USING VISUAL DEMONSTRATIONS OF LEARNING TO PROMOTE AGE-INTEGRATED PROBLEM SOLVING
Lisa Borrero, University of Indianapolis, Indianapolis, Indiana, United States

Working to dismantle the “othering” of older adults requires active effort to reverse deeply ingrained cultural perceptions and attitudes. As gerontology educators, we are uniquely positioned to “move the needle” on this issue by providing students with the opportunity to engage with older adults in meaningful ways and to see the world from their perspective. In this presentation, visual demonstrations of student learning will be shared that allow students to demonstrate their mastery of course concepts in a creative way and to problem-solve a particular issue by engaging with their own future selves. This approach also allows for a deviation from the routine of written demonstrations of learning by appealing to a different set of student skills. Approaches discussed will include concept maps to deconstruct community collaboration; book bentos to explore optimal aging; multimedia presentations on meaning-making in older adulthood; and a photo elicitation project to address outdoor fall hazards.

VISUALIZING INCLUSIVITY: AGING LIFELONG AND WORLDWIDE THROUGH THE LENS OF GERONTOLOGY AS SOCIAL SCIENCE
Lyn Holley, University of Nebraska at Omaha, Omaha, Nebraska, United States

A new course actively engages students in applying social science to examine their own prospective aging and the aging of others. This Grand Project begins with self-assessment of their expectations for the “Future Self” at age 67, then conducting two structured interviews each followed by writing a “life story” – one of an US older adult and the other an imagined older adult from a different country. Comparative analysis of these three stories highlights the impacts of society, heredity, and choice on shaping the experience of old age. Each project is presented to the class. Seeing life from this personal “tour” of the “other” informs beliefs about differences. Students gain knowledge about gerontology as a social science and develop personal understanding of their own and others’ aging, a good step toward becoming comfortable with diversity and inclusivity. Ageism is the only “ism” guaranteed to include all who survive long enough.

EMBRACING AGE-INCLUSIVITY THROUGH MULTIMODAL, ACTIVE STUDENT LEARNING IN A HEALTH AND AGING POLICY COURSE
Skye Leedahl, University of Rhode Island, Kingston, Rhode Island, United States

One of the goals for an upper-level undergraduate seminar course is for students to identify and discuss existing policies, programs, and resources for meeting the needs of the aging population. To encourage active student learning, the course provides a mix of readings and assignments, six intergenerational discussions, and reflective writing. The idea is that these varying experiences help foster a deep understanding of how these policies and related issues pertain and matter to everyone, not only older individuals, and how their future career and family experiences will benefit from the knowledge gained in the course regardless of their next career steps. This course model has been effective for challenging ageism, and has been taught four times, each time with modifications based on student numbers, current issues, and the pandemic. The presenter will discuss assessment methods, identify best practices, and offer suggestions for others interested in utilizing a similar model.

DISRUPTING OTHERING BY FOSTERING LIGHT-BULB MOMENTS IN IMMERSIVE PRACTICAL EXPERIENCES
Tina K. Newsham, University of North Carolina Wilmington, University of North Carolina Wilmington, North Carolina, United States

Fully immersive experiences (i.e., practica, internships, clinicals) with older adults are one successful strategy to reduce ageist beliefs among students, as long as the experiences are high quality and students are given an opportunity to reflect on their observations, feelings, and application of classroom knowledge. Representing a more intensive level of engagement than single-session interviews or multisession intergenerational activities, such experiences are not without challenges. Instructors are not present on-site continually (or at all) to observe what the student is seeing or doing, therefore providing limited opportunity to recognize and reframe situations that may reinforce the “othering” of older adults. Through creating carefully curated reflection prompts and assessment strategies (such as eportfolios), this presenter will discuss how instructors can ensure students completing practica, internships, and clinicals recognize the breadth and diversity of aging experiences, engage ethically and appropriately with older adults in non-ageist ways, and avoid reinforcing “othering” and ageism.

GETTING TO KNOW YOURSELF ACROSS THE LIFESPAN
Laura Donorfio, University of Connecticut, Waterbury, Connecticut, United States

New teaching and learning methods must be developed to accommodate exclusive online environments. The utilization of experiential learning in an aging course is a key teaching method that helps tap into the affective domain of learning (i.e., feelings, values, and attitudes). In a society where ageist attitudes abound and are often internalized, purposeful challenges to the “othering” of older adults is needed to disrupt this cycle. This presentation will share an experiential/age inclusivity activity that can be utilized in any teaching environment. Over a semester, students are required to write themselves four separate letters from their older selves at varying ages to their younger selves. They must research and provide a snapshot of what their life will be like at these ages in predetermined areas (i.e., health, mobility, family/friends, policy, and cultural variables, etc.) Worksheets will be provided capturing this “Getting to Know Yourself Across the Lifespan” experiential learning activity.

Session 3365 (Symposium)

DISRUPTING THE STATUS QUO: THE NEW NORMAL OF FAMILY CAREGIVERS’ SERVICE USE
Chair: Karen Moss Co-Chair: Verena Cimarolli
Discussant: Karen Rose

Family caregivers are essential partners in chronic disease management for older adults. However, being a family