

Survey of Educational Gerontology
EADU 6070
Spring 2009

Facilitator: Dr. Janet Truluck

The Survey of Educational Gerontology course focus is in social gerontology with an emphasis on adult education. Background knowledge concerning the various aspects of aging is presented and specific information concerning program development and the involvement of older adults in education is provided.

Objectives:

To develop knowledge and understanding of the history and philosophical foundations of educational gerontology

To identify and discuss the social, psychological, physiological, and economic issues in the United States and the world in relation to the aging population

To become aware of the psychosocial factors that may impact learning among older adults

To develop knowledge concerning the variety of educational opportunities available to older adults and future trends and issues related to the education of older adults

Requirements:

- Complete all reading assignments and participate in class activities and discussions.
- Submit two short paper responses to questions (see study guide)
- Complete one site visit to an educational program for older adults (see instructions below)
- Prepare class presentations
- Conduct one interview with an older adult (see instructions below)

Grading:

20 points class participation	20
20 points short paper responses (10 points each)	20
20points site visit paper and presentation	20
20 points Cultural presentation	20
20 points per interview paper and presentation	<u>20</u>
Total Points	100

Site Visit: Paper and Presentation

Select an organization in which educational programs are delivered to older adults. Describe the setting, the educational goals, the environment, etc. Compare the program to those in your readings and how well the instructional design accommodates older learners. Be prepared to present your findings to the class. (5-6 pages)

Cultural Aspects of Older Adult Learning Opportunities Presentation:

There are vast differences in educational opportunities available to older adults around the world. Some countries have extensive and well organized educational programs for older adults while other countries have little or no educational programming for the older adult population. Choose a country and present to the class next week any information you can find about the percentage of an older population, retirement (whether mandatory), and the educational programs available to the older adult citizens of that country. What are the educational needs? You can conduct your research on the internet or through interviews with people from your country of interest.

Interview:

Select one older adult to interview concerning participation in educational activities. Use the literature to develop 8 to 10 questions you feel are relevant to your paper. Begin by describing the person, their situation, and their educational background and then describe any educational endeavors they are engaged in (either now or recently), the motivations for participation, and any barriers they perceived. The educational activities may or may not be formal and might be a self-directed learning project. Be prepared to present your findings to the class. (5-6 pages)

Article Critiques: Please keep the following questions in mind when reviewing the articles for the class:

What do you think are the most important ideas presented in the article?

Are there any statements made or ideas presented that you disagree with?

What else, if anything could have been included in the article?

What is the major contribution of this article to research in the field of educational gerontology?

Grading Criteria and Standards:

All written assignments should be double-spaced and follow the APA Manual, 5th Edition

Criteria for grading written work:

- Did you address the question?
- Did you consider the readings when answering the questions and did you reference the readings to support your ideas?
- Was your response well organized?

Standards:

A = 95-100

A- = 91-94

B+ = 88-90

B = 85-87

B- = 81-84

C+ = 78-80

C = 75-77

C- = 71-74

My policy is not to give a grade of “I” (incomplete) except in the rare case of an emergency. You should turn in whatever you have written on the due date and your grade will be based on that document.

Attendance Policy:

You are expected to complete all assigned readings and hand in written assignments on time as well as respond to emails and discussions appropriately. I strongly urge you not to plan vacations or time away because it places a hardship on your group members. You are expected to carry your share of the learning activities.

Persons with Disabilities

I am sensitive to the concerns of people who may have special needs due to a disability, whether visible or invisible. Please take the time to discuss your concerns with me early in the semester so we can work together to make the necessary accommodations for you.

All academic work must meet the standards contained in “A Culture of Honesty.” Each student is responsible to inform themselves about those standards before performing any academic work.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.