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## Engaging Older Adult Learners Through Intergenerational Learning Opportunities

Skye N. Leedahl

Phillip G. Clark

Beth Leconte

of early leaders will be reviewed based on articles, books and early publications of the association. There are core issues of gerontology education that continue to be challenges to the present. Significant contributions to these early years will be highlighted. Part of a symposium sponsored by the Geriatric Education Interest Group.

#### FROM ASSOCIATION TO ACADEMY: EMBRACING NEW OPPORTUNITIES

David Burdick, *Stockton University, Port Republic, New Jersey, United States*

This presentation will explore the transition from Association to Academy. This transition occurred as GSA governance was also changing, presenting significant challenges on several fronts. While some of these challenges will be considered, the presentation will primarily focus on AGHE's many emerging opportunities and the steps various AGHE committees are taking to enhance the Academy's role and relevance and fulfill its mission. The Advancement Committee's project to assess educational programs across GSA sections, the Age-Friendly University initiative, Ageism First Aide, and other innovative programs moving forward will briefly be noted. Part of a symposium sponsored by the Geriatric Education Interest Group.

#### THE EMERGENCE OF AGHE'S BASIC-COMPETENCIES GUIDELINES IN GERONTOLOGY

Robert Maiden, *Alfred University, Alfred, New York, United States*

This presentation will explore the development of AGHE's major contemporary contribution: AGHE's basic-competency guidelines and their role in program review and program enhancement. The presenter will describe in detail the steps in creating objective student learning outcomes and will explore how meeting these competencies improve instruction, self-reflection, program analysis and faculty discussion and ultimately gerontology programs. These guidelines and policies embody a living entity that is always evolving. Future iterations will be anticipated and discussed. Part of a symposium sponsored by the Geriatric Education Interest Group.

#### AN EVOLUTION OF THE STANDARDS TO ENHANCE GERONTOLOGICAL AND GERIATRIC EDUCATION

Tamar Shovali,<sup>1</sup> Karen Kopera-Frye,<sup>2</sup> and Joann Montepare,<sup>3</sup> *1. Eckerd College, St Petersburg, Florida, United States, 2. New Mexico State University, Las Cruces, New Mexico, United States, 3. Lasell University, Newton, Massachusetts, United States*

This presentation will focus on AGHE's evolving discussions on gerontological and geriatric programming. The earliest discussion resulted in development of the first edition of the standards and guidelines for programs in 1989. In 2014, the AGHE Academic Program Development Committee (APDC) created new core competencies for gerontological education. Currently, members from both the AGHE APDC and Advancement Subcommittees are collaborating on revising the AGHE Standards and Guidelines (6th edition, 2015) to align with competencies. This presentation will discuss the new and improved version (draft available in November 2020). First, presenters will review

points regarding how this update will aid in Accreditation for Gerontology Education Council and Program of Merit self-study program reviews. Secondly, the presenters will explain how the revision will increase gerontological education program integrity. Lastly, the presenters will explain how this update will be consistent with the trend across institutions utilizing these competencies in gerontological and geriatric education. Part of a symposium sponsored by the Geriatric Education Interest Group.

#### SESSION 5105 (SYMPOSIUM)

##### OLDER LEARNERS IN HIGHER EDUCATION: AGE-FRIENDLY UNIVERSITY MODELS IN AND BEYOND THE CLASSROOM (A COLLABORATIVE SYMPOSIUM BETWEEN THE AFU AND INTERGENERATIONAL LEARNING, RESEARCH AND COMMUNITY ENGAGEMENT INTEREST GROUPS)

Chair: Skye Leedahl

The Age-Friendly University (AFU) movement is specifically targeting one group of adult learners who are less represented within higher education -- individuals considered "older adults," with five of the ten principles focused on promoting educational opportunities for older adult learners. However, there is less understanding within higher education for how to ensure inclusivity of this group. Importantly, some universities across the country have identified promising strategies for engaging older adult learners within higher education classrooms and supporting them beyond the classroom. As this intergenerational learning model continues to grow, there is much to learn from those who have begun efforts to appropriately utilize and engage older adult learners. This symposium will highlight examples from universities that have identified ways to create age-diverse programs within the university setting. The first paper will begin by discussing intergenerational learning opportunities for utilizing older adult learners in innovative ways to enhance university student experiences, and the second paper will specifically highlight successful activities used in a university class to engage older and younger adult learners. The third paper will examine ways in which a university and Osher Lifelong Learning Institute work together and promote research opportunities for both generations. The fourth paper will discuss research conducted to investigate how intergenerational classroom experiences are shaped by older adults. The fifth paper will describe the use of technology training workshops to promote service learning for university students and those in a retirement community. This would be a collaborative symposium between the AFU and ILRCE Interest Groups.

##### ENGAGING OLDER ADULT LEARNERS THROUGH INTERGENERATIONAL LEARNING OPPORTUNITIES

Skye Leedahl,<sup>1</sup> Phillip Clark,<sup>1</sup> and Beth Leconte,<sup>2</sup> *1. University of Rhode Island, Kingston, Rhode Island, United States, 2. University of Rhode Island Osher Lifelong Learning Institute, Kingston, Rhode Island, United States*

The University of Rhode Island became a part of the AFU network in 2018, and much of our rationale for joining the network was based on our strengths and growing interest

in intergenerational programs and learning. The URI Osher Lifelong Learning Institute (OLLI) currently has over 1,300 members, and a large aspect of their strategic plan and current efforts are focused on increasing intergenerational learning opportunities due to interest and successes in these areas. Some of the successful strategies that have been used include an intergenerational classroom of OLLI member and university students designed within a traditional college class, a matching program where students are partnered with OLLI members, intergenerational service learning opportunities for students to engage with OLLI members in different ways, and question and answer sessions with OLLI members within college classes. This presentation will highlight these efforts, lessons learned, and efforts to track participation and outcomes.

#### USING TECHNOLOGY TO CONNECT THE GENERATIONS AND UNDERSTAND LIFELONG LEARNING

Laura Donorfio, and Brian Chapman, *University of Connecticut, Waterbury, Connecticut, United States*

The University of Connecticut (UConn) has a thriving Osher Lifelong Learning Institute (OLLI), which has existed for over a decade on one of their regional campuses (700+ members). Intergenerational classes are utilized, but connecting UConn students with OLLI members outside of these classes in an effective, meaningful way is a challenge. A successful model developed within an adulthood and aging class to connect the generations outside of the classroom utilizes technology as a bridge. The two most successful activities will be highlighted. The first is a "technology clinic," which requires students to pair up with OLLI members to assist them with technological needs. The second requires students to create a podcast by interviewing an OLLI member on the importance of lifelong learning, which is uploaded to the campus OLLI website. Implications for both generations, bi-directional affective change, and inclusivity of older learners in the classroom and beyond will be discussed.

#### LIFELONG LEARNERS' CONTRIBUTIONS TO THE CAMPUS COMMUNITY

Barbara White, *California State University, Long Beach, Huntington Beach, California, United States*

The 2,000 member Osher Lifelong Learning Institute (OLLI) at California State University, Long Beach offers non-credit classes to adults 50 and older. We have an ongoing strategic goal (2014, 2019) to "increase our University and student involvement." Integration into the campus community includes members volunteering as participants in survey and participatory faculty and student research related to biopsychosocial aspects of aging, faculty/student data collection in selected OLLI classes, vetting students to teach OLLI classes, acting as resources for professors/students in product development related to aging, guest lecturing in University courses, and providing internships for students at OLLI. Collaborations have led to multiple faculty/student publications and presentations. We also endow an annual award for graduate students to support their research/projects related to aging. In return, we request and provide students the opportunity to present their results to our members. Outreach strategies will be discussed.

#### OLDER ADULTS AS COVERT OPERATIVES IN A FIRST-YEAR UNDERGRADUATE COURSE ON AGING

Brian Carpenter,<sup>1</sup> Meghan McDarby,<sup>2</sup> Natalie Galucia,<sup>1</sup> and Nancy Morrow-Howell,<sup>1</sup> 1. *Washington University in St. Louis, St. Louis, Missouri, United States*, 2. *Washington University in St. Louis, Saint Louis, Missouri, United States*

Age-friendly university programs are increasing in number, yet little research has evaluated how older adults shape classroom experiences. This pilot study tested one method for analyzing intergenerational classroom dynamics. Two small-group discussion sections for an introductory class on aging included older adults (n = 3 per section) and undergraduates (n = 15 per section). Class sessions on four topics (health, sexuality, housing, relationships) were video recorded. Overall, older adults spoke proportionally more during class discussions than would have been expected by chance alone. They participated most during the session about sexuality and least in the section that addressed relationships. Specific contributions from older adults included reflections on class activities, topic-specific personal anecdotes, and reactions to younger students. Research methods to investigate intergenerational learning are emerging, and this study provides one preliminary approach. We discuss additional ideas to bring empirical rigor to this emerging field of study.

#### AN INTERGENERATIONAL SERVICE-LEARNING MODEL FOR YOUNGER AND OLDER LEARNERS: LINKING COMMUNITY AND CLASSROOM

Tamar Shovali, *Eckerd College, St Petersburg, Florida, United States*

The intergenerational reflective service-learning program titled Mentor Up is intentionally integrated within gerontology education. Mentor Up, a series of one-on-one technology training workshops, connects younger with older learners in the community while building on course content. Groups of students are paired with the Academy of Senior Professionals at Eckerd College (ASPEC) members, a continuing education organization whose 300+ members are committed to lifelong learning. Members are fully integrated into the course, serving as mentors for students. These class sessions support students in planning for Mentor Up service at a local CCRC and promote positive contact between students and retired community members. ASPEC members also participate with students in a significant reflective component concluding the course – in which students and older learners work together to write a script, record, and present a video essay addressing aging stereotypes. Considerations for planning, classroom integration, community connection, and project reflections will be discussed.

#### SESSION 5300 (SYMPOSIUM)

##### ACCEPTANCE AND UPTAKE OF TECHNOLOGY AMONG OLDER ADULTS: FINDINGS FROM CREATE

Chair: Sara Czaja

Discussant: Bo Xie

Technology is ubiquitous in everyday life and technology use is essential to independent living. Technology applications are deployed in most settings (e.g., healthcare, work) and also changing how we communicate, and access