

U3A for OA

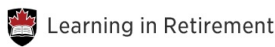
Timothy A. Pynchyl

Director, Centre for Initiatives in Education



Questions to guide your listening

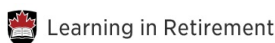
- What do you want out of an educational program designed for older adults?
- What's missing in your experience now?
- What should Older Adult Education (OAE) look like in the future?



OAE at Canadian Universities

Research by Bill Kops UofManitoba

- university-based older adult (55+) education at anglophone universities in Canada
- how OAE is practiced in these Canadian universities
- why universities offer educational programs for older adults
- what challenges they face in sustaining /developing OAE programs



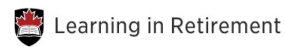
Universities of the Third Age for Older Adults

A Survey of Older-Adult Education
at Canadian Universities



Outline

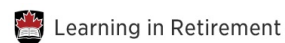
- Background to a recent study of OAE in Canada
- Results of the study as analyzed to date
- Summary of LinR at Carleton
- Discussion of the questions I posed:
 - What do you want out of an educational program designed for older adults?
 - What's missing in your experience now?
 - What should Older Adult Education (OAE) look like in the future?



OAE at Canadian Universities

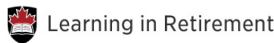
BACKGROUND

- Between 2005 and 2036, the number of older adults will increase from 4.2 to 9.8 million
- older adults' share of the population will almost double increasing from 13.2% to 24.5%
- today's older adults are significantly different from those of several decades ago. OAs live longer, obtain higher levels of education, seek opportunities to travel, maintain careers, and have interests and social networks



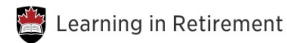
On retiring from the workforce, Older adults:

- want creative challenges, intellectual stimulation, pleasure in learning, master of new skills, control of their learning, and the ability and opportunity to contribute to their community
- cope better with constant societal change as a result of learning, and enjoy better health when they are stimulated by continued learning.
- are motivated by multiple factors to participate in educational activities that positively support transitional processes (retirement/new employment), as well as contribute to a good quality of life through physical, mental, and/or emotional health and personal satisfaction in later life—that is, a sense of successful aging.



Clear Benefits for All

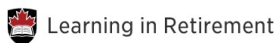
- Istance (2015) argued that education for older adults is as important as early childhood education because it is critical to active aging, which benefits older adults as individuals and the societies in which they live.
- Merriam and Kee (2014) pointed out that participation in learning by older adults adds to community wellbeing because of the contribution of life experience, expertise, and service of engaged OA.



OAE at Canadian Universities

METHOD – Sample

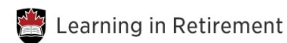
- Institutions with continuing education units that were members of the Canadian Association of University Education (CAUCE).
- Plus U15 Institutions
- Plus Google search on *senior, older adult, elder* along with the words *university* and *education* in an effort to identify other Canadian universities that were not CAUCE or U15 members that had programs targeted to OA.



OAE at Canadian Universities

METHOD – Multi-Stage Approach

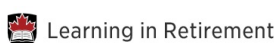
- Web search, Short and long surveys, in-depth interviews
- 50 universities were identified and sent a short survey (do you offer OA programs? Contact?)
- 68% response rate with 36% (18) offering OAE
- Long survey to 18, 100% response rate
- Follow-up interviews (in person/teleconference)



OAE at Canadian Universities

RESULTS – Support?

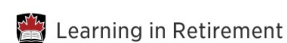
- 93% indicated program encouraged by universities
- Top three reasons:
 1. Serve the growing population of OA
 2. Satisfy mandate of continuing education
 3. Fulfill commitment to community engagement
- This support was strongest and longest-lasting when deans/directors view OAE programming from a community engagement/community service perspective versus a program specific, revenue-cost perspective.



OAE at Canadian Universities

RESULTS – Success Factors

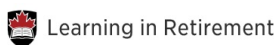
- At a bare minimum, classroom space was provided, but more often the services and supports were expanded to include technology support, marketing design and production, financial and registration services, and office space.
- Regardless of supports provided, key to the success of OAE programs, particularly affiliated programs, was the **university brand**. Branding OAE programs distinguished them from community-based OA programs in terms of quality, academic substance, and value.



OAE at Canadian Universities

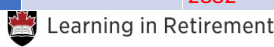
RESULTS – OAE Practice

- 11 of the 18 programs in the study offered through Continuing Education, others with outside community partners in a hybrid model
- Cost recovery an issue for many/most programs
- Question remains as where is “best” to host OAE programs (CE, community, combination)



LinR Development/Growth

Year	# of lecture series, lectures, and workshops	# of registrations
2000	3	63
2001	12	296
2002	13	313
2003	20	581
2004	22	718
2005	22	860
2006	32	1034
2007	35	1205
2008	30	620*
2009	41	1053
2010	38	1184
2011	30	877
2012	40	1562
2013	46	1796
2014	49	2218
2015	62	2750
2016	73	2882



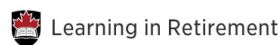
Titles of lectures and lecture series
offered Fall 2016 - Summer 2017

- | | |
|---|---|
| Art and Mythology | • <i>Plato's Republic</i> |
| • <i>Manicures: The Art of Love in the Late Renaissance</i> | • <i>Disrupting Nations of Healthy Eating in Canada</i> |
| • <i>Actively Listening to Music</i> | • <i>A Flourishing Art: Sculpture and Architecture in the Gardens and Woods of Italian Renaissance Villas</i> |
| • <i>Getting to Know Your Brain</i> | • <i>In Defense of Politics</i> |
| • <i>Big Impact of Small Science: Nanotechnology and Biomimeticology</i> | • <i>Seven Wonders of the Muslim Civilization</i> |
| • <i>Genetically Modified Everything- Applications of Modern Genetics Engineering</i> | • <i>Famous Artists of the Italian Renaissance</i> |
| • <i>Impressionism and Beyond</i> | • <i>Road Trip USA: Exploring the Musical History of Six American Cities</i> |
| • <i>Conversational Italian</i> | • <i>Plagues in Pandemic: Our Struggle to Understand and Control Infectious Disease</i> |
| • <i>Hot Q&A: Press: New Research in Neuroscience</i> | • <i>Germany From 1871 to the Present</i> |
| • <i>Orientalism I: Chinoiserie, the Exotic, and Rococo Art</i> | • <i>Women and Islam</i> |
| • <i>Orientalism II: The Love of the East 19th-century Painting</i> | • <i>History of Human Nature</i> |
| • <i>Words of the High One: An Exploration of Viking Writing</i> | • <i>Impact of Vitamins and Nutrients on Neurological Function</i> |
| • <i>Israel/Palestine: There Are Hopes for a Two-State Solution?</i> | • <i>The Planning History of Canada's Capital</i> |
| • <i>On the Road Again: 10 of the Best Travelling Songs</i> | • <i>Science, Faith, and Society</i> |
| • <i>Fakes, Forgeries and Fame: The Art of Deception</i> | • <i>How Architects Live and Die</i> |
| • <i>Aboriginal Rights in Canada</i> | • <i>French Art of the 18th and 19th Centuries</i> |
| • <i>From Longhouse to Lumber to Legislation</i> | • <i>My Life as a Botanist: A Springboard for Memoirs</i> |
| • <i>Behind the Headlines: Current News and World Events</i> | • <i>Poetry: The Open Mind</i> |
| • <i>Stories From Our Lives: Remembering Through Food</i> | • <i>Film Music: The Sounds of Hollywood</i> |
| • <i>Remembering through Reading - The Stories of My Life</i> | • <i>World Heritage in Danger</i> |
| • <i>An Introduction to Reggae and Jamaican Music</i> | • <i>Reactions to Romanization</i> |
| • <i>Canadian Security in Context</i> | • <i>Island/Islet(s): WOI-A-Some End?</i> |

Learning in Retirement

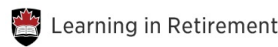
at Carleton University

- Began in 2000 through Development and Alumni
- Moved to CIE in 2003/Full-time administrator 2011
- Format
 - Six-week lecture series
 - "One-off" lectures
- Expanding with
 - CUALL (Carleton University Association for Life-Long Learners)
 - Language Learning Series
 - Access to undergraduate courses at reduced fee



Learning in Retirement

- **4750** active Learning in Retirement participants.
- Current regular schedule:
 - Winter session (Jan-Feb)
 - 2 Spring sessions (Mar-May)
 - Spring evening lecture session (May)
 - Summer session (June)
 - 2 Fall sessions (Sept-Dec)
 - Fall evening lecture session (Oct)
- On average, 10-13 lecture series and workshops in any given 6-week session (winter, spring, fall), and 6 lecture series in the 4-week summer session. Evening lecture sessions offer between 5-8 one-time lectures in a given month (May or October). This averages out to about 70-80 separate offerings per year.



Titles of lectures and lecture series
offered Fall 2016 - Summer 2017

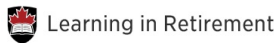
- The Idea of Science: Physical Science
- War and Medicine in East Asia: 1821 – Present
- Biological Warfare: Modern Medicine vs Ancient Disease
- Fight Contemporary Italian Writers
- A Brief History of Texas: Deeds, Dicks, Mills, Adkins, Mingus and More
- Fishes Examining Animals
- I Ain't Marching Anymore: Songs of War and Peace
- Babylon in the Big Bang: The First of the Journey
- Art Appreciation: Renaissance to Romanticism
- Russia from 1205 to the Present
- Actively Listening To Music
- Great 20th Century Mystery and Suspense Fiction
- Inspiration: One Family, Three Generations
- Frames in the Era of Louis XIV
- Creative Writing: Examining and Experimenting
- Stories From Our Lives
- Art Appreciation: Renaissance to Romanticism
- Who Do You Think You Are? The Basics of Genealogy
- The Ottoman Empire: From Expanding Power to the Sick Man of Europe
- Intermittent Issues in Human Ecology
- From Lighthouse to Lumber to Legislation: An Annotated History of Ottowa
- Babylon in the Big Bang: The First Billion Miles
- Behind the Headlines: Current News and World Events
- The Brain and the Mind: The Neurophysiology of Being Human
- Walking Through Time's History: "Forgotten Stories" from a Radical Tour Guide
- Kings Of Ice? It's All G7/G8? It's All G7! Everything You Need to Know About Caring For Your Collection or Family Heirlooms
- The Personal Journal: A Springboard for Memoir
- Spy Fiction and Geopolitics
- The Design of Western Landscapes from the Renaissance to the Present
- The History of the Blues
- "Gilded Follies and Narcissus": Grotesques in Renaissance Italy
- Russian Art and Literature: A Window to the Russian Soul

Over the years, we have offered approximately **550 lecture series, lectures, and workshops.**

OAE at Canadian Universities

Changing Demographics

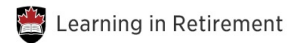
- there is a changing OA demographic in terms of health, education, technological savvy, and lifestyle. In other words, the current OAE programs were not necessarily designed for a new generation of OA.
- universities need to ponder how changing characteristics of older adults could impact OAE programs
- Online courses? Wider “catchment”
- Courses to facilitate second careers? (nights, weekends)
- Need to address diversity, underserved communities



OAE at Canadian Universities

Conclusions

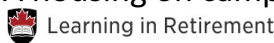
- It makes sense for universities to pay attention to this expanding demographic, but to meaningfully engage OA, universities need to embrace OAE unconditionally, rather than solely relying on the efforts of continuing education units operating under cost recovery budgets.



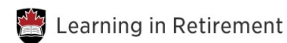
OAE at Canadian Universities

Conclusions

- The concept of a community of learners potentially exposes OA to a fuller range of university resources and opportunities, including opportunities to participate in research, work on outreach activities, attend talks, events, lectures, engage in **intergenerational learning**, and could go as far as to provide OA housing on campuses.



Intergenerational Learning



Questions to guide our discussion

- What do you want out of an educational program designed for older adults?
- What's missing in your experience now?
- What should Older Adult Education (OAE) look like in the future?

