

# **Intergenerational Education Programs in Leisure and Aging Courses: Older Adult and Student Experiences**

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## **Abstract**

*Intergenerational education programs that bring young people together with older adults to learn from and with one another have been receiving greater attention in recent years. Yet, limited systematic information is available on the experiences for participants and the potential benefits these programs might provide. The purpose of this study was to examine the experiences of older adults and students in intergenerational education seminars offered as part of a university-level course on leisure in later life. Eight senior class assistants participated in small, student seminars over a 12-week period. At that end of the 12-week term, the older adults participated in semi-structured, in-depth interviews and the students completed an open-ended questionnaire designed to examine their experiences in the seminars. Both the older adults and the students overwhelmingly described their experiences in the intergenerational seminars as positive. Four themes reflected the positive outcomes described by the older adults: personal rewards, opportunity to make worthwhile contribution, exposure to young, and breakdown of stereotypes. The students also identified four factors that contributed to their beneficial experience: innovative learning experience, opportunity for sharing different perspectives, reduction of stereotypes, and effective learning tool. Nonetheless, better preparation for senior volunteers and alternative methods of student evaluation in the seminars may be necessary to enhance the overall experience for both students and older adults.*

**Keywords:** intergenerational education programs, senior volunteers, leisure curriculum development, leisure and aging

## **Biographical Information**

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## **Introduction**

Much research has been conducted on intergenerational issues such as attitudes of the general population and of youth and adolescents towards older adults (Green, 1981;

Isaacs & Bearison, 1986; Kite & Johnson, 1988; Marks, Newman, & Onawola, 1985; Miller, Blalock, & Ginsbury, 1984; Seefeldt, Jantz, Galper, & Seroock, 1977). Much less research has focused on older adults' perceptions of younger generations (Chapman & Neal, 1990; Higgans & Faunce, 1977; Seefeldt, Jantz, Seroock, and Bredekamp, 1982). Both of these lines of inquiry led to the call for and development of intergenerational programs; that is, opportunities for "systematic and deliberate interaction between persons at different places along the age continuum" (Newman & Smith, 1997, p. 3). These researchers believed that negative attitudes held by children about older adults and by older adults about younger generations could be reduced or eliminated if different generations had meaningful opportunities to interact with and support and nurture one another. Thus, intergenerational programs have been growing in popularity over the past several decades (Newman, Ward, Smith, Wilson, & McCrea, 1997; Struntz & Reville, 1985; Tice, 1985), although the types vary widely and can include tutorial endeavours, educational enrichment activities, artistic efforts, and human service, recreational, and foster grandparent programs (Aday, Rice, & Evans, 1991).

Intergenerational education programs have received particular attention over the past decade. These programs are specifically designed to "bring different generations together to learn from and with one another" (Manheimer, 1997, p. 80). Given their potential to breakdown prejudice and stereotypes, to build common bonds between generations, and ultimately to develop stronger communities, Manheimer (1997, p. 90) argued that "intergenerational learning is not only an attractive educational idea ... [but] a socially positive one as well." Nonetheless, most intergenerational education initiatives focus on bringing young children and adolescents together with older adults, so our understanding of intergenerational education programs which bring university students and older adults together in shared learning opportunities is quite limited. Moreover, most of the literature on intergenerational education programs focuses on describing existing programs. Very little empirical research has examined outcomes of intergenerational programs and, therefore, limited systematic information is available on the experiences for older adults and young people and the potential benefits these programs might provide (Kuehne, 1992).

The limited empirical research that does exist suggests that older adult volunteers in intergenerational programs may experience increased life satisfaction, positive effects on health, enhanced self-esteem, and positive changes in everyday memory performance (Newman, Karip, & Faux, 1995; Newman & Larimer, 1995; Saltz, 1970, 1971). Some preliminary evidence also suggests that university students who have the opportunity to participate in intergenerational programs with older adults may show increases in grade point average and demonstrate increased knowledge about older adults compared to those students who do not have the same opportunity (Ward & McCrea, 1996).

Another line of inquiry has focused on identifying strategies or factors that are critical for intergenerational programs to be effective. This research emphasizes that the quality, not the quantity, of the contact is most important (Fox & Giles, 1993). The con-

tact has to be pleasant and rewarding for both groups, should be structured and intimate rather than informal or casual, and the activities in the programs must be perceived as useful by both groups (Aday, Sims, & Evans, 1991). The most effective programs provide students with information about aging as well as opportunities for discussion about feelings and perceptions with older adults themselves (Doka, 1985/1986; Fox & Giles, 1993).

Although intergenerational research provides some insight into the potential benefits of intergenerational programs and the strategies for effective programs, this research has been highly criticized for its reliance on quantitative methods and, more specifically, standardized measures that produce quantifiable outcomes. Ward (1997, p. 139) argued that: "[a]lthough these instruments have been very useful, they require older adults and children to respond to complex issues using predetermined categories, possibly limiting what researchers might learn about the participants' perspective." Ward recommended the use of more qualitative approaches in future research, which could focus on understanding participants' perspectives and individual experiences in intergenerational education programs. Consequently, employing a naturalistic approach as described by Lincoln and Guba (1985), the purpose of this study was to investigate the use of intergenerational education programs as a component of a third year, university-level course on leisure in later life. Specifically, the project was designed to examine the experiences of older adults and students in intergenerational seminars offered as part of a leisure and aging course. The research questions guiding the study were as follows: (1) How do older adults and university students describe their experiences in the intergenerational seminars? (2) What are the benefits for older adults and students, if any, of participating in the intergenerational seminars? and (3) What are the negative aspects for older adults and students, if any, associated with their participation in the intergenerational seminars?

## Method

In the summer of 1998, eight older adults were recruited to serve as volunteer senior class assistants (SCAs) in intergenerational student seminars in a Leisure and Aging course at a university in Southern Ontario, Canada. The senior volunteers were recruited through advertisements placed in local senior's centers and programs, as well as through announcements in the university newspapers, the local community newspaper, and through an interview with the instructor of the course about the project aired on a local radio station. Eleven older adults responded to the request for volunteers and eight were chosen and agreed to participate in the seminars. Table 1 presents the characteristics of the SCAs involved in the student seminars: five of the SCAs were female and three were male; they ranged in age from 63 to 81 years of age; all but two were married; they had a range of educational backgrounds from high school education to training as a medical doctor; and most had a long history volunteering, although two of the SCAs had had limited experience volunteering prior to their involvement in the student seminars.

TABLE 1  
*Characteristics of Senior Class Assistants*

<i>Pseudonym</i>	<i>Age</i>	<i>Marital Status</i>	<i>Education</i>	<i>Volunteer Experience</i>
David	73	married	undergraduate degree	long history volunteering
Mike	63	married	undergraduate degree	no previous volunteer experience
Olivia	71	widowed	college diploma	volunteering since retirement
Linda	79	married	post-graduate degree	long history volunteering
Barney	80	married	undergraduate degree	long history volunteering
Carol	66	widowed	high school diploma	very short history volunteering
Maggie	68	married	undergraduate degree	long history volunteering
Bonnie	81	married	some post-secondary	long history volunteering

The SCAs received two training sessions in August 1998. These sessions covered a number of topics including: (a) a discussion on the responsibilities of both the students and the SCAs in the seminars, (b) a detailed description of the procedures to be used for the seminars, (c) a review of the evaluation and grading procedures, and (d) a summary of the topics and readings to be explored in the seminars. The SCAs began attending the student seminars in September, participating one hour per week over a 12-week period. The students also attended a two-hour lecture per week that the SCAs were also invited to attend.

Five student seminars were run simultaneously, each with between 10 and 15 students who were enrolled in the Leisure and Aging class and one or two SCAs. The seminars were each focused on a different topic related to leisure in later life (e.g., trends in leisure behavior in later life, the meaning of leisure for older adults, leisure in long-term care facilities, senior's centers and clubs). A relevant reading was assigned for each seminar. The seminars began with a 15-minute presentation by a student in the seminar

related to the seminar topic, and that student was then responsible for facilitating discussion around the topic for the remainder of the seminar. The student leaders were also responsible for ensuring that the senior class assistants were integrated into the seminar discussion. The primary role of the SCAs in the seminars was to participate in discussions with the students on issues related to leisure in later life and to share their personal experiences and opinions with the students. They also were responsible for evaluating and grading the students' presentations and active participation in the seminars each week. Two separate evaluation forms outlining the evaluation criteria for student presentations and for student participation in the seminars were used for this purpose.

At the end of the 12-week term, the senior class assistants participated in semi-structured, in-depth interviews focusing on their experiences in the intergenerational seminars. The interviews explored the older adult's history of volunteering, the older adult's experience in the student seminars, the benefits of being an older adult volunteer in the student seminars, and the negative experiences or challenges associated with participation in the intergenerational seminars. All interviews were audio taped and lasted between 45 and 90 minutes. Once the interview tapes were transcribed and an initial analysis had been conducted, all transcripts were sent back to the senior class assistants as part of a member check (Lincoln & Guba, 1985). The older adults were asked to read their transcripts and the initial interpretations, and then indicate whether or not they accurately reflected their experiences as senior class assistants. The older adults also were asked to elaborate on or clarify issues raised in the interview that were important to them.

In the class directly following the last intergenerational seminar, the students were asked to complete an open-ended questionnaire. They were asked to describe their experiences in the intergenerational seminars; to indicate whether or not they felt there were any benefits associated with participation in the intergenerational seminars and, if so, to describe those benefits; and to indicate whether or not they felt there were any negative aspects associated with the intergenerational seminars and, if so, to describe those negative aspects. The students also were asked to describe what they liked most and what they liked least about the seminars and to provide suggestions for improving the student seminars. Fifty-two of the 65 students enrolled in the class completed the open-ended questionnaires.

A modified constant comparative method (Glaser & Strauss, 1967; Strauss & Corbin, 1990) was used to formally analyze the older adults' interview data and the student responses on the open-ended questionnaires. This method is consistent with naturalistic inquiry and, for the purposes of this study, involved: (1) coding all the data by sector or group, (2) identifying common and variable patterns by sector or group, (3) comparing emergent patterns across sectors or groups, and (4) identifying central themes or issues which were further explained by the patterns (Lord & Hearn, 1987). The constant comparative method is particularly useful in studies with multiple sources of data. Inconsistencies and consistencies found in various data sources are explored in order to verify the findings. Further, "the method supports the researcher's focusing in on key

issues (themes) that emerge from the data and become categories of interest" (Snyder, 1992, p. 52). In the present study, the method allowed for comparisons between the SCAs and the students, and the identification of similarities and differences among the groups.

## Findings

### *Senior Class Assistant Experiences*

Both the older adults and the students overwhelmingly described their experiences in the intergenerational seminars as "enjoyable," "insightful," and "positive." Among the older adults, four themes emerged that described the positive outcomes they associated with their experiences: *personal rewards*, *opportunity to make worthwhile contribution*, *exposure to young*, and *breakdown of stereotypes*. In terms of personal rewards, the older adults appreciated the social aspect of the seminars and the opportunity to meet new people. Bonnie, for example, explained: "It was very pleasant, very enlightening and interesting. I learned something as well as met a lot of new people, both the kids and the other seminar leaders." As Bonnie alluded to in the previous quote, the older adults also felt that participating in the seminars allowed them the opportunity to continue to grow and to learn and they valued that opportunity. When Olivia was describing her experience in the seminar she emphasized: "I found out a lot of things that I didn't know." Similarly, Maggie stated: "It was learning, learning doesn't stop when graying starts." In addition, the SCAs described the sense of accomplishment they felt as a result of their endeavors. Maggie explained this: "I think everybody wants to feel like they are accomplishing something ... and I think that this volunteer job was absolutely perfect for somebody who wanted to set a goal and meet it."

The older adults also emphasized how they felt that they were able to contribute something worthwhile by sharing their experiences with the students. Olivia stated: "I was able to contribute to [the students] ... and they learned something from me...It is a great satisfaction to be needed and appreciated." Barney expressed similar thoughts: "It was a very satisfying experience in terms of being able to share my experiences. I also made a few contributions because I was older than everyone else and have experienced more." Mike also explained:

Trying to give instruction and example and help young people is about the most useful thing you could possibly do. And this is what I kept saying to them [the students], seniors want to be useful, they want to be human, they want to be included, they want to feel confident, that they are (a) contributing and (b) that their contribution is appreciated."

The senior class assistants especially appreciated the opportunity to interact with young people. The seminars exposed the SCAs to the views and opinions that are valued by young adults and made them more aware and sensitive to the students' situations and perceptions. As Maggie stated: "The mix of ages in the seminar was of prime signifi-

cance. Young and old can learn so much of each other's needs by sharing ideas, goals, and experiences. Intergenerational mix equals a good concept for learning." Similarly, Olivia explained: "I liked interacting with the students, their views and opinions and also their interests. Generally it keeps you up to date on their feelings about social issues, their concerns, their fears." In addition to learning what was important to young people, many of the SCAs felt that having the opportunity to interact with younger people made them feel younger themselves. For instance, Carol explained: "Because you are with older people all the time but when you come here [to the University], you feel younger and I think the young people liked it. They like it when you are interested in what they are doing."

Finally, the older adults involved in the seminars felt that this particular experience was positive because it helped break down stereotypes about later life. It provided the students with the opportunity to see older adults in a different light, as "active" and "useful" human beings. Linda described this in her interview: "It exposed me to young adults and their enthusiasm and interests. But also they realized that we're not old fogies sitting on the sidelines waiting for everybody to cater to them...one of the students said I was hip and I thought that was the biggest compliment." When asked how the seminars helped to break down negative stereotypes, Olivia emphasized: "Just being there and letting the students see that we're volunteers at our age, that we still have something to give and that we're needed."

Two negative themes also emerged in the older adults' stories: *older adult related challenges* and *student related challenges*. Some of the challenges or negative experiences had to do with personal factors that detracted from the SCAs' ability to fully participate in the seminars. For example, a few of the older adults had difficulty hearing the students at times. Bonnie emphasized this in her interview: "Some of the people didn't speak very clearly so it was hard to hear them even if I was wearing my hearing aid."

The senior volunteers also felt uncomfortable with their lack of knowledge and personal experience with some of the subjects covered because it made it difficult for them to contribute meaningfully to the discussion. David explained: "Homes for the Aged, now I don't have any experience with that at all...and so I couldn't offer anything or even think along some of the lines that would be involved with that." Olivia expressed the same concerns about the seminar on senior's centers: "I wasn't aware of a lot of the situations, like....senior's centers. I never go to a senior's center." What was interesting after these seminars, however, is that some of the SCAs decided to go on the field trip to a long-term care facility with the class or chose to go and investigate their community senior's center on their own so they could learn more about these topics for future discussions with the students.

In addition, several of the older adults had difficulty evaluating the students and found this to be a negative aspect of the experience. David's thoughts on the marking component of his role were typical: "I didn't find this marking easy at all because there's two marking sheets and this is very subjective." Carol also felt insecure in the marking

part of the senior class assistant role: "I'm not that good at giving people marks. I'm not a teacher."

Other challenges or negative experiences were related to the attitudes and behaviors of some of the students involved in the seminars. The senior class assistants found it very disappointing when students had not done the required readings and when their presentations were not well prepared. Mike described one of his seminar experiences: "There was one presentation...and they made a mess of it in elementary ways, like getting their timing wrong and it's quite disappointing. I hoped they'd prepare better." Some of the older adults, thus, found some of the students unappreciative of the opportunity to attend university and take courses such as the Leisure and Aging course. Olivia explained why the lack of participation by the students was negative for her: "Because of the opportunity they had to attend university at perhaps their parents' expense and not appreciate it. Both Carol and I wished we had had these opportunities. Because I was giving my time it showed disrespect in my presence." David expressed similar disappointment in the students: "And the other disappointment was ... a lot of them didn't do the readings. I just felt these people were missing an opportunity...they're spending a lot of money, a lot of time and here's this stuff handed to them and they don't even read it ...that bothers me." Thus, many of the senior class assistants felt the students should take their opportunity to attend university more seriously and, in turn, be better prepared for seminar participation.

### *Student Experiences*

The students also described the intergenerational seminars as "an all around great experience." The students identified four factors that contributed to the beneficial experience in the seminars: *innovative learning experience*, *opportunity for sharing different perspectives*, *reduction of stereotypes*, and *effective learning tool*. First, the students at this university had seminars in all of their first and second year courses, so the use of seminars was not new to the students. However, the students emphasized that they found sharing the seminars with older adults "innovative" and "different" from their other seminars and classes and appreciated this change. On the open-ended questionnaire, the students made comments such as: "Overall, I thought it was an innovative and informative experience." "It was different than other seminars and I enjoyed it." "[This approach] created a 'new' type of atmosphere to the seminar."

The students also explained how they enjoyed hearing different perspectives from the older adults as these alternative perspectives challenged their own thinking. One student emphasized: "The seniors had knowledge, wisdom, and expertise of living as an elderly person because they were elderly themselves. They had very different views about leisure and aging as opposed to the students who only had information pertaining to class readings." Other students made similar comments: "It was really nice to have an older person's perspective on the different topics covered in the course – very enlightening and very positive." "The seminars were great – most enjoyable!! Having an older



adult as a facilitator was excellent. It truly made the seminars. They shared their insights and it was a chance for us to hear views from their perspectives." Other students emphasized that the seminars allowed both generations the opportunity to learn more about each other, their opinions and their situations. One student explained: "He learned from us and we learned from him. It allowed us to see their views and they learned ours too. I really enjoyed the feedback on things."

Similar to the SCAs, the students also felt that interacting with the older adults contributed to breaking down negative stereotypes about later life. As one student stated: "They were fun to have around. They demonstrated that old age is not sedentary and lonely as stereotypes suggest." Another student made similar comments: "The older adults in my seminar were informative, fun, and they kept on track. They had lots of experiences to share. This helps break older adult 'negative' stereotypes."

Finally, the students felt that having the opportunity to hear about the personal experiences of the older adults assisted in their learning, helping them to better understand the material taught in the lectures. The seminars allowed the students the opportunity to discuss the theoretical ideas being discussed in the lectures in real situations. One student explained: "The senior leaders were able to relate their experiences to us regarding their leisure and work activities. This enabled us to understand better some of the aspects of aging presented in lectures." Other students made similar comments: "The seminars gave the opportunity to discuss what we were learning in lectures"; "I think employing the senior assistants was the most beneficial means of conducting the seminars. They have personal experiences which can be related to the topics covered (in most cases) which offers us the most accurate accounts of what being a senior, especially in regards to leisure, is really about"; "The seminars explained the readings better and the older adults gave examples of how it related to their life style"; and "I felt that having the older adults was of benefit. Our seminar leader was able to give examples from his life that helped us to understand or reinforce points made."

The students did feel there were three negative aspects to the seminars: *problems associated with marking, challenges related to senior class assistant participation or approach, and lack of understanding of the leisure discipline*. Some of the students were uncomfortable being marked by the seniors as they felt they had neither the experience nor the qualifications to be grading student work. As one student commented: "I didn't like the fact that they marked us on participation and presentations. I don't feel that marks are going to be what they should be. I think it would be better to integrate the older adults into the seminars so we will still benefit from what they say, but NOT AS MARKERS." Related to this, a few students felt that the senior class assistants needed more guidance to ensure that the marks were fair and consistent across students and seminars. One student noted this on his/her questionnaire: "I think the older adults need more guidance and an outline from [the instructor] so that all senior class assistants are marking equal and contributing equally."

Other students described challenges related either to the level of participation in

the seminars or the approach taken to the seminars by the SCAs. For example, some students felt their senior class assistants participated too much in the seminars, sometimes dominating much of the seminar. One student stated: "Our leaders talked too much. It was hard to cut them off and they took over some of the discussion with facts that were not related to the seminar." Similarly, another student noted: "The senior class assistants were a good idea except in ours they kept talking way too much, sometimes talking about irrelevant material. It really helped, but having them talk so long made it drag on too long." In contrast, students in other seminars felt that their SCAs did not participate enough in the seminars for them to get anything out of it. One student, for example, stated: "The seminar leader for my seminar really did not say much throughout the course and, therefore, I do not feel that I really benefited." Another student wrote: "[The senior class assistants] were not very well integrated into the seminars. I felt as though they were mostly there to mark us." In relation to approach to the seminars, a few of the students did not like the approach that some of the SCAs took to their seminars, finding them to be too rigid and inflexible. As one student described: "Some of the negative aspects of having seminars facilitated by older adults was they did everything by the book. They were very anal. You had to be done by 5:30 p.m., no earlier, no later. Presenters only talked for 15 minutes or they [the SCAs] took marks off." This sometimes frustrated student presenters, as they did not feel they could be creative or innovative in their seminars. One student explained this as follows: "I didn't like how my seminar leader was so rigid. He thought his way was right and ours was wrong. When you tried something new, he was not very likely to take it."

Finally, a few of the students felt that the SCAs knew very little about the study of leisure or leisure concepts and theory and sometimes found this frustrating. Students made comments such as: "They had very little (or seemed to have) knowledge of recreation and leisure." "The senior class assistants had a low understanding of theory and key terms, for example, recreation versus leisure."

### **Conclusion and Recommendations**

This research has important curriculum implications as it examines the effectiveness and utility of the inclusion of older adults as senior class assistants in leisure and aging courses. The results suggest that intergenerational seminars may be an innovative and effective teaching tool, particularly in terms of relating leisure theory to practical lived experiences. The results also support previous research that suggests that intergenerational educational programs can be beneficial to both generations involved as long as a quality experience is provided (Fox & Giles, 1993). On the whole, both the students and senior volunteers found the experience rewarding and valued the opportunity for shared learning and personal growth. The older adults were also provided with an opportunity to continue to contribute to society and to demonstrate to students that they were useful and needed. Perhaps more importantly though, and as Manheimer (1997) suggested, these seminars appeared to have broader social implications by bringing these generations closer together in mutual understanding and sensitivity of each other's per-

sonal realities. Having the opportunity to interact with one another and share their different perspectives and experiences helped to break down negative stereotypes of older adults and later life for students and made the SCAs more aware of the opinions and circumstances of young people. These results support previous findings, which point to the potential of intergenerational education initiatives to breakdown stereotypes and to help build common bonds between generations (Aday, Sims, & Evans, 1991; Carstensen, Mason, & Caldwell, 1982; Caspi, 1984; Fox & Giles, 1993; Murphy-Russell, Die, & Walker, 1986). In doing so, intergenerational education programs may have the potential to ultimately develop stronger and more tolerant communities.

Nonetheless, both the older adults and the students noted some challenging or negative aspects of the seminars. The results of this study provide insight into how we might improve the experience for seniors and students and ways in which we might make the experience more meaningful for both generations. The following recommendations are based on comments given by both the students and the senior volunteers:

**1. *Provide a longer and more effective training period for senior class assistants:*** Provide a longer training period for the senior class assistants before they begin facilitating the seminars in order to ensure all SCAs understand the procedures for the seminars.

**2. *Explore alternative methods of student evaluation:*** Alternative methods of evaluation are needed to ensure that the older adults are not placed in a power position in relation to the students. In fact, equal status between groups appears to be essential for positive experiences and for positive change to occur (Aday, Sims, & Evans, 1991; Amir, 1969). One alternative might be to include both the senior class assistants as well as a student teaching assistant in all seminars and have the teaching assistant mark student participation in the seminars. Another possibility would be to have all the students as well as the senior class assistants evaluate and provide feedback to the student presenters as well as mark each other on participation in the seminars.

**3. *Ensure that senior class assistants know what is being discussed in lectures:*** Encourage the SCAs to attend the lectures and provide them with a brief outline or summary of the theories or concepts the students are learning in the lectures.

**4. *More SCA involvement in seminar planning:*** Involve the SCAs more directly in the decisions and planning related to the seminars.

**5. *Explore strategies to ensure students are prepared for seminars:*** To ensure that students do the readings for each seminar and, therefore, participate more actively and meaningfully in the seminars, have students prepare a discussion summary or critique of each reading he/she could use for discussion in the seminar. The instructor would then mark this summary/critique. Alternatively, students could be required to prepare a number of questions to be used for discussion in the seminars.

**6. Integrate the senior class assistants more fully into the seminars:** Incorporate strategies into the seminars that integrate the senior class assistants more fully into the seminars. For example, have them lead one seminar on an issue most relevant to them related to leisure in later life. Also, each seminar could end with a question-answer period where the students could ask specific questions of the seniors related to the topic area for the seminar.

Educators have been giving more attention to the attitudes of young persons preparing for careers working with older adults and strategies that might better prepare them for these jobs. Although very little research has been conducted in this area, the research that does exist strongly suggests that courses or other means to increase students' knowledge coupled with direct contact with older persons reduces stereotypes and increases students' interest in working with older adults (Aday & Campbell, 1995). With a better understanding of later life from the literature and from experience with older adults, students will be more sensitive to older adults, more knowledgeable about issues important to older adults, and ultimately better prepared to work in older adult settings. Given that many of our recreation and leisure students will choose careers working with older adults, this has implications for our students. Intergenerational education programs are one way to ensure that our students are well prepared for these careers.

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