

List of topics and semester requirements

Subject: MSP2204: Introduction to Geronto Education2+0 K

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Course description

This course introduces the field and practice of Educational Gerontology (EG) in various societies and with particular focus on trends in the European Union and selected country cases in the Global South. It covers aspects of EG, as interpretations of older age; concepts, as active aging, history and characteristics of active aging; trends, as the changing place and role of the elderly in society, elderly in the EU and Hungary; and pedagogical practices of EG. Students are expected to develop the following general and specific knowledge, ability, attitude, and practices outlined below by the end of this course.

a) Knowledge

- Knows the sociological criteria of the nationalities and groups with special needs, and the possibilities of planning social pedagogical intervention.
- Knows the professional knowledge necessary for quality assurance, and for the management of child-, family, youth- and social services.
- Knows the essential contexts and major trends of social sciences closely related to social pedagogy.

b) Ability

- Able to design and implement disadvantage treatment, specific social pedagogical and educational development strategies.
- Able to explore and process Hungarian and international literature, and able to apply practical conclusions drawn from own professional work.
- Able to communicate effectively in interpersonal relationships; and interdisciplinary and interprofessional cooperation with partners within and outside the institution.

c) Attitude

- S/he possesses a multidisciplinary approach to own field of expertise, developed professional identity and professionalism.
- S/he has professional self-confidence, proper self-esteem, represents own professional ideas, and formulates professional criticism on a constructive basis.

S/he supports the theory and practice of sustainable development, which is taken into account in the realization of his professional ideas.

- In her/his professional and public activity committed to improve social equality, refuses all sorts of prejudices and discrimination.

d) Autonomy and responsibility

- S/he takes part independently and responsibly in the modernization of the social welfare system by keeping in mind the principles of social equality.
- S/he is personally responsible for enforcing professional and ethical principles in his work and with his fellow workers, and for the security and privacy of his clients and research persons.

List of topics

Week 1: (February 12) Introduction, the aim and requirements of the course

- *Mapping course expectations with students*

Week 2(February19) Education and learning for the elderly

- *Issues in learning and ageing*
- *Opportunities for learning and education*

Assigned reading: Boulton-Lewis, G. M. (2010). Education and Learning for the Elderly: Why, How, What. *Educational Gerontology*, 36 (3), 213-228.
<http://dx.doi.org/10.1080/03601270903182877>

Week 3 (February 26.) Educational Gerontology

- *Definition and features*
- *Reflective response activity on the features of Gerontology education*

Assigned reading: Formosa, M. (2021). Educational Gerontology. In D. Gu & M.E. Dupre (Eds.). *Encyclopedia of Gerontology and population aging* (pp.1564-1570). Springer.

Week 4: (March 5) Educational Gerontology

- *Theoretical underpinnings*
- Links to Andragogy education?

Assigned reading: Formosa, M. (2021). Educational Gerontology. In D. Gu & M.E. Dupre (Eds.). *Encyclopedia of Gerontology and population aging* (pp.1564-1570). Springer.

Week 5 (March 12) Active Ageing

- *Concept and rationale*

- *A Life Course Approach to Active Ageing*
- *Policies and programs*

Assigned readings:

Lee, P., Lan, W. & Yen, T. (2011) Aging Successfully: A Four-Factor Model, *Educational Gerontology*, 37 (3), 210-227. <http://dx.doi.org/10.1080/03601277.2010.487759>

World Health Organization. (2002). Active ageing : a policy framework. World Health Organization. <https://iris.who.int/handle/10665/67215>

Week 6: (March 19) Innovative pedagogy in GE (1)

- *Perceptions of aging, older adults, and future older selves*
- *Developing gerontological interest among students: pedagogical approaches*

Assigned readings:

Chonody, J. M.(2015). Addressing Ageism in Students: A Systematic Review of the Pedagogical Intervention Literature. *Educational Gerontology*, 0, 1-29. <http://dx.doi.org/10.1080/03601277.2015.1059139>

Ekwoye, A. U., Malek, A., Farah, I., Nguyen, S., Chonyi, T., Ponce-Diaz, V. & Hearst, M. (2023). “Aging is beautiful and graceful:” exploring college students’ perceptions of aging, older adults, and future older selves. *Educational Gerontology*, 49 (9), 803-816, DOI: <https://doi.org/10.1080/03601277.2022.2164642>

Week 7(March 26) Innovative pedagogy in GE (2)

Reflective discussions:

- *Students’ experiences*
- *Relevant video and/or podcast (TBA)*

Week 8:(Aril 2) Geronto Education

Gerontology in Adult Education

- *History of Gerontology.*
- *Principles of Educational Gerontology*

Week 9:(April 9) Geronto Education

- . *Learning in the 21st Century*
- *Lifelong Learning in the later life/Formal, Informal, Nonformal education*
- *What are the benefits of later life learning?*

Week 10(April 16.) Geronto Education

- *Prejudices about old age*
- *What do youngsters think about older people?*
- *Basic principles of old people's learning.*

Week 11: (April 30) Geronto Education

- *Older people situation in Europe*
- *Case studies.China, Nigeria, Ghana.*
- *How the government consider for the older people*

Week 12:(May.7) Geronto Education

- *Older people situation in Hungary*
- *The economical benefits of older people*
- *What are the benefits of later life learning? What are the trends in 2050*

Week 13(May 14.): Student Presentations

- *Presentation of individual or group research projects.*
- *Peer feedback and discussion.*

Requirements

In line with the expected knowledge, skills, attitudes outlined for this course, the following requirements are suggested and will be used as assessments that will count into the students' marks.

Group/pair Essay: Country case studies, possible research, and presentations

From the outset, groups or pairs the students will formed for the purpose of planning and undertaking this task. Groups/pairs will be formed on voluntary basis and/or with the guidance of the lecturer. Students are then be encouraged to reflect on the issues and trends of GE in selected countries, preferably the countries where the students come from or are most familiar with. Students could also select a country case of their preference. Using the readings suggested for this course and further material search, students will be required to compose an essay of not more than 10 pages discussing issues, trends, practices, and experiences of GE of

selected countries. The groups of students will also be required to present their essay by the end of the semester.

Alternatively, students could also conduct a short survey or employ variety and creative qualitative methods, e.g., photovoice method (see Ekwonye et al., 2023), to uncover peer students understanding and/or attitude towards ageing and learning. This study initiative is encouraged to be done in groups or pairs. The lecturer could support in the conduct of such a small-scale research.

Learning diary

Students will be required to submit a reflective diary of their reflective notes on the course, readings, session proceedings, interactions, etc **on a minimum of 6 class sessions**. The guidelines for writing the learning diary is communicated in a separate document.

Peer assessment

Students are required to review **at least one peer's** learning diary submitted as a single PDF file in a random and anonymous manner. The guidelines for peer assessment is communicated in a separate document.

Literature

Anishchenko, O. (2021). Education of elderly people as an educational trend of Third Millennium. UNESCO Chair Journal Lifelong Professional Education in the XXI Century, (4), 21-25.

Ann O'Quin, J., Bulot, J. J., & Johnson, C. J. (2005). Sustaining intergenerational service-learning in gerontology education. Educational Gerontology, 31(1), 41-49.

Bajusz, K. Senior Academy(2019). The Social Impacts of Learning in Third Age. LEARNING CITIES AND CULTURE WORKING TOGETHER, 5.

Boeren, E., & Field, J. (2019). 4th Global Report on Adult Learning and Education: Leave No One Behind--Participation, Equity and Inclusion. UNESCO Institute for Lifelong Learning.

Boulanger, D., Albert, I., & Marsico, G. (2020). Gerontagogy toward intergenerationality: dialogical learning between children and elders. Integrative Psychological and Behavioral Science, 54, 269-285.

Chrzanowska, I. W. O. N. A. (2017). Special gerontology (geragogics) as the area of research and reflection for special pedagogics: Selected issues. Interdisciplinary Contexts of Special Pedagogy, (17), 117-141.

Feijóo-Quintas, S., Gerbaudo-González, N., Gandoy-Crego, M., Gutiérrez-Moar, M. D. C., Costa, E., & Facal, D. (2024). Higher Education Institutions as Strategic Centers for Promoting Social Innovation in Gerontology: Insights from the Senior Innovation Lab Training Initiative. *Geriatrics*, 9(3), 76.

Formosa, M. (2005). Feminism and critical educational gerontology: An agenda for good practice. *Ageing International*, 30, 396-411.

Formosa, M. (2011). Rethinking empowerment: postmodern appraisals of critical educational gerontology.

Formosa, M. (2012). *Critical geragogy: Situating theory in practice*.

Formosa, M. (2022). Educational gerontology. In *Encyclopedia of gerontology and population aging* (pp. 1564-1571). Cham: Springer International Publishing.

Glendenning, F. (Ed.). (2018). *Educational gerontology: International perspectives*. Routledge.

Graves, N. D. (2008). Pedagogy or Gerontagogy: The Education of the Miltonic Deity. *Texas Studies in Literature and Language*, 50(4), 352-384.

Gu, D., & Dupre, M. E. (2019). Marvin Formosa Department of Gerontology and Dementia Studies, Faculty for Social Wellbeing, University of Malta, Msida, Malta.

Hachem, H. (2020). Is there a need for a fourth statement? An examination of the critical and humanist statements of educational gerontology principles. *International Journal of Lifelong Education*, 39(5-6), 465-477.

Hachem, H., & Manninen, J. (2020). Putting educational gerontology principles to the test: A quantitative confirmation of the empowering benefits of liberal arts courses. *Educational Gerontology*, 46(10), 653-665.

Haley, W. E., & Zelinski, E. (2007). Progress and challenges in graduate education in gerontology: The US experience. *Gerontology & Geriatrics Education*, 27(3), 11-26.

Hess Brown, Paul A. Roodin, L. (2001). Service-learning in gerontology: An out-of-classroom experience. *Educational Gerontology*, 27(1), 89-103.

Jacob, L. (2020). Gerontology and Social Education: senior universities in the world and the portuguese model of U3A. *Gerontology and Social Education: senior universities in the world and the portuguese model of U3A*.

https://monoskop.org/images/1/17/Illich_Ivan_Deschooling_Society.pdf

Kálmán, A. (2016) Learning - in the New Lifelong and Lifewide Perspectives. https://www.researchgate.net/publication/303016267_Learning_-_in_the_New_Lifelong_and_Lifewide_Perspectives

- Lemieux, A., & Sanchez, M. (2000). Gerontagogy beyond words: A reality. *Educational Gerontology*, 26(5), 475-498.
- Lemieux, A. (2012). Post-formal thought in gerontagogy or beyond Piaget. *Journal of Behavioral and Brain Science*, 2(3), 399-406.
- McNicoll, G. (2002). World Population Ageing 1950-2050. *Population and development Review*, 28(4), 814-816.
- Mwangi, S. M., Yamashita, T., Ewen, H. H., Manning, L. K., & Kunkel, S. R. (2012). Globalization of gerontology education: Current practices and perceptions for graduate gerontology education in the United States. *Gerontology & geriatrics education*, 33(2), 198-217.
- Olajide, O. E., & Ayantunji, M. M. (2016). Gerontology and its implications for adult education. *European Scientific Journal*, 12(13).
- Parrott, T. M., Grabinski, C. J., Silverstein, N. M., Spencer, M., Takayanagi, P. W., & Yee-Melichar, D. (2007). Part-time faculty and gerontology programs: dilemmas and solutions. *Gerontology & geriatrics education*, 27(4), 69-83.
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- Peterson, D. A. (1975). Life-span education and gerontology. *The Gerontologist*, 15(5_Part_1), 436-441.
- Peterson DA (1978). Toward a definition of educational gerontology. In: Sherron RH, Lumsden DB (eds) Introduction to educational gerontology. Hemisphere Publishing Corporation, Washington, DC, pp 1-29
- Peterson DA (1980). Who are the educational gerontologists? *Educ Gerontol* 5(1):65-77. <https://doi.org/10.1080/0360hyp800050105>
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- Schneider, E. L., Glass, S., Henke, M., & Overton, J. (1997). Distance learning in gerontology: The future is here. *Generations: Journal of the American Society on Aging*, 21(3), 46-49.
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gerontology: the interprofessional curriculum for the care of older adults. *Advances in medical education and practice*, 109-118.

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Snyder, C. S., Wesley, S. C., Lin, M. B., & May, J. D. (2008). Bridging the gap: Gerontology and social work education. *Gerontology & geriatrics education*, 28(4), 1-21.

Sterns, H. L., & Ferraro, K. F. (2008). The evolution of gerontology education over three decades. *Annual Review of Gerontology and Geriatrics*, Volume 28, 2008: Gerontological and Geriatric Education, 28, 1.

Takahashi, R. (2018). Philosophy of gerontology with science and technology: personal view of bioethics & gerontology in advanced future. *J Gerontol Geriatr Med*, 4, 019.

Takahashi, R. (2020). Philosophy of Gerontology from the Past to the Future in Japan. *Journal of Geriatric Medicine*, 2(1), 16-19.

Tong, B., Thang, L. L., & Abalos, J. (2024). Introduction to Special Issue of Journal of Cross-Cultural Gerontology on Leisure and Older Adults in Asia. *Journal of Cross-Cultural Gerontology*, 1-5.

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Wendt, P. F., Peterson, D. A., & Douglass, E. B. (1993). Core principles and outcomes of gerontology, geriatrics and aging studies instruction. Washington, DC: Association for Gerontology in Higher Education.

Yamashita, T., Kinney, J. M., & Lokon, E. J. (2013). The impact of a gerontology course and a service-learning program on college students' attitudes toward people with dementia. *Journal of Applied Gerontology*, 32(2), 139-163.

Book

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https://books.google.hu/books?hl=en&lr=&id=qs6B5isZ6zQC&oi=fnd&pg=PP1&dq=Gerontology+in+Higher+Education&ots=0E430DRaRh&sig=hSgQA42LibaFWSsHFGMTG_A3vD4&redir_esc=y#v=onepage&q=Gerontology%20in%20Higher%20Education&f=false

https://books.google.hu/books?hl=en&lr=&id=S1_SWvVm9z4C&oi=fnd&pg=PR17&dq=Gerontology+in+Higher+Education&ots=dt9b4GcJeE&sig=tWWXys2F4fnU2HtS6gihjorbM8&redir_esc=y#v=onepage&q=Gerontology%20in%20Higher%20Education&f=false