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AGHE MEETING IN BALTIMORE

The 34th Annual Meeting of the Association for Gerontology in Higher Education (AGHE) is scheduled for February 21-24, 2008 at the Renaissance Harborplace on Baltimore’s Inner Harbor Hotel. For registration and more details about the conference, visit:
http://www.aghemeeting.com

This year's conference theme is "Disciplinary Convergence: The Nexus of Gerontology and Geriatrics Education." Dr. Robert Butler, founder of the International Longevity Center, will deliver the keynote address at the opening plenary session. AARP's Office of Academic Affairs will have an exhibit booth at this event. We look forward to seeing many of you in Baltimore.

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U@50 VIDEO WINNERS

AARP has announced the winners of the "You@50" Challenge. The winners listed below each produced a 2-minute video reflecting their vision of what their lives would be like after the age of 50. Videos can be seen at:
http://www.youtube.com/uat50

Grand Prize Winner: $5,000.00. "When I’m 50..." (rockyourd) by Ilya Polyakov, age 20 and a film major at Emerson College in Boston, MA.
Second Place: $3,000.00. "Lost Generation" (metroamv) by Jonathan Reed, age 26 and a film major at Georgia State University in Atlanta, GA.

Third Place: $1,000.00. "ME@50" (triciaOC1986) by Patricia Lynn O'Connor, age 21 and a psychology major at University of Massachusetts, Dartmouth. (Class assignment in Adulthood and Aging class.)

Fourth Place: $500.00. "Jenny AT 50!" (Jennycarreiro) by Jenny Carreiro, age 21 and psychology major at University of Massachusetts, Dartmouth. (Class assignment in Adulthood and Aging class.)

Fifth Place: $500.00. "The College Years: Episode 50" (davethebrave987) by Daniel J. Pawlik, age 19 and a pre-film and electronic arts major at California State University Long Beach.

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STUDENTS TODAY

Want to get a picture of how your students see the world? You might be disturbed by what you see, but take a look at "A Vision of Students Today," a 4-minute video available on YouTube. The video examines changes students will experience in their lifetime. Created by Anthropology Professor Michael Wesch in collaboration with 200 students at Kansas State University.

See the video at: http://www.youtube.com/watch?v=dGCJ46vyR9o

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TERM PAPERS FOR SALE?

There's a website titled "Essays on Teaching Gerontology," which sounds like this newsletter (but has no connection). A closer look reveals that the site provides many term papers for sale, and the site should be of interest to faculty who read students' papers. To check out the site visit: http://www.lotsofessays.com/essay_search/Teaching_Gerontology.html

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TEACHING AGING IN THE CLASSROOM

"Aging and Engageing in the Classroom" is a faculty development workshop to be offered at Syracuse University, from May 19-22, 2008 in Syracuse, NY. This workshop, open to college faculty and instructors in post-secondary institutions,
including universities, liberal arts colleges, and community colleges, will cover aging topics from a multi-disciplinary perspective: demography, sociology, economics, health, psychology, social work and law. Applicants need not have prior experience in aging studies but must be committed to including these materials in future courses. Applications must be submitted by March 1, 2008 to receive priority. Space is limited.

For more details about the workshop visit:

BOOKS OF INTEREST: Better Teaching

EXCELLENCE IN COLLEGE TEACHING AND LEARNING: Classroom and Online Instruction, by George Henderson and Susan Smith Nash (Charles Thomas, 2007).


BOOMERS BACK TO COLLEGE

What if the college admissions office could contemplate a group that's growing at the rate of 10,000 people each day? That's the number of Boomers who turn 60, and the Boomer cohort has a high level of educational attainment, making them an ideal group to continue education later in life.

Are we in gerontology doing what we can to call attention to this new opportunity? Here's the challenge: "College leaders at all levels, both administrators and faculty members, should recognize and embrace the boomers as a new student constituency. Higher-education institutions can take the lead in encouraging legislators and other policy makers of the need for programs and support. At a minimum, colleges should be advocates for lifelong-learning accounts and other government policies that support training and educational programs for older Americans."

From "Why Colleges Should Welcome the Return of the Boomers" by Harris Wofford (Chronicle of Higher Education, Feb. 8, 2008).

Wofford specifically points to the work of the Council for Adult and Experiential Learning in demonstrating the feasibility of lifelong learning accounts, now under consideration for treatment like 401(k) plans by the federal government.
For details on the plan, visit:
http://www.cael.org/lilas.htm

Marc Freedman's recent book, ENCORE: Finding Work that Matters in the Second Half of Life (Perseus, 2007), underscores the need for continued learning to make maximum use of the Boomers' "human capital" in later life. For more on the book, see:
http://www.encore.org/?gclid=CMHc45nzrZECFQPplgod9DSAew#

See also WHAT COLOR IS YOUR PARACHUTE FOR RETIREMENT, by Richard Nelson Bolles and John E. Nelson (Ten Speed Press, 2007).

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BACK ISSUES OF NEWSLETTER

Want to look up items in back issues of this newsletter? Look no further than:
http://www.aarp.org/research/academic/teaching_gerontology.html

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This electronic newsletter is edited by Harry R. Moody at the AARP Office of Academic Affairs. TEACHING GERONTOLOGY contains items of interest to improve the teaching of aging in higher education. To submit items or request subscription changes, contact hrmoody@aarp.org

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