

S.96-3

SIMON FRASER UNIVERSITY

OFFICE OF THE VICE-PRESIDENT, ACADEMIC

MEMORANDUM

To: Senate

From: D. Gagan, Chair *D. Gagan*
Senate Committee on Academic Planning

Subject: Curriculum Revisions
Faculty of Education

Date: December 11, 1995

Action undertaken by the Senate Committee on Undergraduate Studies and the Senate Committee on Academic Planning (SCUS Reference 95-17; SCAP Reference SCAP 95-67) gives rise to the following motion:

Motion:

"that Senate approve and recommend approval to the Board of Governors the curriculum revisions for the Faculty of Education as set forth in S. 96-3 including:

New course: EDUC 351-3 Teaching the Older Adult."

Agreement has been reached between the Faculty and the Library in the assessment of library costs associated with the new course.

NEW COURSE PROPOSAL FORM

1. Calendar Information Department: Education

Abbrev. Code: EDUC Course #: 351 Credit hrs: 3 Vector: 1-2-0

Title of Course: Teaching the Older Adult

Calendar Description of Course:

This is a basic course in adult education for students from all disciplines, of particular interest to those working (or preparing to work) with older adults. The goal is to assist students to develop more effective strategies for meeting the needs of an aging population through education.

Nature of course: lecture/seminar

Prerequisites of Course: 60 credit hours

What course, if any, is being dropped from the calendar if this course is approved? none

Enrolment: max. 35

2. Scheduling:

How frequently will the course be offered? once a year on campus and once a year via DISC

Semester in which the course will first be offered? 97-98-1

Which of your present faculty would be available to make the proposed offering possible? Dr. Leone Prock, Dr. Sandra Cusack, Research Associate in Educational Gerontology.

3. Objectives of the Course: To introduce students to theory, concepts, issues, and principles of effective teaching and program development in the fields of Adult Education/Educational Gerontology.

4. Budgetary and Space Requirements:

What additional resources will be required in the following areas? NONE

Faculty

Staff

Library - All resource materials are available through the SFU library system

Audio Visual

space

Equipment

5. Approval
 Date: Sept 25/95 Sept 25/95 Dec 6/95
Leone M. Prock [Signature] [Signature]
 (Dept. Chair) (Dean) (Chair, SCUS)

RATIONALE FOR NEW COURSE PROPOSAL

EDUC 351: Teaching the Older Adult

RATIONALE:

In 1987-2, in response to the growing numbers of people working with seniors in a teaching role, the course, EDUC 485: Teaching the Older Adult, was developed and offered as a special topics option to both Education and Gerontology students. It was subsequently offered in 88-2 as EDUC 496, in 94-2 as EDUC 394, and in 95-2 as GERO 410. Nineteen students were enrolled in GERO 410 in 95-2. When the course was offered as EDUC 394, the enrollment was near maximum (33 students) WITHOUT EVEN BEING LISTED IN THE CALENDAR.

The regularization of this course is timely. Our students are increasingly requesting courses in adult education and/or older adult education. Many graduate students in education have particular interests in teaching adults and/or older adults. This course meets a growing need, while establishing a formal link between the Faculty of Education and the Gerontology Diploma Program. Sandra Cusack, Research Associated in Educational Gerontology at the Gerontology Research Centre has now taught the course four times, and is prepared to teach it in future. Colin Yerbury has allocated funds for a Distance Education course and Dr. Cusack has agreed to develop the Distance Education package.

EDUC 351: TEACHING THE OLDER ADULT

COURSE OUTLINE AND READING LIST

INSTRUCTOR: Sandra A. Cusack, Ph.D., Research Associate in Educational Gerontology, Gerontology Research Centre.

DESCRIPTION AND OBJECTIVES:

This is a basic course in adult education of particular interest to those working (or preparing to work) with older adults in the public, private or nonprofit sectors. The goal is to assist students to develop more effective strategies for meeting the needs of an expanding population of older adults through education. Participants in this course will:

1. Identify and discuss current issues in policy and practice in older adult education.
2. Understand the needs, desires, capacities of older learners and the implications for effective learning/teaching.
3. Compare, contrast, and critically assess concepts of pedagogy, andragogy, gerogogy, and critical pedagogy with respect to philosophy, classroom practice, role of the teacher/facilitator.
4. Suggest the implications of a commitment to lifelong learning for education with respect to the four ages or lifestages.
5. Understand central concepts: e.g., third-age, health promotion, empowerment, lifelong learning, leadership, mental fitness, critical thinking, self-directed learning, facilitation.

REQUIRED READING

Brookfield, S.D. (1986). Understanding and Facilitating Adult Learning. San Francisco: Jossey-Bass. ISBN 0 87589 674 X

Kreisberg, S. (1992). Transforming Power: Domination, Empowerment, and Education. Albany: State University of New York.

RECOMMENDED READING:

Brookfield, S.D. (1991). Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting. San Francisco - Jossey Bass.

Peterson, D.A.. (1983). Facilitating Education for Older Learners. San Francisco - Jossey Bass. ISBN #0-87589-565-4.

COURSE REQUIREMENTS AND GRADING STRUCTURE:

Critical review of an article related to a specific area of interest	15%
Midterm exam	35%
Independent learning project/paper	50%

OUTLINE OF THE COURSE

- SESSION 1** **SETTING THE CONTEXT:** Rationale for the course; a conceptual framework; introduction to concepts; overview of the course; expectations and course evaluation
- SESSION 2** **HISTORY AND PHILOSOPHY:** Overview of the history of adult education and older adult education; trends; philosophies; the concept of lifelong learning
- SESSION 3** **THE CONTEXTS OF OLDER ADULT LEARNING:** Current practice; learning-in-retirement programs; health promotion programs; community education; seniors centres; patterns of participation.
- SESSION 4** **THE OLDER ADULT LEARNER:** Needs, desires, and capacities; cognitive changes with age; the concept of mental fitness
- SESSION 5** **BARRIERS TO PARTICIPATION:** Aging as social construction; the concept of culture; stereotypes, attitudes, and assumptions
- SESSION 6** **MODELS OF TEACHING:** Pedagogy, andragogy, and gerogogy; critical pedagogy; education as emancipatory learning
- SESSION 7** **COLLABORATIVE LEARNING:** Learning partnerships; mentoring; peering counseling; social construction of knowledge; integrating life experience and theory; facilitation vs. teaching
- SESSION 8** **SELF-DIRECTED LEARNING:** Independent learning; distance education; developing supports and resources; role of the tutor; learning contracts
- SESSION 9** **RESEARCH AND EVALUATION:** The concept of research; research as emancipatory education; participatory action research; community program evaluation
- SESSION 10** **PROGRAM DEVELOPMENT:** Needs assessment; principles of adult program development; issues of power and empowerment

- SESSION 11 **HEALTH PROMOTION:** Principles; relationship between health and learning; new directions "closer-to-home" policy and the implications for education; principles of empowerment
- SESSION 12 **DEVELOPING SENIORS AS LEADERS:** Leadership in seniors centres; issues of gender and power; empowerment; the role of education
- SESSION 13 **PRODUCTIVE AGING:** The concept of productive aging; opportunities in the business, private, and nonprofit sector; creating change; the role of education.

SUPPLEMENTARY READING LIST

Available on request