



DANNY, DAVID, DYLAN, & KIAH PRESENT

Ageism

The effects on Adult Learners

THE EFFECTS OF AGEISM ON ADULT LEARNERS

Diversity Workshop Facilitator Guide

Each page contains a facilitator table which walks you through each major section of the module. The left column contains facilitator instructions, and the right column matches instructions with time per section, total running time, and Work Packet page matches (denoted as WP). **Red text indicates words the facilitator reads verbatim to participants.** **Purple text indicates passing out materials to participants.**

Before the workshop, you will need:

- Ageism Work Packets
 - Ageism Power Point
 - “Snowball” scrap paper
 - Small Dry-Erase Boards or Scrap paper & Markers
-

Learning Outcomes: *By the end of this workshop, participants will be able to:*

- *define Ageism;*
- *develop an understanding of age-inclusive language;*
- *explain the negative outcomes of ageism;*
- *identify ways in which they have contributed to or been complicit within ageist systems;*
- *commit to three age-inclusive practices.*

Written by: Daniel Dominguez, David Schieler, Dylan Bateman, and Kiah Albritton

Speaker	Section 1: INTRODUCTION	Facilitator Notes
All Kiah	<p>ATTENTION GETTER</p> <ul style="list-style-type: none"> • Greet people in an upbeat and friendly manner. • Pass out Infographic, Work Packet, and “Snowball” paper to each participant. • Today we are beginning our workshop with a quick video. Our challenge to each of you is to identify as many instances of ageism as possible. <ul style="list-style-type: none"> ○ Begin the workshop by showing the video, “Amazon Echo - SNL” ○ See who identified the most instances of ageism from the video. ○ Thank participants, acknowledge ageism in pop culture, and begin introductions. 	<p>Time: 4 MINUTES Total time: 4 MINS</p> <p>PP: 1</p> <p>WP: “Ageism in Pop Culture”</p>
All	<p>INTRODUCTIONS</p> <ul style="list-style-type: none"> • All facilitators should share: <ul style="list-style-type: none"> ○ Name ○ Age-related identities you are bringing with you into the workshop (Generational identity, nontraditional/adult learner identity, etc.). ○ Encourage participants to write their own name and age-related identity on their work packet. 	<p>Time: 2 MINUTES Total time: 6 MINS</p> <p>PP: 2</p> <p>WP: “Personal Identity Statement”</p>
Kiah	<p>COMMUNITY GUIDELINES</p> <ul style="list-style-type: none"> • As we get started, we would like to take a moment to remind participants of the previously agreed upon community guidelines. If there are any questions, concerns, or requested additions to these guidelines, specific to this workshop, please let us know at this time. 	<p>Time: 1 MINUTE Total time: 7 MINS</p> <p>PP: 3</p>
Dylan	<p>LEARNING OUTCOMES & AGENDA</p> <ul style="list-style-type: none"> • By the end of this workshop, participants will be able to: <ul style="list-style-type: none"> ○ define Ageism; ○ develop an understanding of age-inclusive language; ○ explain the negative outcomes of ageism; ○ identify ways in which they have contributed to or been complicit within ageist systems; ○ commit to three age-inclusive practices. • We intend to accomplish these learning outcomes by covering the following (agenda slide): <ul style="list-style-type: none"> ○ Establish Shared Language ○ Review Ageism’s Negative Outcomes ○ Explore Our Role in Ageism ○ Address Ageist Stereotypes ○ Connect Ageism & Higher Education ○ Commit to Take Action 	<p>Time: 2 MINUTES Total time: 9 MINS</p> <p>PP: 4-5</p> <p>WP: “Learning Outcomes & Workshop Agenda”</p>
David	<p>TRANSITION</p> <ul style="list-style-type: none"> • As we begin, we wanted to share a quote by Rollo May, a noted American psychologist: “Communication leads to community, that is, to understanding, intimacy, and mutual valuing.” With May’s quote in mind, let’s look at and establish shared language we’ll use for this workshop. 	<p>Time: <1 MINUTE Total time: 9 MINS</p> <p>PP: 6</p>

Speaker	Section 2: SHARED LANGUAGE & BACKGROUND/IMPORTANCE	Facilitator Notes
David	<p>DEFINITIONS</p> <ul style="list-style-type: none"> Allow participants a few moments to review the article definitions of ageism on the slides. <ul style="list-style-type: none"> We've based our workshop definition of ageism on these article definitions, as well as the previously provided definitions of other oppressive systems. Direct attention to section of the Work Packet with the "fill in the blank" definition of ageism: <ul style="list-style-type: none"> A system of <u>advantages</u> that serves to <u>privilege</u> an individual or group based on their perceived chronological <u>age</u> and subordinate others. 	<p>Time: 3 MINUTES Total time: 12 MINS</p> <p>PP: 7-8</p> <p>WP: "Defining Ageism"</p>
Danny	<p>SHARED LANGUAGE</p> <ul style="list-style-type: none"> Our next piece of shared language involves three commonly used terms within ageism and higher education literature. We will show you the definitions for each of the terms, then have you discuss in groups which term you may choose to adopt in your future practice. Try to consider how the term includes or excludes different populations. <ul style="list-style-type: none"> Have volunteers read article definitions of Nontraditional student, mature student, and adult learner from the slides (<i>These are also in the Work Packet</i>). Have the room form into groups of three. Give groups 2 minutes to discuss terminology. Have groups indicate which term they have chosen to use moving forward. Depending on time, have a couple groups share their reasoning. Thank you for sharing, we too had this discussion as we prepared this workshop and based on our feelings of the other definitions, as well as research done by Nelson and colleagues on "emergent adulthood" we have chosen to use the term "adult learner" through the remainder of the workshop. We encourage you to use this term as well. 	<p>Time: 5 MINUTES Total time: 17 MINS</p> <p>PP: 9-12</p> <p>WP: "Shared Language"</p>
Kiah	<p>TRANSITION</p> <ul style="list-style-type: none"> Now that we have a strong understanding of the shared language we are going to be using throughout the remainder of our workshop today, we are going to shift to illuminating background information on the effects of ageism on older populations. Before we get too far, we want to acknowledge that ageism can affect multiple age-populations, including young and emergent adults. That being said, our workshop today will be focused on older populations, primarily in a higher education context. 	<p>Time: <1 MINUTE Total time: 17 MINS</p>
Kiah	<p>BACKGROUND & IMPORTANCE</p> <ul style="list-style-type: none"> Direct attention to and give participants 2 minutes to reflect on the infographic. Have participants pair and share with one another for 1 minute. Ask a few participants for their initial reactions for 1 minute. What questions do you have regarding any of these statistics? <ul style="list-style-type: none"> Answer questions appropriately. 	<p>Time: 4 MINUTES Total time: 21 MINS</p> <p>PP: 13</p> <p>WP: "Ageing Populations and Adult Learners"</p>

Speaker	Section 3: PERSONAL BIASES & GROUP STEREOTYPES	Facilitator Notes
Dylan	<p>TRANSITION</p> <ul style="list-style-type: none"> We hope that at this point you are beginning to wonder where Ageism comes from. The unfortunate answer is that it comes from each of us, even when we don't think that it does or when we think that we are being helpful to aging populations. To demonstrate our role and involvement in ageism, the next couple activities will explore personal biases and group stereotypes. 	<p>Time: <1 MINUTE Total time: 21 MINS</p>
Dylan	<p>PERSONAL BIASES</p> <ul style="list-style-type: none"> Developed by Cary, Chasteen, and Remedios in 2017, the Ambivalent Ageism Scale measures both benevolent and hostile assumptions/practices of ageism toward older populations. Invite participants to complete the Inventory in their Work Packet. Emphasize that results will not be shared and that this is a personal reflective exercise. 	<p>Time: 3 MINUTES Total time: 24 MINS</p> <p>PP: 14</p> <p>WP: "Ageism Inventory"</p>
Dylan	<p>DEBRIEF</p> <ul style="list-style-type: none"> Based on the inventory, what are your thoughts about the difference in benevolent and hostile ageist practices? <ul style="list-style-type: none"> Share that the hostile practices are shaded in the work packet. Benevolent practices render helpless aging populations by calling others to their unrequested assistance. Hostile practices actively marginalize aging populations by viewing them as less-than, or in deficit to the dominant-aged population. What surprised you about your personal or internal reflection as you completed the inventory? 	<p>Time: 3 MINUTES Total time: 27 MINS</p>
Danny	<p>TRANSITION</p> <ul style="list-style-type: none"> Your participation in ageism is in part related to the environment and context of your upbringing. In this next activity, we will identify some of the ageist things you have heard or perceived in that socialization. 	<p>Time: <1 MINUTE Total time: 27 MINS</p>
Danny	<p>GROUP STEREOTYPES</p> <ul style="list-style-type: none"> Instruct participants to write an ageist stereotype they have heard or used on the "Snowball paper" passed out at the beginning of the workshop. <ul style="list-style-type: none"> Suggest that stereotypes can be related to older populations OR adult learners. Have participants ball up "snowballs" and throw them across the room. Have participants pick up "snowballs" nearest to them. Ask a few volunteers to share what's written inside the snowball they have. 	<p>Time: 3 MINUTES Total time: 30 MINS</p>
Danny	<p>DEBRIEF</p> <ul style="list-style-type: none"> Where have you previously encountered ageist stereotypes? How do ageist stereotypes impact aging populations? <ul style="list-style-type: none"> Acknowledge that all measured populations in the Levy & Banaji (2002) implicit ageism study revealed internalized ageist stereotypes. These self-images impact aging populations, particularly related to health and performance outcomes. Thank participants for sharing their thoughts. 	<p>Time: 3 MINUTES Total time: 33 MINS</p>

Speaker	Section 3: AGEISM IN HIGHER EDUCATION	Facilitator Notes
David	<p>TRANSITION</p> <ul style="list-style-type: none"> Acknowledge that stereotypes & biases render target populations hyper-visible, where neglectful systems minoritize and erase identity. By a show of hands, who read a stereotype related to adult learners and higher education? <ul style="list-style-type: none"> Have participants raise their hand if they read a stereotype related to adult learners and higher education. <i>It will likely be very few.</i> Much of our research highlighted adult learners' feelings of isolation and exclusion from the larger campus community. Many specific instances of age-inaccessible practices were given. 	<p>Time: <1 MINUTE Total time: 33 MINS</p>
David	<p>AGEISM IN HIGHER EDUCATION</p> <ul style="list-style-type: none"> In a moment we are going to have groups of three become groups of six, and we are going to challenge you to come up with as many age-inaccessible and ageist practices that may be found on a college campus in 90 seconds. The trick of the game however, is that like Scattegories if any other team also lists a practice you came up with, neither get a point. Points are only awarded for unique answers. Have groups of three join to become groups of six. Pass out small dry-erase boards and markers (or scrap paper). Give groups 90 seconds to list as many unique ageist practices/structures on campus as possible. Have a group begin by sharing their responses. As the group shares, be sure to note when another group has a similar answer by having them call out or make a gesture. Have all groups share remaining unique answers. Add up points and congratulate the winning team. 	<p>Time: 5 MINUTES Total time: 38 MINS</p>
David	<p>DEBRIEF</p> <ul style="list-style-type: none"> You all came up with many interesting answers, some of which were also discussed in our research. Here are some of them that we would like to highlight for you. Briefly discuss: <ul style="list-style-type: none"> Identity not featured in institutional marketing Lack of representation in the learning environment Fewer cocurricular opportunities Class times conflict with other commitments Financial aid systems favor "traditional" status Ask for questions regarding any of the above points. 	<p>Time: 3 MINUTES Total time: 41 MINS PP: 15</p>
Kiah	<p>TRANSITION</p> <ul style="list-style-type: none"> These systems can begin to feel like a lot. But we have also covered a lot of material today that can be used to begin to address ageism in higher education. 	<p>Time: <1 MINUTE Total time: 41 MINS</p>

Speaker	Section 4: WRAP-UP/DEBRIEF	Facilitator Notes
Kiah	<p>SUMMARY</p> <ul style="list-style-type: none"> ● Today we have been able to cover language and definitions, global statistics related to aging, benevolent and implicit biases and stereotypes, and age-inaccessible/ageist practices in higher education. But wait, there's more! 	<p>Time: <1 MINUTE Total time: 41 MINS</p> <p>PP: 16</p>
Kiah	<p>COMMITMENT</p> <ul style="list-style-type: none"> ● On the last page of your work packet you will find space to make three commitments. These commitments should be individual in the first circle, group/sphere of influence in the second circle, and related to your practice as a student affairs professional in the third circle. We hope these commitments mirror the structure of our presentation; from the personal to the group to the institutional levels. ● Remind participants it is not enough to not be ageist, you must be anti-ageist ● Give participants a minute to write out their commitments. ● Based on time, offer to let a few participants share (if willing). 	<p>Time: 2 MINUTES Total time: 43 MINS</p> <p>PP: 17</p> <p>WP: "Commitment Statements"</p>
Dylan	<p>WRAP-UP QUESTIONS</p> <ul style="list-style-type: none"> ● As we wrap-up our workshop today, we want to remind everyone of our agreement to take our learning with us. In order to best do so, what questions do you have? ● Field questions, facilitators answer based on reviewed research topics. ● If there are no questions, generate discussion by prompting the following questions. <ul style="list-style-type: none"> ○ How/Why do you think ageism continues to exist if we acknowledge that we all age? ○ How does age intersect with other social identities and related systems of oppression? ○ What are your key take-aways from the workshop today? 	<p>Time: 2 MINUTES Total time: 45 MINS</p>
Dylan	<p>CONCLUSION</p> <ul style="list-style-type: none"> ● Thank participants for participating. ● Remain available for discussion/individual questions as the workshop participants depart. 	<p>Time: <1 MINUTE Total time: 45 MINS</p>

THE EFFECTS OF AGEISM ON ADULT LEARNERS

Workshop for Student Affairs Professionals

Ageism in Pop Culture: *Amazon Echo - SNL*

As you watch the video clip, please tally as many instances of ageism as possible in the space below.

Personal Identity Statement

In the context of age and higher education, I, _____, identify as a _____.

Learning Outcomes

By the end of this workshop, participants will be able to...

- define Ageism;
- develop an understanding of age-inclusive language;
- explain the negative outcomes of ageism;
- identify ways in which they have contributed to or been complicit within ageist systems;
- commit to three age-inclusive practices.

Workshop Agenda

1. Identify Ageism in Pop Culture
2. Establish Shared Language
3. Review Ageism's Negative Outcomes
4. Explore Our Role in Ageism
5. Address Ageist Stereotypes
6. Connect Ageism & Higher Education
7. Commit to Take Action

Defining Ageism

A system of _____ that serves to _____ an individual or group based on their perceived chronological _____ and subordinate others.

Shared Language

Non-Traditional Student

(National Survey of Student Engagement, 2006)

A student who meets any of the following criteria:

- a) Over the age of _____
- b) Postpone college entry for _____ or more years
- c) Part time learner
- d) Work full time
- e) Financially independent
- f) Single parent, _____, or has kid(s)
- g) Earned _____ before entering college

Mature Student

(Wyatt, 2011)

Those whose prior knowledge includes a significant element derived from _____ or _____ experience in addition to, or instead of any prior _____ study.

Adult Learner

(National Center for Education Statistics, 2002)

College students aged _____ or older.

AGEING POPULATIONS & ADULT LEARNERS



The number of people aged 60 or older will rise from 900 million to 2 billion between 2015 and 2050. Population ageing is happening more quickly than in the past.



In 2050, 20% of the world's population will be 60 years and older.



By 2020, the number of people aged 60 years and older will outnumber children younger than 5 years.

↑ RISING POPULATION

Enrollment patterns are shifting as adult learners continue to arrive on campus. College admissions reveal that adult learners over 24 years of age are the fastest rising population.

RETENTION & GRADUATION

According to a 2012 survey, 77% of institutions did not track the graduation rate for their adult students. Furthermore, only 16% of the colleges surveyed said they have a good understanding of the root causes of why their adult students drop out.

EDUCATIONAL FUNDING



About 33% of adult students reported receiving student loans, less than a third received federal/state grants or private scholarships, and nearly a third reported that they were unaware of financial aid available to them.

45%
of adult learners surveyed have some previous college experience, but 1 in 5 dropped out before completing a degree

59%
of adult learners intend to earn a bachelor's degree, but only 11% are looking to enroll directly into a 4 year program

COMMON CONCERNS OF ADULT LEARNERS

- balancing personal and school commitments
- availability of online or evening course offerings
- building a support network



Ageism Inventory

(Cary, Chasteen, & Remedios, 2017)

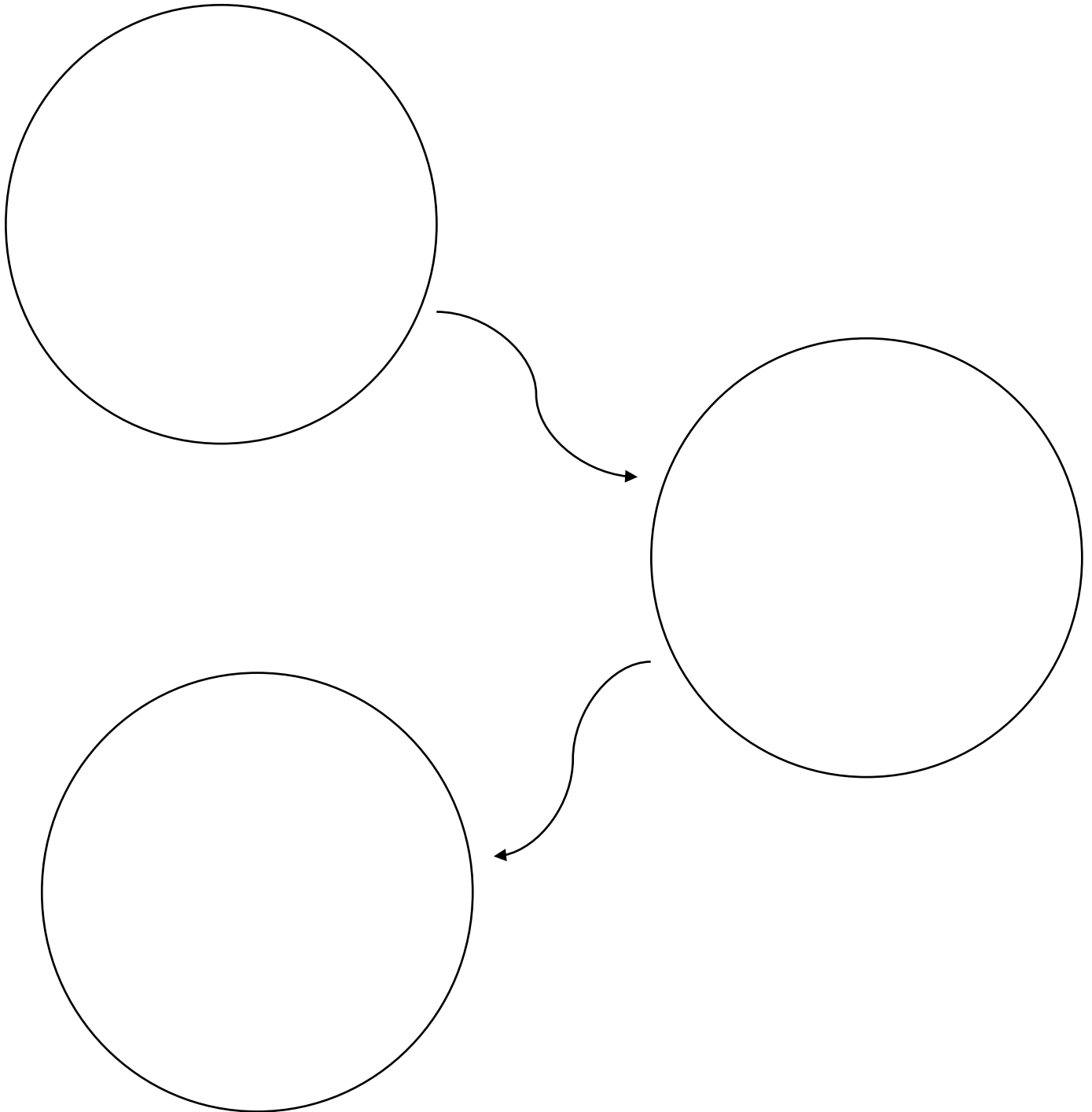
Using the scale below, please indicate your level of agreement with the following statements:

Strongly Disagree	Disagree	Slightly Disagree	Neither Disagree nor Agree	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)

It is good to tell old people that they are too old to do certain things; otherwise they might get their feelings hurt when they eventually fail.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Even if they want to, old people shouldn't be allowed to work because they have already paid their debt to society.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Even if they want to, old people shouldn't be allowed to work because they are fragile and may get sick.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
It is good to speak slowly to old people because it may take them a while to understand things that are said to them.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
People should shield older adults from sad news because they are easily moved to tears.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Older people need to be protected from the harsh realities of society.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
It is helpful to repeat things to old people because they rarely understand the first time.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Even though they do not ask for help, older people should always be offered help.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Even if they do not ask for help, old people should be helped with their groceries.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Most old people interpret innocent remarks or acts as being ageist.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Old people are too easily offended.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Old people exaggerate the problems they have at work.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Old people are a drain on the health care system and the economy.	(1)	(2)	(3)	(4)	(5)	(6)	(7)

Commitment Statements

In the circles provided, please describe a commitment that can be made for each context: individual, sphere of influence, and departmental.




DANNY, DAVID, DYLAN, & KIAH PRESENT

Ageism


The effects on Adult Learners




Meet the Team




DANNY DOMINGUEZ
He/Him/His



DAVID SCHIELER
He/Him/His



DYLAN BATEMAN
He/Him/His




KIAH ALBRITTON
She/Her/Hers

Community Guidelines

- Recognize we're all learning and be generous with patience & grace for yourself & others.
- Call in slights, microaggressions, & discomfort.
- Express a willingness to learn from content, criticism, & others.
- Ask questions & seek clarification.
- Be thoughtful & brave.
- What's said here stays here. What's learned here leaves here.
- A true apology does not end with "I'm sorry." A true apology is changed behavior.

- Be aware of the space you are taking up.
- Own your experiences, perspectives, & opinions.
- Don't assume, discredit, or judge others' experiences & perspectives.
- Ask what others need before you give it to them.
- Acknowledge & respect personal boundaries.
- Own your intent & your impact.
- Listen to understand, not to rebuttal.
- Be aware of your own or others' positionality.



Learning Outcomes

BY THE END OF THIS WORKSHOP, YOU WILL BE ABLE TO:

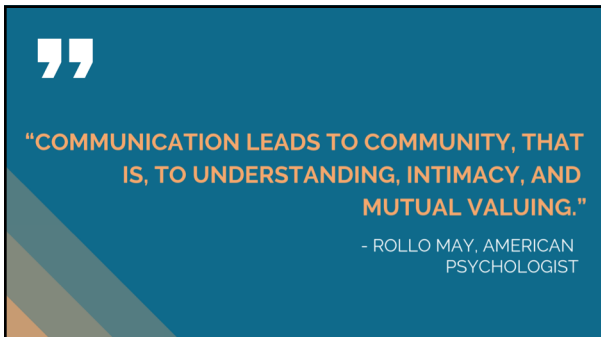
- define ageism
- develop an understanding of age-inclusive language
- explain the negative outcomes of ageism
- identify ways in which they have contributed to or been complicit within ageist systems
- commit to three age-inclusive practices



Agenda

TODAY WE WILL:

- establish shared language
- review ageism's negative outcomes
- explore our roles in ageism
- address ageist stereotypes
- connect ageism and higher education
- commit to take action



”

“COMMUNICATION LEADS TO COMMUNITY, THAT IS, TO UNDERSTANDING, INTIMACY, AND MUTUAL VALUING.”

- ROLLO MAY, AMERICAN PSYCHOLOGIST

Ageism is

an alteration in feeling, belief, or behavior, in response to an individual's or group's perceived chronological age
(Levy & Banaji, 2002)

a multifaceted prejudice; it involves benevolent and hostile attitudes toward older adults
(Cary, Chasteen, & Remedios, 2017)

any uncalled for reaction to any age
(Simi & Matusitz, 2016).

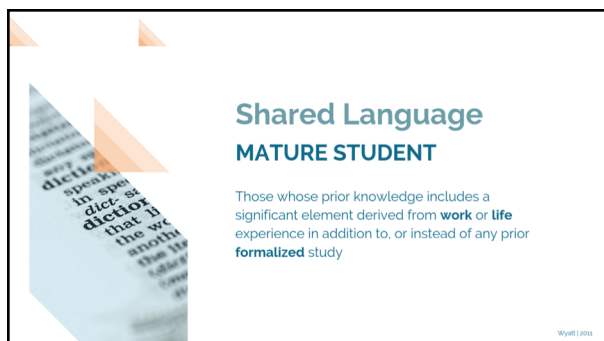
Shared Language
AGEISM

A system of **advantages** that serves to **privilege** an individual or group based on their perceived chronological **age** and subordinate others.

Shared Language
NON-TRADITIONAL STUDENT

- (a) over the age of **25**
- (b) postpone college entry for **1** or more years
- (c) part time learners
- (d) work full time
- (e) financially independent
- (f) single parent, **married**, or has kid(s)
- (g) earned **GED** before entering college

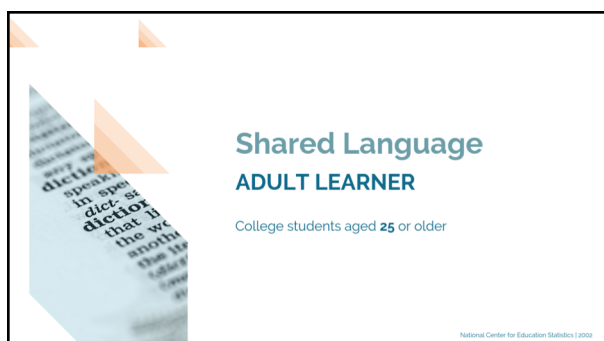
National Survey of Student Engagement | 2008



Shared Language
MATURE STUDENT

Those whose prior knowledge includes a significant element derived from **work** or **life** experience in addition to, or instead of any prior **formalized** study

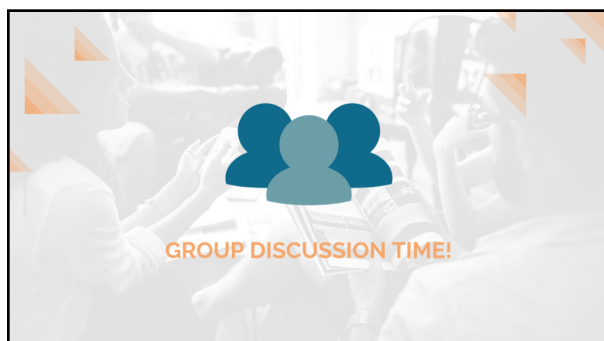
Wyatt | 2011



Shared Language
ADULT LEARNER

College students aged **25** or older

National Center for Education Statistics | 2003



GROUP DISCUSSION TIME!

Ageism

BY THE NUMBERS

Take a moment to review some of the statistics you have been provided regarding ageism and its role in education.

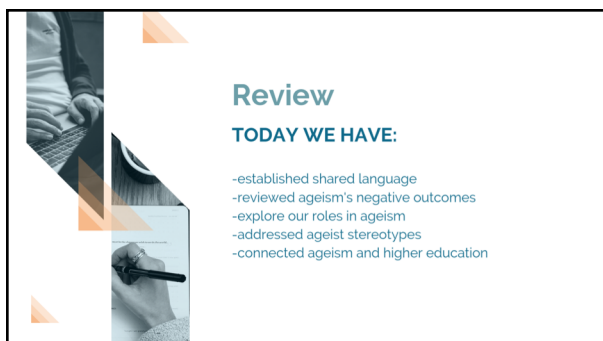




ACTIVITY TIME!

AGEISM IN HIGHER EDUCATION

- Identity not featured in institutional marketing (Hagelskamp, Schleifer, & DiStasi, 2013)
- Lack of representation in the learning environment (Quinnan, 1997)
- Fewer cocurricular opportunities (Quinnan, 1997)
- Class times conflict with other commitments (Spellman, 2007)
- Financial aid system favors "traditional" status (Simi & Matusitz, 2016)



Review

TODAY WE HAVE:

- established shared language
- reviewed ageism's negative outcomes
- explore our roles in ageism
- addressed ageist stereotypes
- connected ageism and higher education



MOVING FORWARD

Commit to take action

THINK ABOUT HOW YOU CAN MAKE AN IMPACT

Annotated Bibliography

Cary, L. A., Chasteen, A. L., & Remedios, J. (2017). The ambivalent ageism scale: Developing and validating a scale to measure benevolent and hostile ageism. *Gerontologist, 57*(2), 27-36.

Ageism is defined as a complex and multifaceted prejudice. These prejudices are broken into benevolent and hostile forms. Examples of each form are given and their negative impact on the target group is explained. Background related to existing scales measuring hostile ageism is given.

The article focuses on benevolent ageism, also referred to as paternalistic prejudice, identifying it as the research gap. The substance of the article outlines the development of the Ambivalent Ageism Scale (AAS) which measures both benevolent and hostile ageism - the first scale to do so separately. The scale is 13 items. Nine items relate to benevolent ageism, and four to hostile ageism. The items are assessed using a seven-level likert. As the article concludes there is a discussion that identifies a need to further investigate how both benevolent and hostile ageism can manifest as implicit and explicit behaviors.

Fain, P. (2012). Where are all the adults? Retrieved from <https://www.insidehighered.com/news/2012/07/11/accreditor-will-require-colleges-stop-ignoring-adult-student-retention>

This brief article provides an overview of pertinent data from a survey conducted by InsideTrack, a student coaching service, and the University Professional and Continuing Education Association Center for Research and Consulting. The organizations received 77 responses from institutions of varying sizes and types. The findings revealed that only 77% of institutions had data on the retention and graduation rates for adult students. Furthermore, only 16% of colleges knew why adult students dropped out before degree completion. Fain also

discussed the Western Association of Schools and Colleges', an accreditor for several institutions in California, new requirement for institutions to collect data on their adult students.

Hagelskamp, C., Schleifer, D., & DiStasi, C. (2013). Is college worth it for me [PDF file]. Retrieved from <https://www.publicagenda.org/media/is-college-worth-it-for-me-pdf>

This report from Public Agenda explores needs, attitudes, and beliefs of adult learners. Authors surveyed 803 prospective adult learners; everyone surveyed was considering enrolling in a postsecondary degree program. The survey analysis revealed several key findings including major concerns and barriers that exist for adult learners. The report also provided a list of considerations written for higher education institutions (some specific to student affairs practitioners) to keep in mind when creating space for adult learners. Overall, the report offers a broad overview of adult learners' perceptions and attitudes on the worth of a postsecondary degree.

Kasworm, C. E. (2010). Adult learners in a research university: Negotiating undergraduate student identity. *Adult Education Quarterly*, 60(2), 143-160.

This article explores how adult undergraduate students construct their identities at research extensive universities. Their positional identities were found to be co-constructed in two ways: 1) "negotiating academic acceptance in meeting demanding academic challenges and 2) through facing otherness as a mature adult" (pg. 143). In addition, these students viewed their positional identity through a lense of agency to succeed in the academic sense through goal oriented efforts, as well as their maturity and life experiences. Kasworm also explains how adult learners' identities are problematized through their interactions with university structures. Their interactions with university policies, other students, and personnel all reinforce messages that

campus is a youth-exclusive space. Finally, the article shares how nearly all classes, graded assignments, and vocal expressions evoke a paradoxical experience of “academic engagement” and “social detachment” (pg. 157).

Kasworm, C. (1993). An alternative perspective on empowerment of adult undergraduates.

Contemporary Education, 64, 162–165.

Kasworm’s first focus in this is article is to identify why the term “nontraditional student” is inappropriate. It is used to “label and categorize those individuals who are outsiders, those who are nonnormative, and those who are excluded from the dominant culture” (p.162). Instead, her alternative to this term is “adult undergraduates” or “adult learners.” She also notes from her earlier research (Kasworm, 1990) of adult undergraduates that the major concern for this student population was the lack of intellectual abilities caused by aging, presuming that they would be academically inferior to younger students. (p. 163) Kasworm urges that we must empower this underrepresented population through advocacy and understand that “their daily life is outside the university” (164). She recommends that colleges reframe their services and activities to respect all ages and life circumstances.

Levy, B. R., & Banaji, M. R. (2002). Implicit ageism. In T. D. Nelson (Ed.), *Ageism: Stereotyping and prejudice against older persons*. Cambridge, MA: The MIT Press.

The article defines ageism and states a few central tenets to it. Ageism is “an alteration in feeling, belief, or behavior, in response to an individual’s or group’s perceived chronological age” (p. 50). Ageism “can operate without conscious awareness, control, or intention to harm” (p. 50), and “all humans, to varying degrees, are implicated in the practice of implicit ageism” (p. 51). Implicit ageism is understood as “feelings... that exist and operate without conscious

awareness, intention, or control” (p. 51). While the article is particularly interested in “feelings toward the elderly” (p. 51), there is an acknowledgement that “ageism can also apply to stereotypes and prejudice directed at the young” (p. 51).

A significant portion of the article is directed at results of a 1996 study utilizing an implicit attitudes test (IAT), which identified no relationship between age and negative implicit attitudes toward the elderly. The authors state “To our knowledge, the elderly is the only age group that shows as strong negative implicit attitudes toward their own group as does the out-group (the young)” (p. 67). Of striking note, the assessed average implicit attitude was more negative toward the elderly “than the antiblack attitude among white Americans” (p. 55). The article then outlines implicit self-stereotypes, their impact on health outcomes and performance, and concludes with discussion on the development and maintenance of implicit age bias.

Nelson, L. J., Padilla-Walker, L. M., Carroll, J.S., Madsen, S. D., McNamara Barry, C., & Badger, S.

(2007). “If you want me to treat you like an adult, start acting like one!”: Comparing the criteria that emerging adults and their parents have for adulthood. *Journal of Family Psychology*, 21(4), 665-674.

The article compared the criteria that 18-25 year old university students and their parents had for adulthood. Beginning with a literature review which identified both 18-25 year old perceptions of adulthood and 25+ year old perceptions, the article framed a single comparative study as the research gap - noting that previous studies had only examined one of the two populations at a time. The resulting study identified that while both 18-25 year old students and their parents did not believe the younger group fully met the definition of adulthood, they confirmed their belief that the 18-25 year old group had progressed through adolescence.

The article argues that this stage of life should be recognized as emerging adulthood. The article goes further and investigates the impact of emergent adult gender and parental gender on parental definitions of adulthood. This article is significant to the student affairs practice as it suggests that we meet 18-25 year old students where they are maturationally, as emergent adults and that we do not treat them as adolescents or adults. It also highlights specific domains, particularly relational maturity, which help may put students on the path to develop a intrapersonally and interpersonally congruent adult identity later in life.

O'Donnell, V. L., & Tobbell, J. (2007). The transition of adult students to higher education: Legitimate peripheral participation in a community of practice? *Adult Education Quarterly*, 57(4), 312-328.

The question mark in the article title sums up the research finding. According to the article, it is questionable whether adult learners can be classified as participating from an empowered position rather than a disempowered position. Empowered peripherality enables adult learners to transition to higher education by introducing them to full participation in a context which is aware of their unique needs. Disempowered peripherality marginalizes adult learners by maintaining those same contexts but denying full participation in the larger University community. Disempowered peripherality can lead to a decreased sense of belonging and in turn reduce the likely development of a personal learning identity.

The article succinctly describes a learning identity as the difference between “I am a student” (achieved learning identity) and “I am taking courses” (unachieved learning identity). This article challenges Wyatt’s (2011) call for “tutoring labs and services identified specifically for students aged 25 and above staffed by tutors aged 25 and above” (p. 18), suggesting that such labs and services would disempower the peripherality of adult learners and prevent their more full participation in the University community. Instead, this article argues that inclusion of adult

learners must include change from both the perspective of the institution and mature students. Institutions must create access points which assist adult learners in transitioning to the University community, and adult learners must be willing to transition.

Quinnan, T. W. (1997). *Adult Students "at Risk": Culture Bias in Higher Education*. New York: Bergin & Garvey.

Within Quinnan's book, *Adult Students "at Risk": Culture Bias in Higher Education*, he surveys 26 adult learners and identifies five different sources of struggle they experience in higher education. Adult learners face economic barriers while supporting themselves and taking on the cost of tuition in addition to other expenses such as mortgage payments, food, and child care. Internal family stressors also act as a barrier for adult students as many do not get to experience extracurricular activities because of domestic responsibilities. Quinnan's (1997) research identified tensions between young students and adult students. One student surveyed felt "the importance of learning in the company of age-mates as they bond into an enclave of Otherness in the midst of unfamiliar territory" (p.76). Adult learners are strained by professors as well, and those surveyed recount moments where they felt faculty held them to an unfair higher standard than their younger counterparts. Lastly, Quinnan (1997) found organizational obstacles such as an institution's inflexibility to expand evening classes or office hours damaging to the success of adult learners.

Richardson, J., & King, E. (1998). Adult students in higher education: Burden or boon? *Journal of Higher Education*, 69, 65–88.

In their article, Richardson and King (1998) refute ageist stereotypes against adult learners regarding their study skills, intellectual ability, and academic performance. Although

once thought that older students must be equipped with certain study skills that younger students possess, Richardson and King (1998) found no evidence that a specific skill set is more conducive to effective studying. Concerning the capabilities of adult students, there is no evidence that shows their intellect being affected by age-related deficits. Lastly, it is not proven that adult students perform worse than younger students when it comes to course completion rates or academic attainment. As stated by Richardson and King (1998), these stereotypes can “obstruct legitimate opportunities for older people to achieve personal development, financial status, and political power” (p.81).

Ritt, E. (2008). Redefining tradition: Adult learners and higher education. *Adult Learning, 19*(12), 12–16.

Ritt’s article begins with the discussion around the need of a more educated American workforce. Due to the population’s age distribution and attitude shifts to college degrees, adult learners are returning to postsecondary institutions in record numbers to increase their earning potential. According to Ritt (2008), 37% of undergraduate students enrolled for credit at a postsecondary institution. Ritt (2008) also states that the existing barriers for adult students returning to college may be “personal, professional or institutional” (p. 13). The barriers ranged from a lack adequate childcare services to the enormous financial burden college tuition presents to adult learners. Ritt concludes with a several sections focused on eliminating barriers for adult learners which include: policymaking initiatives, financial considerations, website strategy, credit transfer policies, credit for prior learning, and degree mapping.

Sissel, P (2001). *When "accommodation" is resistance: Towards a critical discourse on the politics of adult education* [Monograph]. Retrieved from <https://eric-ed-gov.proxy.lib.fsu.edu/?id=ED468448>

In this study, Sissel explores the erasure and invisibility of adult learners in higher education settings. To prove the invisibility of adult learners, Sissel analyzed issues of *The Chronicle of Higher Education* and found there was very little coverage of adult learners' experiences in higher education. Additionally, Sissel analyzed several syllabi of masters and doctoral programs of higher education, and there were very few mentions of adult learners in the courses. Finally, Sissel includes recommendations from advocates of adult learners on ways to make this student population more visible in higher education.

Sissel, P. A., Hansman, C. A., & Kasworm, C. E. (2001). The politics of neglect: Adult learners in higher education. *New Directions for Adult & Continuing Education*, 2001(91), 17.

In this article, Sissel et al. focus on the positionality of adult learners in the higher education system. The authors argue that adult learners exist within the borderlands of postsecondary institutions and hold no power or privilege in the ageist system. Sissel et al. offer a myriad of ways in which campuses are constructed to only serve traditionally-aged, daytime college students including: curricula offerings, career counseling, extracurricular activities, and scholarships. Furthermore, the article states multiple times that higher education professionals perpetuate a system which marginalizes adult learners by erasing or underestimating this student population. While the authors do provide a political call to action (policymaking), the article ends by urging postsecondary to make attitude shifts, increase representation, and provide support for adult learners.

Simi, D., & Matusitz, J. (2016). Ageism against older U.S. college students: A view from social closure theory. *Interchange*, 47, 391-408.

Notably, the article gives a layered definition of “nontraditional” students, also referred to throughout the article as mature students or adult learners (p. 394-395). The article is framed using Social Closure Theory developed by sociologist Frank Parkin in 1979 and discusses how educators benefit “traditional” students by “closing off favorable circumstances” to “non-traditional” students. Several examples of social closure are given, particularly in the contexts of college entry, financial aid, academic performance, college and classroom environment, and campus involvement and activities.

Interestingly, in its discussion of academic performance the article cites (paraphrases) Jameson and Fusco’s 2014 article “*Math anxiety, math self-concept, and math self-efficacy in adult learners compared to traditional undergraduate students.*” Jameson and Fusco (2014) state “confidence levels among mature learners may eventually decline as undesirable self-views interfere with their retention rate and degree completion.” This quotation relates well to the implicit self-stereotypes discussed in the Levy and Banaji (2002) chapter in T.D. Nelson (Ed.) “*Ageism: Stereotyping and Prejudice against Older Persons.*”

Spellman, N. (2007). Enrollment and retention barriers adult students encounter. *The Community College Enterprise*, 13(1), 63-79.

This article provides a useful and comprehensive definition of nontraditional students, (pulled from Horn, 1996). Additionally, it is a useful source on statistics for the number of nontraditional students enrolling in community college degree and certificate programs. There are three categories of enrollment barriers that nontraditional students face--situational, institutional, and dispositional. These barriers include the federal aid system, a lack of academic

preparation, and negative self-perceptions. Spellman also highlights that the factors that put students at risk of not graduating or completing a degree/certificate align closely with the characteristics of nontraditional students. Finally, the article provides suggestions for reducing student barriers, including increased methods of nontraditional course delivery, reconsideration of full-time requirements, additional financial aid mechanisms, and access to student services outside of typical working hours.

Stevens, J. (2014). Perceptions, attitudes, & preferences of adult learners in higher education: A national survey. *Journal of Learning in Higher Education*, 10(2), 65–78.

As the title implies, Stevens study explored “the perceptions, attitudes, and preferences of the adult learners in higher education institutions” (pg. 65). This study found that the Adult Learning Focused Institution (ALFI) principles--outreach, life and career planning, financing, assessment of learning outcomes, teaching-learning process, student support systems, technology, and strategic partnerships--to be extremely important. Some of the key findings include the following: 1) Greater than 80% of the adult learners were between the ages of 30-49 and had been out of high school for greater than 11 years, 2) An overwhelming majority worked at least 40 hours a week and did not feel they had time to study effectively 3) Adult learners used federal aid at higher rates than their younger peers, 4) 73% identified the reputation of the school as the main factor for selecting an institution, 5) Most were motivated to return to school to pursue increased earning potential, and 6) Technology was no longer identified as a barrier for 3 out of 4 adult learners. This information is useful as institutions are evaluating policies and practices to determine whether or not they are inclusive of the perceptions, attitudes, and preferences of the adult learners they are recruiting back to the school.

Taylor, J., & House, B. (2010). An exploration of identity, motivations and concerns of non-traditional students at different stages of higher education. *Psychology Teaching Review*, 16(1), 46– 57

Taylor and House (2010) conduct a study to explore how the motivations, identity, and concerns of different categories of non-traditional students differ from each other. They find that mature students, in particular, identify both intrinsic and extrinsic motivations for their education. In regard to their identity, mature students felt they had changed the most and described a social identity in their responses rather than a personal. Mature students were also more likely to address academics concerns instead of social concerns raised by younger students. Taking their findings into consideration, Taylor and House (2010) hope to provide specific support to non-traditional students based on their individualized concerns.

Walters, M. (2000). The mature students' three Rs. *British Journal of Guidance & Counseling*, 28(2), 267-278.

Walters developed a framework for exploring mature students' motivations, expectations, and outcomes related to higher education. This framework consisted of the following concepts: 1) *Redundancy* is part of the maturation process, which Walter's views as a "positive and dynamic process." (p. 272) Throughout their lives, mature students experienced "life dilemmas" or "triggers", often times major life events, that lead them to reinterpret their own reality and at times to feel alienated from prescribed social roles. Education was viewed by participants as a way to find answers to new internal questions that these experiences raised. 2) *Recognition* is the process of acknowledging and accepting the redundancy or change in one's life. This recognition and a desire for progression was a source of motivation for many mature students' participation in higher education. (p. 274). Many mentioned a desire to effect positive change through their learning. 3) *Regeneration* was framed as the "outcome of the

developmental process” for mature students. (p. 275) Participants expressed the view that education was a way to explore their current knowledge, values, and beliefs and to restructure their lives accordingly.

Wyatt, L. G. (2011). Nontraditional student engagement: Increasing adult student success and retention. *The Journal of Continuing Higher Education, 59*(1), 10-20.

The article confronts the differing needs of nontraditional students as compared to their traditional counterparts. The article focuses the definition of nontraditional student status on age and enrollment status, but acknowledges the NCES definition also used in the Simi and Matusitz (2016) article. A clear non-age specific definition of adult and mature learners is referenced through a Toynton (2005) citation. Most interestingly the students involved in the study seem to present a contradiction; Several specific needs of nontraditional students are followed by the sentence “while nontraditional students did not want special treatment they expected to be treated like adults” (p. 17). This “treated like adults” appears to be a manifestation of hierarchical respect, later stated in the article as “respect that their maturity deserves” (p. 17). When this article is read alongside the Nelson, Padilla-Walker, Carroll, McNamara Barry, Madsen, and Badger (2007) emerging adulthood article, it becomes clear that as traditional students retreat from defining themselves as adults and nontraditional students embrace their adulthood, the space between traditional and nontraditional students widens. It may be suggested then, that as that space widens the expectation for increasingly different treatment will also grow.

World Health Organization, 2015. World report on ageing and health. Retrieved from

<https://www.who.int/ageing/events/world-report-2015-launch/en/>

This document is a report of over 200 pages released by the World Health Organization (WHO). WHO explains that major action is required to address the world's ageing population. As noted, for the first time in history, most people expect to live beyond their 60s, which requires major policy, healthcare, and attitude shifts about age. The report provides the latest (as of 2015) information on the ageing process in an attempt to combat outdated stereotypes which inform most people's common beliefs and misconceptions of old people. Additionally, the document focuses on the vast diversity of old people, and strongly opposes the idea that there is "one type" of old person. Beyond providing medical services and care for old people, WHO urges that people must shift their thinking to become more age inclusive and continuously seek ways to integrate older people into all aspects of modern society.