IDOL.

HACKATHON-GUIDE: HOW TO ORGANISE AND BENEFIT FROM HACKATHON-EVENTS IN INTERGENERATIONAL DIGITAL SERVICE-LEARNING PROJECTS

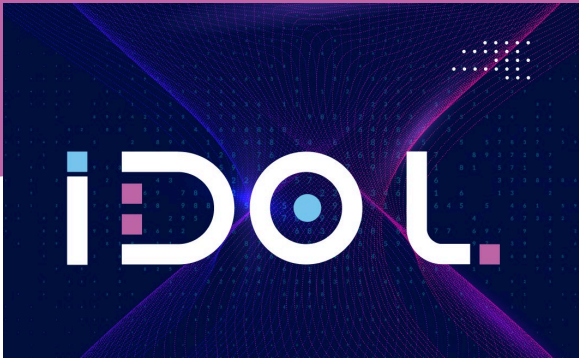## WELCOME TO THE THIRD IDOL PROJECT NEWSLETTER

Learn more on our website here!

Following the publication of the Practical Guide and the Toolkit for intergenerational digital Service-Learning-Projects our Hackathon-Guide has been designed and published.

IDOL (Intergenerational Digital Service-Learning) is a two-year project coordinated by the Johannes Gutenberg University Mainz.

The project started on 1 February 2022 and aims to develop an innovative approach to implement tandem teaching in intergenerational digital learning through engagement established under the formula of the service-learning tool.

IDOL offers a solution to manage this learning situation and rejuvenate the civic service mission of universities through intergenerational digital service-learning. To this end, IDOL has been carefully designed to meet the needs of the faculty and staff of these institutions.

The overall aim of IDOL is to design and develop a new pedagogical approach that will enable university faculty to implement intergenerational digital service-learning through innovative forms of collaboration, enhanced digital competences and a better understanding of the role of service-learning.

In this Newsletter, you can find out more about the third result of the IDOL project.

INTERGENERATIONAL DIGITAL SERVICE LEARNING

HACKATHON-GUIDE: HOW TO ORGANISE AND BENEFIT FROM HACKATHON-EVENTS IN INTERGENERATIONAL DIGITAL SERVICE-LEARNING PROJECTS

Over the past few months, we have been working intensively on creating a comprehensive guide for hackathons that introduces teachers, lecturers and community partners to the concept of "hackathons" and offers helpful tips for implementing the concept in service-learning projects at HEIs.

Background: Hackathons in the focus of higher education teaching

Hackathons, as platforms for short-term, intensive knowledge exchange and the joint development of ideas, originated in the technology sector, but are now increasingly finding their way into the educational sector. For intergenerational service-learning projects in particular, this opens up a wide range of potential for allowing people of different ages from HEIs and the community to participate in various project ideas within short, working-intensive periods of time, whether online or in person.

Methodology: Interviews and literature research as pillars

As part of our most recent undertakings, we were able to accumulate practical experience. We conducted interviews with lecturers who have already gained extensive experience with hackathons at universities. These discussions gave us a deep insight into the challenges and potential associated with integrating hackathons into the university context.

In addition, we organized independent hackathons in each of our partner countries, involving specifically older and younger members of the community, students and lecturers, to gain a broad spectrum of perspectives.

Result: A guide for the successful implementation of hackathons in higher education

Based on the combination of practical experience and up to date research, a comprehensive hackathon guide was created. This is developed to encourage and support lecturers in the university context in particular to successfully integrate the hackathon concept into service learning projects.

The guide focuses on:

- Introduction into the concept "hackathon"
- The role of hackathons within (digital) Service-Learning
- Pedagogic principles of hackathons
- Opportunities and Challenges
- Handouts for implementation