AGHEXCHANGE

AGHE | ACADEMY FOR GERONTOLOGY IN HIGHER EDUCATION.

February 2021: Volume 44, Issue #1

Welcome from the AGHE Section Chair

Dear Colleagues:

I hope you are staying warm during this unseasonably cold winter – and, brrr, Punxsutawney Phil saw his shadow on Groundhog Day, predicting six more weeks of winter…. well, what else would you expect this year? But he did predict a "beautiful spring". So, that is what I am looking forward to next month.

Until then, get your abstracts together for the annual scientific meeting to be held (hopefully, in person) in sunny Phoenix, AZ from November 10-14th. They are due March 11th. Reach out to your AGHE colleagues and those in other sections and interest groups for ideas around the theme "Disruption to Transformation: Aging in the 'New Normal'". We certainly know about that after transforming to virtual learning and teaching methods during the last few months. We have led the way!

Also, while waiting for spring, you can nominate a distinguished colleague for Fellowship in AGHE and think about volunteering for the new AGHE Communications Workgroup. There is also a webinar on older adults and COVID-19 sponsored by The New School, UMass Boston and the *Journal of Aging and Social Policy* on February 19th and a virtual conference on Generating Resources for Geropsychology Education on March 2nd and 4th. Information on all of these is in this latest edition of our newsletter. Before you know it, spring will be here and, hopefully, a slow transition to normalcy.

Peace,

Judy

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GSA Annual Meeting Call for Abstracts is Open

Submit your abstract for this year's GSA Annual Scientific Meeting! The Call for Abstracts will be open until March 11, 2021. The theme for the meeting is "Disruption to Transformation: Aging in the 'New Normal'". It will be held in Phoenix from November 10-14, 2021. Keep an eye out for additional information about the meeting by visiting the GSA 2021 Annual Scientific Meeting website.

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Nominate a Colleague for the AGHE Fellow Distinction!

The GSA/AGHE Fellow status is the highest class of membership within the Society. *Nominations are open until February 15*. This distinction is an acknowledgment of outstanding and continuing work in the field of gerontology for the entire Society. The nomination must come from a current fellow in the candidate's own section. Complete details are available at http://www.geron.org/fellows.

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Seeking Volunteers for the New AGHE Communications Workgroup

AGHE is launching a new Communications Workgroup focused on producing content for our three main communication outlets: *AGHExchange*, the *Gerontology News* education column and the AGHE Connect Community. We are recruiting up to six volunteers who are interested in engaging in writing, editing, and connecting with colleagues. The role comprises a 2-year term and requires approximately 2 hours a month.

For more information and to apply, click here. The deadline for applying is *Wednesday, February 24*. Questions? Contact Lisa Borrero, *AGHExchange* Editor and AGHE Communications Workgroup Chair, at borrerol@uindy.edu or Gena Schoen, Senior Manager, Membership & Member Engagement, at gschoen@geron.org

Looking for Teaching Inspiration? Check Out AGHE's New
75+ Resources for Gerontology Education

Several of your AGHE colleagues, members of the Educational Resources Subgroup of the Academic Program Development Workgroup, have put together a valuable list of resources for gerontology education that is hot off the press! It comprises a collection of 75+ teaching resources representing a broad range of gerontology-based materials (e.g., videos, teaching tips, webinars, research, syllabi, open education resources) to assist both new and seasoned gerontology educators. Download the PDF of this terrific resource here.

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Upcoming Webinar on Older Adults and COVID-19

The New School, UMass Boston, and the Journal of Aging & Social Policy are co-sponsoring a webinar, "Older Adults and COVID-19: Implications for Aging Policy and Practice". The webinar is based on a special double-issue of the *Journal of Aging & Social Policy (JASP)* that has recently been released as a book by Routledge, Taylor & Francis Group. The webinar will take place Friday, February 19 at 2:00 to 4:00 p.m. (EST).

Click here to register.

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Reminder: *Building Bridges* Virtual Conference to Take Place in March

The upcoming virtual conference, *Building Bridges: Generating Resources for Geropsychology Education*, will address workforce pipeline barriers at all levels – including but not limited to the shrinking number of applicants to academic positions focused on aging.

If you registered already – Thank you! You should have received a calendar invitation with zoom link. If you have not yet registered, please consider doing so!

Conference Dates: March 2 & 4, 2021 from 4:00-6:00PM U.S. Eastern Time

Registration link: http://novisurvey.net/ns/n/BRIDGE.aspx

Background: In 2006, 50 geropsychologists met for the Pikes Peak Training Conference. Challenges in the field remain, most notably the shrinking number of applicants for academic

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positions focused on aging. This loss is a concern as several prominent geropsychologists are poised to retire, which carries many downstream effects, including shrinking of the applicant pool for geropsychology-focused internships and fellowships and ultimately reducing our capacity to serve the growing number of older adults. The conference will focus on enhancing interest in geropsychology at all levels.

Participants: This free, working conference is open to all those interested in advancing geropsychology – students/trainees, geropsychologists, and colleagues with ideas to share.

Conference Planning Committee:

- Rebecca Allen, PhD, ABPP
- Brian Carpenter, PhD
- Joe Dzierzewski, PhD
- Flora Ma, MS
- Michelle Mlinac, PsyD, ABPP
- Joann Montepare, PhD
- Jennifer Moye, PhD, ABPP
- Kadija Williams, PhD

Conference Supporters:

- GSA's Academy for Gerontology in Higher Education
- American Board of Geropsychology
- APA Division 20: Adult Development and Aging
- APA Division 12:2: Society of Clinical Geropsychology
- Council of Professional Geropsychology Training Programs
- Psychologists in Long Term Care

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Recent Issue of *Advancing Age Inclusivity in Higher Education* Highlights Strategies for Campuses to Make a Real Difference

The recent issue of the GSA Newsletter *Advancing Age Inclusivity in Higher Education* is not to be missed! This issue explores how age-friendly campuses have the capacity to offer educational opportunities and make community connections that can contribute in important ways to the

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health and well-being of individuals as they age. Comments and suggestions are very much welcomed from readers for other topics to explore. Please send correspondence to ageinclusive@geron.org.

Click here to view the issue in full:
https://www.geron.org/images/gsa/afu/AFU_Newsletter_0121.pdf

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Bringing Out the Creativity in Your Students: Visual Demonstrations of Learning

Lisa Borrero, PhD
University of Indianapolis

About 20 years ago, the structure of Bloom's Taxonomy's cognitive domain was revised to include active instead of static terms to represent the hierarchy of student learning objectives. For example, "knowledge" was adjusted to "remembering" and "comprehension" to "understanding". The highest level of the model is now deemed "creating" (having moved up in the hierarchy from the original "synthesis"). Specifically, this level refers to, "Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing" (Shabatura, 2013, para. 2).

Providing students with opportunities to demonstrate their learning at these levels is paramount not only for instructors to evaluate their progress on established learning outcomes, but also for students to have an ability to engage with course material in increasingly creative and complex ways. For example, to promote the fulfillment of learning objectives concerned with "creating", gerontology instructors can ask students to craft deliverables that allow them to visually demonstrate their mastery of certain course concepts. This approach also allows for a deviation from the humdrum routine of written demonstrations of learning (e.g. papers and discussion forums) by appealing to a different set of student skills.

Of course, there are many approaches by which to involve gerontology students in a form of creation, using learning objectives starting with terms such as "construct", "design", and "produce". Each can be tailored to incorporate a wide range of requirements for students, from a straightforward, one-time assignment, to a longer-term project involving a deeper dive into course concepts. Some approaches include:

- Demonstrating relationships between different ideas through the use of **concept maps** (e.g. Coggle, MindMup). For example, depicting relationships between ideas and themes found in a gerontology literature review, and demonstrating avenues of community collaboration to address the needs of older adults.
- Presenting a collection of information via interactive, visually-appealing **digital documents or platforms** (e.g HyperDocs, Blendspace). For example, creating a quick-guide for family caregivers about key community resources, stress-reduction tips, and tools for organizing a healthy daily routine.
- Communicating components of a story or larger idea inspired by the "**book bento**" strategy (e.g. Thinglink, Piktochart, Buncee). In this strategy, objects are collected that represent a story or collection of related ideas, photographed as a whole, and annotated to describe their meaning. For example, using a collection of personal objects to represent unique components of optimal aging (then annotating each object using course concepts and credible sources).
- Presenting a visual gallery of information/concepts on a **digital wall** (e.g. Padlet). For example, representing unique ways in which ageism can be dismantled.
- Uncovering the meaning of a complex concept via **photo elicitation**. For example, exploring the meaning of "age-friendly communities" via a series of photographs taken by students to represent various aspects of this concept.
- Articulating learning through a variety of different **multimedia presentations** (e.g. Animoto, iMovie). For example, presenting key concepts gleaned from a series of interviews with older adults about meaning-making over the life course.