

EDUC 485-4
87-1

AN INTRODUCTION TO EDUCATIONAL GERONTOLOGY: File

Teaching the older adult

SYLLABUS

SPECIAL TOPICS: EDUCATION 477 OR 478: GERONTOLOGY 410,411, OR 412.

(prerequisites: 60 credit hrs., Gero 300 recommended)

SIMON FRASER UNIVERSITY

DOWNTOWN CAMPUS

FALL 1986

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B.A. (Psyc.), CHF, M.A.(Educ.) subspecialty in Gerontology.

Description: This course reviews (1) aging processes and needs of the aged relative to participation in education (2) traditional and non-traditional learning/teaching methods and (3) applies the principles of curriculum development to specific content areas (eg. health promotion, memory skills, assertion training).

Objectives: To better understand the learning lives of older adults and the variety of styles/methods of learning/teaching as a basis for developing more effective strategies for meeting the needs of the elderly through education.

RECOMMENDED TEXTS:

Smith, R.M. (1982). Learning How to Learn: Applied Theory for Adults.

Peterson, D.A. (1983). Facilitating education for older learners.

COURSE OUTLINE:

The course will be divided into three sections:

1. Facts about aging and the aged relative to participation in education: age changes, needs, participation patterns, and barriers to participation.

2. Non-traditional styles and preferences for learning/teaching: self-directed learning, collaborative techniques, learning partnerships:peer counseling, intergenerational learning.

3. How to develop effective programs using a Knowledge base from (1) and incorporating non-traditional strategies from (2).

Principles of program development will be applied to specific content areas:

- (a) Health promotion programs
- (b) Memory skills training
- (c) Assertiveness training.

(Subject to alteration depending upon orientations of students in the class)

A wide variety of teaching and evaluation strategies will be used to address the following objectives:

- 1. To acquire a Knowledge base about factors related to education and the elderly.
- 2. To increase knowledge of different methods of learning/teaching, both traditional and non-traditional, and ultimately,
- 3. To acquire skill in developing curricula for older adults.

ILLUSTRATIVE BIBLIOGRAPHY:

WEEK 1: INTRODUCTION TO EDUCATIONAL GERONTOLOGY

Barnes, C. (1980). Gerontology and Education: A case for collaboration. *Educational Gerontology*, 5, 91-96.

Drotter, M.W. (1981). Education for the elderly: Trends and problems in the 1980's, *Educational Gerontology*, 105-110.

John, M.T. (1981). Skills for teaching the elderly subculture. *Educational Gerontology*, 6, 151-64.

Johnson, H.R. (1981). Three perspectives on the 1981 White House Conference on Aging: Education. *The Forum*, 22(2), 125-6.

Hiemstra, R. (1981). The contributions of Howard Yale McClusky to an evolving discipline of educational gerontology. *Educational Gerontology*, 6, 209-226.

Trent, C. (1981). The elderly: A priority clientele. *Journal of Extension*, 19, 34-8.

Wilson, J. (1980). Possibilities of adult education in the 1980's. *Adult Education*, 53, 226-231.

WEEK 2: REVIEW OF AGE CHANGES RELATIVE TO PARTICIPATION IN EDUCATION

Birren, J.E. & Woodruff, D.S. (1973). Human development over the life span through education. In P.B. Baltes & K.W. Schaie (Eds.) *Life-span Developmental Psychology* (pp. 305-337). New York: Academic Press.

Lund, M.M. (1968). Physiological changes in age which affect adult learning performance. M.Ed. Thesis. University of British Columbia.

Schaie, K.W. (1985, November). Psychological change in aging individuals: Implications for societal participation. Address to the 14th Annual Meeting of the Scientific and Educational Conference of the Canadian Association of Gerontology.

WEEK 3: LIFELONG LEARNING AND PATTERNS OF PARTICIPATION

Cross, K.P. (1981). Chapters 4 & 5 in Adults as learners. San Francisco: Jossey-Bass.

Gibbons, M. & Phillips, G. (1980). The process of lifelong learning. Vancouver: Challenge Education Associates.

Heisel, M.A., Darkenwald, G.G. & Anderson, R.E. (1981). Participation in organized educational activities among adults age 60 and over. Educational Gerontology, 6, 227-240.

March, G.B., Hooper, J.D. & Baum, J. (1977). Lifespan education and the older adult: Living is learning. Educational Gerontology, 2, 163-72.

Peterson, D.A. (1981). Participation in education by older people. Educational Gerontology, 7, 124-56.

WEEK 4: NEEDS OF OLDER LEARNERS: WHY PARTICIPATE?

TEXT: Peterson

Cross, K.P. (1981). Adults as learners.

Houle, C.O. (1979). Motivation and participation with special reference to non-traditional forms of study. In Learning Opportunities for Adults, Vol 2: The non-participation issue. Paris: OECD.

Leclerc, G.J. (1982). Educational needs of older adults: A new

approach. Paper presented at the Annual Meeting of the Canadian Gerontological Society, Winnipeg, Canada, 1-10.

McClusky, H.Y., (1974). Education for aging: The scope of the field and the perspectives for the future. In S.M. Grabowski and W.D. Mason (Eds.), Learning for Aging, Washington: Adult Education Association of the U.S.A.

NRTA/AARP, (1980). Lifelong learning for self-sufficiency, Washington: NRTA/AARP.

Ralston, P.A. (1981). Educational needs and activities of older adults: Their relationship to seniors' centre programs. Educational Gerontology, 7, 231-44.

WEEK 5: BARRIERS TO PARTICIPATION

TEXT: Peterson

Cross, K.P. (1981). Adults as learners.

Goodrow, B.A. (1975). Limiting factors in reducing participation in older adult learning opportunities. The Gerontologist, 418-422/

Knowles, M. (1978). The adult learner: A neglected species.

Spencer, P. & Tordoff, S. (1983). Age, self-concept and the adult student. Adult Education, 56, 256-8.

WEEK 6: SELF-DIRECTED LEARNING

TEXT: Smith.

Brookfield, S. (1984). Self-directed adult learning: A critical paradigm. Adult Education Quarterly, 35, 59-71.

Fellenz, R.A. (1983). Developing self-direction in adult learners. Adult Literacy and Basic Education, 6, 73-84.

Gibbons, M., Bailey, A., Commeau, P., Schmuck, J., Syemour, S., & Wallace, D. (1980). Toward a theory of self-directed learning: A study of experts with formal training. *Journal of Humanistic Psychology*, 20, 41-56.

Knowles, M. (1975). *Self-directed learning*. Houston: Gulf.

WEEK 7: COLLABORATIVE LEARNING

TEXT: Smith.

Hill, K. (1984). *Helping you helps me*. Canada Council on Social Development, Ottawa: Health and Welfare Canada.

Smith, R.M. (1982). *Learning how to learn: Applied theory for adults*. New York: Cambridge.

Lago, D. & Hoffman, S. (1978). Structured group interaction: An intervention strategy for the continued development of elderly populations. *International Journal of Aging and Human Development*, 8(4), 1978.

Tappen, R.M. & Touchy, T.A. (1983). Group leader: Are you a controller? *Journal of Gerontological Nursing*, 9, 25-44.

WEEK 8: LEARNING PARTNERSHIPS: PEER COUNSELING

Robinson, J., Saberton, S., & Griffin, V. (Eds.). (1985). *Learning partnerships: Interdependent learning in adult education*. Toronto: OISE.

France, M.H. (1985). *Peer counseling (ref.)*

WEEK 9: INTERGENERATION LEARNING: (A field trip to a seniors' centre)

Boyd, J., Fedorak S.A., Fernandes, N., & Lewis, C. (1985).

Gettingtogether: A curriculum for facilitating intergenerational learning. Unpublished manuscript. Simon Fraser University.

Kay, E.J., Jensen-Osinski, B.H., Beidler, P.G., & Aronson, J.L. (1983). The graying of the college classroom. *The Gerontologist*, 196-199.

WEEK 10: PROGRAM DEVELOPMENT FOR OLDER ADULTS

Bolton, C.R. (1976). Humanistic instructional strategies and retirement education, *The Gerontologist* 6(6), 550-555.

Stake R. (1985, July). An evolutionary view of educational improvement. Paper presented at the public lecture series, Summer Institute in Teacher Education, Simon Fraser University, Burnaby, B.C.

Stenhouse, L.

WEEK 11: HEALTH PROMOTION PROGRAMS

Labonte, R.N. & Penfold, P.S. (1981). Health promotion philosophy: From victim-blaming to social responsibility. Ottawa: Health Promotion.

Pickard, J. & Collins, J.B. (1982). Health education techniques for dense residential settings. *Educational Gerontology*, 8, 381-393.

Nelson, N. (1984). Be Well program participants' handbook. Ottawa: Health and Welfare Canada

Neufeld, Ann (1984). An analysis of health education programs for seniors. Unpublished paper, Education 807, Simon Fraser

University.

Redford, L.J. (1981). Health care and health promotion for older Americans: Problems and approaches. In F. J. Foghorn & D.E. Schafer (Eds.), The dynamics of aging (pp. 121-130). Boulder, CO: Westview Press.

WEEK 12: TEACHING MEMORY SKILLS

Montgomery, R.L. (1979). Memory made easy. New York: AMACOM.
Norman, D.A. (1981). Learning and Memory. San Francisco: W.H. Freeman & Co.

WEEK 13: ASSERTIVENESS TRAINING: ADVOCACY

Hudson, D.W., (1983). Asserti-care: Assertion training for the elderly client. New York: Lang.