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# Pedagogical Practices to Teacher Education for Gerontology Education

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**Abstract** This article discusses possible educational strategies for teaching cyberseniors in Distance Education. The objective of this study was to delineate pedagogical practices that can contribute to teacher training in gerontology education. This need resulted from the need to discuss the increasing longevity of the population. This change in society poses new challenges for education. In this sense, distance learning can become a way to social inclusion, because of its many possibilities. Unfortunately, there are a few related studies, especially considering didactic and pedagogical activity for teachers. Thus, we conducted a study using both qualitative and quantitative approaches. It is based on offering extension courses for the training of professionals and individuals 60 years or older. For data collection we conducted participant observation, interviews, questionnaires and survey of technological productions of participants in a virtual learning environment. From the reports of the participants it is possible to map strategies for teaching and teacher training, including professionals who work or intend to work in distance education with elderly adults.

**Keywords** Component • Distance learning • Teacher training • Cyberseniors

## 1 Introduction

Elderly population has been growing in recent years, and this is due mainly by demographic change and an increased attention in aging process. This larger perspective of life amplified new cultural conflicts, and theories of aging process, since

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