



Engaging Older Adults in Learning

a continuous professional
development pathway for adult
educators





Counteracting AGEism for a Europe open to all aims to support the global combat on ageism

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Project Number: 2021-1-DE02-KA220-ADU-000026529

Contents

Foreword.....	7
About The Project.....	10
Summary Of Need Analysis	10
Introduction.....	13
The Purpose Of Training.....	14
Target Group Of Training.....	15
Ageism	16
Intergenerational actions in context art and culture to combat ageism	16
Module 1 Adult Education Principles.....	20
Understanding Adult Learning Principles	20
The Target Group of Adult Education.....	21
Importance of Education for Older Adults	21
Training Module	29
Active learning activities.....	32
A1.1 Need to know principle.....	32
A1.2 Experiences Principles.....	34
A1.3 Self-Concept Principle	36
A1.4 Readiness to Learn Principle	38
A1.5 Orientation Principle.....	41
A1.6 Motivation Principle.....	43
Body of knowledge	45
Assessment.....	46
Module 2 Older Adult Learning.....	53
Body of knowledge - features of age.....	53
Ageing, autonomy and dependency.....	53
Cognitive functions.....	54
Physical functions	54
Ageism concept and scope	55
Explicit and implicit ageism	56
Stereotypes, prejudices, and discriminations against the older adult.....	57

Interactions between stereotypes, prejudice, and discrimination	57
Socialization of the older adult people and ageism	58
Preventing ageism	59
Policy and Law	59
Educational Interventions	61
Intergenerational contact interventions	63
Training Module	66
Assessment	68
Active learning activities.....	69
A2.1 Features of age	69
A2.2 Ageism concept and scope	72
A2.3 Stereotypes, prejudices, and discriminations against the older adult	75
Module 3 Learning for Older Adults	81
Learning For Older Adults.....	81
Learning Barriers For Older Adults	84
Physiological and Psychological Challenges	84
Strategies for Addressing Learning Barriers	85
Overcoming Negative Perceptions	85
Learning Environment And Learning Motivation For Older Adults.....	85
Creating Effective Learning Environments	86
Motivational Strategies	87
Addressing Ageism and Promoting Socialization	87
Training Module	88
Active learning activities.....	91
A3.1 Learning for older adults.....	91
A3.2 Learning Barrier For Older Adults	94
A3.3 Motivation For Older adults.....	96
Body of knowledge	98
Assessment.....	99
Module 4 Communication with Older Adults in learning environments	103
Characteristics Of Older Adults In Learning Environment.....	103
Things To Consider When Communicating With The Older Adults	106

Flexible communication styles to be used in communicating with the older adults.....	108
Strategies to facilitate communication with the older adults.....	109
Active learning activities.....	111
A4.1 Communication.....	111
A4.2 Characteristics of older adults in learning environments.....	117
A4.3 Things to consider when communicating with the older adults	120
A4.4 Strategies to facilitate communication with the older adults	125
Body of knowledge	127
Assessment.....	128
Module 5 Arts and culture programs.....	131
Determining The Topics Of The Programs In The Context Of Arts And Culture For Older Adults.....	131
Determining The Content Of The Programs In The Context Of Arts And Culture For Older Adults.....	133
Things To Consider In The Terminology To Be Used In Programs For Elderly	134
Training Module	137
Active learning activities.....	141
A5.1 Determining the topics of the programs for the elderly	141
A5.2 Determining the content of the programs for the elderly	144
A5.3 Things to consider in the terminology to be used in programs for the elderly.....	148
Body of knowledge	150
Assessment.....	151
Module 6 Educational Materials.....	157
Educational Materials.....	157
Designing Materials To Match Older Adults’ Learning Needs.....	158
How To Adapt Educational Materials Features To Older Adults.....	161
Material Selection For Adults	162
Designing Materials To Make It Easier To Achieve Educational Goals For Adults	165
Training Module	169
Active learning activities.....	172
A6.1 Designing Material and Features of educational materials for older adults.....	172
A6.2 Material Selection for older adults	176

A6.3 Designing teaching and learning materials to facilitate the achievement of educational goals	178
Body of knowledge	181
Assessment	182
Conclusion.....	189
Learned Lessons.....	189
Recommendations for the Future	190
A Vision for the Future	191

Foreword

Lifelong learning refers to the continuous and self-motivated pursuit of knowledge and skills throughout one's life beyond the formal education years (Ates and Alsai, 2012). It is a recognition that learning is not confined to a specific phase of life or limited to traditional educational institutions (Tuijnman and Boström, 2002). In this framework, lifelong learning represents a complementary and supportive learning process for everyone who has left formal education (Barth et al., 2007). Although the target audience of lifelong learning is defined as everyone in need of learning, however, the primary target audience is adults who have completed formal education (Assefa, Moges and Tilwani, 2022).

Adults need to acquire new information and skills for different reasons in the rapidly changing world because of different situations such as finding a job, getting a better job, improving their skills by learning the latest technological developments, staying in employment for a long time in a qualified way, aging healthy, preparing for retirement with advancing age, and being active citizens enable adults to participate in learning. In addition to the situations mentioned, different groups such as adults with disabilities, the older adults, immigrants, and adults who left formal education early, have different learning needs. Among these groups, the older adults consist of people who find significant differences from other groups in terms of their learning needs. According to UNESCO (2022), lifelong learning is an important opportunity for older adults to meet their learning needs and adapt to changing social processes.

According to the World Health Organization (WHO), it is estimated that the number of people aged 60 and over will double between 2000 and 2050 (WHO, 2022). In other words, one out of every five people worldwide will be 60 years or older (Oğlak and Canatan, 2020). The rapid increase in the older adults population and the prolongation of life expectancy make it even more critical for older adults to adapt to the changes in the rapidly changing world because the old people's inability to adapt to changes creates a stratification in a society consisting of those who cannot adapt.

Prejudices that the older adults are useless, do not contribute to the economy and production, and that their sick, weak, physical and mental health decreases cause ageism to emerge (Özütürker, 2020). Older adults who cannot sufficiently participate in economic and social life cannot see themselves as a part of society because they are exposed to social exclusion (Cacioppo and Hawkey, 2003). This situation causes the older adults to break away from social life even more (Barnes et al., 2022). In addition, it causes them to lose their physical and mental health even faster (Dickens et al., 2011). The prejudices delineated serve to foster and sustain ageism by depreciating the input of older adults individuals, reinforcing preconceived notions of frailty and futility, and endorsing social ostracism (Moberg and

Nelson, 2003). The prejudices have adverse impacts on the physical and mental well-being of older adults individuals, thereby impeding their engagement in economic and social activities (Lupien and Wan, 2004). In the line of abovementioned information, ageism is a social phenomenon that involves the perpetuation of stereotypes, discrimination, and prejudice based on an individual's age, with a specific emphasis on older adults (Levy and Macdonald, 2016).

It is imperative to confront and contest such biases to counteract ageism and foster an all-encompassing society, where individuals of every age are esteemed and honoured. Lifelong learning activities became essential and are valuable in terms of developing certain skills in people and being a system that supports the well-being of each individual (Friedman, 2012). Lifelong learning activities have certain functions in terms of integrating the older adults into society, protecting their physical and mental health, and ensuring their peaceful existence in the society they live in (Merriam and Kee, 2014).

Intergenerational activities facilitate intermingling individuals from diverse age groups, creating avenues for senior citizens to interact with younger cohorts and receive recognition as productive community members (Giraudeau and Bailly, 2019). The amalgamation of lifelong learning endeavours with intergenerational exchanges is conducive to the enhancement of social integration (Patrício and Osório, 2016), the subversion of ageist stereotypes (Wynia, Scott and Gillett, 2019), and the cultivation of amicable relationships (Buffel et al., 2014). Engagement in intergenerational activities is paramount in tackling ageism and fostering a more inclusive society (Fang et al., 2023). Promoting cross-generational connections and interactions can confront these prejudices and establish more resilient communities (del Carmen Requena et al., 2018). Intergenerational activity holds significant importance in the fight against ageism.

Intergenerational activities have the potential to facilitate interactions between individuals from different age groups, thereby promoting mutual understanding and dismantling negative stereotypes (Swift et al., 2017). Through intergenerational activities, individuals can confront and reassess their pre-existing beliefs and acknowledge the multifaceted nature of generational diversity, aptitude, and sagacity.

Interactions between different age groups facilitate mutual learning through exchanging knowledge, skills, and perspectives in the intergenerational activities (Ayala et al., 2007). Older adults possess the ability to impart their life experiences, sagacity, and historical knowledge, whereas younger cohorts can offer valuable perspectives on emerging technologies, trends, and cultural transformations. The mutual learning process is advantageous for both parties involved and fosters a more equitable perspective on the ageing phenomenon (Ayalon and Tesch-Römer, 2018).

Emotional well-being can be enhanced through social interactions between individuals of varying age groups (Murayama et al., 2014). Older adults frequently encounter a feeling of direction, inclusion, and heightened interpersonal attachment through their interaction with younger cohorts. Similarly, the younger generation can derive advantages from their senior counterparts' counsel, backing, and tutelage.

Intergenerational activities raise awareness about age-based discrimination and foster a more inclusive and equitable society (Gonzales and Jarrott, 2022). These activities promote social cohesion and intergenerational understanding by challenging age-based discrimination (Fletcher, 2007). Through active engagement with individuals across various age groups, it is possible to challenge societal biases and cultivate a culture that values respect, appreciation, and inclusivity.

In line with the abovementioned information, the project “PAGES Counteracting AGEism for a Europe open to all” aims promote the global fight against ageism and foster intergenerational solidarity at the community level by training adult educators/community workers. In the scope of this aim, the training module is created to train educators and social workers working with adults in the fight against ageism on the learning characteristics of the older adults , the methods that will facilitate their learning, and the issues to be considered when communicating with the older adults . The training modules have been prepared according to the learning characteristics of the older adults based on adult learning principles. Because the older adults have different characteristics from other adults in terms of physical, mental and learning psychology. Module contents have been prepared by taking these differences into account.

The training sessions conducted by the trainers after the development of the modules will yield greater levels of satisfaction and substantially enhance the quality of life for the older adults population.

About The Project

This project aims to upskill adult educators and community workers to engage older adults in lifetime learning activities to combat ageism and foster intergenerational solidarity. An intergenerational program that employs creativity and culture to foster tolerance and respect for age diversity will be co-created as part of the project. The project will use non-formal education activities to reach young and older adults.

The project's precise goals are as follows:

- To raise people's knowledge of how important it is to talk and fight against ageism in society.
- To help adult learners learn how to use an action-learning program to get older adults involved in community learning activities.
- Stop ageism between people and among people by bringing young and old people together for non-formal education activities.
- To make it easier for partner organisations in Europe to work together on issues related to ageing by supporting the global effort to fight ageism.

There will be three primary phases to the project activities:

- **Needs Analysis and Programme Design:** During this stage, the project team will analyse the community's present ageism and intergenerational harmony levels. The results will create a program design that uses creativity and culture to foster age diversity.
- **Training and action-learning:** During this phase, community workers and adult educators will receive additional training on involving senior citizens in lifelong learning activities through an action-learning program. Intergenerational activities will be a part of the program, aimed at young and old people.
- **Dissemination and Evaluation:** The project's final phase will see the outcomes disseminated and the program's effectiveness assessed. The project team will support the international campaign to combat ageism and seek to improve European cooperation among partner organisation.

Summary Of Need Analysis

A survey was conducted to understand and detect training needs within the project's scope. In analysing the survey results, the following issues came to the fore.

- The survey analysis reveals that the activities are more gratifying for both partners and that they require some knowledge to deliver permanent learning. Among these, information regarding the ideas and procedures that will help the older adults learn has emerged as the most critical learning topic. As a result, it has been determined that it would be suitable to provide information to those working with the old about the ideas and practices that will enhance the learning of adults in general and the older adults in particular.
- According to the findings of the evaluation, more knowledge on the concepts and methods that enhance the learning of the old, as well as how the older adults learn, is required. Because adult learning has varied qualities at different stages of life. These traits can shift in a variety of circumstances, from learning subjects to learning motivation, from learning psychology to attitudes and perspectives about learning. Indeed, given that life is a dynamic process, these changes are unquestionably normal.
- The concept of learning encompasses various components, including but not limited to, change, temporal aspects, pedagogical techniques, and the creation of conducive learning environments. In this context, the participants may possess diverse requirements for engagements involving older adults. The survey results indicated a requirement for additional information pertaining to learning materials.
- It is imperative to tackle the matter of defining educational or instructional materials with regard to the initial exposure to a particular subject. Subsequently, one of the key aspects to consider pertains to identifying suitable materials for older adults, along with the requisite attributes that such materials ought to possess. The survey findings indicate a need for information among professionals working with older adults individuals.
- The survey analysis reveals that trainers possess a general understanding of effective communication methods and techniques. However, they require more comprehensive information pertaining to communication tailored to the specific characteristics of their target audiences, which represent a fundamental aspect of communication breakdown. In the context of content analysis, it has been observed that there exists a significant demand for understanding the crucial aspects to be taken into account while communicating with the older adults population. This demand is frequently expressed in the literature.
- In the event that the results of the survey demonstrate a noteworthy deficiency in comprehension among respondents with respect to educational initiatives tailored

towards older adults, it underscores the necessity for additional education and training in this domain.

Introduction

The primary objective of the PAGES training program is to combat ageism on a global scale and foster intergenerational solidarity within local communities. The program endeavors to educate adult educators and community workers on strategies to engage older individuals in community-based learning initiatives, combat ageism at both the individual and societal levels, and promote awareness of the significance of addressing and challenging ageism. The program is centered on the development of an intergenerational program that incorporates imagination and cultural elements to impart values of tolerance and respect towards age diversity.

The training program will incorporate action learning as a component. The exchange of knowledge and experiences among program coordinators, adult educators, family members, carers, volunteers, and community workers can facilitate mutual learning opportunities. Such interactions can also enable them to gain insights from the perspectives of both older adults and young people. The program will facilitate the engagement of individuals in informal learning pursuits alongside individuals of varying age groups, while also promoting improved collaboration among European partner organizations in the context of aging.

The PAGES training program endeavours to equip individuals with the requisite knowledge, competencies, and dispositions to engage older adults in lifelong learning pursuits, combat age-based discrimination and foster intergenerational harmony and reverence. The aforementioned program constitutes a significant stride in constructing a society wherein individuals of all age groups can contribute to and reap the advantages of communal existence.

The Purpose Of Training

The goal of the PAGES training program is to improve the skills of program coordinators, adult educators, family members, carers, and volunteers and community workers to involve older adults in ongoing learning activities better, promote intergenerational cohesion, and fight ageism through a creative and cultural program for all ages. The program also wants to make it easier for partner groups to collaborate and support the global effort to fight ageism.

The training program's goals are to:

- Improve the skills of adult educators and community workers so they know how to get older adults involved in things that help them keep learning in the community.
- Combat ageism by spreading the word about how important it is to talk about and fight ageism in society
- Develop tolerance and respect for people of different ages by creating a program that uses art and culture
- Interpersonal and self-directed ageism can be stopped by bringing young and older adults together in non-formal education activities
- Supporting the global effort to fight ageism will help partner European organisations work together better to help older adults.

Target Group Of Training

Adult educators are experts who work in lifetime learning, community centres, elder centres, or adult education. They are entrusted with creating and implementing educational initiatives that address the requirements of senior citizens.

The welfare, level of life and social engagement of older adults people must be improved, according to **social workers and gerontology specialists**.

In various settings, such as community centres, retirement residences, or cultural organisations, **program coordinators** are responsible for planning and implementing arts and culture activities for senior residents.

Family members, carers, and volunteers interested in incorporating the arts and culture into their caring or engagement activities are a few examples of people who offer care and support to older adults persons.

The training courses can be altered to meet the unique needs and backgrounds of the cohorts above. It gives them the knowledge, skills, and resources they need to successfully incorporate arts and culture into initiatives for older persons' education, focusing on creating intergenerational connections.

Ageism

Ageism is the term for prejudice, discrimination, and stereotypes towards older adults due to their age (Ayalon and Tesch-Römer, 2018). It entails treating individuals differently or unfairly based on age rather than considering their unique capacities, competencies, or credentials. Ageism can appear in various contexts, including the workplace, the healthcare system, media portrayals, and casual conversations.

Ageism is expressed through a multitude of features or attributes. The following are prevalent characteristics of ageism:

Stereotyping: Ageism frequently entails the utilization of stereotypes and broad assumptions regarding individuals belonging to a specific age cohort (Swift et al., 2017). An instance of this would be the assumption that older individuals exhibit technological incompetence or exhibit resistance towards change, while younger individuals lack experiential knowledge or sagacity.

Discrimination: Ageism can lead to discriminatory behaviors or practices that are based on an individual's age (Han and Richardson, 2014). Age-based discrimination can manifest in various forms, such as depriving older individuals of job opportunities, promotions, or training or excluding them from certain activities or responsibilities solely based on age (Glover and Branine, 2001).

Prejudice and Bias: Ageism pertains to the assumptions and prejudices held towards individuals based on age (Vervaecke and Meisner, 2020). Biases impact how decisions are made, perceptions are formed, and individuals are treated (Bibby, 2008).

Lack of Representation: Ageism can manifest as an inadequate representation or inaccurate portrayal of specific age cohorts across various media outlets, promotional campaigns, and other modes of representation (Rosenthal, Cardoso and Abdalla, 2020).

Institutionalized Ageism: Ageism is ingrained in societal structures, regulations, and establishments, resulting in systemic prejudice towards specific age cohorts (Farrell et al., 2022). Illustrative instances comprise of limitations on employment based on age, age-specific thresholds for particular benefits or services, or insufficient advocacy and representation for individuals of varying age groups.

Intergenerational actions in context art and culture to combat ageism

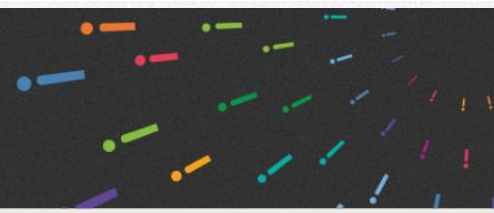
Intergenerational engagement in the context of art and culture can be a powerful tool in combating ageism (Adams, 2020). Art and cultural activities have the potential to challenge

stereotypes, promote mutual understanding, and cultivate a sense of shared purpose among different age groups by facilitating meaningful interactions (Lowe, 2000). The intergenerational activities in art and culture can address ageism:

- Facilitating collaboration and exchange among individuals of different age groups in artistic endeavours promotes mutual regard and dismantles intergenerational boundaries (Aguilera-Hermida, 2020). Intergenerational initiatives foster authentic connection and comprehension by promoting collaboration, skill-sharing, and experiential learning among individuals from different age groups (Stephen, 2023).
- The establishment of mentorship programs that match older adults with younger individuals who possess an interest in art and culture can be advantageous for both parties involved (Subotnik et al., 2010). Older adults possess valuable expertise, wisdom, and artistic knowledge, whereas younger counterparts can provide novel perspectives and technological proficiency (Tempest, 2003). These mentorship programs provide a platform for intergenerational learning and foster a sense of value and contribution for older adults (Yuan and Yarosh, 2019).
- Intergenerational Arts Programs targeting multiple age groups can help challenge age-related stereotypes (Lou and Dai, 2017). These programs can include workshops, classes, or performances where people of different ages collaborate and showcase their talents. Such initiatives celebrate creativity and demonstrate the richness and diversity of artistic expression across generations (unesco.org, n.d.).
- Storytelling and oral history projects help fight ageism by showcasing older generations' knowledge, resiliency, and contributions (de Souza, 2010). According to *Challenging ageism A guide to talking about ageing and older age (2021)*, by encouraging older adults to share their life stories and experiences, these activities can also assist combat other forms of discrimination against older adults. Younger individuals can actively engage in documenting and preserving these narratives, fostering empathy, and appreciation for the older adults' experiences (Sljivic et al., 2021).
- Organizing interdisciplinary cultural events that showcase various art forms, such as music, dance, theatre, and visual arts, can attract a diverse audience of different age groups (Markusen, 2014). By creating inclusive spaces for cultural expression, these events encourage intergenerational dialogue, foster appreciation for different perspectives, and challenge age-related biases (Dauenhauer et al., 2021).
- The implementation of community-based programs that involve intergenerational art and cultural initiatives can serve as an effective strategy in addressing ageism, as it

fosters engagement and participation among local communities (Jarrott et al., 2022). Collaborative efforts between community centres, schools, museums, and cultural organisations is implemented to facilitate intergenerational events, exhibitions, or workshops aimed at fostering mutual understanding, respect, and appreciation among different age groups (Wu, Siu and Zhang, 2023).

In general, the involvement of different generations in artistic and cultural activities offers a space for mutual participation, education, and imaginative manifestation. By promoting collaboration, empathy, and understanding, these initiatives can challenge ageism and foster a more inclusive society that values individuals of all ages



module 1

Adult Education Principles



Module 1

Adult Education Principles

Training Module 1 is designed to enhance the capabilities of adult educators, aiming to:

- Increase educators' knowledge and skills in adult learning principles.
- Facilitate the learning processes of older individuals.
- Ensure the active participation of older adults in learning environments.

By engaging with this module, participants will improve their teaching skills and create more effective adult education environments.

Understanding Adult Learning Principles

Learning is a lifelong process that begins before birth and continues until the end of life. While traditional learning activities have historically focused on children and young people, the unique needs and motivations of adults—especially older adults—have often been overlooked (Çiçek, 2022).

In recent years, shifting social, economic, and daily life dynamics have encouraged adults of all ages who are no longer in formal education to consciously seek out learning opportunities (Onur, 2021). Lifelong learning, as a concept, addresses the educational processes of individuals who have moved beyond formal schooling.

Historically, planned learning activities have been tailored to children and young people, employing strategies designed to meet their developmental needs and psychologies (Knowles, 1986). However, when these same strategies are applied to adults, they often fail to meet the learners' needs. This mismatch can lead to disengagement and withdrawal from learning activities, highlighting the importance of adopting principles tailored specifically to adult learners.

Adult learning and education emerge as critical areas after individuals transition out of formal schooling. Adult learners, defined as individuals aged 18 and older, bring distinct perspectives shaped by their roles, responsibilities, goals, learning psychology, and self-perceptions (Lindeman, 1969). These differences become more pronounced with age, requiring a specialized approach to older adult education (Özütürker, 2021).

Research into the learning characteristics of adults has led to the development of specific principles tailored to adult education. These principles address the evolving needs of adults as they navigate different life stages and ensure their active engagement, particularly in professional and social contexts (Ayhan, 1990). For older adults, the focus of learning often shifts to personal growth, socialization, and maintaining mental and physical health. Recognizing these shifts is essential for designing effective educational activities and combating discrimination against older adults.

Educational activities that respect the unique characteristics of older adults foster socialization, break down prejudices, and create opportunities for intergenerational connections. By leveraging these principles, adult education not only enhances individual well-being but also contributes to societal progress.

The Target Group of Adult Education

Adult education encompasses a diverse target group, including:

- Individuals deprived of education due to social, economic, or geographical barriers.
- Physically or mentally disabled individuals.
- Illiterate adults.
- Economically disadvantaged populations in rural and urban areas.
- Refugees and immigrants.
- Unemployed youth and unskilled or semi-skilled workers.

Within this broad spectrum, older adults represent a unique subgroup. Aging is a natural, inevitable process influenced by factors such as genetics, nutrition, environment, and culture. Despite biological aging, individuals may not perceive themselves as "old." Education plays a crucial role in helping older adults navigate this stage of life with confidence and efficiency, enhancing their quality of life.

Importance of Education for Older Adults

The participation of older adults in educational activities is vital for both individual and societal well-being. Societies with educated individuals experience accelerated development and improved economic and social welfare (Güleç, Çelik, Demirhan, 2012). Educational

programs tailored to older adults should prioritize their specific needs and leverage adult learning principles to foster engagement.

Learning activities for older adults should emphasize socialization and interaction with diverse groups, creating opportunities to form new communication patterns and challenge existing prejudices. By addressing issues like ageism, these activities serve as powerful tools for fostering inclusivity and breaking down barriers. To achieve these outcomes, educators must first understand and apply the principles of adult learning effectively.

By focusing on the unique needs of older adults, adult education can facilitate meaningful personal development, enhance social cohesion, and combat discriminatory attitudes, ultimately building more inclusive and empowered communities.

Andragogy, the method and practice of teaching adult learners, particularly older adults, is built on six key principles (Knowles, 1996):

- Need to Know
- Experiences
- Self-Concept
- Readiness to Learn
- Orientation
- Motivation

Each principle offers valuable insights into how adults engage with learning processes and the factors that influence their participation. Below, these components are explored in detail.

Need to know

Adult learners typically balance multiple roles and responsibilities in their personal and professional lives. Many are engaged in demanding jobs, are married, or have children, and must manage their daily tasks effectively. To cope with these demands, adults need to prioritize and plan their time carefully. Time is one of the most valuable resources for an adult, and the decision to dedicate it to a learning activity often requires careful consideration and persuasion.

Adults need to understand *why* they should learn something before committing to it. This "need to know" is a key principle in andragogy. According to Tough (1979), adults invest significant effort into researching the benefits of learning and the potential drawbacks of not learning before beginning any educational activity. Similarly, Knowles (1986) emphasizes that adults are more likely to engage in learning when they are convinced of its value and relevance.

Recent studies confirm that many adults decide whether to participate in learning activities by weighing the benefits of learning against the consequences of not acquiring new knowledge or skills (Tough, 1979). While the intensity of daily tasks may lessen for older adults, they still require a clear understanding of why they should participate in an activity. For older adults, it is essential to provide detailed information about the purpose of the activity, the expected outcomes, and the specific benefits they will gain.

An important aspect of the "need to know" principle is creating opportunities for adults to recognize the gap between their current knowledge or skills and their desired goals. Offering real or representative experiences can help adults visualize this difference and see the value of learning for themselves. For those working with older adults, understanding these characteristics and providing clear, tailored information about learning activities is critical to fostering engagement and participation.

Experiences

As individuals age, the breadth and depth of their experiences—particularly those gained through learning by doing—continue to grow. These experiences are highly valuable to adults because they are not merely lessons taught by others but are conclusions drawn from personal encounters and reflections. According to Lindeman (1969), an adult's life experiences are the most effective and significant resources in adult education. These experiences are deeply personal and hold immense importance for the individual, shaping their worldview, guiding their actions, and influencing their personality.

Adults enter learning environments with a wealth of diverse experiences, far surpassing those of children and adolescents. Lindeman (1969) refers to experience as the "living textbook" of adult learners, underscoring its centrality in adult education. Over time, these accumulated experiences contribute to greater individual differences among adults. They also serve as a foundation for making new learning meaningful and permanent, creating a continuous cycle of growth and reflection.

Older adults, in particular, place a high value on their experiences and often have a strong desire to share them. When these experiences are not acknowledged or valued, older adults may feel marginalized, leading to disengagement and withdrawal from learning environments. However, it is important to recognize that extensive life experiences can sometimes foster mental habits, biases, and prejudices, potentially limiting openness to new ideas and perspectives. This is a potential downside of relying solely on experience as a learning resource.

To support older adults effectively, it is crucial to integrate their experiences into learning activities. Doing so not only facilitates the acquisition of new knowledge but also encourages them to remain engaged in activity settings. Continued participation in activities promotes both mental and physical health, contributing to a healthier aging process (MEGEP, 2008). Moreover, activities that bring together individuals from different generations can help dispel prejudices and foster better communication, thereby reducing ageism and promoting intergenerational understanding.

Educators and social workers who work with older adults should prioritize leveraging these experiences while designing and implementing learning activities. By valuing and utilizing the life experiences of older adults, these professionals can create more inclusive, engaging, and effective learning environments, ultimately supporting the well-being and social inclusion of older individuals (Karabacak, 2018).

Self Concept

Self-concept, rooted in psychology, refers to an individual's perceptions, feelings, thoughts, and attitudes about themselves (Açıkgöz Ün, 2005). In adult education, self-concept is a critical factor influencing learning, as personal feelings and self-perceptions shape how individuals engage with educational activities. According to Rogers (1969), self-perception is not only a cornerstone of daily life but also a key to effective learning.

Self-concept is essentially how individuals view and define themselves. Adults, guided by their self-concept and societal expectations, assume responsibility for their decisions and lives. This self-concept fosters a deep psychological need to be recognized and treated as autonomous individuals capable of self-direction (Knowles, Holton, and Swenson, 2014). When adults feel that others are imposing their will on them, it can provoke frustration and resistance. Participation in activities reminiscent of periods of dependence, such as traditional education settings, can lead to a reversion to earlier dependent identities, causing adults to act contrary to their current autonomous self-concept.

This conflict between an adult's desire for autonomy and their recollection of dependence may result in tension, often prompting them to leave the learning environment to avoid the discomfort (Alan, 1998). Such conflicts are thought to contribute to the high dropout rates in adult education.

While self-concept can evolve through life experiences, it becomes more stable with age. In older adults, self-concept is deeply ingrained, making significant changes less likely. Educators

working with older adults should recognize this stability and adapt their methods to align with it, minimizing potential conflicts and fostering engagement (Karabacak, 2018).

To address these dynamics, it is essential to design activities that respect and support the self-concept of adult learners. Activities should encourage voluntary participation and avoid coercion, ensuring that participants feel respected and autonomous. Planning activities for older adults that include diverse age groups can also help foster intergenerational understanding while maintaining the self-respect of participants.

The knowledge and skills of educators and facilitators are crucial in creating a positive learning environment that supports the self-concept of adult learners. By addressing these factors, educators can reduce dropout rates, enhance the learning experience, and promote sustained engagement among adult learners, particularly older adults (Karabacak, 2018).

Readiness To Learn

Readiness to learn is a practical concept that emerges as individuals transition from one developmental stage to the next (Knowles, 1996). It is closely tied to the decision-making process around participation in learning activities. When adults feel ready to learn, they often begin by researching and seeking out activities or experiences that align with their needs and goals.

Adults are particularly motivated to learn when they perceive the knowledge or skills to be directly relevant to solving real-life problems (Lindeman, 1969). The identification of these problems serves as a key driving force for readiness to learn. For example, when planning activities aimed at addressing ageism and discrimination against older adults, it is crucial to first research what older adults perceive as problems in this area. Activities that focus on resolving these perceived issues are more likely to resonate with older adults and encourage their participation (Özütürker, 2011).

Readiness to learn is also influenced by transitions between life stages (Levinson, 1986). In advanced adulthood, many individuals experience a shift away from productivity and towards greater introspection and adaptation to new roles. This period of adjustment often makes older adults more receptive to participating in activities that help them navigate these changes. However, they may need guidance on how to engage in such events, as well as reassurance that their involvement is valued. Facilitating their participation not only fosters their readiness to learn but also supports their socialization and well-being.

Furthermore, adults are ready to learn when they see the relevance of the learning to managing real-life situations effectively (Knowles, 1990). For older adults, this might include

learning skills to address the challenges of aging, engaging in intergenerational dialogue, or combating age-related discrimination.

As with other aspects of adult education, the knowledge and skills of those who design and facilitate activities are critical. Understanding the dynamics of learning readiness among older adults can help educators create inclusive, engaging environments that encourage participation and foster meaningful learning experiences. Activities that bring older adults together with diverse groups also promote social interaction, reduce isolation, and contribute to their overall quality of life (MEGEP, 2008).

Orientation

The principle of orientation to learning relates to the types of activities adults are drawn to and how they approach learning. Unlike children and adolescents, whose education is often subject-based, adult learning is problem- and life-based (Knowles, Holton, & Swenson, 2014). Adults are less likely to invest effort in learning information unless it directly helps them address real-life challenges. Therefore, in adult education, the focus should shift from teaching abstract subjects to addressing practical situations (Bilir, 2004).

Adults tend to approach learning as a way to resolve life- or task-related problems. They are motivated to learn when they see an immediate and practical application for the knowledge or skills they acquire. Learning becomes meaningful and lasting when adults can directly apply it to their lives. This principle closely aligns with the readiness to learn but emphasizes the immediate application of knowledge as the key motivator (Karabacak, 2018).

Unlike traditional, subject-based learning approaches—often referred to as the "banking education model," where information is stored for future use (Freire, 2008)—adults prefer learning that has immediate relevance. The banking model tends to alienate adults, especially older adults, who are less inclined to engage in long-term planning due to the unpredictability of their remaining time. Consequently, learning activities should prioritize addressing current problems and providing immediate, practical solutions (Ayhan, 1995).

For older adults, this means focusing on issues they perceive as urgent or meaningful. For example, activities aimed at combating ageism or fostering intergenerational understanding can be particularly effective if they involve tangible solutions to problems older adults face. Engaging older adults with diverse groups in activities that directly address discrimination or social isolation not only provides immediate benefits but also fosters meaningful connections.

In light of these insights, educators should design activities that prioritize practical, task-oriented learning. By addressing real-life challenges and offering immediate applications,

these activities can enhance engagement, motivation, and the overall learning experience for adults, particularly older adults. This approach helps ensure that learning is both relevant and impactful, fostering a sense of achievement and empowerment in adult learners.

Motivation

Motivation plays a pivotal role in adult learning, influencing the initiation, persistence, and completion of educational activities. While everyone possesses a natural inclination to learn, the challenge often lies in identifying what, when, and where to learn (Scales, 2015). For educators working in adult education, understanding the dynamics of motivation is crucial for designing and implementing effective learning programs.

Adults are driven by both external and internal motivators. External motivators include tangible rewards such as better job opportunities, promotions, or higher salaries. However, research shows that internal motivators—such as improved self-esteem, self-confidence, inner peace, and enhanced quality of life—are often more powerful and enduring (Knowles, 1990; Capricorn & Canatan, 2020). These intrinsic motivators align closely with adults' readiness and orientation to learn (Karabacak, 2018).

Motivation in adults can be broadly categorized into two types:

- **External Motivation:** Stimuli from the environment that encourage participation, such as financial incentives, job-related benefits, or societal recognition. While these motivators can prompt initial engagement, they may not sustain long-term commitment.
- **Internal Motivation:** Personal drivers rooted in emotional, psychological, or self-fulfillment needs. These include the desire for self-respect, personal growth, better mental health, and achieving a sense of accomplishment. Studies indicate that intrinsic motivation is more effective in fostering deep and meaningful learning experiences (Honor, 2021).

In the context of older adults, intrinsic motivators become particularly significant. Learning activities should be designed to address their internal aspirations, such as maintaining self-respect, fostering social connections, and improving quality of life. Educators and social workers who integrate this principle into their programs can create environments that not only meet the learning needs of older adults but also help combat age-related discrimination. Activities that emphasize empowerment, inclusivity, and personal fulfillment are particularly effective.

Moreover, aligning motivation with other principles of adult learning—such as readiness to learn and orientation to learning—enhances the overall learning experience. By understanding and addressing the intrinsic motivators of older adults, educators can develop programs that encourage participation, sustain engagement, and lead to meaningful outcomes. This approach is not only beneficial for individual learners but also serves as a tool to promote equity and reduce discrimination against older adults.

Training Module

The concept of adulthood varies across countries and cultures, reflecting differing legal, social, and biological perspectives. According to the World Health Organization (WHO, 2022), adulthood begins at age 24, though other frameworks may define adulthood differently. In biological terms, adulthood is often associated with reproductive maturity, while legally, individuals are considered adults upon reaching the age of 18. Sociologically, adulthood is marked by the ability to fulfill societal responsibilities.

In the context of adult education, adults are typically defined as individuals who are no longer part of formal education systems. Adult education serves as a platform for individuals to consciously pursue changes in their lives through learning. It is designed to impart both theoretical knowledge and practical skills to professionals, workers, and other individuals outside formal education.

Goals and Importance of Adult Education

The primary aim of adult education is to empower learners with the tools and skills needed to navigate personal and professional challenges. It supports lifelong learning, encourages adaptability, and enhances individual capabilities in response to changing societal and economic demands.

For older adults, education programs often focus on enhancing their quality of life and health. Policies and initiatives increasingly emphasize productive, successful, and independent aging. Educational activities for older adults are tailored to these goals, offering opportunities to learn new skills, maintain social connections, and foster mental and physical well-being.

By addressing the diverse needs of adults across various stages of life, adult education contributes to individual growth, community development, and societal progress. It is a dynamic field that adapts to cultural, social, and demographic changes, ensuring its relevance in a rapidly evolving world.

<i>Name of the Module</i>	Principles to facilitate adult learning (6 adult education principles)
<i>Purpose of The Module</i>	To increase the knowledge and skills of educators on adult learning principles in learning environments of older adults
<i>Learning objectives</i>	1- Facilitate the learning processes of older individuals 2-Ensuring the active participation of the older adults in the learning processes in the learning environment

	3-To ensure permanent learning of the older adults by using adult learning principles in the education of the learners.
Topic & context (Module outline)	Chapter 1- Need to know Chapter 2- Experiences Chapter 3- Self-concept Chapter 4- Readiness to learn Chapter 5- Orientation Chapter 6- Motivation
Target Group	<i>The target group is the adult educators and community workers who work with older adults and those individuals who require or are interested in learning and having more knowledge to improve their experience.</i>
Educational Environments and Equipment	Environment: Classroom, workshop, library, family environment, all environments where you can work by yourself and in a group Hardware: Sourcebooks, computer, projector, photos, PPT, brochures, related documents, slides or pdf.
Module summary/ Main contents/ Relevance	Six chapters will be developed to provide adequate information for educators working with older adults The first chapter will consist of introducing educators to the basics of the adult education. In the second chapter , educators will be shown importance of the experiences for the older adults in adult learning environment. In the third chapter will be about relation between the self-concept and learning. The fourth chapter will show how adults are ready to learn. The fifth chapter will be about a "problem-centred" learning perspective rather than subject-centred learning in adult education. The six chapter deals with what motivates older adults to learn.

<p><i>Timetable & schedule</i></p>	<p>Chapter 1 will be developed with the "Write quickly" methodology and will need a total of 30 minutes.</p> <p>Chapter 2 will be developed with the Circle Speech methodology, which will require 30 minutes</p> <p>Chapter 3 will be developed through the Group discussion methodology to understand the self-concept. The trials may take up to 30 min as well</p> <p>Chapter 4 will be prepared with the experiential learning methodology. The group will be talked about the factors of readiness to learn. This module will need 30 minutes.</p> <p>Chapter 5 will be developed with the circle speech methodology. It helps to understand the dynamics that affect learning orientation of the older adults. The module may take up to 30 minutes.</p> <p>Chapter 6 will be prepared with the write quickly methodology and it will require 30 minutes.</p> <p>Total: 180 min</p>
<p><i>Learning outcomes of the modules</i></p>	<p>Upon completion of these modules, trainees should be able to:</p> <ul style="list-style-type: none"> ■ Educators acquire information that will facilitate the learning of older adults ■ Understand which are the most effective strategies for older adults in learning area ■ Understand learning barrier for the older adults ■ Educators understand how to motivate seniors to learn

Active learning activities

A1.1 Need to know principle

<u>Module</u>	Adult learning principles
<u>Chapter 1</u>	<p>Need to know principle</p> <p>Before adults attempt to learn something, they want to see why they should learn it. The learning activity must have a concrete, visible corresponding problem for an adult, which must be visible to an adult. It should be ensured that the learners see the relationship between the education program and the adult's daily life.</p>
<u>Name of activity</u>	Learning the meaning of "need to know" in adult education
<u>Objective(s)</u>	<p>To Learn</p> <ul style="list-style-type: none"> ● Meaning of "need to know" ● Importance of " need to know" for older adults ● Relation between the "need to know and learning"
<u>Methods</u>	<p>Methodology: Write quickly</p> <p>1-Participants write their opinions about on this concept is and its importance.</p> <p>2-Then some participants can read their answers and there will be a talk about these answers which answers are suitable for adult learning.</p> <p>3-In the end, a decision is reached as a group.</p>
<u>Time allocated</u>	<p>1. Each participant will have 5 minutes to write.</p> <p>2. There would be participants to read their responses about concept of need to know 5 minutes</p>

	<p>3. There will be a discussion about on concept and its importance for older adults 20 minutes</p> <p>Total: 30 min</p>
<u>Resources needed</u>	<ol style="list-style-type: none"> 1. Classroom or a meeting room 2. Flip charts, board and markers 3.PPT, computer and projector 4. Papers/sheets and pens
<u>Instructions</u>	<ol style="list-style-type: none"> 1. Ask the participants to write down, very concretely, when adults participate a training 2. If the older adults are told why they need to learn the subject, will they participate more in the activities? This question asked to be answered. 3. Then participants read their responses. 4. As they read, the person in charge will write down their answers on the chart 5. The person in charge will read general thoughts on "need to learn" concept <p>Total: 30 min</p>
<u>References</u>	<p>Malcolm Knowles adult learning principles</p> <p>https://www.youtube.com/watch?v=kga7re5JYA8</p> <p><u>Ayhan, S., (1995).</u> Paulo Freire: On his Life, Philosophy and Practice of Education</p>

A1.2 Experiences Principles

<u>Module</u>	Adult learning principles
<u>Chapter 2</u>	<p>Experiences</p> <p>The value of their life is great for the adult. For this reason, when he feels in an environment that does not benefit from his life or does not value it much, he thinks he is rejected along with his experiences. For this reason, the experiences of the older adults should be given importance and these experiences should be used in the learning environment.</p>
<u>Name of activity</u>	Knowing how experiences can be used in learning environment
<u>Objective(s)</u>	<ul style="list-style-type: none"> ● Learn about importance of experience ● Understanding how to leverage the experience of older adults to facilitate learning
<u>Methods</u>	<p>Methodology: Circle Speech</p> <ul style="list-style-type: none"> ● The participant in charge will give the theoretical explanation about "using experiences " ● In a circle, people can talk about the use of previous experiences in the learning process ● Participants talk about the relationship between experiences and new learning
<u>Time allocated</u>	<ol style="list-style-type: none"> 1. Participants in charge will have 5 minutes to explain theory 2. Participants talk about how experiences affect new learning. (20 mint.) 3. The conclusions about the importance of experiences in the learning process are shared. (5 min.)

	Total: 30 minutes
<u>Resources needed</u>	<ol style="list-style-type: none"> 1. Classroom or meeting room 2.PPT, computer, projector, pen and paper
<u>Instructions</u>	<ol style="list-style-type: none"> 1. The participant in charge will explain the by using theoretical way about what experiences mean in adult education. 2. Then they can sit in a circle. 3. They can discuss about why experiences are important, how it can be use and how helps to learn 4. Participants describe how they benefited from their previous experiences while learning new topics. Ideas about how previous experiences facilitate learning will be shared. <p>Total time: 30 min</p>
<u>References</u>	<p>Andragogy</p> <p>https://www.youtube.com/watch?v=RssPiq3-XKM</p> <p>How to teach adults</p> <p>https://pros.educ.queensu.ca/postgrad/workplacedev</p>

A1.3 Self-Concept Principle

<u>Module</u>	Adult learning principles
<u>Chapter 3</u>	<p>Self-concept Principle</p> <p>Self-concept is a concept related to psychological maturation. The idea of self relates to how a person recognises and defines himself. A developed self-concept means that the adult feels ready to make his own decisions and bear the consequences as an independent. The older adults have powerful ingrained habits and individual; in other words, he is self-directed.</p>
Name of activity	Understanding the self-concept
<u>Objective(s)</u>	<ul style="list-style-type: none"> ● Understanding the self-concept ● Understanding how self-concept affects learning ● The relationship between self-confidence and self-concept ● Understanding how self-perception facilitates / complicates learning
<u>Methods</u>	<p>Methodology: Group Discussion</p> <p>Analysis of the effects of different situations on learning in relation to self concept</p>
<u>Time allocated</u>	<ol style="list-style-type: none"> 1. 3 situation with 10 minutes of discussion for each one. 2. Participants in charge will share (3 topics discussed, assigned participants will explain the effects of self concept on learning) (5 minutes for each situation) 3. When the responsible participants are telling, the important points will be written by a designated participant on the papers on the flip chart 4. Finally each situation will present. (5 min.)

	Total: 30 min
<u>Resources needed</u>	<ol style="list-style-type: none"> 1. Classroom or meeting room 2. Examples of different situations (it would be more appropriate to say sample) "Examples of different situations" 3. Papers/sheets and pens 4. Flip Chart (board)
<u>Instructions</u>	<ol style="list-style-type: none"> 1. The participants will be given 5 different situations. In each case, it will be analyzed on the self concept. 2. They will give their opinion on each situation with their knowledge and experiences. It will help to understand how the concept of self-concept affects learning 4. A participant in charge of taking notes of the opinions and these notes can be use in presentations. 5. Conclusions will share
<u>References</u>	<p>Self-concept in adult learning</p> <p>https://www.youtube.com/watch?v=Vhn1WA5bgWw</p> <p>An evaluation of Knowles' theory of adult learning</p> <p>https://www.tandfonline.com/doi/abs/10.1080/0260137860050203</p> <p><u>Ayhan, 1990.</u> Research on participation in public education. Ankara University Journal of Faculty of Educational Sciences. Ankara</p>

A1.4 Readiness to Learn Principle

<u>Module</u>	Adult learning principles
<u>Chapter 4</u>	<p>Readiness to Learn</p> <p>Adults only accept learning that is suitable for their needs. They expect the education they receive to satisfy their concrete needs. They are ready to learn about issues related to family, social and professional responsibilities. In this sense, In this sense, first of all, the subjects that the older adults need to learn should be known.</p>
<u>Name of activity</u>	Knowing to principle of readiness to learn and their affects on learning
<u>Objective(s)</u>	<p>To Understand</p> <ul style="list-style-type: none"> ● What it means to be ready to learn for adults ● How adults ready to learn ● The relationship between readiness to learn and learning speed ● The relationship between readiness to learn and continuing learning activities
<u>Methods</u>	<p>Methodology: Experiential learning</p> <p>The groups will be presented with the readiness to learn for adults. They will have the chance to ask questions after the presentation.</p> <p>Then, the participants will be divided into groups of 3. Each group will be given 1 situation that may be a problem by adults. They will be asked to prepare a scenario for these situations.</p> <p>They will be asked to make a presentation about the learning processes that show the solution of the problem in the prepared scenario</p>

<p><u>Time allocated</u></p>	<ol style="list-style-type: none"> 1. Presentation of what it means to be readiness to learn for adults will take 5 minutes. 2. The participants will be divided into groups of 3 before the start of the activity. 3rd Each group will create a scenario of adults readiness to learn (15 mint) 5. Each group will share their work to other groups (5 minutes for each group) <p>Total time: 30 minutes</p>
<p><u>Resources needed</u></p>	<ol style="list-style-type: none"> 1. Classroom or a meeting room 2.PPT, computer and projector, 3. Papers/sheets and pens
<p><u>Instructions</u></p>	<ol style="list-style-type: none"> 1. Welcome the participants and give them paper and a pencil in case they need to take notes during presentation 2. Questions will be answered after the presentation 3. A situation that may be a problem for adults will be given to groups 4. It will be asked to create a scenario for this situation 5. It will be reminded that the principles of the principle of readiness to learn should be included in the solution of the problem. 7. Once they are done with their task, each group to present their work to other groups.

<p><u>References</u></p>	<p>The Concept of Autonomy in Adult Education: A Philosophical Discussion</p> <p>https://journals.sagepub.com/doi/abs/10.1177/0001848183034001004?journalCode=aeqb</p> <p>Readiness to learn adult education</p> <p>https://www.youtube.com/watch?v=Uk6QFIUYrKE</p>
--------------------------	---

A1.5 Orientation Principle

<u>Module</u>	Adult learning principles
<u>Chapter</u>	<p>Orientation</p> <p>A "problem-centred" learning perspective rather than subject-centred learning is essential in adult education. It is only in this context that it is geared towards learning and learning issues. They don't want to learn the information they will use later. This feeling is more robust in the older adults . Because the older adults may not want to make long-term plans during this period of their lives.</p>
<u>Name of activity</u>	Understand to principle of orientation and their affects on learning
<u>Objective(s)</u>	<p>To Learn</p> <ul style="list-style-type: none"> ● What is adults' orientation to learning? ● Factors affecting adults' orientation to learning ● The relationship between orientation to learn and learning process of adults
<u>Methods</u>	<p>Methodology: Group discussion</p> <p>The groups will be presented with the principle of orientation to learning.</p> <p>Participants will be asked to compare the dynamics of adults' and students' participation in learning.</p> <p>Participants will be asked to discuss the factors that affect adults' orientation to learning.</p> <p>Each group will share their thoughts with the other groups</p>

<p><u>Time allocated</u></p>	<p>1. Presentation of orientation to learn for adults will take 5 minutes.</p> <p>2. Each group will discuss factors affecting the orientation to learning (15 mint)</p> <p>4th Each group will share their work with the other groups (5 minutes for each group)</p> <p>Total time: 30 minutes</p>
<p><u>Resources needed</u></p>	<p>1. Classroom or a meeting room</p> <p>2.PPT, computer and projector,</p> <p>3. Papers/sheets and pens</p>
<p><u>Instructions</u></p>	<p>1. Welcome the participants and give them paper and a pencil in case they need to take notes during presentation</p> <p>2. The groups will be presented with the principle of orientation to learning.</p> <p>3. They will have the chance to ask questions after the presentation.</p> <p>4. Then the participants will be divided into groups of 3.</p> <p>5. Participants will be asked to compare the dynamics of adults' and students' participation in learning.</p> <p>6. Participants will be asked to discuss the factors that affect adults' orientation to learning.</p> <p>7. Participants will be asked for their views on which subjects adults tend to learn.</p> <p>8. Each group will share their thoughts with the other groups.</p>
<p><u>References</u></p>	<p>Teaching Adults: Adult Learning Theory</p> <p>https://www.youtube.com/watch?v=Aqt-1nQj9yE</p>

	<p>Using Adult Learning Principles to Create Effective Training</p> <p>https://www.youtube.com/watch?v=MDfce4FsiT4</p>
--	--

A1.6 Motivation Principle

<u>Module</u>	Adult learning principles
<u>Chapter</u>	<p>Motivation in adult learning</p> <p>Adults are motivated by internal factors such as job satisfaction, self-esteem, quality of life, and personal development, as well as external factors such as better jobs, higher wages, promotions in their careers, and solving the problems they encounter. However, for older adults, some of these motivations at this time in their lives may not lead to their learning orientation because they may have achieved some of these goals. Therefore, the learning motivations of the older adults are different from those of younger adults.</p>
<u>Name of activity</u>	Understanding adults' motivations to learn.
<u>Objective(s)</u>	<p>To Learn</p> <ul style="list-style-type: none"> ● Adults' motivations for learning ● Differences between the learning motivations of the older adults and those of other learners ● Relation between the "motivation and learning for older adults"

<p><u>Methods</u></p>	<p>Methodology: Write quickly</p> <p>1-Participants write their opinions about on components importance of motivation for older adults</p> <p>2-Then some participants can read their answers and</p> <p>3- There will be a talk about these answers which answers are suitable for adult learning and older adults</p> <p>3-In the end, a decision is reached as a group.</p>
<p><u>Time allocated</u></p>	<p>1. Each participant will have 5 minutes to write.</p> <p>2. There would be participants to read their responses about component of the motivation (5 minutes)</p> <p>3. There will be a discussion about on motivation and its importance for older adults (15 minutes)</p> <p>4. The answer to the question of how to increase the motivation of the older adults will be emphasized. (5 minutes)</p> <p>Take total: 30 minutes</p>
<p><u>Resources needed</u></p>	<p>1. Classroom or a meeting room</p> <p>2. Flip charts, board and markers</p> <p>3.PPT, computer and projector</p> <p>4. Papers/sheets and pens</p>
<p><u>Instructions</u></p>	<p>1. Ask the participants to write down what the motivations of the older adults to participate a training</p> <p>2. Then participants read their responses</p> <p>3.As they read, the person in charge will write down their answers on the chart</p>

	<p>5. The person in charge will read general thoughts on "need to learn" concept</p> <p>Total: 30 Min.</p>
<u>References</u>	<p>Malcolm Knowles adult learning principles</p> <p>https://www.youtube.com/watch?v=kga7re5JYA8</p> <p>Using Adult Learning Principles to Create Effective Training</p> <p>https://www.youtube.com/watch?v=MDfce4FsiT4</p>

Body of knowledge

Multi-disciplinary approaches enable different fields to work interactively with each other. In this way, different working areas feed each other and the shadowed spots in the working area are illuminated. It is a discipline that is found at the intersection of many different areas in learning. Learning under the roof of education, lifelong learning as a specific context of learning, lifelong learning, adult education focusing on adults as the target audience of lifelong learning, psychology and learning psychology due to the psychological dimension of adult learning (such as motivation, self-perception), developmental psychology due to the relevance of older age adults to age periods, as well as geriatrics, discrimination in social life. Since it is a sociological phenomenon due to its contact, many different fields of study such as sociology and communication to break prejudices are the branches of science that benefit from the knowledge of this module.

If it is necessary to sort the fields of study from which the information is used

- Education
- Lifelong learning
- Adult education
- Psychology

- Psychology of learning
- Developmental psychology
- Geriatrics
- Sociology

Although there is support from many different disciplines in studies on education and older adults, the impact of psychology and its sub-breakdowns on learning and learning of older adults is very high.

Assessment

The module, designed to explore the principles of adult learning and their connection to ageism, is well-suited for evaluation using both quantitative and qualitative assessment methods. This flexibility allows for a comprehensive understanding of its effectiveness and impact.

Suggested Assessment Tools:

1. Likert-Scale Questionnaires:

Likert questionnaires, commonly used for quantitative evaluations, can also be adapted to qualitative patterns by including scaled responses that measure attitudes, perceptions, and satisfaction levels. These tools are useful for capturing participants' overall impressions and the extent to which the module addresses its objectives.

2. Open- and Closed-Ended Questions:

Combining open- and closed-ended questions in the evaluation process provides a balanced approach:

- **Closed-Ended Questions:** Offer structured data for quantitative analysis, focusing on specific learning outcomes or the effectiveness of the content delivery.
- **Open-Ended Questions:** Allow participants to express detailed feedback and insights, uncovering nuanced perspectives on the module's relevance, design, and application.

For this module, an assessment tool with **closed-ended questions** has been prioritized. This choice ensures straightforward data collection and analysis while aligning with the module's focus. Closed-ended questions can effectively measure the module's success in addressing key learning principles and combating ageism, providing actionable insights for refinement.

By employing these methods, the evaluation process can capture both measurable outcomes and contextual feedback, ensuring that the module achieves its intended objectives and supports meaningful learning experiences for participants.

- 1- Which is not a fundamental tenet of adult learning?
 - a) Orientation
 - b) Experiential learning
 - c) Motivation
 - d) Need to know
 - e) Readiness to learn
- 2- What is the focus of the need-to-know principle?
 - a) The learner knows what they need to learn and why
 - b) Experience based learning
 - c) Learning motivators
 - d) Reasons older adults engage in learning
 - e) Learning motivations of older adults
- 3- What information is most easily available to older adults?
 - a) Information contained in training programs
 - b) Information on active aging
 - c) Information in trainings held in easy-to-access venues
 - d) Information provided with materials suitable for older adults
 - e) Information to solve a situation they see as a problem in their lives
- 4- Which is more effective in getting older adults to participate in activities?
 - a) Having the possibility of generating income
 - b) Have a good curriculum

- c) Appeals to intrinsic motivation such as self-esteem, satisfaction
 - d) The training program is well prepared
 - e) Educational spaces are designed for older adults
- 5- How to increase the motivation of older adults to learn?
- a) The learning motivations of older adults cannot be established by external resources.
 - b) The motivation to learn is not increased over the age of 65.
 - c) It can be increased by their inclusion in educational activities.
 - d) It can increase their socialization by being included in the activities where they will be provided.
 - e) It can be increased by using curricula that provide motivation.
- 6- What is the meaning of experience?
- a) Experiences are knowledge learned by repeating certain information.
 - b) For older adults, experience refers to the past tense.
 - c) Experiences are derived from what we have experienced and what we have experienced.
 - d) Knowledge transfers are important in creating experiences.
 - e) Self-perception is valuable for older adults.
- 7- Which of the following does the self-perception of older adults not include?
- a) Self-government
 - b) Learning with the influence of external motivators
 - c) Self-government
 - d) Self-esteem
 - e) Experiences
- 8- Which is not effective in the readiness of older adults to learn?
- a) Staying passive at events for a long time
 - b) Valuing their experience

- c) Ensure active participation
 - d) Ensuring that they learn through situations they see as problems
 - e) Strong socialization aspect of the activities
- d) It is learning that is carried out by defining what the problem is.
 - e) It is the learning that older adults carry out in order to find solutions to situations they see as problems.

9- What is problem-centered learning?

- a) It is learning through numerical problems.
- b) It is to learn with the subjects determined in the curriculum.
- c) It is to learn from the titles in the training programs.

10- Which branch of science can be considered to be directly related to the principles that facilitate the learning of older adults?

- a) Biology
- b) Educational psychology
- c) Geriatrics
- d) Lifelong learning
- e) Economy

Answers: 1-b, 2-a, 3-e, 4-c, 5-d, 6-c, 7-b, 8-a, 9-e, 10-b

References

- Açıkgöz Ün, K. (2005). *Effective learning and teaching*. İzmir: Eğitim Dünyası Press.
- Allan, Q. B. (1998). The first three weeks: A critical time for motivation. *Focus on Basics*, 2, 24. Canada.
- Ayhan, S. (1990). Research on participation in public education. *Ankara University Journal of Faculty of Educational Sciences*. Retrieved from <https://dergipark.org.tr/en/download/article-file/786620>
- Ayhan, S. (1995). Paulo Freire: On his life, educational philosophy, and practice. *Ankara University Journal of Faculty of Educational Sciences*. Retrieved from <https://dergipark.org.tr/en/pub/auebfd/issue/47502/599721>
- Bilir, M. (2004). The life, educational views, and services of Christian Lindeman, one of the leaders of contemporary adult education. *Journal of Ankara University Faculty of Educational Sciences*, 37(2), 15–25.
- Capricorn, S., & Canatan, A. (2020). Third-age universities from the perspective of lifelong learning and active ageing: Examples of good practice. *Journal of Older Adults Problems Research (YSAD)*, 13(2), 131–141. <https://doi.org/10.46414/yasad.726075>
- Flower, H. (2022). The art of education: From pedagogy to andragogy. *Van Yüzüncü Yıl University the Journal of Social Sciences Institute*, 55, 10–23.
- Freire, P. (2008). *Pedagogy of freedom: Ethics, democracy, and civic courage*. Rowman & Littlefield Publishers, Inc.
- Güleç, İ., Çelik, S., & Demirhan, B. (2012). What is lifelong learning? An evaluation on definition and scope. *Sakarya University Journal of Education*, 2(3), 34–48. Retrieved from <https://dergipark.org.tr/tr/download/article-file/192264>
- Karabacak, S. (2018). The level of andragogical knowledge of the educators working with adults in Turkey. *Bartın University Journal of Faculty of Education*, 7(2), 537–561. Retrieved from <https://dergipark.org.tr/tr/download/article-file/494937>
- Knowles, M. (1990). *The adult learner: A neglected species*. (S. Ayhan, Trans.). Ankara: Ankara University.
- Knowles, M. (1996). *Adult learning principles*. Retrieved from <https://www.youtube.com/watch?v=kga7re5JYA8>

Knowles, M., Holton, E. F., & Swanson, R. A. (2014). *The adult learner: The definitive classic in adult education and human resource development*. (O. Gündüz, Trans.). Istanbul: Kaknüs Press.

Levinson, D. J. (1986). A conception of adult development. *American Psychologist*, 41(3), 3–13.

Lindeman, E. (1969). *The meaning of adult education*. New Republic.

Ministry of National Education (MoNE) Lifelong Learning Genetic Directorate (HBÖGM). (2021). *Monitoring and evaluation report*. Retrieved from https://hbogm.meb.gov.tr/meb_iys_dosyalar/2022_04/15173151_HBOGM_Yzleme_ve_DeYerlen_dirme_Raporu-2021.pdf

Ministry of National Education MEGEP. (2008). *Organization of social and cultural activities for the older adults and sick: Strengthening the vocational education and training system*. Ankara.

Onur, B. (2021). *Developmental psychology*. Imge Publications.

Özütürker, M. (2021). Elder discrimination. *OPUS–International Journal of Society Research*, 17(36), 3043–3056. <https://doi.org/10.26466/opus.883434>

Readiness to learn in adult education. (n.d.). Retrieved from <https://www.youtube.com/watch?v=Uk6QFIUYrKE>

Rogers, C. (1969). *Freedom to learn*. California University Press.

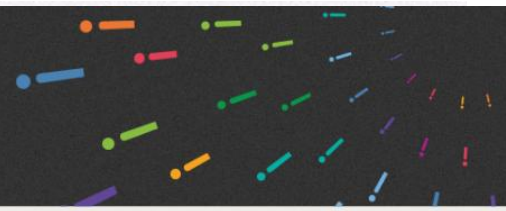
Scales, R. (2015). *Lifelong learning and teaching*. (Ü. Köymen, Trans.). Ankara: Palme Press.

The concept of autonomy in adult education: A philosophical discussion. (n.d.). Retrieved from <https://journals.sagepub.com/doi/abs/10.1177/0001848183034001004?journalCode=aeqb>

Though, A. (1979). *The adult's learning projects: A fresh approach to theory and practice in adult learning* (2nd ed.). Toronto: Ontario Institute for Studies in Education.

Using adult learning principles to create effective training. (n.d.). Retrieved from <https://www.youtube.com/watch?v=MDfce4FsiT4>

World Health Organization (WHO). (2022). *Ageing and health report*. Retrieved from <https://www.who.int/news/item/26-05-2023-awards-for-outstanding-contributions-to-public-health-presented-during-the-seventy-sixth-world-health-assembly>



module 1

Adult Education Principles



Module 2

Older Adult Learning

Body of knowledge - features of age

Over the past few years, average life expectancy has been increasing; according to WHO (2022), "By 2030, 1 in 6 people worldwide will be 60 years or older. The number of people aged 80 and over is expected to triple between 2020 and 2050, reaching 426 million". There has been an exponential increase in the average life expectancy; this increase reflects the reduction of deaths from infectious diseases, the adoption of healthy styles, and the decrease in the birth rate (Kulik et al., 2014).

Ageing corresponds to the set of anatomical and physiological changes that generally and inevitably arise over the years, universally affecting all individuals. Ageing has an indeterminate onset and a variable progression. It is usually divided into primary ageing or normal ageing process and secondary ageing, characterized by a greater predisposition to disease development (Kulik et al., 2014).

The senior population is a rather heterogeneous group, with a rapid decline in some individuals and minor changes in others. The various systems of organisms also age at different rates, according to the influence of specific genetic and environmental factors (Kulik et al., 2014). Ageing remains a highly complex domain in terms of understanding the relationships between these contributing factors and the transitions that link them. While the ageing process is defined by an increased vulnerability to a decline in health and well-being, new approaches to well-being, along with complex biological, medical, psychosocial, political, and economic factors, may influence individual and group trajectories in adulthood (Ayalon & Tesch-Römer, 2018).

Ageing, autonomy and dependency

Functional losses may interfere with the individuals' ability to maintain autonomy in daily life. Autonomy refers to the perceived ability to control, cope with situations and make decisions about everyday life according to one's preferences. Dependency is related to the person's inability to satisfy basic human needs (Becker, 1994). All the modifications linked to the senescence process result in a progressive loss of the organism's capacity of adaptation, that is, to a decrease in its functional capacity, related or not to a disease. Thus, the senescence process places the individual in a situation of greater vulnerability to disease, namely to chronic health problems which may limit them in their daily life, constituting a factor with a bearing on the functional capacity and the degree of dependence (Vellas et al., 1992). The increase in the average life expectancy is associated with changes in morbidity due to the rise in degenerative diseases and their sequelae. The loss of older

people's capacity to function due to physical or mental disorders may result in the need for intervention and adaptations to maintain routine activities and lifestyle (Vellas et al., 1992).

Morbidity can occur through three dispositions (Vellas et al., 1992):

- Progressive disease, a disease that leads to a relatively rapid functional decline (i.e., degenerative diseases);
- Event, a fall, or a heart attack;
- Normal ageing process, manifested by changes in the development of daily activities.

Cognitive functions

Cognitive functions, such as memory, attention, and executive functions, tend to decline with age. However, other elements of cognitive function, such as vocabulary, remain stable across the cognitive lifespan (Anton et al., 2015). A growing body of evidence suggests that age-related cognitive declines in cognitive function contribute significantly to functional decline and the eventual development of physical disability. There is a significant association between cognitive decline and increased rates of injury, hospitalization, assisted living dependency and mortality, and the loss of autonomy and independence (Anton et al., 2015).

Longitudinal studies show that fluid intelligence (i.e., functioning of neurological structures - involves being able to think and reason abstractly and solve problems) seems to decline progressively with age. However, crystallized intelligence (e.g., reflects cultural assimilation - involves knowledge from prior learning and past experiences) appears to increase steadily across adulthood (Cunningham et al., 1975; Horn & Cattell, 1967).

Physical functions

After the age of 50, the individual tends to lose a percentage of 1-2% per year of physical functions. Age-related loss of muscle mass and quality, also known as sarcopenia, is mainly due to progressive atrophy and loss of muscle fibres and motor neurons. These changes contribute to declining muscle functional capacity and functional disability (Anton et al., 2015). Sarcopenia is a significant health concern for older adults as it is associated with the development of functional disability and can lead to loss of independence (Anton et al., 2015). While impaired locomotion is undoubtedly the characteristic concern of sarcopenia, muscle atrophy can impair other physiological functions, including glucose regulation, hormone production, and cell communication (Anton et al., 2015).

Ageing does not necessarily imply decline, in fact, this is one of the biggest myths about ageing. However, currently, several studies show that the picture is more complex than we thought. There are areas where decline occurs, especially if people do not use specific functions; for example, there is an expected loss of muscle strength or bone if people do not exercise. There are foreseen age-related changes in our sensory systems, such as vision and hearing. On the other hand, there are areas where there are gains in that people become, for example, happier, social relationships tend to increase, and personality tends to stabilise with time. In this regard, it becomes pertinent to analyse the areas where there are challenges that can be addressed to some extent and where people have vast opportunities to improve (Mills, 2023).

However, chronological age is not necessarily the best indicator of the ageing process of each individual (Marques, 2011); it is clear that the consequences of ageing may have more or less favourable outlines, which partly depends on the stage of the ageing cycle in which the person is (Lazarus & Lazarus, 2006). Thus, several variations can be found in the course of ageing, with individual differences being the rule rather than the exception. The discrepancies in ageing range from when it begins to the speed at which it occurs but are particularly denoted in the physical and mental changes that may occur (Lazarus & Lazarus, 2006). Thus, to understand an individual's physical and psychological condition, we need to look closely at the individual and not assume only the individual's chronological age. It should also be noted that the life course also varies depending on the time we live in and differs between cultures (Lazarus & Lazarus, 2006).

Ageism concept and scope

Ageing is in our lives from birth, is embedded in social contexts, and is shaped by factors. We age biologically, senescence, but we also age within a social network (e.i., family and community). These assumptions, expectations, and beliefs shape human ageing and how we view ageing (Ayalon & Tesch-Römer, 2018). Individuals tend to generalise about old age, ageing, and how they treat older people. This stereotypical construction of old people, ageing, and old age is called "ageism". Ageism is a complex, multi-layered phenomenon (Fragoso & Fonseca, 2022) that refers to stereotypes, prejudices, and discrimination directed at others or oneself based on age (Ayalon & Tesch-Römer, 2018). Meaning that, in addition to older individuals, young people can also be the target of ageism, thus evolving a response to the chronological age perceived about an individual or a group (Hagestad & Uhlenberg, 2005).

There are various types of discrimination (e.g., racial, gender, etc.); however, age-based discrimination is prevalent, deeply rooted, and more socially accepted than other forms of prejudice (Nelson, 2005). Older people tend to be marginalised, institutionalised, and 'abandoned' by society, but this has not always been the case. In prehistoric and agrarian societies, older people were often held in high regard; they were the individuals who were knowledgeable by their age and more

significant experience; they were regarded as wise custodians of the traditions and history of their people (Nelson, 2005).

However, attitudes to older people began to change dramatically with two major developments in civilization (Nelson, 2005): i) the printing press, and ii) the industrial revolution. These negative attitudes have persisted in our society and have only increased. Older people are now treated as citizens with no active role in society, and the negative attitudes about ageing that give rise to ageism tend to manifest themselves in subtle ways and are associated with a dependent role.

Explicit and implicit ageism

Ageism can be either implicit, depending on the level of awareness of the person performing the discrimination, or on the other hand, it depends on the level of the person targeted by the discrimination and their awareness and identification with being an older person (Ayalon & Tesch-Römer, 2018):

- Explicit: the ageist of a person, either through thoughts, feelings, and actions towards others or with themselves, is aware of the discrimination and is intentional (i.e. they are fully aware and in control of their actions).
- Implicit: a person's ageist discriminates through thoughts, feelings, and actions towards others or themselves, but without awareness, without perjurious feelings, and outside of their control. Ageist stereotypes and ingrained convictions trigger their anti-ageist compositions.

There are three levels of age discrimination (Ayalon & Tesch-Römer, 2018):

- Micro level, which relates to the individual (e.h., thoughts, emotions, actions);
- Meso level, which relates to groups, organisations, and other social entities (e.g. in the field of work or health services);
- Macro level, which relates to cultural services or social values as a whole (e.g. political regulations).

In summary, ageism is a comprehensive way of negative or positive stereotypes, prejudice and/or discrimination against (or to the advantage of) other people based on their chronological age or perceived age. Ageism can be implicit or explicit and expressed on a micro, meso or macro level. Often internalised by older adults themselves, ageism is mainly an invisible phenomenon (Fragoso & Fonseca, 2022).

Stereotypes, prejudices, and discriminations against the older adult

The three dimensions of ageism in ageing are represented by: stereotypes (i.e., thoughts), prejudice (i.e., feelings), and discrimination (i.e., behaviours) (WHO,2021).

- **Stereotypes:** are characterized by cognitive structures that store our beliefs and expectations about the characteristics of members of social groups, and stereotyping is the process of applying stereotyped information. Stereotypes guide our social behaviour and drive our behaviours in everyday life.
- **Prejudice:** is an emotional reaction or positive or negative feeling directed at a person based on their perceived group membership. Prejudice contributes to creating or maintaining hierarchical status relations between groups.
- **Discrimination** refers to actions, practices, or policies applied to people because of their perception or feeling of belonging to some socially relevant group, which imposes some form of disadvantage (i.e., negative discrimination) or advantage (i.e., positive discrimination) on them.

In ageism, the stereotypes people carry about age can guide the inferences they make about others based on their age, including their physical and mental age abilities, social and political competencies, and religious beliefs. These inferences can lead to over generalisations that consider every person within a given age group to be the same. For example, one over-generalisation is that older people are frail, incompetent, and friendly or that younger adults are materialistic, lazy, and impatient (WHO,2021). In short, ageism involves the way we think (i.e., stereotypes), feel (i.e., prejudice), and act (i.e., discrimination) towards others and ourselves based on age (WHO,2021).

Interactions between stereotypes, prejudice, and discrimination

How individuals think, feel, and behave are closely linked; these behaviours directly influence the relationship between stereotypes, prejudice, and discrimination; it is multidirectional (WHO,2021). Stereotypes influence our thinking and therefore influence prejudice and discrimination. Discrimination is related to how we think (i.e. stereotypes and prejudice), and prejudice stems from stereotypes that spill over into discrimination. These relationships are influenced by contexts, including laws and culture (WHO,2021).

Socialization of the older adult people and ageism

The discourses associated with ageing and the interactions between these two cohorts may indeed contribute to intergenerational ageism (Ayalon & Tesch-Römer, 2018). Older people's experiences are not shaped by only one aspect of their identity but rather by a combination of factors, such as gender, age, religion, disability, health, location, sexual identity, migration history, socioeconomic status, and ethnicity. The main processes that shape older people's behaviours may include the dynamics of daily life, the decisions and assumptions people make as individuals, and the interactions between people (Ayalon & Tesch-Römer, 2018). Although ageing is a natural process, how societies view their older citizens and how old age is viewed by individuals will color both how older people are treated and how they view themselves (Ayalon, & Tesch-Römer, 2018).

Older people are susceptible to huge factors that condition their health and social status. In addition to the stress of coping with disability, which has a detrimental effect on physiological well-being and quality of life, the increase in falls and its association with increased morbidities leads older people to adopt a more preventive behaviour and sometimes even isolation. Coupled with this, the impact of economic vulnerability on insecurity and sensitivity to the well-being of households, older people have a less active role in their families, so they are forced to distance and isolate themselves from their relatives (Ayalon & Tesch-Römer, 2018).

Ageism has severe and far-reaching consequences for people's health, well-being, and human rights, costing society billions of dollars. For older people, Ageism is associated with declining physical and mental health, increased social isolation and loneliness, greater financial insecurity and decreased quality of life, and premature death (WHO, 2021).

Ageism increases social isolation and loneliness in three main ways (WHO, 2021):

- The feeling of exclusion: ageism can result in feelings of being unwanted, betrayed, and socially rejected, potentially leading to social withdrawal.
- Stereotypes: by believing in ageist stereotypes (i.e., old age is a time of social isolation and low social participation), older people can exclude themselves from society as they believe they no longer have a participatory role.
- Policy and laws: with advancing age, the active working age comes to an end, retirement, and the design of communities unsuited to the senior community (difficulty in access and transport routes) can act as barriers to older people's participation in social activities, leading to social isolation and loneliness.

Not only are individuals unhappy with their ageing process, but we also harbour ambivalent attitudes toward older people in general (WHO, 2021).

Preventing ageism

To reduce Ageism, WHO (2021) highlights three strategies, namely policies and laws, educational activities, and intergenerational contact interventions. Policies and laws can be used to reduce and constrain ageism against any age group. However, legislation needs to address age discrimination and inequality, policies to ensure respect for the dignity of all people regardless of age, and human rights laws (WHO, 2021). Educational interventions include instruction that imparts information, knowledge, skills and activities to increase empathy through role play, simulation, and virtual reality. Educational interventions have a central role to play in any effort to reduce ageism (WHO, 2021). Intergenerational contact interventions aim to foster interaction between different generations. This strategy should be included in any comprehensive effort to reduce ageing, along with relevant policies, laws, and educational interventions (WHO, 2021).

Policy and Law

The adoption of policies and laws forms a critical strategy to be used to reduce or eliminate ageism, especially age discrimination. By definition, policies are plans, commitments, or courses of action that are undertaken to achieve a particular issue within a society. Laws correspond to the system of rules that a given country or community recognises as regulating the actions of its members and which it can enforce by imposing penalties. Laws also help protect all human rights and allow individuals to hold their governments accountable (WHO, 2021).

Policies and laws designed to combat ageism are pretty varied and include age discrimination and equality legislation, as well as policies that set out actions to ensure proper respect for the dignity and equal status of all people regardless of their age, change the community's perception (of older or younger people), contemplate human rights, a system that codifies the human rights of older and younger people and makes those rights enforceable. Human rights agencies, courts, ombudsmen, and bodies are used to defend and ensure equality (WHO, 2021).

Although the effects of these policies are difficult to quantify their observed change, there are six examples worldwide that aim to combat ageism against older people (WHO, 2021):

- Political Declaration and Madrid International Plan of Action on Ageing

In 2002, the United Nations General Assembly adopted the Madrid International Political Declaration and Plan of Action on Ageing (MIPAA); in Article 5, the declaration commits to eliminating all forms of discrimination, including age discrimination. All signatory countries review the state of implementation of MIPAA and the actions needed to make progress every five years. The immediate purpose of the participatory approach is to ensure that older people can express

their views on the impact of policies and actions that affect their lives. The overall goal is to ensure that older people and other relevant stakeholders are involved at all stages, including in strategic development, policy design, identification of activities, and monitoring and evaluation. The aim of this approach goes beyond knowledge generation and consists of supporting actions and promoting public awareness.

- The employment equality framework directive of the European Union

A milestone in the protection against age discrimination in the European Union was Council Directive 2000/78/EC of 27 November 2000, establishing a general framework for equal treatment in employment and occupation, which implemented a framework to ensure equality between persons in employment and occupation irrespective of their age, among other protected characteristics.

- The African Union Protocol on the rights of older persons

Another significant development, adopted in January 2016, the Protocol prohibits all forms of discrimination against older persons. It covers a range of rights, including access to health services and rights to employment, social protection, and education, thus providing a framework for governments to protect these rights. Still, the Protocol does not explicitly prohibit age discrimination, which may limit its interpretation at the national level.

- The Inter-American Convention on Protecting the Human Rights of Older Persons

The Inter-American Convention on the Protection of the Human Rights of Older Persons is the first regional treaty that fully safeguards the human rights of older persons. It explicitly prohibits discrimination based on age, encourages positive attitudes and dignified, respectful, and considerate treatment of older persons, and promotes recognition of the experience, wisdom, productivity, and contributions of older persons to the development of society.

- Uruguay's legal and policy frameworks

Uruguay's national legal and policy frameworks prohibit any discrimination based on age and guarantee older and younger people equal and effective legal protection against discrimination, all citizens are equal before the law. Uruguay has taken several measures to combat age-based discrimination in specific sectors, including employment, through affirmative action policies and a specific prohibition on discriminating against any worker on the grounds of age.

- Equal Opportunities Act of Mauritius

While the Constitution of Mauritius does not explicitly refer to age discrimination, specific provisions, such as the Equal Opportunities Act 2012, explicitly prohibit such discrimination in various fields of activity, including employment, education, provision of goods, services or facilities, housing, access to facilities and sports, and societies, registered associations and clubs. The Equal Opportunities Act established the Equal Opportunities Commission and the Equal Opportunities Tribunal, which review complaints about the violation of the rights protected by the Act.

- Data show that adopting policies and laws can be an essential strategy to reduce or eliminate ageism.

These technics aiming to combat ageism vary and may include legislation addressing age discrimination and inequality, policies to ensure respect for the dignity of all persons, regardless of age, and human rights laws. International policy and legislative guarantees against age discrimination should be strengthened (WHO, 2021):

- Develop and enforce national anti-discrimination laws and policies, modify or repeal existing laws and policies that may be arbitrary, and improve access to justice for those who bring claims based on age discrimination or ageism more broadly.
- Raise public awareness of anti-discrimination and human rights laws and policies.
- Research to improve understanding of the effectiveness of existing and new anti-discrimination legislation and policies at national and international levels.

Educational Interventions

As stated before, ageism has various negative consequences for older adults, institutions, and societies. In this fast-ageing world that will witness structural changes in age groups, adult education and learning seems to be an effective way to improve the mutual knowledge between generations, deconstruct age-based stereotypes, and combat myths and prejudice (Fragoso & Fonseca, 2022). Lifelong learning can provide an essential framework for improving the lives of older adults. Literature has shown that older adults prefer informal and/or non-formal learning. Learning can ensure the older person's social inclusion, promoting broader opportunities for older people to achieve social change. Thus, non-formal and informal learning has undeniable potential to combat ageism and its consequences (Fragoso & Fonseca, 2022).

Educational interventions to reduce ageism refer to a range of activities, which are often combined, including instruction that imparts information, knowledge, skills, and competencies to reduce age stereotypes, prejudice, and discrimination. These interventions also include activities aimed at

increasing empathy through perspective-taking, using, for example, role-playing, simulation, and virtual reality (WHO, 2021).

Educational interventions that primarily seek to impart information and knowledge operate on the assumption that stereotypes, prejudice, and discrimination result from ignorance, misinformation, misunderstanding, and simplistic thinking. Providing accurate information and examples against stereotyping, disseminating ideologies about a particular age group, and teaching more complex thinking skills allow people to consciously reconsider and update their beliefs, feelings, and behaviours and lead to a decrease in ageism. Here are some different examples of educational interventions (WHO, 2021):

- Workshops and conversations – educational intervention with an intergenerational element; 10 workshops on human development throughout life, including lectures, discussions, films, and pamphlets, all focusing on issues important to ageing.
- Life-story documentaries – Face-to-face educational intervention where people watched and discussed life story documentaries.
- Curriculum-based intervention – Face-to-face educational intervention with four weekly interactive sessions involving group discussions, games, role-plays, and case studies.
- Virtual reality - virtual reality activities to foster empathy for older people. These three activities included: creating a visual image of themselves as an older person; an immersive experience of completing various daily tasks in the home of an older person with moderate frailty. Through virtual reality, the speed of their movements and reactions was slowed, their hearing was dulled, and their vision blurred.

Educational interventions are effective in reducing ageism. However, they encompass disparate interventions, such as those that seek to impart information and knowledge in the classroom or online and empathy-enhancing activities that include role-play, simulation games, and immersive virtual reality. Educational interventions and intergenerational contact activities are among the most effective interventions for reducing ageism, and the two work well when combined and need to be considered (WHO, 2021):

- Develop educational interventions, test and intensify, in all countries to reduce ageism towards older people;
- Develop easily accessible and user-friendly educational interventions, so that they can be more easily replicated and their essential features better identified;
- Estimate the cost and cost-effectiveness of educational interventions.

Intergenerational contact interventions

Intergenerational contact interventions promote interaction between people of different generations, becoming an important strategy to combat ageism. Typically it involves bringing older and younger people together to work/interact cooperatively on tasks that encourage intergenerational bonding and understanding. These activities can be developed through direct contact (i.e., the interaction between two age groups through various contexts; school programs are among the most common) or indirect contact (WHO, 2021). Intergenerational programmes based on the Intergroup contact theory (Allport, 1954; Pettigrew, 1998) strive to bring two generations (i.e., young, and older people) closer together to promote and facilitate a change of attitudes between these actors. The authors of this theory recognise that contact between two generations (intergroup contact) not only reduces prejudice but also increases the accuracy of their perceptions towards the other generation. However, for these results to be achieved, the development of the intergenerational programme and, with it, the intergenerational contact should respect some conditions (Allport, 1954; Marques, et al., 2015; Pedro, 2019):

- 1st – the existence of equal circumstances for both generations, (i.e., the different participants should have equally active roles in the proposed activities).
- 2nd – there should be a common goal among programme participants, which could be to build relationships by sharing each other's personal history (e.g., challenges, achievements, memories) and, consequently, their experiences. This is an important point in intergenerational programmes, as it enhances the exchange of strategies, skills and testimonies that have been developed and worked on throughout life, which promotes intergenerational learning and sharing.
- 3rd – it is necessary to foster cooperation between the two generations, promoting mutual help and sharing.

Further research has identified intimacy within the interaction facilitates the beneficial effects of intergroup contact. More intimate relations enhance perceiving the interaction partner as more than an 'acquaintance', promoting the development of cross-group friendships (Requena et al., 2018).

Intergroup contact can reduce ageism by facilitating the connection between groups, reducing prejudice and inter-group stereotypes, reducing anxiety about inter-group contact, and increasing perspective-taking and empathy. Intergenerational contact activities are the most commonly used to combat ageism; there are some examples (WHO, 2021):

- Video games in Singapore

This intergenerational intervention in Singapore involved direct contact between older and younger people who came together to play video games six times over two months. Results showed that enjoyment of the game played an important role in reducing intergenerational anxiety and improving attitudes among older people.

- Service Learning in China, Hong Kong Special Administrative Region

This intervention for nursing and medical students in China and Hong Kong consisted of a half-day introductory workshop, a 10-week interaction period, and a half-day interjectional sharing session. The aim was for younger students to learn about the reality of ageing and how their older partners coped. The intervention increased medical and nursing students' general knowledge about ageing and their understanding of mental health needs in old age and reduced their negative attitudes toward older adults.

- Home-Sharing in Portugal

The Aconchego program in Portugal encourages direct and sustained intergenerational contact. In this program, older people provide accommodation to university students, and, in return, the students help to alleviate the loneliness and isolation of older people. This initiative carefully matches older people living alone with students who need accommodation, paying close attention to mutual expectations, interests, and personal stories.

- Imagined contact in the United Kingdom

A brief intervention based on indirect, imaginary intergenerational contact was used to reduce explicit and implicit negative attitudes towards older people among undergraduate students in the UK. Students were instructed to spend two minutes imagining themselves meeting an older stranger for the first time and were asked to imagine that they would discover exciting and unexpected things about this person. The intervention reduced explicit negative attitudes towards older people and an implicit bias favouring young people over older people.

Shannon and colleagues (2021) propose a checklist based on best intergenerational practices:

1. Facilitators prepare the activity by taking into account the interests and experiences of the participants
2. The activity is appropriate to the age and role of the children/youth
3. Activity is age and role appropriate for older people
4. The ratio of older people to children/young people is equal or nearly equal

5. Participants are organised in pairs or small groups
6. Materials are shared
7. Facilitators guide the activity in a way that promotes intergenerational interaction
8. Adaptations to the physical space are considered
9. Distractions are minimised
10. Staff avoid excessive facilitation
11. The team was responsive to both generations of participants
12. The team circulates around the area where the activity takes place
13. Activity is documented (e.g. photographs, evaluation forms)

In addition to reducing ageism, this intergenerational contact has other benefits for older people, namely promoting improved health status and psychosocial well-being, increasing self-esteem, reducing distress, decreasing loneliness, leading to a greater sense of social connectedness and enhancing intergenerational solidarity (WHO, 2021):

- Develop combined educational and intergenerational interventions to reduce ageism towards older and younger people;
- Identify key characteristics of intergenerational contact interventions and the educational in the combined interventions;
- Estimating the costs of intergenerational interventions with only intergenerational contact and combined contact interventions is important.
- Investigate intergenerational friendships and determine the impact on reducing ageism.

To prevent and respond to ageism, priority should be given to the three supported strategies: policy and laws, educational interventions, and intergenerational contact interventions (WHO, 2021).

Training Module

I. Core Information	
Name of the Module	Aging adult learner
Responsible partner	Aproximar
Purpose of The Module	The purpose of the module is for adult educators and others who create educational activities for older adults to understand the main characteristics of adult learners and processes generally associated with ageing.
Learning objectives	<p>The trainer should:</p> <ul style="list-style-type: none"> ● Identify different features of ageing; ● Recognise age stereotypes and the ageism concept; ● Specify strategies to prevent/ combat ageism.
Topic & context (Module outline)	<p>Features of age</p> <p>Ageism concept and scope</p> <p>Stereotypes, prejudices, and discriminations against the older adult</p> <p>Socialization of the older adult people and ageism</p> <p>Preventing ageism</p>
Target Group	Adult educators and others who create educational activities for older adults.
Educational Environments and Equipment	<ol style="list-style-type: none"> 1. Training room physical area and or online space 2. Board/ Flipchart and markers 3. PPT, computer and projector 4. Papers/sheets and pens

	5. Handouts
II. Module Chapter 2: Aging adult learner	
Foreword	
<p>With this module, we hope to give adult educators knowledge and theoretical foundations regarding important factors and characteristics of the ageing process, as well as essential tools on how to identify and avoid ageistic situations in learning contexts.</p>	
Module summary/ Main contents/ Relevance	<p>This module covers different specificities about the group of older people as learners, the ageing process itself and the influences and impacts it can have. Knowledge is gained on phenomena that can influence the educator in the relationships with this group, but also on how older people themselves view, interact with, and make decisions that can impact their behaviour and willingness to continue learning throughout life.</p> <p>The module goes through the concept of ageism, its different forms, impacts, and measures to reduce/eliminate it.</p>
Timetable & schedule	4h (of which 90 min, for activities: 45+45)
Learning outcomes of the module	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> ● Recognise the individualisation of the ageing process. ● Identify age stereotypes and ageist situations. ● Identify and propose ways/activities to reduce/combat ageism

Assessment

Q: The ageing process is characterised by:

- a) Individual differences, there may be some gains, but there are mainly losses, and chronological age is the best indicator of the ageing process of each individual.
- b) A general decline.
- c) A decline in health and cognitive functions as age increases.
- d) Individual differences, there may be some gains and losses, however, chronological age is not necessarily the best indicator of the ageing process of each individual

Q: Age stereotypes are:

- a) Facts that are based on the physical age of older people
- b) Beliefs that are based on the perceived chronological age of individuals.
- c) Facts that are based on the physical age of individuals.
- d) Beliefs that are based on the perceived chronological age of older people.
- e) Don't know

Q: The term ageism refers to:

- a) Stereotypes and prejudice regarding older people.

- b) Discrimination towards others and ourselves based on age.
- c) Discrimination and prejudice towards older people.
- d) Stereotypes, prejudice and discrimination towards others and ourselves based on age.
- e) Stereotypes, prejudice and discrimination towards others based on age.

Q: What are the three main ways that ageism can increase social isolation and loneliness?

- a) Discrimination; Stereotypes; Policy and laws
- b) Felling of exclusion; Stereotypes; Policy and laws
- c) Felling of exclusion; Policy and laws; Behaviour that eroded prejudices
- d) Behaviour that eroded prejudices ; Stereotypes; Policy and laws
- e) I don't know

Q: What are the three main strategies to reduce ageism:

- a) Protests, educational activities, and intergenerational contact interventions

- b) Policies and laws, educational activities, and intergenerational contact interventions
- c) Policies and laws, educational activities, and direct interventions
- d) Protests, educational activities, and direct interventions
- e) Policies and laws, protests, and intergenerational activities

Active learning activities

A2.1 Features of age

Module	M2: Aging adult learner
Chapter	2.1- Features of age
Name of activity	Debunking age stereotypes
OBJECTIVE(S)	This activity aims for participants to reflect on their views, stereotypes, and prejudices. Even if they know that the phrases presented are 'myths' or not 100% true, the aim is for them to reflect on the evidence that leads them to think that they partly are or partly aren't, and they can share why they agree or disagree. The aim is not to "correct" people, but to provide some knowledge, facts, and studies that can counter possible stereotypical views.
METHODS	Individual reflection and Group discussion
TIME ALLOCATED	5/10 min. for reflection + 15 min, for big group discussion
RESOURCES NEEDED	Online tool like mentimeter* or word template, pens. Mentimeter allows you to have the group's results in an anonymous form, allowing you to understand the group's tendency towards each question. It is therefore a good tool for this exercise, even in a face-to-face format.
INSTRUCTIONS*	To carry out this activity, the facilitator should distribute the word template or use an online tool which contains the different myths/facts (Appendix A) and ask participants to reflect on each phrase and respond (true or false) according to their views, opinions about older people and the ageing process.

	After all the participants have responded to the statements presented, the facilitator should go through each one and see in the large group what they answered and why. Demystifying prejudices and myths that exist (even if they are less conscious).
REFERENCES	https://www.nia.nih.gov/health/10-myths-about-aging
HANDOUTS	Annex A

Annex A - Debunking age stereotypes

1. **Depression is a very common problem in old age.**

True or False

[**False:** As we get older, we can feel isolated and alone. This can lead to feelings of depression, anxiety, and sadness. However, these feelings are not a normal part of ageing, as getting older can have many emotional benefits, such as long-lasting relationships with friends and family and a lifetime of memories to share. Studies show that older adults are less likely to experience depression compared to young adults.]

2. **As adults age, their intelligence decreases significantly.**

True or False

[**False:** Research shows that intellectual performance in healthy individuals is maintained into old age. Intellectual decline is typically small in the 60s and 70s and is probably of little importance for competent behaviour. There may be an average decline for most abilities observed by age 80, although even in this age group there are large individual differences. Research indicates that this is a stage of life of great plasticity and development of unique abilities so intellectual decline can be modified by lifestyle changes such as physical activity, a healthy diet, mental stimulation, and social interaction.]

3. **Most older people become senile during old age.**

True or False

[**False:** Dementia is not part of the aging process. Although the risk of dementia may increase as people age, it is not inevitable, and many people live into their 90s or older without the significant declines in both thinking and behaviour that characterise dementia.]

4. Adults tend to become more spiritual as they age.

True or False

[**Truth:** Spirituality is different from religion and participation in religion as a social institution. Spirituality, according to Robert Atchley (2008), refers to "an inner, subjective region of life that revolves around individual experiences of being, transcending the personal self, and connecting with the sacred". It can occur within or outside religious contexts. Continuing to grow spiritually seems to be an especially important frontier as we age.]

5. Older adults are incapable of learning new information.

True or False

[**False:** Although learning performance tends on average to decline with age, all age groups can learn. Research shows that learning performance can be improved with instruction and practice, extra time to learn information or skills, and relevance of the learning task to interests. Those who regularly exercise their learning skills have been found to maintain their learning efficiency throughout their lives.]

6. All five senses tend to decline with age.

True or False

[**True:** Although there is considerable individual variation, on average the sensory processes (sight, hearing, taste, smell, and touch) do not function as well as we age. In other words, the threshold at which we perceive stimuli increases with age. The eye lens, for example, is less able to change shape to adjust to near and distant objects, and the pupil size decreases to let in less light.]

7. Older adults look more like each other than young people do.

True or False

[**False:** Older adults are at least as diverse as any other age group, and in many dimensions may actually be more diverse due to their varied health, social role, and experiences throughout life. It is erroneous to speak of older adults as "the elderly", as this term can obscure the great heterogeneity of this age group.]

8. Older adults do not adapt as well as younger age groups when they move to a new environment.

True or False

[**False.** Although some older people may experience a prolonged period of adjustment, there is no evidence to show harmful relocation for older people. Studies of community residents have found an approximately normal distribution of outcomes. For many, relocation brings a better match between personal needs and the demands of the physical and social environment.]

9. Most older people have their traits and temperaments well defined and are incapable of change.

True or False

[**False:** Most older people are not "set in their ways and unable to change". There is some evidence that older people tend to become more stable in their attitudes and consequently in their behaviours, but it is clear that older people do change. To survive, they have to adapt to many life events such as retirement, children leaving home, widowhood, moving to new homes, and serious illness.]

10. Older workers are not as productive as younger workers

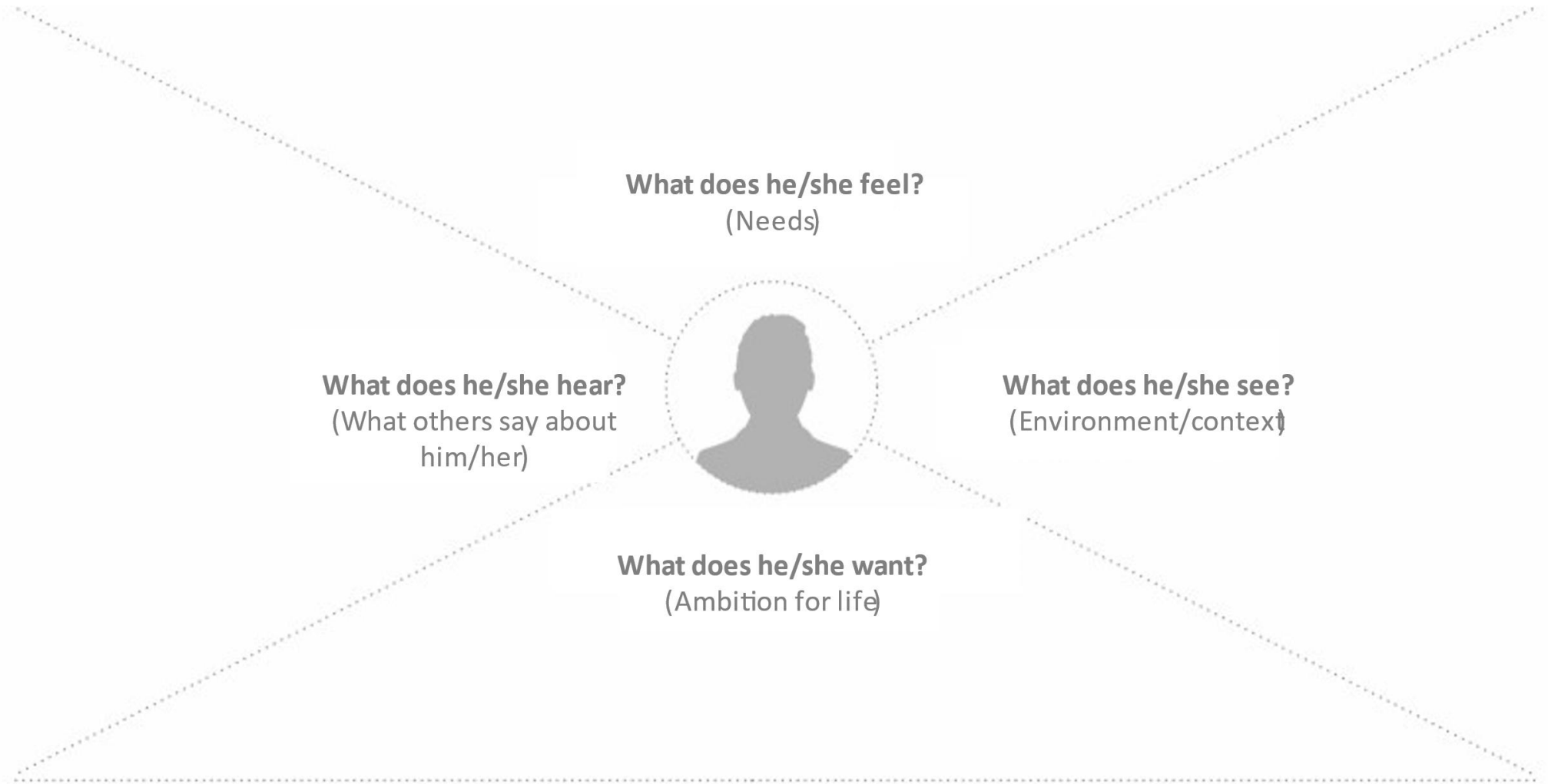
True or False

[**False:** A tendency to perceive older workers as having lower skills, less motivation and as being less productive compared to younger workers stands out. Despite the prevalence of these stereotypes, there is little evidence in the literature that there is a relationship between job performance and the age of workers, but that the results of older and younger workers are similar.]

A2.2 Ageism concept and scope

Module	M2: Aging adult learner
Chapter	2.2- Ageism concept and scope
Name of activity	Empathy Map
OBJECTIVE(S)	The objectives of this activity are to provide the trainee with a moment of reflection, allowing them to put themselves in the role of an older person and "experience" what it is like to be a person who belongs/is seen as belonging to the group of older people.
METHODS	<i>Group discussion/ reflection or individual reflection.</i>

TIME ALLOCATED	20/30 min. for reflection + 15 min, for big group sharing
RESOURCES NEEDED	<p>Handout in Annex, pens (and if preferred post-its).</p> <p>For online adaptation the facilitator can use Jamboard. Dived participants in different online rooms and attribute a Jamboard board to each so they can write directly on it.</p>
INSTRUCTIONS*	<p>This activity can be carried out in small groups, so participants can discuss their different perspectives (if preferred, it can also be implemented individually and discussed afterwards in a big group).</p> <p>The trainer creates small groups and distributes the handouts, Empathy Maps Templates, and asks participants to imagine themselves as older adult learners and fill in the map. Participants will have 20 to 30 minutes to discuss (or self-reflect if in an individual setting) and then 15 minutes for big group discussion and sharing.</p>
REFERENCES	
HANDOUTS	Empathy Map in Annex B.

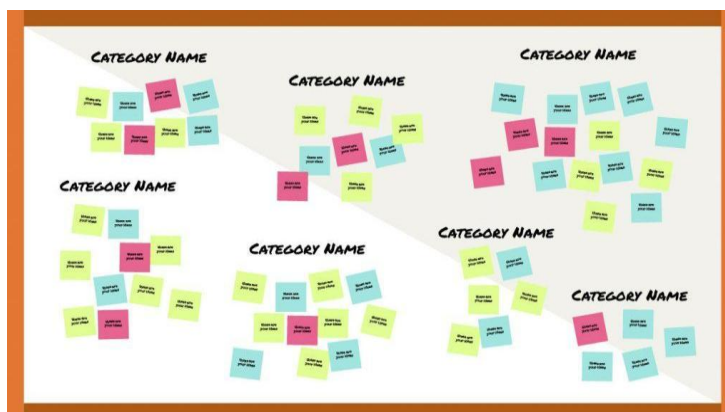


A2.3 Stereotypes, prejudices, and discriminations against the older adult

Module	M2: Aging adult learner
Chapter	2.3- Stereotypes, prejudices, and discriminations against the older adult
Name of activity	Introspection and exchanges
OBJECTIVE(S)	This activity aims to develop a participatory mapping exercise to explore prejudice and stereotypes about older adult learners. Providing the opportunity for participants to reflect on their own stereotypes, their fears about teaching this group and opportunities.
METHODS	Form of brainstorming to develop a participatory mapping using post-its. Participants write their ideas on small paper and stick them on a wall/template. The advantages of this method are that people can sit and think quietly for themselves before the ideas of others influence them, and the pieces of paper can be repositioned to aid the clustering of ideas.
TIME ALLOCATED	20 for self-reflection + 30 minutes for group sharing and discussion.
RESOURCES NEEDED	<ul style="list-style-type: none"> • Post-its (Preferably of different colours) • Pens • White board or surface to create the post-it clusters <p>If it is necessary to adapt for online sessions Jamboard can be used</p>
INSTRUCTIONS*	<ul style="list-style-type: none"> • The facilitator asks the participants to reflect on their feelings, prejudices and stereotypes about older adults as learners. • Participants brainstorm their ideas using Post-it notes. • Participants then work together to cluster the Post-it notes into thematic areas. • The facilitator analyses with the group the answers that came up.

	<p>The activity aims to develop a participatory mapping exercise to explore prejudice and stereotypes about older adult learners. The main goal is to explore and analyse what participants see as challenges and opportunities regarding teaching and engaging this group. We tried to understand the "state of the art" and to what extent there is openness for the participants to reflect and confront themselves with their own stereotypes. Knowing what they see as benefits will allow us to highlight and build on these. Understanding participants' constraints/fears will allow us to address these situations and come up with ways around these constraints.</p>
<p>REFERENCES</p>	<p>Schools for future youth. (2017). Participatory learning methods. Erasmus+ project. https://sfyouth.eu/images/toolkit/global_citizenship_education/Participatory LearningMethods.pdf</p> <p>Townsend, L. (2015). Rural Crafting Communities in the Digital Age: Final Report. <i>Working Papers of the Communities & Culture Network+</i>, 6, 2052-7268 http://eprints.whiterose.ac.uk/114815/</p>
<p>HANDOUTS</p>	<p>-</p>

Visual example:



Active learning activity - description

<p>Module</p>	<p>M2: Aging adult learner</p>
<p>Chapter</p>	<p>2.5- Preventing ageism</p>

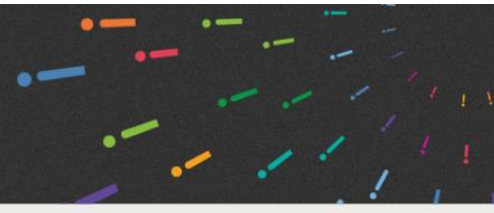
Name of activity	The 5 Whys
OBJECTIVE(S)	This activity aims to get to the core of a problem or challenge. Allowing participants to ask the question “why” and build on the previous reflection.
METHODS	As the title suggests, the group defines a problem and then asks “why” five times, often using the resulting explanation as a starting point for creative problem-solving.
TIME ALLOCATED	20 for self-reflection + 30 minutes for group sharing and discussion.
RESOURCES NEEDED	<ul style="list-style-type: none"> ● Pens ● Paper ● Witeboard/Flipchart <p>If it is necessary to adapt for online sessions Jamboard can be used</p>
INSTRUCTIONS*	<p>1- The facilitator should divide the participants into small groups and ask them to create a problem statement. This helps bring the group together and focus on the specific challenge. Participants can write it at the top of the paper/whiteboard/flipchart. The problem statement should be a single statement formulated as concisely as possible.</p> <p>e.g., ". Older people are ageist towards themselves. Older people do not engage in intergenerational activities".</p> <p>2- The facilitator asks the group: Why do we have this problem? Discuss the answer. Try and encapsulate it in another concise problem statement.</p> <p>3 - The facilitator asks again: Why do we have this problem? Again, discuss the answer and encapsulate it in a problem statement.</p> <p>4- If the group feels like they have identified the root cause of the problem then you can stop asking why. If not, then continue the cycle.</p> <p>5- Once they have the root problem statement, ask the group how they would like to proceed to solve it.</p>
REFERENCES	Hyper Island (2019). <i>The 5 Whys</i> . https://toolbox.hyperisland.com/the-5-whys

HANDOUTS**References**

- Anton, S. D., Woods, A. J., Ashizawa, T., Barb, D., Buford, T. W., Carter, C. S., & Pahor, M. (2015). Successful ageing: Advancing the science of physical independence in older adults. *Ageing Research Reviews*, 24, 304–327. <https://doi.org/10.1016/j.arr.2015.09.005>
- Becker, G. (1994). The oldest old: Autonomy in the face of frailty. *Journal of Ageing Studies*, 8(1), 59–76. [https://doi.org/10.1016/0890-4065\(94\)90019-1](https://doi.org/10.1016/0890-4065(94)90019-1)
- Cunningham, W., Clayton, V., & Overton, W. (1975). Fluid and crystallized intelligence in young adulthood and old age. *Journal of Gerontology*, 30(1), 53–55.
- Fragoso, A., & Fonseca, J. (2022). Combating ageism through adult education and learning. *Social Sciences*, 11(110). <https://doi.org/10.3390/socsci11030110>
- Horn, J., & Cattell, R. (1967). Age differences in fluid and crystallized intelligence. *Acta Psychologica*, 26, 107–129.
- Kulik, C. T., Ryan, S., Harper, S., & George, G. (2014). Ageing populations and management. *Academy of Management Journal*, 57(4), 929–935. <https://doi.org/10.5465/amj.2014.4004>
- Lazarus, R., & Lazarus, B. (2006). The typical course of aging. In R. Lazarus, & B. Lazarus (Eds.), *Coping with aging* (pp. 10–20). Oxford University Press.
- Marques, S. (2011). *Discriminação da terceira idade*. Fundação Francisco Manuel dos Santos & Relógio d'Água Editores.
- Requena, M., Swift, H., Naegele, L., Zwamborn, M., Metz, S., Bosems, W., & van Hoof, J. (2018). Educational methods using intergenerational interaction to fight ageism. In L. Ayalon, & C. Tesch-Römer (Eds.), *Contemporary perspectives on ageism* (Vol. 19, pp. 383–402). Springer Open. <https://doi.org/10.1007/978-3-319-73820-8>
- Shannon, J., et al. (2022). Program practices predict intergenerational interaction among children and adults. *Gerontologist*, 62(3), 385–396.
- Vellas, B. J., Albaredo, J. L., & Garry, P. J. (1992). Diseases and ageing: Patterns of morbidity with age; relationship between ageing and age-associated diseases. *The American Journal of Clinical Nutrition*, 55(6), 1225S–1230S. <https://doi.org/10.1093/ajcn/55.6.1225s>

World Health Organization. (2021). *Global report on ageism*. World Health Organization, United Nations Department of Economic and Social Affairs, United Nations Population Fund, United Nations Office of the High Commissioner for Human Rights.

World Health Organization. (2022). *Ageing and health*. World Health Organization. Retrieved from <https://www.who.int/news-room/fact-sheets/detail/ageing-and-health>



module 3

Learning for Older Adults



Module 3

Learning for Older Adults

Training Module 3 focuses on understanding how older adults learn. While learning occurs throughout life, effective and efficient learning requires careful planning of the learning process. For the target group of the PAGES project—older adults—it is crucial to recognize their unique learning approaches. Unlike children or younger adults, older adults choose to learn topics they find relevant, at their own pace, and driven by their internal motivations. This intrinsic motivation often means that they participate in learning or activities voluntarily and remain engaged by choice.

Learning environments play a vital role in fostering socialization. These settings provide opportunities for individuals from diverse backgrounds to interact and understand one another. Without such interaction, environments may perpetuate exclusion and discrimination, especially when individuals lack familiarity or empathy with one another. Socialization and meaningful interactions can counteract these negative dynamics, promoting inclusivity and mutual respect.

Older adults, however, often face significant challenges in participating and continuing with activities. A key factor contributing to this issue is educators' lack of awareness regarding the learning characteristics and needs of older adults. When educators do not understand how older adults learn, these learners may feel disconnected or unsupported, leading them to leave the learning environment prematurely. This early departure not only hinders their opportunity to learn but also limits their chances for social integration.

To address these challenges, it is essential for adult educators and social workers to understand the learning processes of older adults. By designing inclusive and supportive learning environments, educators can help older adults stay engaged for longer periods, fostering greater socialization. Participation in diverse activities during training enables older adults to interact with people from different backgrounds, enhancing their ability to empathize and build connections. Over time, this process helps dismantle stereotypes that perpetuate discrimination, taking meaningful steps in combating ageism.

Learning For Older Adults

Learning occurs continuously and often unconsciously. In recent years, technological advancements have led to informal learning becoming increasingly prevalent, as many technological tools facilitate learning by chance. However, structuring learning around specific

goals remains one of the most effective and efficient ways to achieve desired outcomes. Purposeful learning not only facilitates the transfer of knowledge but also fosters important objectives such as socialization, active aging, and active citizenship.

Understanding how people learn is critical to designing learning experiences that meet these goals. For adults, and particularly older adults, learning activities must align with their unique characteristics to ensure success. When learning environments fail to accommodate their needs, older adults are unlikely to invest their valuable time in such activities. Time is especially precious for older adults, making it essential to offer experiences that are both effective and satisfying, while also providing opportunities for socialization.

The learning principles for older adults align closely with those of other adults. As highlighted in the project module addressing adult learning principles, adults tend to learn in a problem-oriented manner, focusing on information they perceive as solving specific problems. Similarly, older adults are motivated by intrinsic factors, such as the desire to improve their quality of life and adapt to societal changes.

Nevertheless, there are some distinctions in the learning needs of older adults. For example, older adults often pursue learning to better navigate social changes, enhance their living standards, address personal challenges, and understand societal realities (Koulaouzides & Popović, 2017). They also show a growing interest in lifelong learning activities to stay connected with the innovations of daily life and to maintain or improve their quality of life (Kılıç, 2018). Such learning experiences provide essential opportunities for older adults as they work to adapt to ongoing developments (Kaya, 2016).

To fully realize these opportunities, it is crucial to create supportive environments that encourage older adults to remain engaged in learning for longer periods. These environments should prioritize not only knowledge acquisition but also personal fulfillment, social interaction, and the development of skills that enable older adults to navigate and thrive in an ever-changing world.

As highlighted in the previous sections, the learning processes of older adults share many similarities with those of other adults. However, there are notable differences that must be considered:

- **Decreased learning rate**
- **Weakening of learning power**
- **Longer time needed to learn**
- **Difficulty staying still for extended periods due to issues like muscle pain**

- **Greater need for multiple stimulants in learning environments**

Given these differences, the following adaptations are recommended for creating effective learning environments for older adults:

- Allowing **longer time** for learning activities
- Incorporating **varied and multiple stimulants** to engage participants
- Using **frequent repetitions** to reinforce learning
- Designing activities that do not require participants to remain stationary for long periods
- Utilizing **experiential learning methods** more frequently

When designing educational content for older adults, it is essential to ensure that participants can relate to the material. They need to understand the *meaning* and *purpose* of the subject to feel motivated to engage. Additionally, the learning environment must be psychologically safe, fostering an atmosphere where participants feel comfortable voicing their opinions without fear of judgment. Interaction with other participants is also crucial, as it enhances engagement and fosters a sense of community. Respect and equality are foundational—older adults, like all learners, need to feel valued and respected.

Interest in the subject is the primary motivator for older adults when considering participation in educational activities. Recommendations from trusted individuals with direct knowledge of the education in question also play a significant role, making **word of mouth** a powerful tool for attracting older adults to learning opportunities. Another critical factor is **availability**, ensuring that the learning activities are accessible in terms of time, location, and resources.

Older adults also need to understand *why* they are learning something before they can begin. For this reason, the role of the educator shifts from being a teacher to acting as a **facilitator, coach, or instructor**, guiding the learning process rather than directing it.

By designing learning environments that address these characteristics, professionals working with older adults can help their target group experience more effective and sustained learning. Importantly, those working with this audience must approach their role with patience, recognizing the unique needs and challenges of older adult learners.

Learning Barriers For Older Adults

Learning disabilities affect individuals across all age groups and are a key focus for educational scientists who aim to prevent and mitigate their impact. Many experts argue that proactive measures should be taken to prevent learning disabilities before they manifest, as internalized challenges can persist throughout life and become more pronounced with age. For older adults, learning disabilities can significantly hinder their ability to engage in educational activities. Therefore, creating activities with high participation rates requires identifying and addressing potential barriers to participation.

Barriers to learning can stem from various sources, including time (e.g., inconvenient scheduling), physical challenges (e.g., limited mobility or inaccessible venues), economic issues (e.g., fees or costs), social factors (e.g., language barriers), or cultural biases (e.g., ethnocentrism) (Wahlgren, 2010). Beyond these external barriers, negative perceptions toward learning often emerge as significant obstacles, particularly when rooted in bad experiences in previous educational environments. Common issues that contribute to negative perceptions include:

- Problems with the trainer
- Conflicts or issues with other participants
- Communication challenges in the learning environment
- Lack of a supportive learning atmosphere
- Societal criticism or stigmas related to learning

Overcoming these barriers can be challenging, especially when compounded by age-related prejudices. For this reason, educators working with older adults need to approach learning disabilities and their associated sensitivities with care and attention.

Physiological and Psychological Challenges

Physiological changes that accompany aging can also create learning disabilities, including:

- **Decreased hearing and vision**
- **Memory decline**
- **Muscle loss**, which affects physical comfort and mobility

These physical challenges can be further exacerbated by psychological difficulties associated with aging, such as anxiety, depression, or diminished self-esteem. Together, these factors can disrupt learning processes.

Strategies for Addressing Learning Barriers

To create a supportive learning environment for older adults, the following considerations are essential:

- Scheduling activities at times that accommodate frequent movement or breaks
- Maintaining flexibility during training sessions
- Ensuring constructive communication and a supportive atmosphere
- Using soft, respectful language in interactions among participants
- Providing a learning environment tailored to older adults, including appropriate lighting, ventilation, and ergonomic furniture

Overcoming Negative Perceptions

Older adults with negative perceptions toward learning require environments free from destructive criticism. Educators must ensure that participants feel valued and respected, with their experiences acknowledged and integrated into the learning process. A constructive, judgment-free environment encourages older adults to participate actively and fosters a sense of safety and inclusion.

By minimizing learning barriers, older adults are more likely to remain engaged in educational settings for extended periods. This sustained engagement allows for meaningful interactions with diverse groups, fostering mutual understanding and breaking down prejudices. Over time, these interactions contribute to more inclusive and enriching learning experiences for everyone involved.

Learning Environment And Learning Motivation For Older Adults

Motivation is defined as the set of behaviors that initiate, direct, sustain, and complete a task (Akbaba, 2006). Learning motivation, specifically, reflects an individual's perception of learning activities as valuable, their ability to maximize learning outcomes, and the effort they invest in the process. However, the motivations for learning differ significantly between

formal education and adulthood. In formal education, extrinsic motivators—such as grades, rewards, and structured goals—are often employed to encourage participation and achievement. These motivators are determined by education experts, leaving students and young learners with minimal input in defining their learning objectives or motivational factors.

In adulthood, learning goals and subjects are directly tied to individual needs and interests (Onur, 2021). Unlike formal education, where external motivators are highly effective, motivating adults often requires addressing intrinsic drivers, as external interventions have limited impact. Intrinsic motivations—such as improving quality of life, enhancing self-esteem, enjoying life, and acquiring meaningful knowledge—become predominant (Knowles, 1996). These drivers transcend traditional extrinsic rewards like success, high scores, or monetary gain. Thus, activities for adult learners must emphasize aspects that nurture intrinsic motivation to foster engagement.

For older adults, intrinsic motivations remain central but are uniquely influenced by physical, psychological, and social transformations. Aging often involves physical changes, such as reduced mobility or sensory decline, and shifts in social roles, such as retirement. These changes significantly impact learning motivations, as older adults focus on adapting to new circumstances and maintaining a sense of purpose (Dağlı, 2018). In this stage of life, older adults are particularly drawn to activities that address their personal challenges, provide satisfaction, and enable them to enjoy life. Activities perceived as enjoyable and meaningful are likely to elicit stronger motivation.

Creating Effective Learning Environments

When designing learning opportunities for older adults, the content must be relatable and meaningful. Participants need to understand the purpose and relevance of the subject matter to feel engaged. Additionally, learning environments must be safe and inclusive, fostering psychological comfort where participants can voice their opinions without fear of judgment. Interaction with peers is equally important, as it promotes socialization and mutual respect.

Interest in the topic is a primary factor influencing participation in educational activities. Recommendations from trusted individuals with direct knowledge of the program also play a crucial role, making **word of mouth** a powerful tool for attracting older adults. Accessibility and availability are equally important to ensure that learning opportunities are inclusive and convenient.

To strengthen motivation, learning environments for older adults should address both physical and psychological needs. Key considerations include:

- **Accessibility**

- **Sound insulation**
- **Lighting**
- **Ventilation and heating**
- **Ergonomic seating** (e.g., chairs suited for older adults)
- **Technological adaptations** (e.g., user-friendly touchscreens or keyboards)

Arranging these environments thoughtfully not only supports comfort but also enhances learners' confidence and engagement.

Motivational Strategies

Raymond Wlodkowski identifies four key aspects for fostering motivation in learning environments:

- **Inclusion:** Create a respectful and collaborative environment where learners and facilitators feel valued.
- **Development of Attitude:** Establish positive attitudes toward learning by connecting activities to personal relevance and individual choices.
- **Emphasis on Meaning:** Incorporate reflective and challenging learning experiences that align with participants' values and perspectives.
- **Producing Competence:** Highlight practical outcomes, helping learners value and apply what they learn.

Addressing Ageism and Promoting Socialization

Well-designed learning environments act as motivators in themselves, encouraging older adults to remain engaged. Participation in educational activities fosters social interaction, challenges age-related stereotypes, and helps combat prejudices by promoting interactions with diverse groups, including younger generations. These interactions contribute to breaking down ageism, which can otherwise hinder older adults from living satisfying, socially connected lives.

Art and cultural activities are particularly effective in boosting motivation among older adults. These activities not only foster physical and psychological well-being but also provide opportunities to engage with society in meaningful ways, further combating ageism. By focusing on activities that align with older adults' motivations and needs, we can create inclusive environments that encourage lifelong learning and social participation.

Training Module

General Information

Name of the Module	<i>Learning for Older Adults</i>
Purpose of The Module	The purpose of the module is for adult educators and others who create educational activities for older adults, to understand the principles and methods of creating learning activities for the target group.
Learning objectives	<p><i>The participants should:</i></p> <ul style="list-style-type: none"> ● <i>gain a basic understanding of how older adults learn</i> ● <i>be able to reflect and act on possible learning barriers</i> ● <i>understand and reflect on how to get older adults to participate in planned activities</i> ● <i>understand the basics of motivation and how motivation influence learning</i> ● <i>be able to reflect on how they can create a motivating learning environment</i>
Topic & context (Module outline)	<p><i>Module 1: Learning for older adults</i></p> <p><i>Module 2: Learning Barriers for older person</i></p> <p><i>Module 3: Learning environment and Motivation for older person</i></p>
Target Group	<i>Adult educators, community workers and others who create educational activities for older adults.</i>
Educational Environments and Equipment	<ol style="list-style-type: none"> 1. <i>Classroom or specific physical area to have the meeting</i> 2. <i>Board and markers</i> 3. <i>PPT, computer and projector</i> 4. <i>Papers/sheets and pens</i>

	<i>5. Printed guide</i>
--	-------------------------

The subject of learning in older adults is valuable in that it contains very important information that can be used against ageism. Because knowing how older adults learn will enable the programs and content to be prepared for them in this context. Such programs and activities will serve to eliminate the situations that cause ageism by coming together with different groups in many areas of life of the older adults who are the target group.

Module summary/ Main contents/ Relevance	<p>This module, which is prepared for the learning of older adults, consists of 3 main components.</p> <p>The aim of the first module is to give general information about how older adults learn. How older adults learn and what the learning differences are between them and other adults are discussed in this module.</p> <p>In the second module, it focuses on learning disabilities for older adults. Learning is a life-long concept that affects the standard of living in different ways and provides active participation in life with its different dimensions. This active participation, which can also be described as socialization, is an important component of combating ageism by bringing different groups together.</p> <p>In the third module, “Learning environment and Motivation for older person” module will focus on what motivation is, components related to motivation in older adults, the characteristics of learning environments for older adults, the relationship between learning environment and motivation, and the relationship of these components with age discrimination.</p>
Timetable & schedule	<p>Module 1 will be developed with the "Write quickly" methodology. First 5 minutes on how older adults learn will be used to write what each participant thinks. They will have 15 minutes to share their answers and the last 15 minutes will be used to observe all the answers in the group and complement them with additional comments. Those who have questions will be given another 5 minutes to answer their questions.</p>

	<p>40 minutes</p> <p>Module 2 will be developed with the Circle Speech methodology, and will focus on learning disabilities for older adults.</p> <p>40 min</p> <p>Module 3 will be developed with the Discussion group methodology. Components related to the learning motivation of older adults will be discussed in the discussion group activity.</p> <p>40 min</p> <p>Total: 120 min</p>
<p>Learning outcomes of the module</p>	<p>Upon completion of these modules, trainees should be able to:</p> <ul style="list-style-type: none"> ● They will learn how older adults learn ● They will realize the factors that affect the learning of older adults. <p>They will have information on learning disabilities of older adults</p> <p>Awareness of older adults about the design of learning environments that facilitate their learning will increase.</p> <ul style="list-style-type: none"> ● Understand what motivation to learn means for older adults ● They will learn the factors affecting learning motivation. ● Recognize the relationship between ageism and components for the learning of older adults <p>They will understand the importance of components for older adults' learning in combating ageism and use them in their own activities.</p>

Active learning activities

A3.1 Learning for older adults

Module 1	How older adults learn?
Chapter	This module will focus on the learning dynamics of older adults and the components that affect it.
Name of activity	Learning for older adults
OBJECTIVE(S)	<p>It is among the aims of this module that the participants have knowledge about the subjects included in the asagia.</p> <ul style="list-style-type: none"> - What it means to learn for older adults - What influences the learning of older adults - Why it is necessary to know the components of the learning of older adults - Components that should be present in environments that facilitate the learning of older adults - Learning characteristics of older adults and their relationship with ageism
METHODS	<p>Methodology: Write quickly.</p> <p>In this activity, participants will write their views on learning in older adults. Within the time given to them, each participant will write their opinions on this subject on paper quickly and concretely.</p> <p>Participants will share their views with other participants by reading from the paper.</p> <p>After the volunteers read their opinions, the questions of those who have questions will be answered.</p>

<p>TIME ALLOCATED</p>	<p>Module 1 For first module</p> <ol style="list-style-type: none"> 1. Each participant will have 5 minutes to write. 2. They will have 15 minutes to share their answers 3. Last 15 minutes will be used to observe all the answers in the group and complement them with additional comments. 4. Those who have questions will be given 5 more minutes to answer their questions. <p>40 minute</p>
<p>RESOURCES NEEDED</p>	<p>In addition to other needed materials; A flipchart such as a flipchart will be required for simultaneous writing of the ideas expressed.</p>
<p>INSTRUCTIONS*</p>	<p>Module 1</p> <ol style="list-style-type: none"> 1. Give the paper and pencil to participants. 2. Participants will be asked to write their opinions 3. They will only have 5 minutes. 4. After completing the writing of the answers, the reading will begin 5. While the answers are being read, a selected person will write the answers of the other participants on the board. 6. After all participants share their own opinion, what is written on the flipchart will be read by a volunteer 7. Finally, the questions or comments of the participants will be listened to, and the session will end after the questions are answered.

REFERENCES

Dađlı, Y. (2018). Are we ready for old age? PEGEM Publications.
Ankara

Onur, B. (2021). Developmental Psychology. Imge Publications.
Ankara

A3.2 Learning Barrier For Older Adults

<u>Module 3.2</u>	Learning Barrier For Older Adults
Chapter	In this module, information will be given about the learning disabilities of older learners.
Name of activity	The importance of knowing the learning disabilities of older adults
OBJECTIVE(S)	<p>The objectives of this module include</p> <ul style="list-style-type: none">- What are the situations with learning disabilities for older adults- How to overcome learning barriers- What could be the consequences of learning disabilities for older adults- Gaining information about the relationship between Agesim and learning disabilities.
METHODS	<p>Methodology: Circle Speech</p> <ol style="list-style-type: none">1. Participants are asked to give their opinions on what a learning disability means for older adults and its relation with ageism.2. These ideas are written down by a volunteer as people speak.3. At the end of the given time, the opinions expressed, especially those that stand out, are arranged within the framework of a certain logic.4. After reading the text edited by the volunteer, the session is ended.
TIME ALLOCATED	<ol style="list-style-type: none">1. 40 minutes will be given for the topic of Circle speech.2. 20 minutes to talk about different aspects of the topic3. 10 minutes for the views to be organized and written in a logical sequence4. An additional 10 minutes will be given to share the transcribed results. <p>Total time 40 min</p>

<p>RESOURCES NEEDED</p>	<ol style="list-style-type: none"> 1. Classroom or specific physical area to have the meeting 2. Printed guide 3. Papers/sheets and pens
<p>INSTRUCTIONS</p>	<p>Participants are asked to place their chairs and sit in a circular seating arrangement before the start of the circle speech.</p> <p>After the subject to be discussed is told to the participants, they are expected to talk on the subject within the given time.</p> <p>While the participants take turns giving their opinions, a volunteer is asked to write down what was said.</p> <p>After the speeches are completed, the notes taken by the volunteer are organized.</p> <p>After the edited notes are read, the session is terminated.</p> <p>40 min</p>
<p>REFERENCES</p>	<p>Cross, J. (2014). Motives and barriers affecting participation in lifelong learning activities by older adults. Dissertation Publishing. USA</p> <p>Githens, Rod P. (2007). <u>Older adults and e-learning: Opportunities and Barriers University of Illinois at Urbana–Champaign</u></p>

A3.3 Motivation For Older adults

<u>Module 3.3</u>	Learning Environment and Learning Motivation for Older adults
<u>Chapter</u>	This module will focus on components related to learning environments and learning motivations suitable for older adults.
<u>Name</u> of <u>activity</u>	Learning environments and learning motivations of older adults
<u>OBJECTIVE(S)</u>	<p>Among the purposes of this module is to inform the participants about the following topics.</p> <ul style="list-style-type: none"> - The difference between motivation and motivation to learn - The meaning of learning motivation for older adults - Characteristics of learning environments suitable for older adults - The relationship between the learning environments of older adults and their motivation - Actions to increase learning motivation for older adults - Relationship between learning environments and learning motivation with Agesim
<u>METHODS</u>	<p>Methodology: Group Discussion</p> <ol style="list-style-type: none"> 1. Participants are divided into two groups. Groups are asked to discuss among themselves the characteristics of learning environments for older adults, their motivation to learn, and its relation to ageism. 2. At the end of the given time, the groups share their results by making a presentation to the other groups. 3. One volunteer from each group shares their group's conclusions with the presentation they prepared to the other participants..

<p><u>TIME ALLOCATED</u></p>	<ol style="list-style-type: none"> 1. Each group is given 15 minutes for discussion. 2. After the group discussions are over, they are given 15 more minutes to prepare their presentations. 3. For the presentations, the session ends after the groups make their presentations in 10 minutes. <p>Total time 40 min</p>
<p><u>RESOURCES NEEDED</u></p>	<ol style="list-style-type: none"> 1. Classroom or specific physical area to have the meeting 2. Printed guide 3. Papers/sheets and pens 4. Laptop or computer 5. Projector for projecting presentations
<p><u>INSTRUCTIONS</u> * —</p>	<p>Participants are divided into 2 groups before starting the group discussion.</p> <p>Each group is given an appropriate space to discuss the topic.</p> <p>After the discussion on the topic is completed</p> <p>Groups transfer their results to presentations</p> <p>One person from each group volunteers</p> <p>Volunteers convey their group's views on the subject to other participants using the presentations they have prepared.</p> <p>40 minute</p>
<p><u>REFERENCES</u></p>	<p>Chang, D.F., Lin, S.P (2011). Motivation to Learn Among Older Adults in Taiwan</p> <p>https://doi.org/10.1080/03601271003715962</p>

	<p>Cross, K. P., Adults as Learners (1981). Increasing Participation and Facilitating Learning.</p> <p>https://eric.ed.gov/?id=ED200099</p> <p>Knowles, M. (1996). Adult Learning</p>
--	--

Body of knowledge

Due to the nature of a study on the learning of older adults, it should be handled with a multidisciplinary approach. Because, first of all, two different components such as the older adults and learning are at the focus of the study. In this sense, geriatric and education are the two main branches of science used when creating modules. Different components of adult learning are included in the study within the scope of lifelong learning, since the dimension of learning related to older adults is addressed.

In addition to these, learning psychology, which is a sub-discipline of psychology, has an important place in the learning of older adults. It seems to be closely related to the psychology of learning. It is not enough to say that learning is psychology. Because it focuses specifically on the learning of older adults.

At the beginning of the situations with learning disabilities, communication has been one of the areas benefited from in the module with its different dimensions. In addition, organizing learning environments according to the needs of older adults required some ergonomic approaches to be taken into account. This is because it is known that it is useful in the fight against ageism, which causes older adults to be excluded from the society, based on the principle of "no one is left behind in the society".

To put it briefly, starting from the aforementioned, the following disciplines were used in this module.

- Educational Sciences
- Lifelong learning and adult education
- Psychology
- Learning psychology
- Learning psychology of older adults

- Geriatric
- Communication
- Ergonomics in relation to the characteristics of learning environments

Assessment

It was deemed appropriate to evaluate this module, which was prepared for learning dynamics in older adults, with multiple choice questions. The correct answers to the questions are under the evaluation questions.

1. What is the learning motivation?
 - a. The desire to participate in learning activities, to realize effective learning and to complete the process
 - b. Inner urge to start, continue, and complete a task
 - c. Motivation can be defined as the enthusiasm found in people of all age groups.
2. Which topics are older adults interested in learning?
 - a. Educational topics related to maintaining your job
 - b. Educational topics related to interests
 - c. Educational topics preparing you for retirement.
3. How do you create suitable and learnable subjects for older adults?
 - d. They have to see meaning with the content and be in a safe learning environment
 - e. Make sure to have enough coffee and cookies.
 - f. You teach as you would teach children.
4. How do we facilitate participation of the older adults?
 - g. They have to have a need for education and experience that that need is important for them to fulfil
 - h. We simply invite them to join our activity.
 - i. They will find our activities by themselves.
5. How do we increase the older adults learning motivation?

- j. We can't increase learning motivation.
- k. We take their experiences and emotions into consideration.
- l. Once they are at the activity they are automatically motivated.

6. What are the learning disabilities for older adults?

- a. physical changes
- b. Psychological changes
- c. We can see both situations as learning disabilities

7. How should learning environments be designed to enable older adults to participate in learning?

- a. Documents should be given to them after the events they attend.
- b. Activities should be carried out in an environment that will provide permanent learning.
- c. Activities should be prepared taking into account the intrinsic motivations of older adults.

8- Which is not one of the components expected in a supportive learning environment?

- a. Inclusivity

b. language of non-constructive criticism

c. Empathy

9- What should be paid attention to most in the learning environments of older adults?

- a. to heating
- b. to the lighting
- c. To all of them

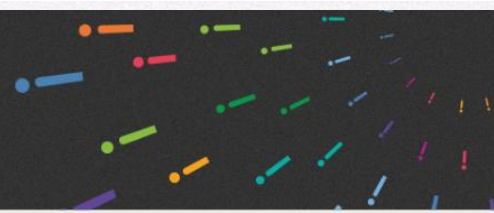
10- What is the relationship between learning activities of older adults and the fight against ageism?

- a. There is no direct relationship
- b. Thanks to the activities, the possibility of coming into contact with different groups also increases, which prevents some negative judgments towards older adults.
- c. Explaining ageism and its prevention to older adults at events increases the awareness of these people.

Answers: 1-a, 2-b, 3-a, 4-a, 5-b, 6-c, 7- c, 8-b, 9-

References

- Akbaba, S. (2006). Motivation in education. *Atatürk University Journal of Educational Sciences*. Retrieved from <https://dergipark.org.tr/tr/download/article-file/31512>
- Chang, D. F., & Lin, S. P. (2011). Motivation to learn among older adults in Taiwan. *Educational Gerontology*. <https://doi.org/10.1080/03601271003715962>
- Cross, K. P. (1981). *Adults as learners: Increasing participation and facilitating learning*. Retrieved from <https://eric.ed.gov/?id=ED200099>
- Githens, R. P. (2007). Older adults and e-learning: Opportunities and barriers. University of Illinois at Urbana–Champaign.
- Hein, H. H. (2009). *Motivation: Motivationsteori og praktisk anvendelse* (1st ed.). Hans Reitzel.
- Knowles, M. (1996). Adult learning. In R. L. Craig (Ed.), *ASTD training & development handbook: A guide to human resource development* (4th ed., pp. 253–265). McGraw Hill.
- Illeris, K. (Ed.). (2021). *15 aktuelle læringsteorier* (1st ed.). Samfundslitteratur.
- Illeris, K. (2013). *Transformativ læring og identitet* (1st ed.). Samfundslitteratur.
- Illeris, K. (2003). *Voksenuddannelse og voksenlæring* (1st ed.). Roskilde Universitetsforlag & Learning Lab Denmark.
- Onur, B. (2021). *Developmental psychology*. Imge Publications.
- Parknäs, L. (1976). Ännu mer konkret om motivation. *Nordisk Psykologi*.
- Rander, H., Boysen, L., & Goldbech, O. (Eds.). (2018). *Voksendidaktik* (1st ed.). Akademisk Forlag.
- Wahlgren, B. (2010). *Voksnes læreprocesser: Kompetenceudvikling i uddannelse og arbejde* (1st ed.). Akademisk.



module 4

Communication with older adults



Module 4

Communication with Older Adults in learning environments

Training Module 4 serves as a cornerstone for equipping adult educators with effective tools and strategies to enhance their engagement with older adults.

This module aims to help participants:

- **Learn improved methods** for addressing older adults to capture their attention and facilitate the learning process.
- **Promote and strengthen factors** that enable effective communication with older adults.
- **Develop frameworks and strategies** to foster meaningful interaction with the older adult community in appropriate educational settings.
- **Incorporate digital communication** techniques to enhance engagement with older adults.

Upon completing this module, participants will acquire competencies that enable them to combat ageism, enhance their critical thinking, and refine their problem-solving skills, fostering a more inclusive and effective learning environment for older adults.

Characteristics Of Older Adults In Learning Environment

Learning is a phenomenon that takes place in different environments at different time intervals, but necessarily. The changing conditions of life have made it obligatory for learning to take place within certain patterns. Especially social and economic conditions have been effective in the emergence of these patterns. Today, learning takes place in 3 different ways as formal, informal and nonformal.

While formal learning can be defined as learning that takes place within the framework of a very strict curriculum prepared for the school system, unwittingly random learning in the fabric of life refers to informal learning. As lifelong learners, the learning of adults based on their own conscious choices is realized through learning activities defined as nonformal.

People involved in nonformal learning environments can be anyone, without belonging to a certain age group. However, in general, the participants of nonformal learning are those who

are defined as adults over the age of 18. However, although all people are defined as adults, their roles and expectations in life can be very different from each other.

The change that people experience with advancing age will be understood more clearly with the table below. Although the age ranges given in the table vary from country to country, adult events are similar in many countriesç

ADULT YEARS	AGE
Leaving the nest	18-22
Introduction to the adult world	23-28
The search for stability (determination)	29-34
Self-actualization	35-42
Settling down-managing yourself	43-55
Aggravation (slowing down)	56-64
Moving away from reproductive activities	65 years and older

(Ultani ve Ultan, 2005)

While the life cycle progresses in this way according to age groups, adult learners perform their learning based on the situations generally expressed in the table. Among the reasons for participating in learning activities, older adults who are slowly moving away from productive activities are generally more effective in the context of socialization.

Older adults in a learning environment

- Has a lot of experience in life
- Be open to new learning with the advantage of experiences
- Have a certain (positive or negative) perception of learning

- Their expectations of learning are quite different from the previous cycles of their lives
- Are in a period of psychological and physiological change due to age periods
- Under the influence of the psychological state created by some physical and mental losses
- It has largely gone out of the production system and is trying to adapt to this place in society.
- Not only for learning processes, but also for life in general, those who no longer want to make long-term plans
- Who wants to apply what they have learned immediately and see the comfort that these new learnings bring in their lives
- Performing learning processes for a little more internal satisfaction
- Struggling to keep up with rapid changes , especially technological changes
- Have difficulty communicating at times with other participants in learning environments, especially young people
- Expects their experience to be respected
- They seem to have a profile that wants to express their views based on their experiences.

In addition to these , older adults

- Know what purpose it comes to in the learning environment
- Quickly adapts to learning the subjects related to their age period
- They are ready to learn the information for the solution of the problems they encounter in their own lives.

Although some of the older adults with this profile participate in learning environments and social environments from time to time, their participation in general may not be at the desired level. Why are these people not sufficiently involved in learning environments or social life? Among these reasons;

- Learning environments are not suitable for older adults

- Learning environments are not arranged in accordance with some physical characteristics of older adults, such as sight or hearing,
- Event organizers lack a complete understanding of how to communicate with older adults
- Many reasons, such as the fact that the pace of learning subjects or activities are not suitable for older adults, prevent them from participating in both social life and learning environments.

In general, a segment of the society can easily be involved in the processes in life, but the adults of the province are not designed in accordance with these environments because of these environments Its inability to participate causes the situation expressed as discrimination to be experienced.

Communication is one of the most important components in the prevention of discrimination. Because among the primary causes of discrimination is miscommunication. The inability of both educators and other participants in the environment to communicate effectively with older adults can reinforce older adults' sense of discrimination. In this context, communication between older adults with the above-mentioned characteristics and other participants in the same environment, especially young people, will play an important role in the fight against discrimination.

Things To Consider When Communicating With The Older Adults

Communication has long been seen as the basic dynamic for individuals and societies to establish and maintain harmonious relationships with each other. However, in fact, it is not the communication itself, but how that communication is established is the key point in establishing and maintaining relationships. Because not every communication tool or method is compatible with every group. For this reason, it is important to approach people of different age periods with arguments and expressions appropriate to that age period in order to start and maintain communication.

Based on the premise that there should be different forms of communication in each age group, the points to be considered in communication with older adults can be listed. When making this ranking, it can be started with what the perceptions of the society are about that age group.

In general, older adults in societies

- Some of his mental abilities are weakened, that is, he cannot understand
- They don't make healthy decisions on their own

- They haven't changed their minds
- That they can't even learn simple things
- They have difficulty communicating due to vision or hearing problems
- That they are not good with technological tools
- They have a negative critical attitude , especially when communicating with young people
- Especially young people that they do not understand
- It is seen that there are some thoughts such as they do not work because they cannot contribute enough to production (Dağlı, 2018).

In addition to these, there are also perceptions of older adults people towards old age. These can be divided into positive and negative judgments. Among the positive aspects of old age,

- don't have my own heart
- Ability to spare time for himself, his family and his environment
- freedom
- While there are situations such as being able to take a vacation at any time

Among the negative aspects of old age

- not seeing value
- loneliness
- not being able to do what they want
- people treating the older adults like children
- not being asked for your opinion
- economic difficulties
- get sick frequently
- There are thoughts such as not being invited to social environments with thoughts such as not being able to climb stairs.

An educator or social worker who is caught between these thoughts that both the society thinks for the older adults and the older adults for themselves should first learn about the general opinions in order to manage the process correctly. must be the owner. Only after this, if the process is managed correctly, different segments of the society can be brought together and progress can be made in the fight against older adults discrimination.

So, what kind of communication language should an educator or social workers use here in this struggle? First, educators or social workers must have a thorough understanding of both older adults' ideas about old age and society's ideas about old age. In order to break down these perceptions, communication methods must have knowledge and application skills.

Flexible communication styles to be used in communicating with the older adults

As can be seen from what has been mentioned in the previous sections, the correct use of internet channels will serve both to combat elder discrimination and to realize satisfying learning experiences in learning environments. There are some common elements and components of communication. If the target is adults in the clay

- Try not to treat like a child.
- Introduce yourself to the group and have them introduce themselves.
- Try to call each adult learner by name
- Make sure you allow ample time for discussion These components are important in communication.

However, if the target is older adults in the clay, it is necessary to include other components that will make communication more flexible and smoother in addition to the general elements in communication with them. The most important among them are

- Speed
- Word usage
- Again
- Sound light settings of the communication environment
- Patience
- It is like empathy, etc. (Knowles, 1986).

The speed of communication may be a component of how older adults feel discriminated against. Because if the speed is more than they can understand or follow, and yet it continues without hesitation, the person thinks that he is not being cared for and that he is "behind" stayed". In this sense, it should be considered to slow down the speed of communication in the environment a little, which can also be considered as flexible communication. In this sense, slowing down the speed of speech and continuing communication by checking whether the other person understands or not as much as possible is very valuable. Just the attitude of the trainer or social worker on this issue can make other participants notice this situation and switch to a slightly slower communication speed.

The words used are as important as the speed of the conversations. As people of the age of technology, many people now use technology terms in their sentences and versions adapted to everyday life in communication. This affects communication with people who are unfamiliar with these terms.

It should be kept in mind that due to some functional impairments in vision or hearing, frequent repetitions may be made from time to time in communication. Older adults can be checked to see if they understand by making frequent eye contact. Given that they do not understand, it is clear that it is necessary to repeat it. Being flexible about repetition allows the older adult to stay in touch without feeling bad about themselves (Onur, 2021).

It is also necessary to be sensitive about the light and sound components of the learning environment. Because sound can be emitted in large environments such as museums, it is necessary to be careful that there may be some hearing problems even if they use hearing aids. In addition, it should be taken into account that in low-lit areas of environments such as museums, the situation of not being able to see enough may be exceeded.

Patience and empathy are the basic components that should be found in communication with every target group. Because the current situation of the people in front of us may coincide with a period that we have lived in the past or will live in the future. In this sense, it is necessary to be patient and empathetic in communication with older adults to create a flexible communication environment and to start and maintain communication.

Strategies to facilitate communication with the older adults

Until this title, the characteristics of older adults in learning environments, the points to be considered in communication based on these characteristics and the components of flexible communication have been emphasized. In this section, some strategies that can facilitate communication with older adults will be emphasized. These strategies can be used for different situations in different environments. However, the main component to keep in mind about the role of communication in the fight against age discrimination is to initiate and maintain communication without prejudice.

Communication can be divided into two as verbal and non-verbal communication. The components that verbal communication represents are obvious. Non-verbal communication is the type of communication that is supported by facial expressions such as body language and gestures. For a clear, flexible, fluent communication, verbal and non-verbal communication must be compatible with each other. This is because the subconscious mind is unwittingly receiving the messages of nonverbal communication and interprets whether the person is telling the truth or not, whether it is sincere or not. Verbal and non-verbal communication should be in harmony in this sense, therefore, if there are some prejudices in those who work with older adults in the first place, this situation will be reflected to the other party through non-verbal communication channels even if it is not verbal and communication may become impossible. Any activity to facilitate communication not only serves to provide a satisfying learning environment, but also provides a roadmap for how other diverse groups of people in the environment should treat older adults. At this point, it would not be wrong to say that people who work with older adults are also role models.

Among the facilitators of communication in learning environments or activities;

Address all participants by name

- Be sincere
- Before starting the activity, especially to have short games or activities that will activate the recall part of the brain,
- Using tone of voice to get the attention of K Breakthroughs
- refreshing attention by taking frequent short breaks to prevent a breakdown of communication
- Paying attention to the length of sentences when speaking
- Not speaking too slowly or too fast
- To enable them to contribute to the process so that they feel like they belong in the environment
- Using encouraging (not coercive) communication language
- To approach older adults who have self-confidence problems in sharing their thoughts with patience and to ensure that they are gradually involved in the process
- Approaching participants with confidence

- Showing Respect and Courtesy
- Showing Understanding and Tolerance
- Taking advantage of the power of humor and humor can be said to be among the pre-eminent facilitators of communication.

All kinds of activities that facilitate communication, strategy components can make it possible for different people and groups to communicate with each other by using these methods. In this sense, it would be appropriate to carefully focus on communication and its sub-decimations, which are one of the most effective components that can be effective in combating older adults discrimination.

Active learning activities

A4.1 Communication

Name of the Module	Communication between adult educators and community workers with older adults
Purpose of The Module	Providing adult educators and community workers with tools and methods of communication to improve their engagement with older adults
Learning objectives	<ul style="list-style-type: none"> ● To learn new improved ways to address adults to capture their attention and facilitate their learning process. ● To promote and improve the factors which allow good communication with older adults ● To design frameworks and strategies to foster communication with the older adults community in the appropriate educational environment ● To include digital communication in the engagement with the older adults community

<p>Topic & context (Module outline)</p>	<p>Module 1: Characteristics of older adults in learning environments</p> <p>Module 2: Things to consider when communicating with the older adults</p> <p>Module 3: Flexible communication styles to be used in communicating with the older adults (Digital tools)</p> <p>Module 4: Strategies to facilitate communication with the older adults</p>
<p>Target Group</p>	<p>Adult educators and community workers who work with individuals who in society are considered biologically older persons. We target those individuals who require or are interested in learning and having more knowledge to improve their experience, understanding and/or professional or personal satisfaction when working with older adults.</p>
<p>Educational Environments and Equipment</p>	<ol style="list-style-type: none"> 6. Classroom or specific physical area to have the meeting 7. Board and markers 8. PPT, computer and projector 9. Papers/sheets and pens 10. Printed guide

This module aims at training adult educators and community workers in improving communication between educators and older adults. Communication is a core element when it comes to facilitating the coordination and fluidity of human relations, increasing understanding and efficiency not only in daily tasks but also at the level of professional work. Communication allows effective work and a pleasant work environment, likewise in the educational field it allows the effective and correct transmission of knowledge, obtaining the participation of everyone without conflicts or misunderstandings. Thus, leading to a pleasant and functional educational dynamic for all parties. This is especially important when working with older adults as they have unique characteristics that influence communication.

In addition, communication tools and forms are changing rapidly with technological developments. Communication is established with these tools and socialization environments are provided with these tools. In some cases, socializing environments have even been moved

to the sandboxes created within these tools themselves. In this case, the older adults , who are at the head of the people who cannot keep up with this change, are left out of certain socialization environments and their own family circles, especially on these digital devices. they may experience a kind of exclusion and loneliness by staying away from social life.

Based on the above, drawing the attention of adult educators and community workers to these contexts and increasing their knowledge about the relationship between the issue of older adults discrimination and communication are among the objectives of the module .

<p>Module summary/ Main contents/ Relevance</p>	<p>Four modules will be developed to provide adequate knowledge and tools to approach and communicate correctly with older adults, either to teach courses or classes or transfer some knowledge.</p> <p>The aim of the first module is to provide information about the general essence of older adults in learning environments. Because , as people with a significant amount of experience, seniors come to learning environments with the results they draw from these experiences. Knowing these characteristics of the learners, who are now focused on situations such as the satisfaction of learning and making life easier rather than the learning itself, enables them to learn permanently and learn will ensure that they do not interrupt their activities.</p> <p>In the second module will consist of introducing educators to the appropriate ways in which they should address the older adults , and a special focus on how to avoid misunderstandings or the creation of conflict. In this sense, it is important to pay attention to the points to be considered in communication in order to prevent any problems arising from communication in face-to-face e-activity environments or to solve the problems quickly. Because although communication is a phenomenon that we encounter in all areas of life, according to age groups and the channels of communication (digital, etc.) According to such features, the things to be considered during communication may vary</p> <p>In the third module, with particular emphasis on communication barriers, focuses on providing flexibility in communication. One of the reasons for this is that the most basic feature that should be present for each stage of adult activities is flexibility. Resilience is a phenomenon whose limits need to be further developed for older adults. Because negative past experiences and prejudices, especially for learning, can often be reflected in learning environments . When the physical limitations that come with advancing age are added to these, flexibility in communication becomes more important.</p> <p>In this module, communication in digital environments will be briefly touched upon because face-to-face communication is not only face-to-face. The older adults also need to be guided in this regard. Awareness</p>
--	--

	<p>will be raised of the barriers that the older adults have to face in digital communication and of those who have access, the impacts, advantages and disadvantages they have in their lives.</p> <p>The fourth module will show the strategies to facilitate communication with the older adults face-to-face and digital forms of communication in older adults and the purpose they give it. As well as the most recommended education platforms for them and how their use can be transmitted.</p> <p>Strategies for facilitating communication with the older adults in learning environments will be primarily for face-to-face learning environments. Because studies have shown that face-to-face activities in the older adults are more effective in meeting the socialization and regurgitation.</p>
<p>Timetable & schedule</p>	<p>Module 1 will be developed with the "Write quickly" methodology. The first 5 minutes will be used to write what each participant thinks and then 3 participants will be allowed to read. Each one will have 10 minutes to share their answers and the last 15 minutes will be used to observe all the answers in the group and complement them with additional comments.</p> <p>30 minutes</p> <p>Module 2 will be developed with the Circle Speech methodology, which will require 30 minutes the things to consider when communicating with older adults . Not only in learning environments, but also in daily life, the things to be considered during communication should be discussed in the circle speech method.</p> <p>30 min.</p> <p>Module 3 will be developed through the Guided Discussion methodology, there will be a group analysis of different situations related to flexible communication and its components. The conclusions obtained as a result of the discussion will then be presented.</p> <p>30 Min.</p> <p>Module 4 will be developed with the experiential learning methodology. First, the group will be acquainted with the different</p>

	<p>digital tools of communication, which will take 30 minutes. If possible, there should be a digital tool that participants have not used before. Participants who try to communicate with this tool, which they have not used before, will list the difficulties they face. Then, they will have the chance to try each of the presented tools themselves by interacting with each other digitally and offering assistance if needed. Then, based on what was learned in the module of what should be considered in face-to-face communication with the older adults , as a comparison on the difference between face-to-face communication and communication in digital environments is stopped. The trials may take up to 30 minutes as well.</p> <p>30 min</p> <p>Total: 120 min</p>
<p><i>Learning outcomes of the module</i></p>	<p>Upon completion of these modules, trainees should be able to:</p> <ul style="list-style-type: none"> • They acquire information about the general characteristics of adults in learning environments • Their awareness of what needs to be considered in communication with older adults increases • They learn about the components of flexible communication with older adults. • They realize that face-to-face and digital communication can be facilitated.

A4.2 Characteristics of older adults in learning environments

<u>Module 1</u>	Characteristics of older adults in learning environments
<u>Chapter</u>	In this module, you will be informed about the general characteristics of older adults in learning environments. Older adults are people who experience a period of life with different physical and psychological characteristics. They come into learning environments as people with a significant amount of experience. Knowing these characteristics of the older adults, who are now focused on situations such as the satisfaction provided by learning and facilitating life rather than the learning itself, will enable them to learn permanently and not to interrupt their learning activities.
<u>Name of activity</u>	Characteristics of older adults in learning environments
<u>OBJECTIVE(S)</u>	<p>Participants</p> <ul style="list-style-type: none"> - Certain physical characteristics of the older adults - Some psychological features of the older adults - Reasons why seniors are in learning environments - Perceptions of the older adults towards learning
<u>METHODS</u>	<p>Methodology: Write quickly</p> <p>In this event, participants will write what they know and think about the characteristics of the older adults. Some of these traits need to have something to do with learning.</p> <p>Then some volunteers will read their answers and there will be a talk about these answers which will later be consolidated in a visible place.</p> <p>In the end, the person in charge will explain the best way to communicate and the information will be reached through the exercise.</p>

<p><u>TIME ALLOCATED</u></p>	<ol style="list-style-type: none"> 1. Each participant will have 5 minutes to write. 2. There would be 3 volunteers to read their responses they have 5 minutes 3. The person in charge has 10 more minutes to write all the answers on a visible board. 4. The person in charge has 10 minutes to explain his or her information. <p>30</p>
<p><u>RESOURCES NEEDED</u></p>	<ol style="list-style-type: none"> 1. Classroom or specific physical area to have the meeting 2. Board and markers 3. PPT, computer and projector 4. Papers/sheets and pens
<p><u>INSTRUCTION S*</u></p>	<ol style="list-style-type: none"> 1. Welcome the participants and give them the paper and pencil to work with. 2. Ask the participants to write down, very concretely, the ways they know about effective communication between teachers and adult learners (maximum 5), mentioning that they will only have 5 minutes. 3. Then select 3 people to read their responses. 4. As they read, the person in charge will write down their answers on the board. 5. With the help of another volunteer, they will finish writing the answers on the board so that everyone can observe them. 6. The person in charge will explain through his/her presentation* which, according to the research, are considered the most effective forms of communication. 7. There will be a last dynamic of comparison and learning through the comments of some participants for this will have a maximum of 15 minutes.

REFERENCES

<https://gerontology.ku.edu/sites/gerontology.drupal.ku.edu/files/docs/GSACommunicating%20with%20Older%20Adults%20low%20Final.pdf>

A4.3 Things to consider when communicating with the older adults

<u>Module 2</u>	Things to consider when communicating with the older adults
<u>Chapter</u>	In face-to-face event environments, it is important to pay attention to communication in order to avoid any problems caused by communication or to solve problems quickly. Because although communication is a phenomenon that we encounter in all areas of life, according to age groups and according to the characteristics of the channels (digital, etc.) that are communicated, the things to be considered during communication may vary. For older adults, some physical and mental limitations can prevent communication. Taking into account these characteristics, communication with the older adults should be established in learning environments.
<u>Name of activity</u>	Knowing things to consider when communicating with the older adults
<u>OBJECTIVE(S)</u>	<p>Learn about</p> <p>Learning the difference of the communication process of older adults with other age groups</p> <p>Physical and mental characteristics of older adults as components influencing communication</p> <p>Things to do to make communication easier</p>
<u>METHODS</u>	<p>Methodology: Circle Speech</p> <p>The person in charge will give the theoretical explanation of the physical and mental conditions of older adults</p> <p>Before in a circle, people could discuss the advantages and disadvantages of the physical and mental characteristics</p> <p>Considering the advantages and disadvantages, the things to be considered in communication will be discussed.</p>

<p><u>TIME ALLOCATED</u></p>	<p>1. Person in charge will have 15 minutes to explain the effect of physical and mental state on communication</p> <p>2. Considering the advantages and disadvantages, you will be given an additional 15 minutes to discuss the points to be considered in communication</p> <p>30 min.</p>
<p><u>RESOURCES NEEDED</u></p>	<p>1. Classroom or specific physical area to have the meeting</p> <p>2. PPT, computer and projector</p>
<p><u>INSTRUCTIONS</u> * —</p>	<p>1. Welcome participants</p> <p>2. The person in charge will explain the 3 theories in a theoretical way* (without analysis). 10 minutes for each one</p> <p>3. Ask them to sit in a circle.</p> <p>4. Conduct a dynamic debate in which the participants consider the advantages, disadvantages, applications or improvements in daily life and how communication influences each one of them.</p> <p>Total time: 30</p>
<p><u>REFERENCES</u></p>	<p><u>Teorías de aprendizaje para adultos para diseñar con eficacia (lorbada.com)</u></p> <p><u>https://elearninginfographics.com/adult-learning-theories-every-instructional-designer-must-know-infographic/</u></p>

Flexible communication styles to be used in communicating with the older adults

<p><u>Module 3</u></p>	<p>Flexible communication styles to be used in communicating with the older adults</p>
------------------------	--

<p><u>Chapter</u></p>	<p>What flexibility means in communication is important. What it means for older adults is also of particular importance. This section focuses on providing flexibility in communication, with particular emphasis on communication barriers. One of the reasons for this focus is that the most basic feature that should be present for each stage of adult activities is flexibility. Resilience is a phenomenon whose limits need to be further developed for older adults.</p>
<p><u>Name _____ of activity</u></p>	<p>Understand the importance of being flexible in communication</p>
<p><u>OBJECTIVE(S)</u></p>	<p>To understand what it means to be flexible in communication</p> <p>To understand the importance of flexibility in communication for older adults</p> <p>To know how older adults communicate in digital environments outside of face-to-face environments</p> <p>To see what kind of flexibility obese and older adults need in communicating face-to-face or in digital settings;</p>
<p><u>METHODS</u></p>	<p>Methodology: Guided Discussion</p> <p>group analysis of different situations where questions will be presented to sensitize people about what older adults face in face to face and digital communication and thus promote an exchange of ideas, opinions and/or experiences to deepen the topic.</p>
<p><u>TIME ALLOCATED</u></p>	<p>1. 3 problems with 15 minutes of discussion for each one.</p> <p>2. Finally each group will conclude in front of the others (15 minutes per group).</p> <p>Total time 30 min</p>
<p><u>RESOURCES NEEDED</u></p>	<p>1. Classroom or specific physical area to have the meeting</p>

	<p>2. Printed guide</p> <p>3. Papers/sheets and pens</p>
<p><u>INSTRUCTIONS</u></p> <p>*</p> <p>—</p>	<p>1. Groups of 3 people will be formed.</p> <p>2. Participants will be given 3 different questions about the need for flexibility in communication with older adults</p> <p>3. These questions will be discussed by the groups. Each group has 15 minutes for discussion.</p> <p>4. A person in charge of taking notes of the ideas and opinions -while they are speaking and concluding- will be asked to be in charge of taking notes.</p> <p>5. Finally, each group will conclude in front of the others (5 minutes per group).</p> <p>30 min</p>
<p><u>REFERENCES</u></p>	<p>https://journals.sagepub.com/doi/full/10.1177/00469580221096272</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7563633/</p> <p>https://www.researchgate.net/publication/232006254 Older adults' use of information and communication technology in everyday life</p> <p>Summary of Needs Analysis PAGES draft by ACEEU.pdf</p>
<p><u>HANDOUT</u></p>	<p>Include handouts (if any, i.e.: case study, scenarios...) – add them at the end</p>

Guidance for participants:

1. What is the most effective way to communicate for older adults?
2. Can we say that face-to-face communication is more suitable for the older adults ?
3. Why do older adults use digital tools?

4. Given the socio-economic and cultural conditions in general, do you consider that access to the digital world is easy?
5. Now, according to the above and adding an already adult age (+60) with the additional health or independence problems they may have, how (degree of ease/accessibility/reach) do they consider access to technology?
6. What do you think are the initial reasons for an older adult to enter the world of technology, and what applications or aspects are the most used?
7. For the daily life of an older adult, do you consider that digital communication has any advantages?
8. In what ways could technology in the area of communication with older adults be brought closer and more accessible to them?

A4.4 Strategies to facilitate communication with the older adults

<u>Module 4</u>	Strategies to facilitate communication with the older adults
<u>Chapter</u>	<p>This chapter will show the strategies to facilitate communication with the older adults face-to-face and digital forms of communication in older adults and the purpose they give it. As well as the most recommended education platforms for them and how their use can be transmitted.</p> <p>Strategies for facilitating communication with seniors in learning environments will be primarily for face-to-face learning environments. Because studies have shown that face-to-face activities are more effective in meeting the need for socialization in the older adults</p>
<u>Name</u> of <u>activity</u>	Knowing strategies to facilitate communication with the older adults
<u>OBJECTIVE(S)</u>	<p>Know</p> <ul style="list-style-type: none"> - How to facilitate communication - How to facilitate communication with adults of advanced age - Facilitators of communication with older adults in face-to-face settings - Facilitators of communication in digital environments of older adults
<u>METHODS</u>	<p>Methodology: Experiential learning</p> <p>The groups will be presented with the most common and effective digital communication tools. They will have the chance to ask questions after the explanation of each tool.</p> <p>Then, the participants will be divided into groups of 3. Each group will be in charge of one of the tools presented:</p> <p>They will use it to establish effective communication with each other.</p>

	In the end, one person from each group will explain how to use their assigned tool to another group.
<u>TIME ALLOCATED</u>	<p>1. 15 minutes will be allocated for the presentation to be made about the situations that will facilitate face-to-face communication.</p> <p>2. A 10-minute discussion will be held about situations that will facilitate communication in digital environments.</p> <p>3rd The participants will have time to ask questions 5 min</p> <p>Total time: 30 minutes</p>
<u>RESOURCES NEEDED</u>	<p>1. Classroom or specific physical area to have the meeting</p> <p>2. PPT, computer and projector</p> <p>3. Papers/sheets and pens</p>
<u>INSTRUCTION S*</u>	<p>1. Welcome the participants and give them paper and a pencil in case they need to take notes.</p> <p>2. Ask the participants to assemble in groups of 3.</p> <p>3. Present the participants with the digital communication tools and check if they have any questions after each tool.</p> <p>4. Answer their questions if they have any.</p> <p>5. Assign each group one of the digital communication tools to start working on.</p> <p>6. Check if any of the groups are facing problems with their tool.</p> <p>7. Once they are done with their task, ask each group to explain their tool to each other.</p>
<u>REFERENCES</u>	<u>How to Support Digital Literacy in Adult Learners - Digital Promise</u>

Body of knowledge

The subject of communication is a multi-disciplinary field. It is therefore naturally in contact with more than one field of science. For example, when the dynamics of communication in school environments are considered, education is related to education, psychology in certain aspects in terms of target audience, and even sociology in the case of communication of communities. It is possible to say that it has a relationship with the sciences.

This module of the PAGES project on communication is discussed in relation to different disciplines for the aforementioned reasons. The first of these disciplines is geriatrics, the field of science related to old age and aging. Because the subject of the project is related to the old age period. In this context, geriatrics is one of the leading areas of benefit.

It is also in direct relationship with the learning area as it is discussed in the modules on topics such as the general characteristics of the older adults in learning environments. In addition, since the older adults are people outside of formal education, they are also defined as lifelong learners, which in this context is directly related to the lifelong learning sub-breakdown of the modules. relationship.

Learning is a system that includes many components. One of the most important dimensions of learning is psychology, which includes different components such as self-perception. In this sense the modules have aspects that emphasize what psychology of learning of the older adults .

The fact that communication has recently moved from face-to-face environments to environments on technology infrastructure has been a point emphasized in the module. In this sense, the module also has a certain amount of contact with ICT.

No matter which component we talk about related to communication within the scope of the project, since the focus is on older adults, every area of these disciplines that come into contact with the discipline of old age It is possible to deal with different modules of the project.

Assessment

Different assessment tools can be used in relation to the topics covered in the module of communication with older adults. The most important component influencing the choice of assessment tools here is what kind of information is needed and what answers are more relevant to the purpose.

The questions listed below are important for the participants to evaluate their own progress regarding the module and to see the inferences of the other participants from the learning process.

- 1- What are the characteristics of older adults that distinguish them from other adults?
- 2- Do the characteristics of older adults make it easier for them to learn?
- 3- What should be considered in communication with older adults?
- 4- How important is communication in the learning of older adults?
- 5- What are the differences between communication in digital environments and face-to-face communication?
- 6- What situations can be considered as communication barriers in communication with older adults?
- 7- What are the reflections of communication barriers on learning environments?
- 8- What can be done to facilitate communication

References

Dağlı, Y. (2018). Are we ready for the older age? PEGEM Publications Ankara

Knowles, M. (1986) Adult Learners.

Littlemore, J. (2003). The Communicative Effectiveness Of Different Types Of Communication Strategy.

<https://www.sciencedirect.com/science/article/abs/pii/S0346251X03000460>

Onur, B. (2021). Developmental Psychology. Imge Publications Ankara

How to Support Digital Literacy in Adult Learners - Digital Promise

<https://journals.sagepub.com/doi/full/10.1177/00469580221096272>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7563633/>

https://www.researchgate.net/publication/232006254_Older_adults'_use_of_information_and_communication_technology_in_everyday_life

Summary of Needs Analysis_ PAGES_draft by ACEEU.pdf

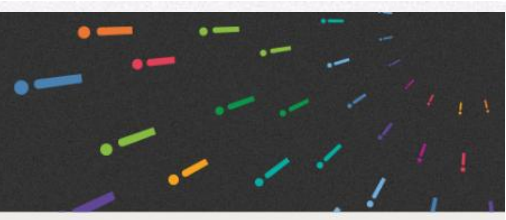
Teorías de aprendizaje para adultos para diseñar con eficacia | (lorbada.com)

<https://elearninginfographics.com/adult-learning-theories-every-instructional-designer-must-know-infographic/>

<https://gerontology.ku.edu/sites/gerontology.drupal.ku.edu/files/docs/GSACommunicating%20with%20Older%20Adults%20low%20Final.pdf>

Ültanı, E. , Ültanı, G. (2005). Grownin Estonia, England and Turkey

ProfessionalStandards in Educational Teaching



module 5

Arts and culture programs



Module 5

Arts and culture programs

Training Module 5 is essential in preventing ageism through cultural and artistic activities. The programs related to arts and cultural activities are an effective tool that can be used to combat ageism.

In this module, the following information will be learned:

- Art and culture themes show the potential of programs to provide mobility and socialisation for older adults.
- It is possible to make older adults physically and mentally more active and healthy with arts and culture-themed programs.
- The components are considered while preparing the programs containing arts and cultural activities
- The topics to be included in the programs and program contents are determined.
- The importance of terminology in programs are explained by including arts and cultural activities. Explanation will be given the use vocabulary because sometimes words incite the intellectual background of discrimination.

After this module, participants will have a set of competencies that will help them combat ageism and increase their knowledge about the importance of programs for arts and cultural activities in this struggle.

Determining The Topics Of The Programs In The Context Of Arts And Culture For Older Adults

Programs are one of the factors that determine the direction of the learning process. Programs are a standard structure in which the topics related to the subject to be taught are included, information such as the aims, implementation, duration, activities, ordering of the activities, how the process will be evaluated and its content are given. It is a kind of road map prepared to achieve the goal.

Briefly the program; It means the bill that shows the parts, order, time and how to do the work to be done (Gelen, 2021). The basic elements of a program

Basic elements;

1-Acquisition/ purpose/ targets

2-Content

3-Learning-teaching process

4-Measurement and evaluation.

Programs are prepared for a certain number of topics in the formal learning system and determined by educational experts. However, since lifelong learning programs are prepared in line with the needs of adults, the number of programs in different subjects is high. From time to time, even if the topic title is the same, it may differ from each other in content.

Programs for older adults include a wide range of education and training plans such as art, literature, drama, poetry, music, theater, crafts, ethics, history, geography, travel, daily repair work, personal development, philosophy, science and technology, and computer use (Capricorn, Canatan, 2020).

There are some ways to determine the topics included in the content of the programs.

- First of all, the target audience needs to be determined.
- Once the target audience has been identified, the most effective way to determine the topics is to apply training requirements questionnaires to the target audience.
- Learning demands from older adults to educational units are also effective in determining the subjects.
- In addition, especially health institutions may recommend the preparation of a training program on subjects that may be appropriate for older adults to know in order to age more actively and healthily.

Preparing programs of the subjects that older adults need to learn is important in terms of ensuring participation. Because, unlike the formal education period, participation in lifelong learning activities depends on volunteering. Older adults participate if they find activities in programs they think are appropriate for them. In this sense, it is necessary to carry out studies on these issues.

If it is considered in the context of the programs required by the elderly adults, which are the target audience, among the most frequently included topics in the programs in recent years,

- Improved health outcomes

- Improved mental health
- Reduced isolation
- Improved quality of life
- Health and medical care
- Family relationships
- Economic concerns
- Caregiving
- Home modifications
- Retirement
- It appears to be nutrition and diet (Gillen, Wilken, Jump, 2015).

Among the topics are family relationships and reduce isolation. These issues may indicate that they see issues such as communication, family communication, socialization as problems for older adults and therefore want to receive education in these areas. Bringing together different generations in the family and thus strengthening communication seems to be important for older adults.

One of the most effective tools that can be used for strengthening communication and socialization is art and cultural activities.

It is thought that the programs to be prepared with the focus of art and cultural activities will meet the socialization needs of older adults and will enable them to be physically and mentally active, and that coming together with different people and groups during these activities will be effective in combating elderly discrimination.

Determining The Content Of The Programs In The Context Of Arts And Culture For Older Adults

In all formal or non-formal education processes, after the subjects of the programs are decided, the stage of determining the content to be included in the subjects is started. Since

the topics of lifelong learning programs are determined based on the needs of the target audience, the content is prepared accordingly.

The content covers all of the characteristics such as knowledge, skills, attitudes towards the objectives of the curriculum. The answer to the question "what should we teach" to achieve the goals is the content (Gelen, 2021). In this sense, if there will be a content to be prepared in the context of art and bluntness in the fight against elderly discrimination, the answer to the question "what should we teach so that we can prevent elderly discrimination" will constitute the content of this program.

One of the most important things to pay attention to when creating content is to include events in the daily lives of older adults. In this sense, it is important that the program contents are zoomed in by using pieces from the target audience's own lives.

For example, the use of arts and cultural activities in the prevention of elderly discrimination is among those that can be included in the program

- What is elder discrimination
- In what cases it is seen
- Factors in the production of this perception
- Strategies that can be used to eliminate this perception
- What are the arts and cultural events
- General functions of these activities
- What arts and cultural activities can be suitable for older adults
- Making art and art activities suitable for the elderly
- Making the environments where art and cultural activities will be held suitable for the elderly
- Topics such as art and cultural activities and how to bring people from different groups together can be prepared as content.

Things To Consider In The Terminology To Be Used In Programs For Elderly

Before talking about the terminology to be used in the programs, it is appropriate to focus on what the terminology is. Terminology can be defined as all the terms specific to a science, an art, a profession or a branch of technique. In this context, it can be said that terminology is actually specific to certain areas.

For example, words such as "learning" in the terminology of educational sciences appear in our daily lives as well as in terminology. Again, while the term "andragogy" is used in terminology in the field of lifelong learning, the word adult learning can be encountered more frequently in daily life. The mathematical term "angle" is also one of the words we use in the same way and both terminological and in our daily lives. It is possible to multiply these terms.

When using the terms, two aspects need to be considered. The first of these is whether the term used carries a negative perception in general. For example, when elderly adults or any individual in the society are asked what kind of perception concepts such as "elderly" and "old age" create, feedback can be received that they are generally "negative". Therefore, instead of the concept of "elderly" here, the use of a term that is accepted in the field literature such as old age and adulthood should be considered. Because the words loaded with negative perceptions can cause the spread and deepening of those negative thoughts in the social memory.

Here, starting from the UN's motto "Take a stand against elderly discrimination" in 2016, paying attention to terms that contain negative perceptions towards older adults will be in line with the objectives of the project.

Another thing to consider when using terminology is that words are always used together with negative judgments. If a word is constantly used in combination with sentences containing negative situations, it can produce a negative perception even when there is no word next to the word that will cause it to be perceived negatively. This may lead to discrimination after a while.

Some of the statements that need to be corrected in this regard are listed below.

Mental and physical decline / collapse is expected in old age.

This regression is experienced not only in old age but also in cases where there is not enough physical and mental activity more than age. Therefore, it is necessary to be mentally and physically active to delay such events in old age.

The needs of the elderly are similar to each other.

Just as every individual is different from each other, every older age is different from each other in adults. Such generalizations prevent the appearance of specific features.

Creativity, productivity and contribution to society take place during youth.

In old age, individuals can make significant contributions to society with their knowledge from the past. However, it is necessary to contact these people in order to request this contribution.

Elderly individuals generally want/expect a quiet and calm life.

The life expectancy of each person, lifestyle is different, regardless of age. Making such generalizations on their behalf without asking for their opinion may mean taking away their right to speak.

The transfer of resources to the elderly means the restriction of the existing resources of the young.

The fact that older adults are not currently involved in active production does not mean that they do not benefit from the available resources. Because the resources that exist today were also formed by their contributions in the past when they worked. In this context, services should be provided within the framework of equality and fairness/equity for all age groups. (Hacettepe University, 2016)

An intensive, systematic and sustained effort is needed to eliminate all aspects of elder discrimination. This effort needs to be addressed in all areas of life, from educational programs to terminology, from lifelong learning to school education. It is necessary to determine the discriminatory attitudes and behaviors that change from culture to culture that cause this situation, to determine the underlying factors, and to determine and implement strategies and approaches to eliminate discrimination.

Training Module

The flexible structure of lifelong learning programs allows them to be prepared by the characteristics of different target groups. This is one of the strengths of lifelong learning programmes. Programs that will enable the use of art and culture in the fight against ageism for older adults will also be prepared in this context. With these programs, it will be ensured that older adults as the target group, especially in line with the sustainable development goals of UNESCO, take an active part in life without leaving anyone behind (UN, 2018).

With the Programs in the context of the arts and culture for older adults module, educators will learn about the topics and contents of programs containing crafts and cultural activities for older adults and the terminology that may be appropriate for these programs (MEGEP, 2008). By using these programs, educators will enable older adults to express themselves and their creativity more easily. Because especially older adults do not have a goal of archiving their feelings or thoughts or accumulating experiences during this period of their lives. However, they may be used to it because they have lived with archiving for a long time. In this sense, art and cultural activities are essential in expressing this archive's emotions, thoughts and creativity (MEGEP, 2008). This expression creates a state of mental and physical well-being. In addition, these activities also support socialisation as they enable joint work from time to time. By incorporating movement and creativity into the participants' daily lives, we strive to enhance their overall well-being and vitality and amplify their connection to their local communities.

Considering the aims of the project and the target audience's characteristics, the programs applied to the focus of art and cultural activities are essential both in the fight against ageism and in helping older adults lead active life.

<i>Name of the Module</i>	Programs in the Context of arts and Culture for older adults
<i>Purpose of The Module</i>	The module aims to explain how to increase older adult learners' mobility and quality of life by incorporating arts and culture into educational programs. This approach recognises the importance of creative expression and cultural engagement and thus promotes physical and mental health. Furthermore, social connections and personal fulfilment are targeted.
<i>Learning objectives</i>	The reader should:

	<ul style="list-style-type: none"> • Be motivated to incorporate these programs when working with older adult learners • Be able to reflect and act on possible learning barriers • Feel encouraged to design and implement activities that are responsive to the needs and interests of older adult learners and promote active participation and collaboration • Feel inspired by using these programmes to encourage providing opportunities for learners to develop new skills and knowledge through experiential learning activities that are relevant to the older adult learners' lives and experiences • Create a supportive and inclusive learning environment that promotes diversity, independence, mutual respect and safe zones for growth and sharing through these programmes
<p>Topic & context (Module outline)</p>	<p>Improved Mobility of Older Adult Learners through the Programmes of Art and Culture</p> <p>The program objectives are:</p> <ol style="list-style-type: none"> 1- Determining the topics of the programs for the elderly 2- Determining the content of the programs for the elderly 3- Things to consider in the terminology to be used in programs for <p>Context: To provide learning opportunities for all and to enhance well-being, social connections and the quality of life for older adult learners through new tools and activities. The focus lies on using movement, visual arts and performing arts as a guiding tools to amplify creative expression.</p> <p>Outline:</p> <ol style="list-style-type: none"> 1.) Introduction to Programmes of Arts and Cultures 2.) Programmes of Dance and Movement 3.) Programmes of Visual Arts 4.) Programmes of Performing Arts

<p>Target Group</p>	<p>Adult educators and community workers interested in this topic design educational activities for older adult learners.</p>
<p>Educational Environments and Equipment</p>	<ol style="list-style-type: none"> 11. Classroom or specific physical area to have the meeting 12. Board and markers 13. PPT, computer and projector 14. Equipment that supports learners with limited mobility and carters to their individual needs 15. Visual Arts materials, such as brushes, clay, paint, pens, and other supplies 16. Props and materials (can include musical instruments, costumes and stage materials) 17. For the participants: comfortable and loose clothing, supportive footwear, water bottles and snacks, as needed 18. Additionally: Audio equipment and hardware (Computer and projector, material to be shown to the participants), Sourcebooks
<p>Module summary/ Main contents/ Relevance</p>	<p>Three chapter will be developed for this topic.</p> <p>The first chapter aims to determine the program topics for older adults in the context of arts and culture. While deciding the program topics, the bare branches of art and culture, such as dance and theatre, will be considered. Educators and social workers working with older adults will learn what topics to choose from for these branches.</p> <p>The second chapter aims to determine the contents of the programs related to art and culture subjects mentioned in the first module. The contents of this program desire to learn and socialise older adults through art activities beyond improving their artistic taste. Therefore, this module focuses on using tools and activities to enhance older adult learners' well-being, social connections and quality of life. The second module will provide information to the participants in this context.</p>

	<p>In the second module, Dance and Movement</p> <p>The Exploration of Visual Arts</p> <p>Theatre and Performance</p> <p>Content such as Music and Rhythm will be covered.</p> <p>One of the aims of the second module is to create a warm environment to eliminate stereotypes about older adults through these art activities.</p> <p>The third chapter includes a slightly more conceptual context. However, it aims to provide information on what terminology and language should be used while preparing or applying for the programs. Because the terminology used in the lifelong learning field or programs is not the same as in the programs designed for people in formal learning periods, nor should it be. This module aims to provide information in this sense.</p>
<p>Timetable schedule</p>	<p>& Chapter 1 will be developed with the "Write quickly" methodology. "During the "Write quickly", participants are expected to write their opinions about which programs can be used for older adults, focusing on the context of arts and culture.</p> <p>The first 5 minutes will be used to write what each participant thinks, and then 3 participants will be allowed to read. Each one will have 10 minutes to share their answers, and the last 15 minutes will be used to observe all the answers in the group and complement them with additional comments.</p> <p>30 minutes</p> <p>Chapter 2 will be developed with the Circle Speech methodology, Based on the program titles suitable for older adults, it will be tried to determine what and which activities can be in the content of these programs.</p> <p>30 minutes</p> <p>Chapter 3 will be developed through the "group discussion" methodology. At the beginning of this section, it will be informed that</p>

	<p>terminology is a set of concepts that express the situations of that branch of science and that each unit has its language. Then, attention will be drawn to the words that cause discrimination in programs and content for older adults, and these words will be asked to be noticed and discussed. (For example, what is the perception of the word old? Disabled, handicapped etc.)</p> <p>30 Min.</p> <p>Total: 90 min</p>
<i>Learning outcomes of the module</i>	<p>Upon completion of these modules, trainees should be able to:</p> <ul style="list-style-type: none"> • Will be able to identify programs that will enable older adults to socialise through art and culture. • Become aware of the contents of arts and culture programs. • Will have information about which terms might be more appropriate for older adults to use in programs or events.

Active learning activities

A5.1 Determining the topics of the programs for the elderly

<u>Module</u>	Programs in the Context of arts and Culture for elderly
<u>Chapter 1</u>	<p>Determining the topics of the programs in the Context of arts and Culture for elderly</p> <p>This section aims to determine the programs suitable for older adults focusing on art and culture. Art and cultural activities, by nature, unite people; that is, they are unifying. This unity can also be used in the fight against ageism. In this sense, the activities to be carried out based on the programs to be determined will make a significant difference in the fight against ageism.</p>
<u>Name of activity</u>	Improved Mobility of Older Adult Learners through the Programmes of Art and Culture

<p><u>Objective(s)</u></p>	<p>Participants</p> <ul style="list-style-type: none"> - Identifying culture and arts programs that may be suitable for older adults - Considering the main physical characteristics of older adults while determining the program - Recognizing the importance of arts and cultural activities in the fight against ageism - To learn about the effects of these activities on older adults' mental and physical well-being.
<p><u>Methods</u></p>	<p>Methodology: Write quickly</p> <p>Module 1 will be developed with the "Write quickly" methodology. During the "Write quickly", participants are expected to write their opinions about which programs can be used for older adults, focusing on the context of art and culture.</p> <p>When writing the names of the programs, it should be asked to consider the context of how these programs will be applied to older adults. Each branch of art and culture may suit older adults to a certain extent.</p>
<p><u>Time allocated</u></p>	<ol style="list-style-type: none"> 1. Each participant will have 5 minutes to write. 2. Volunteers can read the answers 5 3. The person in charge has ten more minutes to write all the answers on a visible board. 4. You will be given 10 minutes to answer questions on the subject. <p>30 min</p>
<p><u>Resources needed</u></p>	<ol style="list-style-type: none"> 1. Classroom or specific physical area to have the meeting 2. Board and markers

	<p>3.PPT, computer and projector</p> <p>4. Papers/sheets and pens</p>
<u>Instructions</u>	<ol style="list-style-type: none"> 1. Necessary materials such as paper and pencil will be distributed to the participants. 2. Each participant will be given time to write their opinions on the programs that include arts and cultural activities that may be suitable for older adults. 3. After the time is up, the opinions written will be read. 4. As they read, the person in charge will write their answers on the board. 5. If there are questions about the subject, the module will be completed after they are answered.
<u>References</u>	<p>Baer, N. (2018). Creative Aging: Exploring the Intersection of Aging and the Arts. Springer</p> <p>"Music Interventions for Dementia and Depression in Elderly Adults: A Cluster-Randomized Controlled Trial" by Jenny T. van der Steen et al.: This study examines the effects of music interventions on dementia and depression in elderly adults, highlighting the potential of arts-based interventions</p>

A5.2 Determining the content of the programs for the elderly

<u>Module</u>	Programs in the Context of arts and Culture for the elderly
<u>Chapter 2</u>	<p>Determining the content of the programs in the Context of arts and Culture for elderly</p> <p>The purpose of this module is to determine the content of the programs focused on art and culture for older adults, taking into account their physical and mental characteristics. The module specifically focuses on expanding the range of motion of older adults.</p> <p>The module is highly relevant today as the ageing population grows and mobility challenges become more prevalent among older adults. Therefore we aim to improve mobility and pain relief in a creative and inspiring manner that is easily accessible and can be implemented afterwards in daily routine. Performing arts such as dance, visual arts, theatre, and arts such as music is essential in ensuring this mobility.</p>
<u>Name</u> _____ <u>of</u> <u>activity</u>	Determination of program contents for older adults
<u>Objective(s)</u>	<p>Learn about</p> <ul style="list-style-type: none"> -Which components can be found in the content of arts and cultural events programs (music, dance, visual arts, performing arts, etc.) - How these contents (music, dance, visual arts, performing arts, etc.) can be used in events for older adults -The effect of the content of art and cultural activities on the well-being of older adults-How arts can promote physical mobility and emotional well-being -Art and cultural activities will improve older people's social connections and gain a sense of belonging and community through shared experiences with their peers.

<u>Methods</u>	<p>Methodology: Circle Speech</p> <p>Before in a circle, short information about the branches of art and culture can be given to the participants by a designated person.</p> <p>After discussing what kind of content the programs in these branches should have, it may be requested to enrich the program contents with examples.</p>
<u>Time allocated</u>	<p>1. Person in charge will have 5 minutes to explain information about branches of art and culture and related programs</p> <p>2. Sharing the talk and sample program content 25 min</p> <p>30 min.</p>
<u>Resources needed</u>	<p>1. Classroom or specific physical area to have the meeting</p> <p>2.PPT, computer and projector</p>
<u>instructions</u>	<p>1. The person in charge will explain, giving information about the branches of art and culture and their programs</p> <p>2. Ask them to sit in a circle.</p> <p>3. Sharing samples of program contents</p> <p>Examples of program contents include</p> <p>Dance and Movement</p>

	<p>Participants will learn Warm-up exercises that increase flexibility and mobility</p> <ul style="list-style-type: none">● Introduction to different styles of dance and movements, such as ballet, jazz and modern dance● Learning basic dance steps and combinations● Dive into Cool-down exercises that are powerful in preventing injuries and promoting relaxation <p>The Exploration of Visual Arts</p> <ul style="list-style-type: none">● Participants will be introduced to different art forms, such as sculptures, oil painting, sketching and woodwork● They will then explore different techniques and materials. Specifically, watercolour and clay can be powerful tools for participants with limited physical mobility, or Drip and Action Painting, often associated with artists Jackson Pollock and Max Ernst.● Participants will be encouraged to express their creativity and self-expression. <p>●An Discussion of how the arts can be used as an effective tool to promote the well-being and mobility of older adult learners can be placed here.</p> <p>Theatre and Performance</p> <ul style="list-style-type: none">● Introduction to different performance styles, such as improvisation, character development and storytelling● Exploration of how the performing arts can enhance physical mobility and social connections
--	--

	<ul style="list-style-type: none"> ● Creation of a short performance piece as a group or individually by incorporating movement, visual arts and storytelling <p>Music and Rhythm</p> <ul style="list-style-type: none"> ● Introduction to different musical styles and instruments, depending on available resources ● Exploration and group discussion on how music can promote physical movement and improved mental health ● Group Activity: Examples of activities such as learning basic rhythm patterns and creating music together can be included. <p>Total time: 30</p>
<p><u>References</u></p>	<p>Cohen, G. D., & de Medeiros, K. (2018). Creativity and Aging: Theory, Research, and Applications. Elsevier</p> <p>Pachana, N. A., Laidlaw, K., & Knight, B. G. (Eds.). (2014). Case Studies in Gerontological Nursing for the Advanced Practice Nurse. Springer</p>

A5.3 Things to consider in the terminology to be used in programs for the elderly

<u>Module</u>	Programs in the Context of arts and Culture for the elderly
<u>Chapter 3</u>	<p>Things to consider in the terminology to be used in programs for the elderly</p> <p>Terminology can be defined as a common language created by a discipline or field of study according to its characteristics. Some expressions of this language are reflected not only in that branch of science but also in daily life and can be used in everyday life. The purpose of this module is to provide information about which words are used most frequently in programs for older adults and what the words belonging to this field are.</p>
<u>Name of activity</u>	The terminology used in programs
<u>Objective(s)</u>	<p>Participants</p> <p>Recognising the concept of terminology</p> <p>Using the words appropriate to the Field in programs or content for older adults</p> <p>Considerations when using terminology</p>
<u>Methods</u>	<p>Methodology: Group Discussion</p> <p>Brief information about what the terminology means is given to the participants by a designated person.</p> <p>Then the participants are divided into two groups.</p> <p>In the group, they are asked to talk about what they know about the terminology used in an area such as art and culture.</p> <p>Afterwards, it is stated that, as in art and culture, it is a branch of science aimed at older adults and may have some particular words. The groups are then allowed to talk about terminology related to older adults.</p>

<p><u>Time allocated</u></p>	<ol style="list-style-type: none"> 1. After the conversations on the terminology, both groups share the words they have determined with the other groups. 2. Each group will have 15 minutes to share their results. <p>Total time 30 min</p>
<p><u>Resources needed</u></p>	<ol style="list-style-type: none"> 1. Classroom or specific physical area to have the meeting 2. Printed guide 3. Papers/sheets and pens
<p><u>Instructions</u></p>	<ol style="list-style-type: none"> 1. Participants are divided into two groups 2. One person is assigned, and the participants are told what the terminology means. 3. It is stated that there are terms of some fields, such as art and culture or some terms used in the field of education, and all of these terms express the terminology. 4. Afterwards, the terms and meanings of these terms are briefly mentioned in situations such as learning, activity, etc., for older adults. (elderly, disabled, syndrome, chronic, disabled geriatric, death etc.) 4. A person in charge of taking notes of the ideas and opinions while speaking and concluding will be asked to take notes. 5. Finally, each group will conclude in front of the others (5 minutes per group). <p>30 min</p>
<p><u>References</u></p>	<p>Report of Second World Assembly of Aging, United Nations, 2002</p> <p>Integrated care for older people, Guidelines for community-level interventions to manage declines in intrinsic capacity, World Health Organization, 2017</p>

	Global Health and Aging, National Institute of Aging, NIH, WHO, 2011
--	--

Body of knowledge

The "Programs in the Context of Arts and Culture for older adults" module draws upon a diverse range of disciplines and bodies of knowledge, including the following:

- Intergenerational programming: The development of programs, ideas and activities that bring together people of different ages and generations to foster intergenerational learning, understanding and relationships.
- Dance/ movement therapy: dance and movement as a therapeutic intervention to address physical, emotional and cognitive well-being.
- Arts and health: the impact of arts on health and well-being, including social outcomes.
- Art-based education: using creative arts and culture to engage older adult learners in learning and promote personal and social transformation.
- Gerontology: the study of ageing and the ageing process, including changes that occur as we age.
- Community-based arts: using arts to engage with and promote positive change in local communities.

By drawing on these different fields, we aim to provide a rich and diverse learning experience for older adult learners.

Assessment

Self-assessment is essential to assess and reflect on learning and progress due to our module. We encourage adults to reflect on their learning and improvement. The facilitator should provide the group with a self-assessment tool or guide, which they can use to evaluate their strengths and weaknesses, set learning goals and track their progress over time (such as journaling, self-reflection worksheets or rubrics). We also aim to include Peer review in the Sessions, as it is a practical assessment approach that involves group work and collaboration. Participants could be asked to provide feedback on one another's performances. This should be done by encouraging and inspiring others to uplift each other. The facilitator could benefit from written assessments that the participants prepare during the last Session in the reflection.

Overall, assessment tools can be a valuable way for individuals to take ownership of their learning and development, gain control, and identify areas for growth.

For this reason, evaluation questions are prepared with multiple choice closed-ended questions.

Questions

- 1- What are the functions of art and cultural activities?
 - a) Development of aesthetic perception
 - b) Socialization
 - c) Making participants physically active
 - d) Psychologically relieving the participants
 - e) All
- 2- Which one is not characteristic of cultural and artistic activities for older adults?
 - a) Physical well-being
 - b) Psychological well-being
 - c) Developing creativity
 - d) Failure to make it suitable for adults of all ages
 - e) Emotional development
- 3- What kind of arts and cultural activities can be organized for older adults?
 - a) Picture
 - b) Dance
 - c) Trip

- d) Museum visits
 - e) All
- 4- What are the most common prejudices in society regarding older adults?
- a) That old age is a process of collapse
 - b) The quality of life of the elderly can be improved with art and cultural activities
 - c) The memory of the elderly can be strengthened through art and cultural activities
 - d) It is ensured that the elderly are physically active with art and cultural activities
 - e) The psychological well-being of the elderly can be achieved through art and cultural activities.
- 5- How are the contents of programs for older adults determined?
- a) It is determined by the Ministries of Education.
 - b) It is determined by educational specialists.
 - c) Advanced age is determined based on what adults see as problems.
 - d) It is determined based on the topics in the curricula.
 - e) It is determined based on the previously implemented programs.
- 6- Which is not one of the basic elements of programs.
- a) Gains
 - b) Curriculum eligibility
 - c) Content
 - d) Learning-teaching process
 - e) Assessment and evaluation
- 7- Which is one of the things to look out for when using terminology for older adults?
- a) Words do not have a negative meaning
 - b) The words used have a scientific equivalent
 - c) The terms used consist of words known to older adults
 - d) Selection of terms from those used in everyday life

- e) Use of words used when developing materials in training programs
- 8- Which is one of the most frequent in recent times among programs for older adults.
- a) Adolescent psychology
 - b) Information technologies
 - c) Effective budget management
 - d) Improved quality of life
 - e) AI applications
- 9- What is the most important feature of art and cultural activities in the fight against elderly discrimination?
- a) Arts and cultural activities play an important role in combating elder discrimination by bringing together different groups
 - b) Makes adults physically active
 - c) Supports the psychological well-being of adults
 - d) Improves the skills of adults
 - e) Provides adults with the opportunity for experiential learning
- 10- How can arts and cultural activities be used most effectively in the fight against elderly discrimination?
- a) By enabling the elderly to monitor the activities
 - b) Providing seniors with access to venues where events take place
 - c) By providing seniors with the possibility to contribute to be actively involved in activities
 - d) Preparing curricula in this context for the elderly
 - e) Ensuring that the elderly receive documents after the activities

Answers

1-E, 2-D, 3-E, 4-A, 5-C, 6-B, 7-A, 8-D, 9-A, 10-C

References

- Arnett, P. A. (Ed.). (2017). *Arts and the Health Humanities: A Handbook of Practice*
- Baer, N. (2018). *Creative Aging: Exploring the Intersection of Aging and the Arts*. Springer.
- Chinn, P. L., & Kramer, M. K. (Eds.). (2018). *Knowledge Development in Nursing: Theory and Process*. Elsevier.
- Cohen, G. D., & de Medeiros, K. (2018). *Creativity and Aging: Theory, Research, and Applications*. Elsevier.
- Gelen, İ. (2021). Types of programs, features, benefits. On Dokuz Mayıs University
<https://avys.omu.edu.tr>
- Gillen, M., Wiken C., Jump, J. (2015). *Designing Educational Programs For Older Adults*
<https://edis.ifas.ufl.edu/publication/FY631>
- Hacettepe University (2016). Hacettepe University Faculty of Medicine Department of Public Health Information Series for the Community.
<https://halksagligi.hacettepe.edu.tr/duyurular/halkayonelik/yasligunu3.pdf>
- McLean, K. C. (2017). *The Oxford Handbook of Identity Development*. Oxford University Press.
- Ministry of National Education (2008). *Social Event and Cultural Organization for the Elderly and Sick*. MEGEP modules Ankara.
- Noice, H., & Noice, T. (2014). What Studies of Actors and Acting Can Tell Us About Memory and Cognitive Functioning. *Current Directions in Psychological Science*, 23(5), 289-294.
- Pachana, N. A., Laidlaw, K., & Knight, B. G. (Eds.). (2014). *Case Studies in Gerontological Nursing for the Advanced Practice Nurse*. Springer.
- Richards, L., & Morse, J. M. (Eds.), (2013). *Readme First for a User's Guide to Qualitative Methods*. Sage Publications.
- Robb, S. L., Burns, D. S., & Carpenter, J. S. (2015). Reporting Guidelines for Music-Based Interventions. *Journal of Health Psychology*, 20(3), 301-308.
- United Nation (UN), 2018. *Sustainable Development Goals (SDGs)*.

<https://sdgs.un.org/goals>

Report of Second World Assembly of Aging (2002). United Nations Research and Policy. Springer.

Walsh, S. M. (2016). The Arts and Culture in Older Adult Programs: A National Survey of Providers. *Journal of Aging & Social Policy*, 28(4), 302-317.

World Health Organization (WHO) (2017). Integrated care for older people, Guidelines for community-level interventions to manage declines in intrinsic capacity,

World Health Organization (WHO) (2011). Global Health and Aging, National Institute of Aging, NIH.



module 6

Educational materials



Module 6

Educational Materials

Training Module 6 “Educational Materials” is about materials which are one of the important components of learning. Material is a component that is used in different ways in every branch of science, but it is always used. Materials prepared according to different target audiences are widely used in education. Different learning materials are designed and implemented in order to facilitate the learning of children and young people, especially in the formal learning period.

The target group within the scope of the PAGES project consists of adult educators and social workers. In this sense, each topic describes the materials directly and deals with the part of the materials that are relevant to older adults. The relationship between the learning-related psychological characteristics and physiological states of older adults and the materials will be examined under separate sub-titles throughout the module. In this sense, the module has been prepared considering that it is important for adult educators and social workers to acquire information on it.

- The importance of materials in facilitating learning for older adults
- Selection of materials to achieve learning objectives
- Features of materials for older adults
- Key components for material design

From a general point of view, learning materials may not be seen as a component that has a direct impact on the fight against ageism. However, it has a very important effect on the development of socialization and communication skills of the older adults due to its capacity to increase the rate of participation in and completion of activities. In this sense, the fact that adult educators and social workers have knowledge on this subject will make important contributions to reducing ageism by improving the socialization and communication skills of older adults.

Educational Materials

Recognizing and understanding the diversity of ageing experiences can help us build a more compassionate and inclusive society. Older adults today "are active, engaged in their communities, and determined to remain relevant to the societies in which they live... they

want to remain independent, productive, and socially integrated" despite the fact that as we age, there are natural physical changes in our bodies (such as decreased vision, hearing, coordination, etc.) and mental ones (such as memory, cognition) (Farage, Miller, Ajayi & Hutchins, 2012).

Europe's population is on an ageing trend, and it is projected that by 2050 the number of people over the age of 65 to increase to almost 130 million from 90.5 million (in 2019-2020) (Eurostat, 2020). These statistics suggest that the older population will have a significant influence on future products and services in terms of design and accessibility. Such a change in demographics will require a more thoughtful and inclusive design of "products, packaging, media, information technology, workplace features, transportation, and public and private spaces to minimise hazards and better meet the needs of older adults"(Farage, Miller, Ajayi, & Hutchins, 2012). This is an opportunity for professionals in many fields (ranging from education to technology, public policies etc.) to improve and be innovative in usability and accessibility, not only for older adults and people with disabilities but for people of all ages.

Designing Materials To Match Older Adults' Learning Needs

Designing for older adults means being inclusive, as "it accommodates a range of physical and cognitive abilities and promotes simplicity, flexibility, and ease of use for people of any age" (Farage, Miller, Ajayi, & Hutchins, 2012). What is important to understand is that good design for older adults is also good design for everyone else, and this is why in the '90s, the Center for Universal Design from the University of North Carolina (USA) researched to develop a set of **universal design guidelines** that make products, services and environments usable by a great diversity of people without specialized / adapted design (Connel, Jones, Mace, Muller, 1997).

Here are the resulting principles of universal design, adapted to the development of educational materials for older adults (PUD, 1997);

Principle 1: Equitable Use. This means that the design should be useful to people with diverse or different abilities, inclusive and appealing to the majority of users. An example of respecting the principle of equitable design in designing educational materials for older adults could be to ensure that the font size and contrast of the text is appropriate for those with visual impairments. This can be achieved by using a larger font size and high contrast between the text and background, making it easier for older adults to read and comprehend the material. Another example could be to provide alternative formats for the material, such as audio recordings or braille, for individuals who may have difficulty reading printed text.

Principle 2: Flexibility in Use. The design of the educational material should accommodate a wide range of preferences and abilities such as adaptability to the user's pace, accommodation of right / left hand access and use, choices in methods of use and facilities

for the user's accuracy and precision. Therefore, make sure to provide multiple options for accessing and engaging with the materials. For instance, offering online and offline versions of the materials, such as downloadable PDFs, videos or printed copies, can give older adults greater flexibility and choice in accessing and using the materials. Another example could be offering different difficulty or complexity levels for the materials, allowing older adults to choose the level that best matches their abilities and learning goals.

Principle 3: Simple and Intuitive Use. The design should be easy to understand regardless of experience, knowledge or language skills. Such a design eliminates unnecessary complexity, accommodates a wide range of literacy/language skills and provides effective feedback during/after a task is completed. An example could be to use clear and easy-to-understand navigation in online or digital materials. This can involve using a simple and consistent layout with easy-to-identify icons and labels for different sections and functions, making it easier for older adults to find and access the necessary information. Therefore, the information from the educational material should be easy to understand, should use accessible language, symbols or pictures that everyone understands.

Principle 4: Perceptible Information. The design communicates the information in an effective way, regardless of the environmental conditions or the user's sensory abilities. The information is easy to understand because it uses different modes of presentation (pictures, words, touch etc.), it's compatible with a variety of techniques / devices used by people with sensory issues. In the educational materials adapted to older adults, make sure to use clear and simple diagrams, charts, and other visual aids to present information. This can aid in understanding and retention of information for older adults who may have difficulty processing complex or abstract information. It is also important to provide clear and concise instructions and explanations for any activities or assignments included in the materials. This can help older adults understand their expectations and how to complete the task or activity.

Principle 5: Tolerance for Error. The design minimises hazards and errors by providing fail-safe features, and warnings of hazards and errors, as it uses the most accessible and safe elements and it discourages rash actions in tasks that require a great deal of attention. Besides providing clear instructions for the tasks at hand, it may be helpful to provide learners with the option to review and revise their work before submitting it, allowing them to correct any errors or misunderstandings before finalising their work. Another example could be offering support and resources for learners needing additional assistance or clarification. This can involve providing access to tutors, mentors, or other support staff who can help learners address any questions or concerns.

Principle 6: Low Physical Effort. The materials are not tiring to use; they minimise repetitive actions or sustained physical effort and allow the user to maintain a comfortable body position. For example, when using digital materials, clicking for each page turn is easier for

older adults than scrolling through online educational material. It may also be helpful to provide lightweight and easy-to-handle materials, such as using thinner paper for printed materials or providing materials in smaller, more manageable sections.

Principle 7: Size and Space for Approach and Use / Accessibility. The learning space and educational materials are accessible for a range of body sizes / postures / mobility by providing clear sight line, comfortable reach, accommodation of variations in hand and grip size and adequate space for the use of assistive devices or personal assistance. The educational space should accommodate a wide range of preferences and needs like spaces for left/right handed people, standing / seating desks. Another example could be to design materials that are physically accessible, such as providing materials in a format that is easy to handle and manipulate, such as using loose-leaf pages or spiral binding, which can be easier for older adults with limited mobility or dexterity to handle.

Based on these seven principles of universal design that can be applied to different environments, products, services etc, three principles have been developed specifically for teaching and learning (Universal design for learning or UDL) that make learning goals achievable by people regardless of their differences. UDL is flexible when it comes to learning materials and activities and provides alternatives (which means that there are multiple ways to complete an assignment).

The three principles are (Burgstahler, 2021):

1. **Multiple means of engagement** – it stimulates interest and motivation for learning, by giving choices in how they complete assignment and assessments, gamification options, leaving room for different modes of communication (speaking, writing, using assistive technology).
2. **Multiple means of representation** – information is provided in multiple formats (eg. audio, voice-over, video format, hands-on learning etc.) or more than one language to provide students with diverse ways of accessing and comprehending information.
3. **Multiple means of action and expression** give learners choices in interacting with the materials based on their knowledge, skills, or abilities. For example, some might use pen and paper; others might use oral presentations, others might use video format for the same assignment. Make sure to provide varied and relevant content, offering opportunities for collaboration and social learning and accommodating different learning styles and preferences.

In the end, the key to presenting any information (in any format) is for it to be simple, intuitive, at a moderate or adaptive pace of learning and with a minimum of non-relevant information.

How To Adapt Educational Materials Features To Older Adults

Following the principles we have talked about in the previous sub-chapter, we will now talk about adapting the features of educational materials to the most common problems people might face as they age and how we can work around potential issues, to make sure that educators provide an inclusive design and engaging educational materials.

One thing to keep in mind when developing such materials is that memory and cognition might be affected by the ageing process, so even if older adults can learn new skills and develop new abilities, they might require more time, a slower pace to keep up and more practice and repetition. Therefore, the features of educational materials can and should be adapted to match the different impairments or obstacles older adults might face. Remember not to generalize and to adapt to their specific needs.

Adapt visual features

One of the earliest signs of ageing is decreased vision so it is important when designing educational materials to consider this. When it comes to the environment, illumination should be controlled in a way as to reduce glare (e.g. sheer curtains low intensity / diffuse sources of light, lampshades). When it comes to visual material (screens or prints), the most important thing is to avoid visual clutter. The material should be high contrast, use warm colours instead of cool, information should be presented in bigger fonts (but not too big), plain, serif fonts are preferred and no long blocks of text (e.g. keep it short). The information should be easy to understand by using everyday language. Using clear and simple pictures or diagrams (that relate to the topic of the material) can be helpful to older readers. Software that allows the user to adjust the text and graphics is appreciated. Strong visual patterns should also be avoided, which might create confusion and dizziness (Orso, Spagnoli, Gambarni, Inbanez, Fabregar, 2015).

Adapt audio features

As we age, our ability to perceive different tones and intensities of sounds diminishes. Decreased hearing can happen in one or both ears to various degrees so when designing educational materials, we should also consider that some people might have hearing impairments. It's important to speak clearly, not too fast, and use short sentences. Some people might use body language or other cues to overcome hearing difficulties. If we are

asked to repeat something we should rephrase it in a slightly different way and ask back if it was understood. When it comes to voice-overs, robotic voices are to be avoided as it makes it difficult to understand the words, high-frequency pitches should also be avoided (Rolison, Wood, Hanoch, 2017). The audio information should be at a high enough volume, and the background noise should be kept to a minimum. The volume should be adjustable.

Adapt materials to match olfactive or taste decline

These two senses also decrease with age and since the ability to smell something also affects the perception of flavor, the joy of cooking and eating might be reduced in some older adults. The tastes that are generally preferred by older adults include sour taste, fatty or sweet tastes. The preference for the sweet taste is almost universal, and the perception of this taste is the least affected by age. There are no consistent guidelines on smell and taste features, but the existing ones suggest individualised or multiple strategies to improve the appeal of food, for example the use of more intensely flavoured herbs and spices or various textures, shapes and colors of food may help (Kaneda, Maeshima, Goto, Kobayakawa, Ayabe-Kanamura, Saito, 2000).

Adapt physical and tactile features

As we age, our perception of touch, mobility and balance also changes, and again it is important to keep this in mind when designing educational materials. The body becomes less flexible; reflexes are slower, and we have lower sensitivity in our hands so it's harder to grip/hold/touch some things. Larger and/or textured surfaces are preferred to accommodate these needs instead of small and / or smooth surfaces. Auditory cues when something is placed/pressed in the right position can also help (e.g.: The sound of a click). To help with balance, handles/handrails can be placed where needed and also using strong and contrasting colours to differentiate between textures /spaces /surfaces (e.g. doorframes from nearby walls). (Ejdys, Halicka, 2018)

Material Selection For Adults

The features that should be found in materials for older adults can be expressed by starting with the concept of educational material. In the shortest definition, educational materials can be defined as all kinds of tools used to facilitate learning in education. With the development of technology such as books, rulers, pencils, etc., many more materials such as overhead computers can be defined as learning materials. Besides these, alternative materials are as following:

- Book

- Newspaper
- Videos
- video sites
- Social media
- fact sheets and posters
- Stories
- interactive tools
- websites
- presentations (Gültekin, 2014).

If we look at the characteristics of the educational materials in general;

- Training materials should be simple, plain and understandable.
- Educational materials should be compatible with the aims and achievements of the program.
- The language used in the training materials should be appropriate for the target audience.
- Educational materials should provide new knowledge and skills.
- Educational materials should be suitable for the learning characteristics of the target audience.
- Visual materials should be free from excess (pictures, graphics, etc.)
- Educational materials should reflect issues in the life of the target audience (the older adults). (Yalın, 2004)

The reasons for using these learning materials, whose characteristics are given, are given below.

- Concretization of topics

- Attracting the participant's attention
- Ensuring active participation
- Provide permanent learning
- Activation of multiple senses
- Responding to individual needs
- Simplifying content
- Facilitates understanding of topics
- Making learning fun (Şahin, 1995)

All of the reasons mentioned for the use of materials apply to the use of materials both in events for older adults. The use of materials in the activities of older adults makes it easier to reach learning goals.

In fact, learning environments such as classrooms, meeting rooms or classrooms can be seen as important in terms of material use. Because the correct design of these environments and making them suitable for the needs of older adults is also a component that will support permanent learning. The most important components for older adults in these environments

- Lighting
- Ventilation
- Heat
- The ergonomics of materials such as sandals and tables are among those that attract attention. (Karabacak, 2020)

Based on what has been stated, the following are the points to be considered in the selection of materials when considered from a general point of view.

- It should be chosen among those that learners can use educational materials over and over again at different times and times.
- The educational materials to be selected should facilitate the learning of the older adults and their physical and psychological well-being.
- It should enable them to socialize and communicate in the learning environment.

- Considering the points to be considered in the selection of educational materials for the older adults
- Elements such as design and voice-over of the digital education materials to be selected are suitable for the target audience (older adults).
- Selecting materials with vertical typefaces rather than sideways characters such as italics as fonts
- Because older adults may have visual difficulties, colours such as blue, green and yellow should not be used in words that are close to each other. (Arman, 2015)

Since socialization is an important component in the fight against ageism, it is expected that educational materials will be selected among those who will achieve this goal.

In addition, for the older adults in material selection

- Educational material as a tool to facilitate learning
- It is also important that learners have different functions, including educational material as tools that support their physical and mental well-being.
- Based on the foregoing, attention will be paid to material selection throughout this module, and the selection and design of materials that will be effective in combating ageism will be emphasized.

Recently, with the development of technology, many different technological tools have been developed that will facilitate the learning of individuals with disabilities and the older adults . It is important to use these tools as materials in learning environments related to older adults.

In line with the PAGES project, the physical limitations of the older adults are important in the selection of materials. For example, vision and hearing losses that come with advancing age directly affect the choice of material. Environments and materials that older adults can see and hear comfortably should be chosen.

The use of technology provides significant advantages in this sense. The fact that technology can be adjusted flexibly according to everyone's own individual constraints or characteristics makes it an important learning material for older adults.

Designing Materials To Make It Easier To Achieve Educational Goals For Adults

The information shared in the previous sections on materials actually shows the importance and necessity of materials in learning. In this context, it is also important to consider what are

the requirements to be considered in the design of materials that are implicitly so important. What should be considered in the design of materials for older adults is equally important.

In material designs, it is necessary to embody the subject to be taught, to provide teaching with fun, to support creative thinking, to arouse curiosity, to develop visual memory, and to provide learning by doing. (Kaya, 2006)

Some of these features are also important in ensuring that learning objectives are achieved in adult material designs. For example, what all programs for older adults have in common are activities that activate the brain. In this context, this should be emphasized in the materials to be developed. In addition, materials and activities that improve memory in aspects such as visual, auditory and taste should be among the materials in the learning programs of older adults.

Being physically active is also extremely important for older adults. In this context, material designs should be made in accordance with their learning objectives and in a way that ensures their physical mobility at their own pace. (MEGEP, 2011).

This module focuses on information about material design, components of the process of designing materials for older adults, and how material design facilitates learning. There are some points to be considered while designing educational materials. Some of these points

- Designing the material in harmony with the training program
- Choosing appropriate topics for the target audience while designing the material
- The subject in the material contains up-to-date and correct information.
- The type of narration should be clear and understandable to the target audience.
- It is like having a quality that motivates and attracts the target audience. (Arak, 2015)

Educational materials are divided into digital materials and non-digital materials.

Digital materials

Technological developments appear in the field of education as well as in all areas of life. While non-digital materials were not encountered in learning systems until 50 years ago, digital materials today are prepared for different purposes using different technological tools.

Digital learning materials are primarily versions of non-digital materials published in electronic media or developed for electronic media to support learning and teaching processes. The use of digital educational materials has recently increased, becoming more

critical than non-digital educational materials. However, the materials have different functions in subjects, such as the target audience and the aims of the training program, rather than being more important than each other (Adnan, Kocatürk, Yakar, Köşk, Özbek, 2021).

Digital materials have recently been used in education about older adults and different target groups' education. Because in general, digital materials are preferred because they attract the attention of target audiences, provide faster access to information, and enable the use of all visual and auditory learning methods simultaneously.

Among the digital materials, there are

- PDF files
- Presentation
- Animations
- Audio and video recordings. (Sütlüoğlu, 2021)

Digital materials can be used effectively in programs for the older adult. The older adult must be able to adjust the size and sound settings of visual elements according to their physical conditions. In this sense, it can be said that digital materials provide multimedia support. It should be kept in mind that the attention span of the older adult is reduced due to their physiological period. Because these situations can make learning with digital materials difficult. The design and application period of digital materials should be taken into account in these cases, and designs should be made that will enable the older adult to participate in the process interactively, not only as a listener but to keep their attention alive in this way (Kalınkara, Sali, 20128).

However, attention should be paid to the limits of the use of digital materials, especially in the education of the older adult. Because some studies show digital learning materials' effects on socialisation, learning by doing and permanence in learning is less than non-digital materials (Köde, Çoklar, 2020).

Non-digital materials

Non-digital materials and their types have been discussed in detail in the previous section. Non-digital materials can be expressed as tangible tools such as books, posters and banners that can be directly handled. In this section, the essential elements of the education process, which should be considered in the process of designing these materials, will be discussed.

Non-digital materials can be of a wide variety of types and properties. However, the material used is essential when designing non-digital materials for the older adult. It should be noted

that these materials are intended for older adults whose hand-eye coordination has begun to weaken.

It should be emphasised that non-digital materials not only achieve educational goals but also activate the brain activities of older adults. Research has shown that non-digital materials are more effective in adults' learning by doing and developing their mental and emotional skills. It has also been found that older adults especially learn more quickly with non-digital materials (Köde, Çoklar, 2020).

Among the reasons why older adults learn faster with non-digital materials is the difficulty of existing in digital environments because these people are digital immigrants. In this sense, it can be considered to design and use non-digital materials rather than digital materials in education programs prepared for older adults.

While designing non-digital materials, it should be kept in mind that the target audience's attention span is short.

Among the things said about material design that will make it easier to reach learning goals, material designs should be made in accordance with the characteristics of older adults, which will make them active in terms of both physical and brain activities. It is important to get support from the materials developed with the effect of technological changes in the last period and to use them in learning activities.

Training Module

As stated in the previous sections, the materials to be used in the learning of older adults are important, first of all, as they will ensure their participation and continuation in learning activities. However, it should be kept in mind that the effectiveness of the training material and its suitability for the target audience is an issue that should be emphasized in the completion of the participation and the started activity.

<i>Name of the Module</i>	Educational Materials
<i>Purpose of The Module</i>	Increasing the knowledge of adult educators and social workers on educational materials for older adults
<i>Learning objectives</i>	<p>With this module, participants will learn about the subjects.</p> <ul style="list-style-type: none"> ● What the training material is ● Material design ● Kinds of educational materials ● Features that should be found in materials for older adults ● Things to consider when choosing materials for older adults ● Understanding the role of material design in achieving educational goals
<i>Topic & context (Module outline)</i>	<p>Chapter 1: Designing Material for older adults</p> <p>Chapter 2: Features of educational materials for older adults</p> <p>Chapter 3: Materials Selection for older adults</p> <p>Chapter 4: Designing teaching and learning materials to facilitate the achievement of educational goals for older adults</p>
<i>Target Group</i>	Adult educators and community workers who work with older adults.

<p>Educational Environments and Equipment</p>	<p>19. Classroom or specific physical area to have the meeting</p> <p>20. Board and markers</p> <p>21. PPT, computer and projector</p> <p>22. Papers/sheets and pens</p> <p>23. Printed guide</p>
--	---

<p>Module summary/ Main contents/ Relevance</p>	<p>This module, which is prepared for learning materials for older adults, consists of 4 parts.</p> <p>The purpose of the first chapter, “Designing Material for older person”, provides information about simple, flexible and easy-to-use material designs for older adults, considering their physical and cognitive status. In this sense, the first module focuses on the elements of material designs for older adults.</p> <p>It is among these items.</p> <ul style="list-style-type: none"> ● Equitable Use ● Flexibility in Use ● Simple and Intuitive Use ● Perceptible Information ● Tolerance for Error ● Low Physical Effort ● Size and Space for Approach and Use / Accessibility <p>In the second chapter “Features of educational materials for older person”, the features of educational materials for older adults are emphasized. In addition, how to adapt the features of the educational materials to the materials for the older adults is among the topics of the second module.</p>
--	---

	<p>In the third chapter, the "Materials Selection for older person" module focuses on the points to be considered in the selection of materials that can be used in learning activities of older adults.</p> <p>The fourth chapter "Designing teaching and learning materials to facilitate the achievement of educational goals for older person" will focus on the features of the process of designing materials for achieving learning goals in learning activities of older adults. Digital and non-digital materials will be discussed.</p>
<p>Timetable schedule</p>	<p>& Chapter 1 will be developed with the "Write quickly" methodology. This method will be applied to the elements in the material designs of older adults. The first 5 minutes will be used to write what each participant thinks. They will have 10 minutes to share their answers and the last 15 minutes will be used to observe all the answers in the group and complement them with additional comments.</p> <p>30 minutes</p> <p>Chapter 2 will be developed with the Circle Speech methodology, the features of materials for older adults will be discussed. It will require 30 minutes</p> <p>Chapter 3 will be developed through the Guided Discussion methodology, there will be a group analysis of different situations. After the discussion on the subject of material selection for older adults, the conclusions will be shared.</p> <p>30 Min.</p> <p>Chapter 4 will be developed with the experiential learning methodology. The group will be asked to design a simple material based on the characteristics of older adults. Then, they will have the chance to try each of the presented material themselves by interacting with each other.</p> <p>30 min</p> <p>Total: 120 min</p>

<p><i>Learning outcomes of the module</i></p>	<p>Upon completion of these chapters, trainees should be able to:</p> <ul style="list-style-type: none"> ● Components of learning materials for older adults ● They will have information on subjects such as designing materials for older adults. ● Participants will have information about the features of the training materials. ● Design processes of digital materials ● Design processes of non-digital materials ● They will understand what they should pay attention to in the selection of educational materials for older adults. ● They will learn about materials that can be useful in the fight against old age. ● They will realize that it is important to choose materials that will improve not only physical but also psychological well-being of the older adults . ● In addition, they will gain background knowledge that they can connect with other topics in the training material module.
--	--

Active learning activities

A6.1 Designing Material and Features of educational materials for older adults

<p><u>Module</u></p>	<p>Educational Materials</p>
<p><u>Chapter 1-2</u></p>	<p>1 - Designing Material</p> <p>2 - Features of educational materials</p> <p>These two sections will focus on material design and the features that should be found in materials for older adults.</p>

<u>Name of activity</u>	Inclusive design in educational materials
<u>Objective(s)</u>	<p>Participants have knowledge on subjects such as</p> <ul style="list-style-type: none"> - To have knowledge about the elements of material designs for older adults - Importance of material design in events - Features of materials for older adult -The factors that are effective in determining the properties of materials for older adults
<u>Methods</u>	<p>Methodology: Write quickly (module 1)</p> <p>In this activity, participants will write what they know and think about the design elements in the materials of the older adults .</p> <p>Then some volunteers will read their answers and there will be a talk about these answers which will later be consolidated in a visible place.</p> <p>Ultimately, the person in charge will explain the best way to communicate and the information will be reached through the exercise.</p> <p>Methodology Circle Speech methodology (module 2):</p> <ol style="list-style-type: none"> 1. The features of materials for older adults will be discussed. 2. The characteristics of the materials for older adults will be briefly explained by a designated person. 3. Afterwards, the group will talk in depth about these characteristics. <p>Discussions will be shared later.</p>

<p><u>Time allocated</u></p>	<p>Chapter 1</p> <ol style="list-style-type: none"> 1. Each participant will have 5 minutes to write. 2. There would be 3 volunteers to read their responses they have 5 minutes 3. The person in charge has 10 more minutes to write all the answers on a visible board. 4. The person in charge has 10 minutes to explain his or her information. <p>30 min.</p> <p>Chapter 2</p> <p>5 minutes will be given by a designated person to briefly explain the features of the materials for older adults.</p> <p>Afterwards, the group will be given 20 minutes to discuss these features in depth.</p> <p>After the speech is over, a designated person will be given 5 minutes to convey the general thoughts discussed in the group.</p> <p>30 min.</p>
<p><u>Resources needed</u></p>	<p>If the activity is done online <u>Jamboard</u> can be used as it is friendly and easy to use and understand.</p> <p>If the activity is done face to face, pen, and paper (of different colours / sizes) for each student / whiteboard to write ideas</p>

<p><u>Instructions</u></p>	<p>Chapter 1</p> <ol style="list-style-type: none"> 1. Give the paper and pencil to participants. 2. Ask the participants to write down, very concretely, the ways they know about Designing Material and mentioning that they will only have 5 minutes. 3. Then select 3 people to read their responses. 4. As they read, the person in charge will write down their answers on the board. 5. With the help of another volunteer, they will finish writing the answers on the board so that everyone can observe them. 6. The person in charge will explain through his/her presentation 7. There will be a last dynamic of comparison and learning through the comments of some participants. <p>30 min.</p> <p>Chapter 2</p> <ol style="list-style-type: none"> 1. Before the start of the Circle speech, one person will be selected and will briefly describe the features of the materials for older adults 2. Afterwards, the group will be provided with an in-depth discussion of these characteristics. 3. The module will be finished by summarizing what was spoken by a designated person <p>30 min.</p>
<p><u>References</u></p>	<p>Yalın, H, İ (2004). Öğretim Teknolojileri ve Materyal Geliştirme. Ankara: Nobel Yayın Dağıtım</p> <p>Beydoğan, H.O. (2011). Instructional technology and material development courses motivation scale.</p>

	www.sciencedirect.com
--	--

A6.2 Material Selection for older adults

<u>Module</u>	Educational Materials
<u>Chapter 3</u>	<p>Material Selection for older adults</p> <p>The purpose of this module is to give information about the things to be considered in the selection of materials to be used in education programs for older adults.</p>
<u>Name _____ of activity</u>	Importance of material selection
<u>Objective(S)</u>	<p>The objectives of the module are as follows</p> <ul style="list-style-type: none"> - Define the training material - Expressing the types of materials - To know the effects of material selection on learning - Awareness of the factors affecting material selection - Comprehending the features that should be found in educational materials for the older adults - To have information about the materials (experiential learning, etc.) that are compatible with the learning methods suitable for the older adults . - Obtaining information about the educational materials that will increase the participation of the older adults in the training. - Selection of educational materials among those that support the older adults 's acquiring new skills and supporting their physical and mental health

<p><u>Methods</u></p>	<p>Methodology: Group Discussion</p> <ol style="list-style-type: none"> 1. Participants are divided into two groups. The groups are asked to discuss what should be considered when choosing materials for older adults. 2. After both groups have finished their discussion, one person from each group is chosen as a spokesperson. 3. Group spokespersons convey to other participants what should be considered in choosing materials in their groups.
<p><u>Time allocated</u></p>	<ol style="list-style-type: none"> 1. Each group is given 15 minutes for discussion. 2. After the group discussions are over, the spokespersons of both groups are given 7 or 8 minutes each to share their group's views with the other participants. <p>Total time 30 min</p>
<p><u>Resources needed</u></p>	<ol style="list-style-type: none"> 1. Classroom or specific physical area to have the meeting 2. Printed guide 3. Papers/sheets and pens
<p><u>Instructions</u></p>	<p>Participants are divided into 2 groups before starting the group discussion.</p> <p>Each group is given an appropriate space to discuss the topic.</p> <p>After the discussion on the topic is completed</p> <p>One person from each group is chosen as a spokesperson.</p> <p>Group spokespersons convey their group's views on the subject to other participants.</p> <p>30 min</p>

<p><u>References</u></p>	<p>Materials for Older Adults.</p> <p>https://health.gov/our-work/nutrition-physical-activity/move-your-way-community-resources/campaign-materials/materials-older-adults</p> <p>Adnan, M., Kocatürk Kapucu, N., Yakar, A., Köşk, U. C. ve Özbek, Ç. (2021). “Gaining Required Digital Competencies to Women Over 65 Under Social Isolation. Ege Eğitim Dergisi, 22(2), 57-76. doi: 10.12984/egeefd.957120</p>
--------------------------	--

A6.3 Designing teaching and learning materials to facilitate the achievement of educational goals

<p><u>Module</u></p>	<p>Educational Materials</p>
<p><u>Chapter 4</u></p>	<p>Designing teaching and learning materials to facilitate the achievement of educational goals</p> <p>This module aims to provide information on designing learning materials to facilitate the achievement of educational goals in education programs for older adults.</p>
<p><u>Name of activity</u></p>	<p>Designing teaching and learning materials to facilitate the achievement of educational goals</p>
<p><u>Objective(s)</u></p>	<p>Participants will have the following information</p> <ul style="list-style-type: none"> - Gaining knowledge about material types -Design processes of digital materials - Design processes of non-digital materials - Considerations in the design process of educational materials for older adults (practitioners, students and environment)

	<ul style="list-style-type: none"> - Elements of the process of designing materials suitable for educational objectives (taking into real account life, using old materials instead of new ones due to cost reasons) - Access to materials
<u>Methods</u>	<p>Methodology: Experiential learning</p> <p>Groups will develop and present simple learning materials for older adults.</p> <p>It will be reminded that while developing this material, they should consider the features that should be found in materials for older adults.</p> <p>Groups will present the developed materials to each other</p>
<u>Time allocated</u>	<p>After the participants are divided into 2 groups, the materials they need for the material they will develop will be provided to them.</p> <p>Groups will be given 25 minutes to design the materials</p> <p>There will be 5 more minutes for the presentation of the prepared materials.</p> <p>Total time: 30 minutes</p>
<u>Resources needed</u>	<ol style="list-style-type: none"> 1. Classroom or specific physical area to have the meeting 2. PPT, computer and projector 3. Papers/sheets and pens

	<p>4. Learning materials available in the environment</p> <p>Material geliřtirmede yararlanabilecekleri diđer malzemeler</p>
<p><u>Instructions</u></p>	<ol style="list-style-type: none">1. Participants will be told as a group that they need to design a simple material for older adults2. Participants will be divided into 2 groups3. The groups will decide on the material they will design4. The groups will be provided with the materials they need5. After the materials are prepared, each group will present their own material to the other group. <p>30 min</p>
<p><u>References</u></p>	<p>Köde, K. Çoklar, A. N. (2020) Examining the Selection and Use Criteria of Digital and Non-Digital Materials of Teachers. Türk Eğitim Bilimleri Dergisi, 2020, Cilt 18, Sayı 2, 893-909</p> <p>https://dergipark.org.tr/tr/pub/tebd/issue/58778/799527</p> <p>Materials for Older Adults.</p> <p>https://health.gov/our-work/nutrition-physical-activity/move-your-way-community-resources/campaign-materials/materials-older-adults</p>

Body of knowledge

The Education Materials module draws upon a diverse range of disciplines and bodies of knowledge, including the following:

- Design processes of materials used in non-formal education.
- Design processes of educational materials for older adults.
- Designing digital and non-digital educational materials that will facilitate the learning of target audiences of different profiles in the same environment.
- Methods and techniques in Lifelong Learning activities. Examining the activities that will facilitate the learning of the older adults among the non-formal education learning methods and techniques.
- Intergenerational program materials. Materials used in learning together with older adults and people of different age ranges in the same learning environment.
- The effects of education materials on physical and psychological well-being of older adults.
- Learning psychology by age periods.
- Gerontology: Examining the psychological and physiological effects of the aging process on people.

The abovementioned areas will enable older adults to create experiential and active learning opportunities with suitable material designs. It is also important to make use of the abovementioned areas to ensure that the older adults and different age groups socialize and learn. With the knowledge of these areas, it is aimed to create an effective learning environment for older adults.

Assessment

In this module, where educational materials for older adults are the subject, information about the different dimensions of educational materials has been tried to be given. The structure of the module is suitable for using quantitative or qualitative evaluation tools for the evaluation phase. In fact, adults as lifelong learners should follow the progress of their own learning through self-evaluation processes rather than external evaluations (Bayat, 2014). However, even if they are self-controlled and managed individuals, from time to time, adults may also need support while evaluating their own processes. For this reason, the questions listed below can be used both for the evaluation of a component of the project and for the participants to evaluate themselves.

Questions

1. Which is the definition of educational materials?
 - a) All materials prepared with the aim of facilitating the learning of the target audience are educational materials
 - b) Educational materials are divided into digital and non-digital materials.
 - c) The frequency of using educational material varies according to the subject being taught.
 - d) Materials should be designed to be suitable for older adults.
 - e) Digital materials are also suitable for older adults.
2. What are the types of educational materials?
 - a) Visual and written materials
 - b) Digital and non-digital materials
 - c) Audio and visual materials
 - d) Tangible and intangible materials
 - e) Materials determined by training programs
3. Considering the characteristics of the target audience, what kind of features should the materials have?
 - a) Older adults mostly use auditory materials, so the sound quality should be good.
 - b) It should be designed by the educator himself in the materials of older adults.
 - c) In the learning materials of older adults, there should be features that embody the subject in accordance with their physical and psychological characteristics.

- d) Since the sound properties of digital materials can be adjusted, they are more suitable for adults.
- e) The fonts of non-digital materials should be large.
4. Which themes should be used in the materials used by older adults?
- a) Topics used in school books are also suitable for older adults.
- b) Topics in the daily lives of older adults should be used in the materials.
- c) Materials should be designed in such a size that older adults can see well.
- d) Subjects determined by education experts are suitable for older adults.
- e) The pedagogical contents of the e-Educational programs can be used in the materials
5. Are digital or non-digital materials more suitable for older adults?
- a) Digital
- b) Non-digital
- c) Materials that describe the subjects by abstracting are more suitable for adults.
- d) Materials that are tangible are more suitable for older adults.
- e) Depending on the topic, either may be appropriate
6. Which of the materials in the option can be given as an example of non-digital materials?
- a) Laptop, book, projector
- b) Pen, computer, book
- c) Banners, posters, glue
- d) Projection, videos, laptop
- e) Computer, pen, laptop
- 7- What are the elements of the process of adapting learning materials to older adults?
- a- Equitable Use-Flexibility in Use
- b- Simple and Intuitive Use
- c- Perceptible Information
- d- Tolerance for Error
- e- All
- 8- How often should training materials be used?
- a) Once a week
- b) It can be used whenever it is thought to facilitate learning.
- c) Twice a year
- d) Twice a month
- e) Once a month

9- What is the importance of educators to acquire knowledge about educational materials?

- a- To select suitable materials
- b- To designing suitable materials
- c- Making materials suitable for older adults
- d- Using materials appropriately in trainings
- e- All options are valid

10- Which is not an element of material design?

- a) Perceptible Information
- b) Equitable Use
- c) Flexibility in Use
- d) Self-Concept
- e) Tolerance for Error

Answers:

1-a, 2-b, 3-c, 4-b, 5-e, 6-d, 7-e, 8-b, 9-e 10-

References

- Adnan, M., Kocatürk Kapucu, N., Yakar, A., Köşk, U. C., & Özbek, Ç. (2021). Gaining required digital competencies for women over 65 under social isolation. *Ege Eğitim Dergisi*, 22(2), 57–76. <https://doi.org/10.12984/egeefd.957120>
- Ageing Europe – Looking at the lives of older adults in the EU. (2020). Eurostat. Retrieved from <https://ec.europa.eu/eurostat/documents/3217494/11478057/KS-02-20-655-EN-N.pdf/9b09606c-d4e8-4c33-63d2-3b20d5c19c91?t=1604055531000>
- Arak, H. (2015). Eğitimde materyal tasarımı ve hazırlama ilkeleri. Retrieved from <https://slideplayer.biz.tr/slide/2825695/>
- Arman, C. (2015). Öğretim materyallerinin tasarlanması, hazırlanması ve seçimi. Retrieved from <https://slideplayer.biz.tr/slide/2890542/>
- Bayat, B. (2014). Scaling, scales, and "Likert" scaling technique in applied social science research. Gazi University. Retrieved from <https://dergipark.org.tr/tr/download/article-file/287205>
- Beydoğan, H. O. (2011). Instructional technology and material development courses motivation scale. Retrieved from www.sciencedirect.com
- Bloom, B. S. (1956). *Taxonomy of educational objectives: The cognitive domain* (Handbook I). David McKay Co Inc.
- Branch, R. M. (2009). *Instructional design: The ADDIE approach*. Springer Science & Business Media.
- Burgstahler, S. (2021). How to apply universal design to any product or environment. Retrieved from <https://peer.asee.org/41390.pdf>
- CAST. (2022). About universal design for learning. Retrieved from <https://www.cast.org/impact/universal-design-for-learning-udl>
- Center for Universal Design. The principles of universal design. Poster. Retrieved from <https://design.ncsu.edu/research/center-for-universal-design/>
- Connell, B. R., Jones, M., Mace, R., Muller, J., Mullick, A., Ostroff, E., Sanford, J., Steinfeld, E., Story, M., & Vanderheiden, G. (1997). *Principles of Universal Design*. Center for Universal Design, USA.

Czaja, S. J., Boot, W. R., Charness, N., & Rogers, W. A. (2019). *Designing for older adults: Principles and creative human factors approaches*. CRC Press.

Ejdys, J., & Halicka, K. (2018). Sustainable adaptation of new technology: The case of humanoids used for the care of older adults. *Sustainability*, 10(10), 3770. <https://doi.org/10.3390/su10103770>

Farage, M. A., Miller, K. W., Ajayi, F., & Hutchins, D. (2012). Design principles to accommodate older adults. *Global Journal of Health Science*, 4(2), 2.

Gültekin, Z. (2014). Yetişkin eğitiminde materyal kullanımı. Retrieved from <https://www.createwebquest.com/zekaigultekin/yeti%C5%9Fkin-e%C4%9Fitiminde-materyal-kullanimi>

Kaya, Z. (2006). *Öğretim teknolojileri ve materyal geliştirme*. PEGEM Yayınları. Retrieved from <http://www.jret.org/FileUpload/ds217232/File/otmgcomplete.pdf>

Kalinkara, V., & Sarı, İ. (2018). Information technology usage among older adults and life satisfaction: Potential and barriers, ergonomic approach. *Journal of Engineering Sciences and Design*. <https://doi.org/10.21923/jesd.367367>

Kaneda, H., Maeshima, K., Goto, N., Kobayakawa, T., Ayabe-Kanamura, S., & Saito, S. (2000). Decline in taste and odor discrimination abilities with age, and the relationship between gustation and olfaction. *Chemical Senses*, 25(3), 331. <https://doi.org/10.1093/chemse/25.3.331>

Köde, K., & Çoklar, A. N. (2020). Examining the selection and use criteria of digital and non-digital materials of teachers. *Türk Eğitim Bilimleri Dergisi*, 18(2), 893–909. Retrieved from <https://dergipark.org.tr/tr/pub/tebd/issue/58778/799527>

Knowles, M. (1996). Adult learning. In R. L. Craig (Ed.), *ASTD training & development handbook: A guide to human resource development* (4th ed., pp. 253–265). McGraw Hill.

Lee, B. (2013). Social media as a non-formal learning platform. Retrieved from <https://www.ncolr.org/jiol/issues/pdf/13.3.1.pdf>

Materials for Older Adults. Retrieved from <https://health.gov/our-work/nutrition-physical-activity/move-your-way-community-resources/campaign-materials/materials-older-adults>

Milli Eğitim Bakanlığı (MEB) Mesleki Eğitim ve Öğretim Sistemini Güçlendirme Projesi (MEGEP). (2011). Yaşlı bakım hizmetleri. Retrieved from http://megep.meb.gov.tr/mte_program_modul/moduller_pdf/Ya%C5%9Fl%C4%B1%20Bak%C4%B1m%20Hizmetleri.pdf

National Institutes of Health, Department of Health and Human Services National Institute of Aging. (2008). Making your printed health materials senior-friendly: Tips from the National Institute on Aging. Retrieved from https://seniorsocialisolation.ca/wp-content/uploads/2019/01/making_your_printed_health_materials_senior_friendly_1.pdf

Orso, V., Spagnoli, A., Gambarni, L., Inbanez, F., & Fabregar, M. E. (2015). Involving older adults in designing interactive technology: The case of SeniorChannel. Retrieved from <https://dl.acm.org/doi/abs/10.1145/2808435.2808464>

Principles of Universal Design. (1997). *Everybody: An Artifact History of Disability in America*. Retrieved from <https://everybody.si.edu/media/673>

Reigeluth, C. M. (1999). *Instructional design theories and models* (Vol. 2). Lawrence Erlbaum Associates.

Rolison, J., Wood, S., & Hanoch, Y. (2017). Age and adaptation: Stronger decision updating about real-world risks in older age. *Risk Analysis*. <https://doi.org/10.1111/risa.12710>

Sheryl Burgstahler, Ph.D. (2021). How to apply universal design to any product or environment. Retrieved from https://www.washington.edu/doit/sites/default/files/atoms/files/Universal_Design_04_12_21.pdf

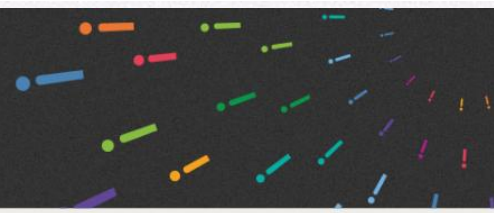
Sütlüoğlu, T. (2021). Orta yaş ve üzerindeki bireylerde dijital eşitsizliğin görünüşleri: Erişim eşitsizlikleri ve kullanım farklılıkları. Retrieved from <https://www.academia.edu/61404832/>

Şahin, M. (2014). The analysis of the views of teachers related to the functions of teaching materials during the teaching-learning process. *Kastamonu University*. Retrieved from <https://dergipark.org.tr/tr/download/article-file/209826>

Tips for designing print which is friendly for senior citizens. Retrieved from <https://printingshark.com/tips-designing-print-friendly-senior-citizens/>

U.S. Department of Health and Human Services Centers for Medicare & Medicaid Services. Toolkit for making written material clear and effective. Retrieved from <https://www.cms.gov/Outreach-and-Education/Outreach/WrittenMaterialsToolkit>

Yalın, H. İ. (2004). *Öğretim teknolojileri ve materyal geliştirme*. Ankara: Nobel Yayın Dağıtım



Conclusion



Conclusion

The "PAGES: Counteracting Ageism for a Europe Open to All" project represents a vital effort in addressing ageism—a deeply rooted societal challenge—and fostering a sense of intergenerational solidarity. This project has gone beyond raising awareness, equipping stakeholders with practical strategies and actionable tools to create meaningful change. By exploring the unique needs of older adults as learners and community members, it has laid a foundation for combating stereotypes and ensuring inclusive practices in education and community engagement. The lessons learned from this initiative provide a valuable roadmap for future endeavors aimed at fostering respect, dignity, and equal opportunities for people of all ages.

Learned Lessons

1. **The importance of tailored education.** One of the most profound insights from the project is the realization that older adults have distinct learning characteristics that demand careful consideration. They often require a slower pace, hands-on approaches, and rely heavily on intrinsic motivators like personal fulfillment and self-esteem. Educational environments that fail to acknowledge these needs risk alienating older learners, while those designed thoughtfully can unlock their full potential. Tailored education is not merely a consideration but a necessity to foster effective engagement.
2. **Combating ageism through intergenerational activities.** The project has demonstrated the incredible potential of arts, culture, and shared dialogue as bridges between generations. These interactions dismantle stereotypes and help foster empathy, mutual respect, and a deeper understanding of shared human experiences. Programs that bring together younger and older generations do more than build relationships—they actively challenge ingrained biases and transform perspectives on aging.
3. **The need for universal design.** Accessibility is not just about physical infrastructure; it is about creating environments—both digital and physical—that enable all individuals, regardless of age or ability, to participate fully. Whether it involves ergonomic seating, clear visual aids, or technology designed with older users in mind, the principles of universal design ensure that older adults are not excluded from learning opportunities. This emphasis on accessibility extends beyond utility; it communicates respect and inclusivity.
4. **The critical role of communication.** Effective communication tailored to older adults is at the heart of creating psychologically safe learning spaces. These environments

allow participants to share their thoughts and experiences without fear of judgment or dismissal. Respectful and inclusive communication builds trust, encourages participation, and reinforces a sense of belonging.

5. **Intrinsic motivation as a driver.** Older adults are often driven by deeply personal motivations such as maintaining independence, building self-esteem, and forming meaningful connections. Unlike younger learners, whose motivation may be externally driven, older adults prioritize learning that aligns with their lived experiences and aspirations. Programs that successfully tap into these intrinsic motivators stand to make a lasting impact on both individual participants and the communities they engage.

Recommendations for the Future

1. **Expand intergenerational programs.** Building on the project's successes, future initiatives should broaden their reach by incorporating a wider variety of intergenerational activities. Leveraging technology, virtual platforms, and creative media can help overcome geographic barriers and connect people across diverse backgrounds and age groups.
2. **Advocate for policy change.** Sustainable change requires embedding anti-ageism principles into public policy. Collaborative efforts with policymakers should aim to strengthen legal protections against age discrimination, while also promoting age-friendly policies in workplaces, education, healthcare, and community planning.
3. **Invest in training educators and community workers.** Educators and community workers play a pivotal role in engaging older adults. Professional development programs should focus on equipping them with innovative teaching methods, digital tools, and strategies for fostering inclusivity and accessibility. This investment will ensure that those working directly with older adults are prepared to meet their unique needs.
4. **Establish continuous research and feedback mechanisms.** To ensure relevance and effectiveness, it is essential to create systems that evaluate program outcomes and gather feedback from participants. These insights can help refine strategies and adapt interventions to evolving needs.
5. **Address structural barriers.** Systemic issues like economic disparities, language barriers, and digital exclusion must be tackled head-on. Offering financial support, multilingual resources, and basic digital literacy training can significantly expand access to learning opportunities for older adults.
6. **Promote lifelong learning as a societal norm.** Public campaigns that highlight the benefits of lifelong learning for all ages can help shift societal perceptions of aging.

These efforts can emphasize the value of older adults as active contributors to economic and community life, reducing age-related stigma.

7. **Foster cross-sector collaboration.** Partnerships among educational institutions, cultural organizations, healthcare providers, and community groups can amplify the impact of anti-ageism efforts. Shared resources, expertise, and a united vision for inclusivity can create far-reaching and sustainable change.

A Vision for the Future

The PAGES project reminds us of the transformative power of education in shaping inclusive societies. By prioritizing the unique needs and aspirations of older adults, we can create environments where age diversity is celebrated, not marginalized. The work started here is only the beginning. With continued innovation, collaboration, and a commitment to inclusivity, we can build a future where everyone—regardless of age—feels valued, respected, and empowered to participate fully in their communities. Together, we can challenge ageism, nurture intergenerational bonds, and ensure that no one is left behind in our pursuit of a more equitable and compassionate society.

References

Ayala, J.S., Hewson, J.A., Bray, D., Jones, G. and Hartley, D. (2007). Intergenerational Programs. *Journal of Intergenerational Relationships*, 5(2), pp.45–60. doi:https://doi.org/10.1300/j194v05n02_04.

Ayalon, L. and Tesch-Römer, C. eds., (2018). Contemporary Perspectives on Ageism. International Perspectives on Aging. Cham: Springer International Publishing. doi:<https://doi.org/10.1007/978-3-319-73820-8>.

Cacioppo, J.T. and Hawkley, L.C. (2003). Social Isolation and Health, with an Emphasis on Underlying Mechanisms. *Perspectives in Biology and Medicine*, [online] 46(3x), pp.S39–S52. doi:<https://doi.org/10.1353/pbm.2003.0063>.

del Carmen Requena, M., Swift, H.J., Naegele, L., Zwamborn, M., Metz, S., Bosems, W.P.H. and van Hoof, J. (2018). Educational Methods Using Intergenerational Interaction to Fight Ageism. *International Perspectives on Aging*, pp.383–402. doi:https://doi.org/10.1007/978-3-319-73820-8_23.

Dickens, A.P., Richards, S.H., Greaves, C.J. and Campbell, J.L. (2011). Interventions targeting social isolation in older adults: a systematic review. *BMC Public Health*, [online] 11(1). doi:<https://doi.org/10.1186/1471-2458-11-647>

Jarrott, S.E., Leedahl, S.N., Shovali, T.E., De Fries, C., DelPo, A., Estus, E., Gangji, C., Hasche, L., Juris, J., MacInnes, R., Schilz, M., Scrivano, R.M., Steward, A., Taylor, C. and Walker, A. (2022). Intergenerational programming during the pandemic: Transformation during (constantly) changing times. *Journal of Social Issues*, 78(4), pp.1038–1065. doi:<https://doi.org/10.1111/josi.12530>.

Markusen, A. (2014). Creative Cities: A 10-Year Research Agenda. *Journal of Urban Affairs*, 36(sup2), pp.567–589. doi:<https://doi.org/10.1111/juaf.12146>.

Mehmet ÖZÜTÜRKER (2020). Yaşlı Ayrımcılığı. 17(36), pp.3043–3056. doi:<https://doi.org/10.26466/opus.883434>.

Swift, H.J., Abrams, D., Lamont, R.A. and Drury, L. (2017). The Risks of Ageism Model: How Ageism and Negative Attitudes toward Age Can Be a Barrier to Active Aging. *Social Issues and Policy Review*, 11(1), pp.195–231. doi:<https://doi.org/10.1111/sipr.12031>.

World Health Organization (WHO) (2022). *Ageing and health*. [online] World Health Organization. Available at: <https://www.who.int/news-room/fact-sheets/detail/ageing-and-health>.

www.unesco.org. (n.d.). *Home | Diversity of Cultural Expressions*. [online] Available at: <https://www.unesco.org/creativity/en>.

Adams, L. (2020). The Benefits of Intergenerational Arts-Based Experiences for Older Adults: A Review of the Literature. *Expressive Therapies Capstone Theses*. [online] Available at: https://digitalcommons.lesley.edu/expressive_theses/359 [Accessed 22 May 2023].

Aguilera-Hermida, A.P. (2020). Fighting Ageism through Intergenerational Activities, a Transformative Experience. *Journal of Transformative Learning*, [online] 7(2). Available at: <https://jotl.uco.edu/index.php/jotl/article/view/276> [Accessed 22 May 2023].

Assefa, Y., Moges, B.T. and Tilwani, S.A. (2022). The provision of adult education in Ethiopia: 'policy initiatives and practice' in focus from qualitative findings – A meta synthesis study. *Heliyon*, 8(10), p.e11158. doi:<https://doi.org/10.1016/j.heliyon.2022.e11158>.

Ates, H. and Alsal, K. (2012). The Importance of Lifelong Learning has been Increasing. *Procedia - Social and Behavioral Sciences*, [online] 46, pp.4092–4096. doi:<https://doi.org/10.1016/j.sbspro.2012.06.205>.

Tuijnman, A. and Boström, A.-K. (2002). *International Review of Education/ Internationale Zeitschrift fr Erziehungswissenschaft/ Revue inter*, 48(1/2), pp.93–110. doi:<https://doi.org/10.1023/a:1015601909731>.

Barnes, T.L., Ahuja, M., MacLeod, S., Tkatch, R., Albright, L., Schaeffer, J.A. and Yeh, C.S. (2022). Loneliness, Social Isolation, and All-Cause Mortality in a Large Sample of Older Adults. *Journal of Aging and Health*, p.089826432210748. doi:<https://doi.org/10.1177/08982643221074857>.

Barth, M., Godemann, J., Rieckmann, M. and Stoltenberg, U. (2007). Developing key competencies for sustainable development in higher education. *International Journal of Sustainability in Higher Education*, 8(4), pp.416–430. doi:<https://doi.org/10.1108/14676370710823582>.

Buffel, T., De Backer, F., Peeters, J., Phillipson, C., Reina, V.R., Kindekens, A., De Donder, L. and Lombaerts, K. (2014). Promoting Sustainable Communities through Intergenerational Practice. *Procedia - Social and Behavioral Sciences*, 116, pp.1785–1791. doi:<https://doi.org/10.1016/j.sbspro.2014.01.472>.

Challenging ageism A guide to talking about ageing and older age. (2021). Available at: <https://ageing-better.org.uk/sites/default/files/2022-01/Challenging-ageism-guide-talking-ageing-older-age.pdf>

Dauenhauer, J., Hazzan, A., Heffernan, K. and Milliner, C.M. (2021). Faculty perceptions of engaging older adults in higher education: The need for intergenerational pedagogy. *Gerontology & Geriatrics Education*, pp.1–22. doi:<https://doi.org/10.1080/02701960.2021.1910506>.

de Souza, E. (2010). A Reflective Journey into Intergenerational Activities through the Journal of Intergenerational Relationships. *Journal of Intergenerational Relationships*, 8(2), pp.109–112. doi:<https://doi.org/10.1080/15350771003745080>.

Fang, M.L., Sixsmith, J., Hamilton-Pryde, A., Rogowsky, R., Scrutton, P., Pengelly, R., Woolrych, R. and Creaney, R. (2023). Co-creating inclusive spaces and places: Towards an intergenerational and age-friendly living ecosystem. *Frontiers in Public Health*, 10. doi:<https://doi.org/10.3389/fpubh.2022.996520>.

Friedman, A.L. (2012). *Continuing professional development : lifelong learning of millions*. Abingdon, Oxon ; New York, Ny: Routledge.

Giraudeau, C. and Bailly, N. (2019). Intergenerational programs: What can school-age children and older adults expect from them? A systematic review. *European Journal of Ageing*. doi:<https://doi.org/10.1007/s10433-018-00497-4>.

Levy, S.R. and Macdonald, J.L. (2016). Progress on Understanding Ageism. *Journal of Social Issues*, 72(1), pp.5–25. doi:<https://doi.org/10.1111/josi.12153>.

Lou, V.W.Q. and Dai, A.A.N. (2017). A Review of Nonfamilial Intergenerational Programs on Changing Age Stereotypes and Well-Being in East Asia. *Journal of Intergenerational Relationships*, 15(2), pp.143–158. doi:<https://doi.org/10.1080/15350770.2017.1294427>.

LOWE, S.S. (2000). Creating Community. *Journal of Contemporary Ethnography*, 29(3), pp.357–386. doi:<https://doi.org/10.1177/089124100129023945>.

Lupien, S.J. and Wan, N. (2004). Successful ageing: from cell to self. *Philosophical Transactions of the Royal Society of London. Series B: Biological Sciences*, 359(1449), pp.1413–1426. doi:<https://doi.org/10.1098/rstb.2004.1516>.

Merriam, S.B. and Kee, Y. (2014). Promoting Community Wellbeing: The Case for Lifelong Learning for Older Adults. *Adult Education Quarterly*, 64(2), pp.128–144. doi:<https://doi.org/10.1177/0741713613513633>.

Moberg, D.O. and Nelson, T.D. (2003). Ageism: Stereotyping and Prejudice against Older Persons. *Contemporary Sociology*, 32(5), p.563. doi:<https://doi.org/10.2307/1556464>.

Murayama, Y., Ohba, H., Yasunaga, M., Nonaka, K., Takeuchi, R., Nishi, M., Sakuma, N., Uchida, H., Shinkai, S. and Fujiwara, Y. (2014). The effect of intergenerational programs on the mental health of older adults. *Aging & Mental Health*, 19(4), pp.306–314. doi:<https://doi.org/10.1080/13607863.2014.933309>.

Oğlak, S. And Canatan, A. (2020). Yaşam Boyu Öğrenme Ve Aktif Yaşlanma Bakış Açısından Üçüncü Yaş Üniversiteleri: İyi Uygulama Örnekleri. *Yaşlı Sorunları Araştırma Dergisi*. doi:<https://doi.org/10.46414/yasad.726075>.

Patrício, M.R. and Osório, A. (2016). Intergenerational Learning with ICT: A Case Study. *Studia paedagogica*, 21(2), pp.83–99. doi:<https://doi.org/10.5817/sp2016-2-6>.

Sljivic, H., Sutherland, I., Stannard, C., Ioppolo, C. and Morrisby, C. (2021). Changing attitudes towards older adults: Eliciting empathy through digital storytelling. *Gerontology & Geriatrics Education*, pp.1–14. doi:<https://doi.org/10.1080/02701960.2021.1900838>.

Stephen, P.L. (2023). *The Craft(y) Revival: Community and Knowledge-Sharing in Textile-based Crafts*. [online] openresearch.ocadu.ca. Available at: <https://openresearch.ocadu.ca/id/eprint/4014> [Accessed 22 May 2023].

Subotnik, R.F., Edmiston, A.M., Cook, L. and Ross, M.D. (2010). Mentoring for Talent Development, Creativity, Social Skills, and Insider Knowledge: The APA Catalyst Program. *Journal of Advanced Academics*, 21(4), pp.714–739. doi:<https://doi.org/10.1177/1932202x1002100406>.

Tempest, S. (2003). Intergenerational Learning. *Management Learning*, 34(2), pp.181–200. doi:<https://doi.org/10.1177/1350507603034002002>.

Unesco.Org. (2022). Available At: <https://unesdoc.unesco.org/ark:/48223/pf0000377820>.

Wu, J., Siu, K.W.M. and Zhang, L. (2023). Intergenerational Integration in Community Building to Improve the Mental Health of Residents—A Case Study of Public Space. *Behavioral Sciences*, 13(4), p.292. doi:<https://doi.org/10.3390/bs13040292>.

Wynia, K., Scott, M. and Gillett, J. (2019). Comparing Australian and Canadian public library systems: A qualitative investigation of older adult public library programming and services. *macsphere.mcmaster.ca*. [online] Available at: <http://hdl.handle.net/11375/25102> [Accessed 25 May 2023].

Yuan, Y. and Yarosh, S. (2019). Beyond Tutoring. doi:<https://doi.org/10.1145/3290605.3300679>.

Fletcher, S.K. (2007). Intergenerational Dialogue to Reduce Prejudice. *Journal of Intergenerational Relationships*, 5(1), pp.6–19. doi:https://doi.org/10.1300/j194v05n01_02.

Gonzales, E. and Jarrott, S. (2022). Applying an Anti-Racist and Anti-Ageist Lens to Intergenerational Volunteer Opportunities: Centering the Social Construction of Race and Age to Promote Equity. *archive.nyu.edu*. [online] Available at: <http://hdl.handle.net/2451/64015> [Accessed 26 May 2023].

Han, J. and Richardson, V.E. (2014). The relationships among perceived discrimination, self-perceptions of aging, and depressive symptoms: a longitudinal examination of age discrimination. *Aging & Mental Health*, 19(8), pp.747–755. doi:<https://doi.org/10.1080/13607863.2014.962007>.

Glover, I. and Branine, M. (2001). *Ageism in Work and Employment*. doi:<https://doi.org/10.4324/9781315185972>.

Vervaecke, D. and Meisner, B.A. (2020). Caremongering and Assumptions of Need: The Spread of Compassionate Ageism During COVID-19. *The Gerontologist*, 61(2). doi:<https://doi.org/10.1093/geront/gnaa131>.

Bibby, C.L. (2008). Should I Stay or Should I Leave? Perceptions of Age Discrimination, Organizational Justice, and Employee Attitudes on Intentions to Leave. *The journal of applied management and entrepreneurship*. [online] Available at: <https://www.semanticscholar.org/paper/Should-I-Stay-or-Should-I-Leave-Perceptions-of-Age-Bibby/ef2c632557e35682f2edd5b5703d94064bac4635> [Accessed 26 May 2023].

Rosenthal, B., Cardoso, F. and Abdalla, C. (2020). (Mis)Representations of older consumers in advertising: stigma and inadequacy in ageing societies. *Journal of Marketing Management*, pp.1–25. doi:<https://doi.org/10.1080/0267257x.2020.1850511>.

Farrell, T.W., Hung, W.W., Unroe, K.T., Brown, T.R., Furman, C.D., Jih, J., Karani, R., Mulhausen, P., Nápoles, A.M., Nnodim, J.O., Upchurch, G., Whittaker, C.F., Kim, A., Lundebjerg, N.E. and Rhodes, R.L. (2022). Exploring the intersection of structural racism and ageism in healthcare. *Journal of the American Geriatrics Society*. [online] doi:<https://doi.org/10.1111/jgs.18105>.

PROJECT PARTNERS



PROJECT NUMBER: 2021-1-DE02-KA220-ADU-000026529

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

