1	2	3	4	5
learners' inner reluctances to technical issues	1	2	3	4	5
learning contents not interesting for the older people	1	2	3	4	5
drop out from the ICT supported activities due to inadequate supervision or support (too short, or inadequate quality)	1	2	3	4	5
women give up due to insufficient attention to gender problems in learning technical skills	1	2	3	4	5
learners' language barriers (insufficient knowledge of a language and fears to talk in a foreign language)	1	2	3	4	5
others – please specify:	1	2	3	4	5
.....	1	2	3	4	5
.....	1	2	3	4	5

28. Where do you find in your praxis in education for older adults benefits in using the ICTs in the programs of your institution:

Please select from 1 to 5, 1= less important, 5= very important

testing and applying new concepts	1	2	3	4	5
improvement of the quality of the offered programs through applying new methods	1	2	3	4	5
widening of the educational offers in your institution	1	2	3	4	5
widening of the educational program through cooperations with other institutions in the area of education who use the ICTs	1	2	3	4	5
extension of information chain	1	2	3	4	5
widening of the field of activity to other regions	1	2	3	4	5
internationalisation	1	2	3	4	5
finding new sponsors	1	2	3	4	5
improvement of an image	1	2	3	4	5
reaching new learners	1	2	3	4	5
reaching new teachers and experts	1	2	3	4	5
teaching independently on time	1	2	3	4	5
teaching independently on place	1	2	3	4	5
financial savings on infrastructure (rooms, etc.) in online courses	1	2	3	4	5
others – please specify:	1	2	3	4	5
.....	1	2	3	4	5
.....	1	2	3	4	5

29. What in your praxis with education for older adults do you think are the benefits in ICT-supported learning activities for the older learner?

Please select from 1 to 5, 1= less important, 5= very important

opening of new fields of activity	1	2	3	4	5
improved accessibility of educational programs for people with limited mobility	1	2	3	4	5
acquisition of media competence	1	2	3	4	5
communication with other ICT-interested persons	1	2	3	4	5
easier exchange with other people interested in a subject	1	2	3	4	5
improved understanding of the way of life of the younger generations	1	2	3	4	5
chance for intergenerational communication	1	2	3	4	5
learning independently on time	1	2	3	4	5
learning independently on place	1	2	3	4	5
reduction of inner reluctances against the new technologies	1	2	3	4	5
additional source of information	1	2	3	4	5
improvement of social co-determination	1	2	3	4	5
increased knowledge of and interest in other cultures and countries	1	2	3	4	5
increased interest in learning languages	1	2	3	4	5
others - please specify:	1	2	3	4	5
.....	1	2	3	4	5
.....	1	2	3	4	5

ICT in seniors education – examples of good practice

30. Please name a program or activity in seniors' education in which ICTs were used that you consider to be particularly successful or innovative:

.....

Please give as much information as possible. If this is not your own project, please give a name and email of a person who can be contacted for more details:.....

Please describe briefly the type of activity:

Name of the program/activity:

Web address:

Average age of participants:.....

Approximate number of learners: women: men:

Approximate educational background of participants:.....

Brief description of contents:

Which of the following criteria applied in the project?

- a) Was the project designed especially for older learners? yes no
- b) Did older learners participate in the design of the learning activity? yes no
- c) Was it a mixed age activity? yes no
- d) Were gender aspects considered in its targets and methods? yes no
- e) Was the activity evaluated? yes no
- f) Was the project and its results publicised (disseminated)? yes no
- g) Was the activity documented? yes no
- h) Had there been networking and cooperation amongst the learners? yes no
- i) Were the competences of the older learners utilised in the teaching/learning processes? yes no
- j) Were foreign learners taking part? yes no
- k) Was the content adjusted to the needs of the foreign learners? yes no
- l) Was the content designed in relation to developments in society and the life situations of the learners? yes no
- m) Was the possibility for multilevel communication (student-teacher, student-student, teacher-student, individual-group) provided? yes no
- n) Did the program or activity open new fields of activity and roles in society for the learners? yes no
- o) Was optimal infrastructure provided – technical, human resources, financial resources? yes no
- p) Were there any provisions for continuity? yes no
- q) Did the project receive political support? yes no

r) What were the project' greatest successes?

s) What were the problems / challenges?

t) What do you think would still be needed for the project to have the optimal conditions?

Thank you for taking your time to complete this questionnaire. Please send it by the **25th of November** to:

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