Inclusive Pedagogy Seminar – Project Submission

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Topic: Ageism

Ageism will be the focus of my research, work, and instructional integration as an outgrowth and implementation of the topics and strategies discussed in the Ball State University Summer 2010 Developing Pedagogies to Enhance Excellent Diversity Seminar. The focus will be on how ageism impacts individuals as they work to establish and retain credibility as competent employees, leaders, and colleagues. The roles and responsibilities of employers will be addressed in working with a diverse and aging workforce.

> *Ageism is the type of prejudice and discrimination which consists of the unjustifiable use of social notions associated with chronological or biological age.'*
> (Branine and Glover 1997)
>
> i.e. two interconnected aspects:
> (i)   Ageist ideology of negative stereotypes, attitudes & beliefs
> (ii)   Age discrimination – behaviour that excludes or disadvantages
>   people solely because of their age.
> (McMullin and Marshall 2001)

Courses Taught / Study Council:
The concepts surrounding ageism will integrated at varying levels in the courses I teach:

- **EDSEC 150 – Introduction to Secondary Education** (Typically freshmen/sophomores who are exploring teaching as a career choice) This course is taught in a face-to-face format.
- **EDSUP 650 – Supervision of Instruction** (Graduate students who are enrolled in the MA program to earn their principal's license.) This course is taught via Internet.
- **EDAD 640 - Public Relations for School Administrators** (Graduate students who are seeking their Ed.S. and/or Ed.D. Degrees in School Administration) This course is taught via Internet.
- **EDSTU 680 – Professional Development to Enhance Curriculum Development** (Graduate students who are seeking their school supervision degrees) This course is taught via Internet.

I serve as Executive Secretary of the **Upper Wabash Valley School Study Council,** a consortium of 24 school superintendents who meet monthly for professional development. This group will be addressing ageism on a monthly basis – on a topic-by-topic basis and includes individuals ranging in age from 36-65 years who have as few as ½ year experience up through 20+ years of experience divided between 9 females and 15 males and ranging from Master's degrees through the Ed.D./Ph.D.

Content/Topics:
The specific content of the age-related topics to be integrated will be sensitive to culture, gender, social class, etc. Perceptions of being the "right age" and having the "right amount of experience" to be effective in his/her job role(s) will be addressed whether it is from the aspiring teacher or the veteran and retirement-eligible superintendent perspective. I refer to this as the "The Twenty-First Century Goldilocks' Syndrome: Is One Too Young, Too Old, _or_ Just the Right Age?" Many of the topics addressed will be purposefully integrated; and, there will be sensitivity to encouraging spontaneous contributions and infusion of new ideas and research.

Topics to be integrated (as appropriate) – in Alpha Order:
- Age Discrimination Charges: Equal Employment Opportunity Commission / Age Discrimination in Employment Act
- Ageism and Emergency Services – The Triage Approach, Using Age as a Factor
- Ageism and Technology – Use, Attitudes and Experience (Old vs. Young Attitudes)
- Ageism Consequences: Organizational Health, Economy, and Personnel Performance
- Ageism Defined, Origin and Development
- Ageism in Media, Marketing, and Daily Living
- Ageism Surveys – Topics, Data, Analysis and Strategies to Address Identified Issues
- Ageist Language in the Workplace: Productivity and the Bottom Line
- An Individual Approach – Matching Jobs to Workers, Employment Health Considerations, and Differential Effects
- Attempts to Stay Middle-Aged Forever – Fear of Old Age
- Baby Boomers - Retirement, Opportunities and Economy
- Best Practices for Employers with a Diverse Age-based Workforce
- Can "Getting Older" Mean "Getting Better"?
- The Cost of an Aging Society
- Developmentally Appropriate Practices – Age and Experience
- Distinction between Ageism and Age Discrimination
- Does it Exist – Research, Performance, and Data
- Double Jeopardy – Ageism and Sexism
- Emotional Intelligence and Opportunities to Embed Ageism Topics in the Workplace—How to Harness the _Hot Topics_ in a Practical and Strategic Manner
- Employer Attitudes – "This too shall pass" vs. "Sensitivity and Individual Valuing"
- Employment Matters – The World of Work and Employee Relations
- The Fountain of Youth – The Sociology of Aging
- How Americans Are Growing Old – Image? Successful Aging? What is YOUR image of Aging?
- Intergenerational Relationships – Assumptions and Stereotypes between Younger and Older Persons
- Job Skills and Job Opportunities – The 21st Century Workforce
- Legislation, Agencies and Advisory Groups
- Macro Economic and Political Realities / Employment Concerns: Physical and Mental
- New Media and Ageism: Facebook, MySpace, StumbleUpon, Wikipedia, Twitter, etc.

- Older and Younger People – Synergistically Working (Success for One Another)
- Perceptions of Aging – Public Policy and People's Needs
- Profile – What Old Age Looks Like in 2010 – Is there a Double Standard of Aging?
- Stereotypes, Prejudices, and Overt/Covert Age Discrimination
- Supervisory Issues: Managing Diversity, Equal Opportunities Awareness, Interviewing Skills, and Management Skills
- Workforce Adjustments – Increased Longevity, Demands on Public Spending, and Supervisory Roles

Summary/Conclusions:

The judicious theoretical and practical integration of these ageism topics will be applied in teaching the undergraduate and graduate students that are enrolled in my classes and the superintendents I lead. A primary focus will be for the students/participants to be sensitized to and more aware of ageism as a form of human diversity. Developmentally appropriate strategies, effective pedagogical practices, and matching the development of the learner and the practice of the teacher will be modeled and studied.

This outline was developed to provide an overview of the range of topics that will be researched and integrated in my work on the topic of ageism.   I look forward to conducting further research on key ageism concepts and best practices. This as an area of growing concern and a topic teachers and school leaders will benefit from becoming more informed about to work effectively with the aging workforce. It is anticipated that the students and superintendents who engage in discussions, study, research, and practice will become advocates for and practitioners of best practices to promote and support individuals in their life's roles and as contributing members of a diverse global society—regardless of age.

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