

# USING INTER-GENERATIONAL LEARNING TO IMPACT COLLEGE STUDENT VALUES AND BEHAVIOR

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# Today's Objectives

- ▣ What is Intergenerational Learning
- ▣ Why Intergenerational Learning
- ▣ Elements of Effective Intergenerational Learning Programs
- ▣ Example of a Successful Partnership
- ▣ Relationship of Intergenerational Learning to Social Entrepreneurship and Deep Learning

# Before Knowing What Intergenerational Learning Was

- ▣ Human Development Class
- ▣ General Ed Requirement Option for all Majors

# What is Intergenerational Learning?

- ▣ Intergenerational learning brings people of different generations together in similar numbers so that each may get to know the other, see the other in action and learn from one another in a shared learning environment.
- ▣ It is **NOT** just an opportunity for only one generation to learn about the other
- ▣ It is **NOT** just an opportunity for one generation to tell another what to do and how to live their life

# Why Intergenerational Learning?

## College Student Understanding of Older Adulthood

- ▣ When you think of someone who is 65 or older what picture comes to mind?
- ▣ Using the paper provided today, draw a sketch of an elderly adult.

# Findings from Barrett and Cantwell, 2007

PERCENT OF UNDERGRADS WITH THESE IMAGES IN SKETCHES

DID YOUR IMAGE PORTRAY IMAGES OF FRAILITY? UGLINESS? NURTURING?

**Table 1. Description of undergraduate sketches of the elderly**

Measure	Percentage
Gender of student:	
Female	73.77
Male	26.23
Gender depicted:	
Woman	36.61
Man	42.08
Both	3.28
Indeterminate	18.03
Facial expression depicted:	
Smile	58.47
Frown	3.83
Other/indeterminate	37.70
Physical features depicted:	
Walking aid(s)	32.79
Glasses	35.52
Bald/thinning hair	34.43
Wrinkles	40.98
Hands	46.45
Feet	44.26
Relationships with humans or pets	6.01
Type of picture:	
Face only	31.15
Body (not in a scene)	59.02
Body in a scene	9.84

Note: N = 183.

Barrett, A. & Cantwell, L. (2007).  
Drawing on stereotypes: Using undergraduates  
sketches of elders as a teaching tool.  
*Educational Gerontology*, 33, 327-348



# Why Intergenerational Learning?

	For College Students	For Senior Adults
Emotional Support	<p>Improves understanding of elders</p> <p>Improves self-esteem-power</p> <p>Impacts emotions</p> <p>Develops empathy</p> <p>In societies where there is respect for older adulthood, life expectancies are higher</p>	<p>Provides an opportunity to look forward to following retirement</p> <p>Diminishes loneliness and boredom</p> <p>Improves self esteem-power</p> <p>Develops empathy</p>
Mental Stimulation	<p>Opportunities to compare and contrast past experiences with seniors with new experiences</p> <p>Learn about what concerns the current generation of seniors and what they can do to help</p>	<p>Opportunities to compare and contrast past experiences with youth with new experiences</p> <p>Share life stories and histories</p> <p>Learn about what concerns the current generation of youth and what they can do to help</p>

# Why Intergenerational Learning, con't

	For Students	For Senior Adults
Social Roles and Opportunities	<p>Opportunity to form friendships with peers and older persons</p> <p>Opportunities to examine family and other roles outside the family</p> <p>Develop communication and social skills</p>	<p>Opportunity to form new Friendships with peers and young adults</p> <p>Opportunities to examine family and other roles outside the family</p> <p>Develop communication and social skills</p>
Recreation	<p>Provides varied learning experiences in social settings</p> <p>Opportunities to participate in and enjoy recreational and other social events other than those commonly participated in by college students</p>	<p>Provides varied learning experiences in social settings</p> <p>Opportunities to enjoy recreational and other social events that include persons other than senior citizens</p>

# Ageism

- ▣ Prejudice against older adults is a growing concern as the percentage of people in the US over age 65 will rise from 12.4% in 2000 to 19.6% in 2030

- ▣ US Census Bureau, 2004



# Research on Ageism



- Although when compared to younger people, older adults are generally evaluated more negatively, they are rarely ever disliked, instead they are likely to be victims of “paternalistic prejudice” which characterizes them as warm, but incompetent.

Cuddy A. & Fiske, S. (2002). Doddering but dear: Process, content, and function in stereotyping of older persons, In T.D. Nelson (Ed), *Ageism : Stereotyping and prejudice against older persons* (pp. 3-26). Cambridge, MA: MIT Press.

# Examples of Ageism in America

## ▣ Health Care and Housing

- ▣ Elderly often receive less aggressive treatment
- ▣ May be patronized by physicians and other health care providers
- ▣ Medicare, community housing

## ▣ Work Place

- ▣ Treated less positively than younger applicants
- ▣ More likely to be let go when downsizing happens
- ▣ More likely described as having negative attributes

## ▣ Advertising and Media

- ▣ Overall absence of elderly in media except for drug ads
- ▣ Was Larry King taken off air due to age?
- ▣ Are older reporters like Bob Schieffer ok for prime time?
  
- ▣ Barrett, A. & Cantwell, L. (2007). Drawing on stereotypes: Using undergraduate's sketches of elders as a teaching tool. *Educational Gerontology*, 33, 327-348.



"Now I'm back in Houston, which is easily one of the ugliest bases. I mean it's all these (expletive) old dudes and grannies and there's like maybe a handful of cute chicks," he said.

Southwest pilot, June 2011

# Beliefs and Attitudes Judy Bowers 1998

TABLE 2 Mean Scores for Senior Choir and University Choir Pre and Post Attitude Responses (11 Point Scale)

Descriptor	Senior Singers			University Singers		
	Pre	Post	(gain)	Pre	Post	(gain)
I. GOODNESS	6.29	8.58	(2.29)	8.40	9.17	(.77)
Selfish-generous	6.93	8.23		8.47	9.81	
Insensitive-sensitive	6.77	8.82		8.22	9.33	
Inconsiderate-considerate	5.43	8.95		8.19	9.28	
Impatient-patient	5.32	8.55		6.5	7.22	
Dishonest-honest	7.0	9.32		8.75	9.33	
Foolish-wise	6.0	7.95		9.19	9.61	
Insincere-sincere	6.55	8.23		9.47	9.61	
II. POSITIVENESS	6.90	8.86	(1.96)	7.43	8.18	(.75)
Unproductive-productive	6.79	8.73		7.97	8.33	
Pessimistic-optimistic	6.92	8.95		7.31	8.5	
Inflexible-flexible	6.57	8.68		6.38	7.17	
Dejected-hopeful	7.04	8.82		6.91	7.83	
Apathetic-involved	7.07	9.05		7.41	7.94	
Unsociable-sociable	6.75	9.23		8.25	8.33	
Unimaginative-imaginative	7.17	8.59		7.78	9.13	
III. VITALITY	7.0	8.71	(1.71)	6.76	7.55	(.79)
Dependent-independent	7.08	8.27		6.59	8.11	
Idle-busy	5.82	8.55		6.88	7.39	
Passive-active	7.36	9.0		7.44	7.89	
Resigned-expectant	6.88	8.7		7.17	7.72	
Timid-assertive	7.69	8.73		7.25	7.0	
Cautious-adventurous	7.96	9.09		5.31	6.33	
Unimaginative-imaginative	6.23	8.64		6.72	8.44	
IV. MATURITY	5.92	8.15	(2.23)	7.39	8.71	(1.32)
Dissatisfied-satisfied	5.0	8.1		7.38	9.0	
Suspicious-trustful	6.86	8.36		7.34	9.11	
Self-oriented-other-oriented	6.17	6.85		6.75	7.61	
Demanding-accepting	5.71	8.8		6.53	8.06	
Undignified-dignified	6.27	8.45		8.41	9.44	
Boastful-modest	5.77	8.32		8.5	8.94	
Temperamental-even-tempered	5.65	8.14		6.81	8.78	

FIGURE 1. Examples of unsolicited feedback provided by seniors.

## REFERENCES

Boyd, P. C. (1994). Professional school reform and public school renewal: Portrait of a partnership.

# Intergenerational Experiences at the University are NOT new

- ▣ Mentoring Programs
- ▣ Internships
- ▣ Guest Lecturers
- ▣ Influx of adult students in the college classroom
- ▣ Community participation at lectures
- ▣ Community participation at sporting and concert events
- ▣ Student volunteer and perform service

# Intergenerational Learning as a Broad Based Instructional Strategy is NEW

- ▣ Institutions of higher education have a responsibility to educate a **broadly representative portion of our population** because talent and potential appear in many places and in many forms
- ▣ Different life experiences produce **valuable differences in perspective** that can be used to educate students and ourselves more effectively

- ▣ Ayers, E. & Narduzzi, J. (2009). Intergenerational learning: Beyond the jargon. *Continuing Higher Education Review*, 73, 218-223.

# What Do Successful Intergenerational Programs Look Like?

Curriculum Based  
Relationship Based  
Reciprocal Based  
Community Based  
Authentic Work

Loewen, J. (1996). Intergenerational learning: What if schools were places where adults and children learned together? U.S. Department of Education, Office of Educational Research and Improvement.