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# THEATRE, MYTH AND ELDERLY IN EDUCATION EXPERIENCE[2]

The collection of papers in the area of education of adults under the title *Theatre, Myth and Elderly in Education Experience* edited by Ilona Zakowicz, is comprised of the following chapters:

1. Educational aspects in the  old age,
2. Theatrical activities in the education of seniors,
3. Myths, legends and fables in an educational context and
4. Computer and images in the education of seniors.

In the first chapter, ***Educational aspects in the old age*** there are three addenda:

- *The specificity of adult education,*
- *Activity and dignified living conditions – a chance for the elderly to enjoy a serene autumn of their life* and
- *Free time activities as a means of preventing the effects of old age.*

In the above-mentioned sub-chapters, an overview of the most important determinants of education of adults is provided, with an accent on the importance of life experience in adults as the most significant potential in their process of studying. Beside this, elaboration is aimed at the organization and significance of the university for the third age and development of various activities and interests in the elderly, as well as different activities of retired people during their free time, which are important for their health and welfare.

The second chapter, ***Theatrical activities in the education of seniors*** comprises of two sub-chapters:

- *The education of older people – drama as a form of non-formal education* and
- *The integrational theater group from the perspective of seniors and students.*

This chapter explains the use of drama as a form of informal education of adults is (that is, various possibilities offered by this theater form in education of elderly people), as well as trans-generational relations in theater groups comprised of the elderly and students (viewed through mutual regard by others and mutual exchange of experiences and trans-generational cooperation).

The third chapter, ***Myths, legends and fables in an educational context*** is themed through the following sub-chapters:
- *Myth and legend – comparison trial of definitions* and
- *Between analogy and metaphor – on visual techniques in computer skills training of seniors.*

Through the mentioned sub-chapters, the importance of differentiating between myth and legend, as well as their correct definition, is emphasized, as well as consequences of using these terms as synonyms for the development of personal and collective identity in educational space. Furthermore, visual techniques in programs of development of computer skills among the elderly, which take place in institutions with the aim of educating elderly people, have been explored.

In the fourth chapter, ***Computers and images in the education of seniors***, there are four sub-chapters:
- *An abstraction, outer space, a fairy tale, a web, or an entanglement of cables? – cyberspace in the conception of seniors participating in information technology education,*
- *Multimedia computer classes – reflections of the studies,*
- *The Impact of new technologies on the creation of the image of the elderly* and
- *The image of old age – the opinions of seniors from U3A of University of Wroclaw.*

In this chapter, computer literacy of the elderly and teaching them computer literacy is explored and explained. The problem of digital gap is especially emphasized between generations in the digital age, which leads to digital exclusion of the elderly due to their inability of using computers and accessing the Internet. In addition, results of the research referring to participation of elderly people in using new technologies and their potential for technological achievement in Poland are included. Beside this, in this chapter the influence and significance of information technologies on forming imagery about growing old and elderly persons was researched.

The collection of papers *Theatre, Myth and Elderly in Education Experience* edited by Ilona Zakowitz represents a work in which very important theoretical-methodological and empirical insights in certain significant issues and problems of educating adults and elderly people in contemporary society are presented. Namely, aside from leaning on the most important theoretical concepts about learning and education of adults, the content of numerous sub-chapters provides empirical indicators which refer to these phenomena. In all this, emphasizing various forms of activities of elderly persons who are directly and indirectly connected to education in the adult age is significant. It can be said that this kind of approach is present in every sub-chapter provided in the book. This represents especially important dimension of the publication, because activity and self-assertion of adults and elderly people only in the educational process is emphasized. The particular all-encompassing of the collection of papers seems very interesting, because the editor encompasses addenda which, on the one hand refer to the place and role of myth, legend and theater in structuring various learning and education activities in adults and the elderly, and on the other hand to the role of computers and information technologies in education of elderly people. This characteristic, which refers to combining different starting points and viewpoints in the analysis of education of adults, emphasizes systematic trait of the text and, to a certain point, gives it elements of a textbook as well, which can be used while studying the most important andragogic phenomena.

The collection of papers represents a significant contribution in the area of educational sciences, particularly in the area of gerontology and andragogy in general, but in its certain disciplines as well, such as: andragogic didactics, andragogy of work, andragogy of free time, social andragogy and andragogy of media. Also, the collection of papers is a significant contribution to conceptualizing and structuring the educational system for adults and its integration in the overall educational system in contemporary society.

The content of the publication is structured in the manner that all fundamental demands for publication of this kind are fulfilled. Chapters in the book are in an appropriate manner differentiated and at the same time integrated into one whole, which gives the collection of papers the characteristic of wholeness and didacticism.

In accordance to the above-mentioned, the collection of papers *Theatre, Myth and Elderly in Education Experience*, edited by Ilona Zakowitz, completely fulfills requirements for perusing within scientific-educational literature in the field of educational sciences. That is why it can be recommended to experts in

various fields of study (andragogy, pedagogy, sociology, psychology, social work) whose area of work is aimed at education in adult and older age, to students whose interests are aimed at the field of andragogic work, as well as to all other interested readers who will undoubtedly find it very useful.