Intergenerational Training Programs: Creating Opportunities in Higher Education

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BGSU Definition of Service-Learning

Curriculum-based service-learning is a, "credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs, and (b) reflect on the service activity in such a way as to gain further understanding of curricular content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.


Common Elements

Civic Literacy

Public Communication

Critical Thinking

Analytical Thinking

Information Management
Service-Learning as High Impact Practice

The American Association of Colleges and Universities (2008) identified Service-Learning as a high impact practice because:

1. Students experience deep learning
2. Make general, personal, and practical gains
3. Courses provide academic challenge
4. Promote active and collaborative learning
5. Have high student and faculty interaction

Application and reflection in real-world and classroom settings

Intergroup Communication Intervention (ICI) – Mobile Technology Training for Older Adults
ICI - Background

• Partnership with Wood County Committee on Aging
• Discussed programming needs
• Devised small group communication service-learning class
• Sensitivity training
• Ongoing evolution
  • Research
  • STRIVE
• Funding
Before starting workshops at the senior center, students have “sensitivity training.” Although pretest survey data does not reveal overly ageist attitudes among students, students’ journals as well as comments in class provides a different picture. Consider what students wrote on the board when asked about their concerns after learning about the project.

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Younger Adults Help Older Adults Learn Technology:
- Reducing age-related prejudice and stereotypes
- Reducing technology fear and illiteracy for older adults
- Improving the health of the community

Older adults report significantly more trust and significantly less apprehension about communicating with college students at T2
Resources – State and National

Ohio Campus Compact ([www.ohiocampuscompact.org](http://www.ohiocampuscompact.org))
- Funding opportunities
- Drive in conferences
- Webinars

Campus Compact ([www.compact.org](http://www.compact.org))
- National Service-Learning Syllabi Database
- Funding opportunities
- Webinars
- Research and teaching conferences
- Coming Soon?
  - ASU Grant application

Involvement of the Aging Network: Best Practices for working within Higher Education

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Best Practices
- Open, explicit communication
- Regular feedback from students, older adults, and community partners
- Public recognition and dissemination
- Utilizing campus partners
- Peer mentors
- Continuity and longitudinal design
- Reflection
“My advice would be to relax. Take it slow. Really try to tackle small parts slowly and carefully. Doing too much is confusing for the seniors and puts too much pressure on the student. It’s important to take time, manage stress, be careful, and don’t overwhelm yourself or the seniors.”

Marilyn Adams
1. Learning new ways to use my tablet
2. Learning how to configure the settings for my tablet
3. Checking email, calendar, medical research
4. Calendar

Wishing lots of good luck to each and every one.

Joe (teacher)
Hometown: Bluffton, OH
Hobbies: Knitting
Favorite color: Yellow
Favorite place: Oshkosh, Wisconsin
Something unique: His favorite thing to do is mow the grass.

Doc M.C. (Supreme Ruler)
Hometown: Bowling Green State University
Hobbies: Reading journals and watching tablet lesson videos
Favorite color: Orange and brown, duh!
Favorite place: Senior Center
Something unique: She is a pro at using Canvas!
Fun Fact: Doc M.C. is coolest professor in the Comm Department at BGSU.
Best Practices

- Incorporating partner expertise
- Regular feedback from students, older adults, and community partners
- Public recognition and dissemination
- Utilizing campus partners
- Peer mentors
- Continuity and longitudinal design
- Reflection

Graduation Day: Bonding Through Technology

For six weeks, older adults have been learning how to use various kinds of technology as taught by BGSU students. Come see how the older adults and younger adults have bonded through technology, and celebrate the graduation of more than 60 older adults!

Graduation!
Best Practices

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- Utilizing campus partners
- Peer mentors
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“It was really nice to go there, volunteer my time, and hear things like “You guys are awesome”, or learn about their families. It is really nice to be able to create relationships like that, or to have people tell you and trust you with information regarding family, their lives, or just themselves in general.”
"I think one of the most important things we can do is bridging the gap between our generations and the elderly generation. I think we both have a lot to learn from each other and I don’t think that will be possible at all if we don’t force interaction."

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