Cluster	Subject Title	Instructor	Credit	Semester
A-P	Seminar on Psychology of E-learning for seniors and intergenerationality	Ya-Ling Wang Ph.D.	2	Winter 2022

Subject Description

   This seminar is designed to provide a foundational overview of theories and research on e-learning for seniors and intergenerationality. Topics to be covered include the differences between traditional learning and e-learning, culture, gender, and individual differences regarding online learning, acceptance and barriers of technology use for older adults as well as digital games for intergenerational learning. To maximize the benefit that students get from the seminar, students are required to complete a review regarding each topic before class. Aside from pre-course readings, students are required to engage in guided in-class activities and discussions. Also, in order to cultivate students' ability to raise an issue, address a research question, and develop a research proposal, at the end of the seminar, a mini-conference activity is built into the course.

Objective

1. Provide a foundational overview of theories and research on e-learning for seniors and intergenerationality.

2. Cultivate students' ability to raise an issue and address a research question

3. Develop a research proposal regarding related topics

Leaning Method

Completing a review regarding each topic before class, raising an issue, addressing a research question, developing a research proposal, engaging in guided in-class activities, discussion, and conducting a group presentation.

Content

1. Culture, gender, and individual differences regarding online learning
2. Acceptance and barriers of technology use for older adults
3. Digital games for intergenerational learning

Requirement & Evaluation

Method	%	Description
Mini Conference: Oral Presentation	40	Each student is required to propose his research ideas or questions and discuss with the lecturer during the 5th class. Research topics may focus on relevant theories or methods in the fields of e-learning for older adults or intergenerationality. Please submit the abstract by email in the 5th class and be prepared to share them at the end of the seminar. Try to limit the abstract to a short paragraph (about 300 words) and prepare for a 10-15 min presentation. Each abstract and presentation will be graded based on clarity, coherence, relevance, and originality.
Collaborative/ Group-based Project	35	Paper Reading and Hosting Discussion This assignment will be marked as collaborative or group-based. Students must work with the other members in the group including hosting discussion or

(Paper Reading)		presenting in class. Each group is required to select a topic and review research papers (as shown below) for class discussion.
Attendance and Class Participation	25	Attendance is required. Repeated failure to attend lectures or discussion may result in a lowered course grade. Participation in class discussions also counts. Students will be required to complete a review and raise a question before class. In doing so, students will earn points for their contributions to class discussions. Examples: • 2~3(points)*4(Reading Previews) = 8~12 points • Raising one good question or discussion will earn **1** extra point. If you participate in class discussions 10 times thorough the whole seminar, you will get 10 points.

Textbook and reference
(please indicate which are to be provided by instructor and which students need to find by themselves)

Culture, Gender, and Individual Differences

1. Culture and online learning: Chapters 1, 2, and 12

Acceptance and Barriers of Technology Use

2. Choudrie, J., Pheeraphuttranghkoon, S., & Davari, S. (2020). The digital divide and older adult population adoption, use and diffusion of mobile phones: A quantitative study. *Information Systems Frontiers*, *22*(3), 673-695.

3. Hutto, C. J., Bell, C., Farmer, S., Fausset, C., Harley, L., Nguyen, J., & Fain, B. (2015). Social media gerontology: Understanding social media usage among older adults. *Web Intelligence, 13*(1), 69-87.

4. Wilson, C. (2018). Is it love or loneliness? Exploring the impact of everyday digital technology use on the wellbeing of older adults. *Ageing & Society*, *38*(7), 1307-1331.

5. Vaportzis, E., Giatsi Clausen, M., & Gow, A. J. (2017). Older adults perceptions of technology and barriers to interacting with tablet computers: a focus group study. *Frontiers in psychology*, *8*, 1687.

6. Lüders, M., & Brandtzæg, P. B. (2017). 'My children tell me it's so simple': A mixed-methods approach to understand older non-users' perceptions of Social Networking Sites. *New media & society*, *19*(2), 181-198.

Digital Games for Intergenerational Learning

7. Sauvé, L. (2017). Online educational games: Guidelines for intergenerational use. In Game-Based Learning Across the Lifespan (pp. 29-45). Springer, Cham.

8. De la Hera, T., Loos, E., Simons, M., & Blom, J. (2017). Benefits and factors influencing the design of intergenerational digital games: A systematic literature review. Societies, 7(3), 18.

9. Fuchsberger, V., Murer, M., Wilfinger, D., & Tscheligi, M. (2011, November). Attributes of successful intergenerational online activities. In Proceedings of the 8th International Conference on Advances in Computer Entertainment Technology (pp. 1-8).

10. Costa, L., & Veloso, A. (2016). Being (grand) players: Review of digital games and their potential to enhance intergenerational interactions. Journal of Intergenerational Relationships, 14(1), 43-59.

11. Chua, P. H., Jung, Y., Lwin, M. O., & Theng, Y. L. (2013). Let's play together: Effects of video-game play on intergenerational perceptions among youth and elderly participants. Computers in Human Behavior, 29(6), 2303-2311.

Pre-course reading and preparation (if any)

For the first class, students are welcome to enjoy the introduction to the seminar without any preparation. Students, from second class to the end, are required to complete a review and raise a question regarding each topic before class.