

Seminar Series 2019-20

"Everybody should become a tutor in the community. Teenage tutors facilitating the acquisition of e-skills by older learners: the problem of tutor's preparation"

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Wednesday, 29th January 2020 12:00-13:30,
St. Andrews Building,
Room 517a.

Abstract

In the twenty-first century non-professional tutors, including teenagers, have an important role to play in the development of contemporary skills among the older population. The aim of the seminar is to describe the instructional design for teenage tutors' instruction in order to prepare them to become a facilitator for older persons' in e-skill learning.

Two sets of video data analyses based on the micro-genetic approach (Wertsch, 1985) in which moment-to-moment changes in the participants' behaviour were noted and examined have indicated that although teenagers as naturalistic tutors (Graesser et al., 1995) are able to implement instructional techniques without special tutor training, it is not recommendable to build intergenerational e-skill learning purely on naturalistic tutoring (Tambaum & Normak, 2014; Tambaum, 2016; Tambaum & Normak, 2018).

Intergenerational e-skill learning is a relatively widespread practice. At the same time in the guidelines drawn up for teenage tutors (e.g. Grandparents & Grandchildren, Cyber-Seniors) most of their suggestions are related to principles of communication, with no strategic recommendation nor presentation of instructional design.

As a result of the research series described above, the instructional design of teenage tutors' preparation for the facilitation of the acquisition of e-skills by older learners, in other words, teenage tutor's training (TTT) will be introduced. The proposed design is based on some empirical tests and Merrill's task-centered instructional strategy (Merill, 2007) with several reductions derived from the peculiarities of the task and learning environment the teenage tutor will be prepared for. Critics have pointed out that IGL theory lacks an appropriate conceptual framework (Springate et al., 2008, Vieira & Sousa, 2016) and the current research can be one possible contribution to fulfill this gap.



Tiina Tambaum

Tiina Tambaum is a Research Fellow at the Estonian Institute for Population Studies, Tallinn University and she teaches Educational Gerontology classes at the Institute of Educational Sciences. She has published papers in topics related to older people learning, older learners in mixed age learning groups, older men's social inclusion, ageism and intergenerational learning.

Face-to-face instruction methodology for intergenerational learning practices is the field of research she has explored and developed during the last five years using video data (see the list of four references below).

Tiina is a [well-published](#) spokesperson in Estonia on the topics of active ageing and educational gerontology. She is a co-founder of the Estonian NGO 65B which aim is professional knowledge share for people who are facilitating older people development and activity. Recently Tiina started with YouTube channel "[Ageing for Beginners](#)" which aims to challenge age-specific stereotypes and share research-based knowledge about conscious ageing.

References

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All are welcome. Tea and Coffee will be available

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