

ECPS6013: The Psychology of Education and Ageing

Module leader: Dr Charlotte Greenway

Sessions	Lecture topics	Additional engagement activities/key readings	Seminar tasks
1	Introduction to the module Introduction to the Psychology of Education	Reading Woolfolk, A. (2022). Educational Psychology (15th ed.). Pearson. Schunk, D. H. (2023). Learning Theories: An Educational Perspective (9th ed.). Pearson. Ormrod, J. E., & Jones, B. D. (2018). Essentials of Educational Psychology: Big Ideas to Guide Effective Teaching (5th ed.). Pearson. Immordino-Yang, M. H., Darling-Hammond, L., & Krone, C. R. (2019). Nurturing nature: How brain development is inherently social and emotional, and what this means for education. <i>Educational Psychologist</i>, 54(3), 185–204. https://doi.org/10.1080/00461520.2019.1633924 Sisk, V. F., Burgoyne, A. P., Sun, J., Butler, J. L., & Macnamara, B. N. (2018). To what extent and under which circumstances are growth mindsets important to academic achievement? <i>Psychological Science</i>, 29(4), 549–571. https://doi.org/10.1177/0956797617739704 Tough, H., Siegrist, J., & Fekete, C. (2017). Social relationships, mental health and well-being in physical disability: A systematic review. <i>BMC Public Health</i>, 17(1), 414. https://doi.org/10.1186/s12889-017-4308-6 Dignath, C., & Veenman, M. V. J. (2021). The role of direct strategy instruction and indirect activation of self-regulated	Please read this before the seminar <u>Framework on embedding a whole-school approach to emotional and mental well-being</u> Group Task (40 minutes) Choose one of the following school contexts: • A mainstream secondary school in a deprived urban area • A rural Welsh-medium primary school • A special school for learners with ALN 1. Analyse how the framework could be implemented effectively in your chosen setting. 2. Identify key enablers and barriers in this context. 3. Propose three evidence-informed strategies that align with the framework and would promote both learner and staff well-being. 4. Prepare a 5-minute informal presentation to share your ideas with the class.

learning—Evidence from classroom interventions. *Educational Psychology Review*, 33, 489–533.

<https://doi.org/10.1007/s10648-020-09549-w>

Gershenson, S., Hart, C. M., Lindsay, C. A., & Papageorge, N. W. (2022). The long-run impacts of same-race teachers. *American Economic Journal: Applied Economics*, 14(3), 294–322.

<https://doi.org/10.1257/app.20200205>

Nanna Ryder, **Charlotte Greenway** a Siobhan Eleri (2024) Adolygiad integredig o'r dull ysgol-gyfan o gefnogi iechyd a lles emosiynol a meddyliol dysgwyr yng Nghymru. *Gwerddon* 38, (November), 77–102.

<https://doi.org/10.61257/HEOY7439>

Students should read/watch the following resources **before next week's lecture**:

1. **Duckworth, A.L., Peterson, C., Matthews, M.D., & Kelly, D.R. (2007).**

Grit: Perseverance and passion for long-term goals. Journal of Personality and Social Psychology, 92(6), 1087–1101.

[Link: <https://doi.org/10.1037/0022-3514.92.6.1087>]

2. **Duckworth, A.L. (2016).**

Grit: The Power of Passion and Perseverance. Selected chapters (Introduction, Chapters 1–3). (Available in most university libraries or book previews.)

3. **Duckworth, A. (2013).**

TED Talk: "Grit: The Power of Passion and Perseverance."

Watch here:

https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance

4. **Critical perspective:**

		○ Kohn, A. (2014). <i>The Problem with Grit</i>. Article: https://www.edweek.org/teaching-learning/opinion-the-problem-with-grit/2014/09	
2	Student engagement and motivation 1. What is motivation? 2. Approaches to Motivation 3. The Over-justification Effect 4. Self-determination: competence, autonomy and relatedness.	Reading Does Motivation Predict Persistence and Academic Success? http://file.scirp.org/pdf/OJN_2015011216344271.pdf Relationships between university students' achievement motivation, attitude and academic performance in Malaysia https://www.researchgate.net/profile/Kamariah_Abu_Bakar/publication/248607100_Relationships_between_university_students%27_achievement_motivation_attitude_and_academic_performance_in_Malaysia/links/0c96051ef1f939e62b000000/Relationships-between-university-students-achievement-motivation-attitude-and-academic-performance-in-Malaysia.pdf Study of Achievement Motivation in Relation to Academic Achievement of Students https://pdfs.semanticscholar.org/8a68/dce840a5dfa11fbc75a392a3f548460775b8.pdf Ahn, Chiu, M. M., & Patrick, H. (2021). Connecting teacher and student motivation: Student-perceived teacher need-supportive practices and student need satisfaction. <i>Contemporary Educational Psychology</i>, 64, 101950 https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/1ir6fgh/cdi_gale_infotracademiconefile_A653511508 Leenknecht, Wijnia, L., Köhlen, M., Fryer, L., Rikers, R., & Loyens, S. (2021). Formative assessment as practice: the role of students' motivation. <i>Assessment and Evaluation in Higher Education</i>, 46(2), 236–255.	Students should read/watch the resources highlight above Title: “Grit: Growth, Gimmick or Gateway?” In groups: Define and Discuss: What is grit? How does Duckworth measure it? How does it relate to success and academic achievement? Case Study Analysis: Leah Debate Prep: Each group chooses one of the following stances: “Grit should be explicitly taught in schools.” “Grit reinforces structural inequality and distracts from systemic issues.” “Grit is useful, but only in balance with other motivational tools.”.

		https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/1ir6fgh/cdi_crossref_primary_10_1080_02602938_2020_1765228	
3	Diversity and challenges in the classroom 1. Diversity	Please watch the following video I See Your (Dis)Ability: Inclusion in the Classroom https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/11c0l68/alma99100400090102421 Reading Benefits and Challenges of diversity in the classroom https://wiseli.engr.wisc.edu/docs/Benefits_Challenges.pdf Cultural Diversity in the Classroom and its Effects on Academic Performance A Cross-National Perspective Efstratopoulou (Ed.). (2022). Rethinking inclusion and transformation in special education. IGI Global. https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/11c0l68/alma99100481582302421 Nilholm. (2021). Research about inclusive education in 2020 - How can we improve our theories in order to change practice? European Journal of Special Needs Education, 36(3), 358–370. https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/1ir6fgh/cdi_informaworld_taylorfrancis_310_1080_08856257_2020_1754547 Additional learning needs transformation programme: introduction https://gov.wales/additional-learning-needs-transformation-programme-introduction Greenway, C., Ryder, N., & Eleri, S. (2025). From policy to practice: Education practitioners' engagement with Wales' framework on embedding a whole-school approach to emotional and mental health and well-being. <i>Pastoral Care in Education</i>, 1–17. https://doi.org/10.1080/02643944.2025.2540429	Task You are a journalist and have been asked to publish an article in your newspaper (a broadsheet, not tabloid) on the current stats and impact of one of the above diversity challenges in schools and how this effects children's performance. Explore current legislation in place to protect these minority/vulnerable groups. Write up your article (800-1000 words).
4	The impact of ALN and prep for assessment	Reading	Task: get to grips with video editing

		Greenway, C. W., Conn, C., Knight, C., Thomas, D. V. & Formby, L., (2025) “Exploring Classroom Grouping Practices in Wales”, <i>Wales Journal of Education</i> 27(1), 79–106. doi: https://doi.org/10.16922/wje.27.1.4 Murphy, A., Greenway, C., & Conn, C. (2024) Negotiating additional learning needs reform in Wales: The voice of the ALNCo. <i>British Journal of Special Education</i>. 2024;00:1–9. https://doi.org/10-1111/1467-8578-12568 Nanna Ryder, Charlotte Greenway a Siobhan Eleri (2024) Adolygiad integredig o’r dull ysgol-gyfan o gefnogi iechyd a lles emosiynol a meddyliol dysgwyr yng Nghymru. <i>Gwerddon</i> 38, (November), 77–102. https://doi.org/10.61257/HEOY7439 Carmel Conn, Alison Murphy, & Charlotte Greenway (2024). Margins of manoeuvrability for inclusive education. In Carmel Conn, Bethan Mitchell, Matt Hutt (Eds.) <i>Working with Uncertainty for Educational Change: Orientations for Professional Practice</i> (pp. 169-182). Routledge. https://www.taylorfrancis.com/chapters/edit/10.4324/9781032688770-12/margins-manoevrability-inclusive-education-carmel-conn-alison-murphy-charlotte-greenway Conn, C., Thomas, D. V., Knight, C., Greenway, C., & Formby, L. (2024). Learner experiences of low attainment groups in the context of a rights approach to education. <i>Pedagogy, Culture & Society</i>, 1-17. https://doi.org/10.1080/14681366.2024.2311640 Conn, C., Formby, L., Greenway, C., Knight, C. and Thomas, D. S. (2023) Grouping practices for learning support: Research to investigate the use of groups in schools with a focus on inclusive education and additional learning needs. Welsh Government. Research document no. 070/2023. https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:d1d1d759-5a10-3b4c-b0ae-e35d8a2a34dc Greenway, C.W., & Eaton-Thomas, K (2020). Parent experiences of home-schooling children with special educational needs during	Canva: https://www.youtube.com/watch?v=DJKU3ihHH68 Example <u>video</u>: https://www.canva.com/design/DAGuob8SVQw/qAqdJi8hUVnrXqP8RPQIQw/edit?utm_content=DAGuob8SVQw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
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		the COVID-19 pandemic. <i>British Journal of Special Education</i>, 47(4), 510-535. https://nasenjournals.onlinelibrary.wiley.com/doi/abs/10.1111/1467-8578.12341 Bonner, P. J., Warren, S. R., & Jiang, Y. H. (2017). Voices From Urban Classrooms: Teachers' Perceptions on Instructing Diverse Students and Using Culturally Responsive Teaching. <i>Education and Urban Society</i>, 0013124517713820. Civitillo, S., Denessen, E., & Molenaar, I. (2016). How to see the classroom through the eyes of a teacher: Consistency between perceptions on diversity and differentiation practices. <i>Journal of Research in Special Educational Needs</i>, 16, 587-591. Paseka, & Schwab, S. (2020). Parents' attitudes towards inclusive education and their perceptions of inclusive teaching practices and resources. <i>European Journal of Special Needs Education</i>, 35(2), 254–272. https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/1ir6fgh/cdi_informaworld_taylorfrancis_310_1080_08856257_2019_1665232	
5	Challenges in the classroom Behaviour management 1. GBG 2. ABA 3. SS 4. Behaviour Contracts and Shaping Behaviour	Please watch the following videos Tackling Challenging Behaviour 1 https://clickv.ie/w/zkfp Tackling Challenging Behaviour 2 https://clickv.ie/w/3kfp Marder, Thiel, F., & Göllner, R. (2023). Classroom management and students' mathematics achievement: The role of students' disruptive behavior and teacher classroom management. <i>Learning and Instruction</i>, 86, 101746 https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/1ir6fgh/cdi_crossref_primary_10_1016_j_learninstruc_2023_101746 Chapter: 4 and 11	Group task - Search for papers that explore classroom interventions that schools use to promote positive behaviours and decrease negative behaviours. What types of interventions are they? Are they successful? Is there a balance of negative and positive behaviours? Group presentations – 5 mins on the above. Followed by formative feedback.

		Vargas J. (2013) Behavior Analysis for Effective Teaching, (book available on moodle) Good Behaviour Game Evaluation report and executive summary July 2018 https://pdfs.semanticscholar.org/b2cb/43b8b8f1de6c66f81f3468820f69b78fcd41.pdf Glock, & Pit-ten Cate, I. M. (2021). What's in a diagnosis: The effect of externalizing and internalizing students' behaviour on pre-service teachers' classroom management and interaction strategies. <i>British Journal of Educational Psychology</i>, 91(4), 1185–1201 https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/1ir6fgh/cdi_proquest_miscellaneous_2498995862 Sims, Yu, R., King, K. R., Zahn, D., Mandracchia, N., Monteiro, E., & Klaib, M. (2023). Measuring Classroom Management in Secondary Settings: Ongoing Validation of the Direct Behavior Rating-Classroom Management. <i>Assessment for Effective Intervention</i>, 48(3), 149–158. https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/1ir6fgh/cdi_proquest_journals_2815179875 Coombes, L., Chan, G., Allen, D., & Foxcroft, D. R. (2016). Mixed-methods evaluation of the good behaviour game in English primary schools. <i>Journal of community & applied social psychology</i>, 26(5), 369-387.	Read this before session six. Students would have read these papers before the seminar: <i>McGuire, J. (2009). Ethical considerations when working with older adults in psychology and Challenges to conducting research with older people living in nursing homes. Ethics & Behavior, 19(2), 112-128</i>
6	The development of Ageing Introduction to Ageing and attitudes to ageing	Reading Available on Moodle Lange, J., & Grossman, S. (2010). Theories of aging. <i>Gerontological nursing competencies for care</i>, 50-73. Chapter http://samples.jbpub.com/9781284104479/Chapter_3.pdf	Students would have read this papers before the seminar: <i>McGuire, J. (2009). Ethical considerations when working with older adults in psychology and Challenges to conducting research with older people living in nursing homes. Ethics & Behavior, 19(2), 112-128</i> Health Inspectorate Wales

		Hall, S., Longhurst, S., & Higginson, I. J. (2009). Challenges to conducting research with older people living in nursing homes. BMC geriatrics, 9, 1-8. https://bmcgeriatr.biomedcentral.com/articles/10.1186/1471-2318-9-38 Chapter 9 Nelson, T. D. (Ed.). (2004). Ageism: Stereotyping and prejudice against older persons. MIT press. https://us.sagepub.com/sites/default/files/upm-binaries/50361_ch_9.pdf Undergraduate students' attitudes toward, and personality correlates in relation to, older adults. Mansfield-Green, sarah ; morrisseau, nakita-rose ; valliant, paul m. ; caswell, joseph m. Social Behavior & Personality: an international journal, 2015, Vol.43 (10), p.1741-1749 Coffey et.al (2015) Attitudes to older people and perceptions of working with older people of students of health and social care http://ellan.savonia.fi/images/WP6_report_on_homepage.pdf The barriers to and enablers of positive attitudes to ageing and older people, at the societal and individual level https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/454735/gs-15-15-future-ageing-attitudes-barriers-enablers-er06.pdf Measuring attitudes to age in Britain: Reliability and validity of the indicators https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/214388/WP90.pdf	Quality Care Commission Mental Capacity Act BPS Safeguarding Ethical dilemma Student - Q only .docx
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		Read this before session seven. <i>Exploring Interventions to Reduce Cognitive Decline in Aging</i> https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2923489/	
7	Cognitive Processes of Ageing: cognitive decline and dementia	Please watch the video below https://youtu.be/NcFdAVrYfns Reading Normal Cognitive Aging https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4015335/ The Continuing Challenge of Cognitive Decline: An Individual Process of Aging? https://austinpublishinggroup.com/aapd/download.php?file=fulltext/aapd-v2-id1024.pdf Social Isolation and Memory Decline in Later Life Shankar, A., Hamer, M., McMunn, A., & Steptoe, A. (2013). Social isolation and memory decline in later-life. <i>The Journals of Gerontology: Series B</i>, 68(2), 229–236. https://doi.org/10.1093/geronb/gbs121 Impact of Memory Change on Daily Life in Normal Aging and Mild Cognitive Impairment Rönnlund, M., Sundström, A., Adolfsson, R., & Nilsson, L. G. (2015). Subjective memory impairment in older adults predicts future dementia independent of baseline memory performance: Evidence from the Betula prospective cohort study. <i>Alzheimer's & Dementia</i>, 11(11), 1385–1392. https://doi.org/10.1016/j.jalz.2014.11.006 Depression and Memory Loss in Older Adults Zhang, Z., Hayward, M. D., & Yu, Y. L. (2016). Life course pathways to racial disparities in cognitive impairment among older Americans. <i>Journal of Health and Social Behavior</i>, 57(2), 184–199. https://doi.org/10.1177/0022146516645925	You should have read the article below before today's seminar. <i>Exploring Interventions to Reduce Cognitive Decline in Aging</i> https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2923489/ Group task: in groups of 3-4, create a cognitive toolkit for an ageing adult facing cognitive decline. Discussion: The impact of Dementia on caregivers/family You should have read the article - Outline a fitness test/regime suitable for an elderly with dementia. Then write a 1000-word proposal on how you would evaluate the effectiveness of this intervention.

		Locus Coeruleus Integrity and Memory in Aging Langley, J., Hussain, S., Huddleston, D. E., Bennett, I. J., & Hu, X. P. (2021). Impact of locus coeruleus and its projections on memory and aging. <i>Neurobiology of Aging</i>, 98, 22–31. https://doi.org/10.1016/j.neurobiolaging.2020.10.010 COVID-19 and Cognitive Decline in Older Adults Taquet, M., Geddes, J. R., Husain, M., Luciano, S., & Harrison, P. J. (2021). 6-month neurological and psychiatric outcomes in 236,379 survivors of COVID-19: A retrospective cohort study using electronic health records. <i>The Lancet Psychiatry</i>, 8(5), 416–427. https://doi.org/10.1016/S2215-0366(21)00084-5 Read the following articles before session eight. <i>Social isolation and loneliness as risk factors for the progression of frailty: The English Longitudinal Study of Ageing</i> https://academic.oup.com/ageing/article/47/3/392/4772155 <i>A connected society: A Strategy for tackling loneliness – laying the foundations for change</i> https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/750909/6.4882_DCMS_Loneliness_Strategy_web_Update.pdf <i>The Strategy for Older People in Wales 2013-2023</i> http://www.cpa.org.uk/cpa-lga-evidence/Merthyr_Tydfil_County_Borough_Council/The_Strategy_for_Older_People_in_Wales_2013-2023.pdf Lautenschlager, N. T., Cox, K., & Cyarto, E. V. (2012). The influence of exercise on brain aging and dementia. <i>Biochimica et biophysica acta (BBA)-Molecular basis of disease</i>, 1822(3), 474–481.	
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		Mould, J. F., Tang, B., Harary, E., Kurzman, R., Pan, S., Kaminsky, R., & Yang, J. (2012). PMH3 Caregiver Perceptions on the Burden of Caring for Dementia Patients: Results from a Cross-Sectional Hospital-Based Study in China. <i>Value in Health</i>, 15(7), A669. Tools for Early Identification, Assessment, and Treatment for People with Alzheimer's Disease https://www.alz.org/documents/national/CCN-AD03.pdf Family caregivers of people with dementia https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3181916/pdf/DialoguesClinNeurosci-11-217.pdf Blom, M. M., Zarit, S. H., Zwaafink, R. B. G., Cuijpers, P., & Pot, A. M. (2015). Effectiveness of an Internet intervention for family caregivers of people with dementia: results of a randomized controlled trial. <i>PloS one</i>, 10(2), e0116622. Laver, K., Dyer, S., Whitehead, C., Clemson, L., & Crotty, M. (2016). Interventions to delay functional decline in people with dementia: A systematic review of systematic reviews. <i>BMJ Open</i>, 6, e010767.	
8	Social isolation, loneliness and mental health	Reading Social isolation and loneliness as risk factors for the progression of frailty: The English Longitudinal Study of Ageing https://academic.oup.com/ageing/article/47/3/392/4772155 Holwerda, T. J., Deeg, D. J., Beekman, A. T., van Tilburg, T. G., Stek, M. L., Jonker, C., & Schoevers, R. A. (2014). Feelings of loneliness, but not social isolation, predict dementia onset: results from the Amsterdam Study of the Elderly (AMSTEL). <i>Journal of Neurology, Neurosurgery & Psychiatry</i>, 85(2), 135-142.	You should have read the articles below before today's seminar. <i>A connected society: A Strategy for tackling loneliness – laying the foundations for change</i> https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/750909/6.4882_D_CMS_Loneliness_Strategy_web_Update.pdf <i>The Strategy for Older People in Wales 2013-2023</i> http://www.cpa.org.uk/cpa-lga-evidence/Merthyr_Tydfil_County_Borough_Council/The_Strategy_for_Older_People_in_Wales_2013-2023.pdf

		Loneliness from the perspective of the elderly http://www.scielo.br/pdf/rbgg/v19n2/en_1809-9823-rbgg-19-02-00313.pdf Theoretical approaches to loneliness https://www.researchgate.net/publication/284634633_Theoretical_approaches_to_loneliness Santini, Z. I., Fiori, K. L., Feeney, J., Tyrovolas, S., Haro, J. M., & Koyanagi, A. (2016). Social relationships, loneliness, and mental health among older men and women in Ireland: A prospective community-based study. <i>Journal of affective disorders</i>, 204, 59-69. Management of Depression in Older People: Why this is Important in Primary Care http://www.rcgp.org.uk/clinical-and-research/clinical-resources/~/_media/Files/CIRC/Mental%20Health%20-%202014/3%20%20Managing%20Depression%20In%20Older%20People.ashx Thomas, H. (2013). Assessing and managing depression in older people. <i>Nursing times</i>, 109(43), 16-18. Lackamp, J., Schlachet, R., & Sajatovic, M. (2016). Assessment and management of major depressive disorder in older adults. <i>Psychiatr Danub</i>, 28(Suppl 1), 95-98. Consequences of Major and Minor Depression in Later Life: A Study of Disability, Well-being and Service Utilization https://www.researchgate.net/publication/13826110_Consequences_of_Major_and_Minor_Depression_in_Later_Life_A_Study_of_Disability_Well-being_and_Service_Utilization Boockvar, K. (2014). Impact of depression and mental illness on outcomes of medical illness in older adults. <i>Clinical therapeutics</i>, 36(11), 1486-1488.	I want you to search online to see where (in Wales) – the recommendations in the above document are being carried out. Discuss what work has been carried out and its effectiveness, barriers, obstacles, etc. What should they be doing?
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Read the article below before session nine
Media story: Dementia study links your risk with your fitness level
<https://edition.cnn.com/2018/03/14/health/dementia-risk-fitness-study/index.html>

Before session nine- complete all of the below

Read through the slides on social change/support (L7). 1.

1. 1. **Watch Video Summaries:**

- **Socio-Emotional Selectivity Theory:** Watch a brief video summarising how older adults prioritise emotionally meaningful goals as they perceive time as limited. <https://youtu.be/X8Q8zM7f-pI>
- **Social Exchange Theory:** Watch a video explaining how social interactions are shaped by the exchange of resources and the challenges older adults face when their "resources" diminish. <https://youtu.be/P30st5F869E>

2. Readings:

- a. Carstensen, L. L., Gross, J. J., & Fung, H. H. (1997). The socio-emotional selectivity theory lifespan model.
- b. Dowd, J. J. (1975). Ageing as an exchange: A preview of the social exchange theory in ageing.

3. Reflection Questions:

Write brief responses (50–100 words each) to the following questions:

- How does SST explain the shift in social priorities as people age?
- How might SET explain feelings of isolation or neglect among older adults?

4. Case Study Reading:

Read the case study featuring "Mary," a 72-year-old woman navigating retirement, caregiving, and her social network. [Flipped classroom task](#)

9	Social transitions : Social change/support and Retirement	Reading Carstensen, L. L., Isaacowitz, D. M., & Charles, S. T. (1999). Taking time seriously: A theory of socioemotional selectivity. <i>American psychologist</i>, 54(3), 165. Luong, G., Charles, S. T., & Fingerman, K. L. (2011). Better with age: Social relationships across adulthood. <i>Journal of social and personal relationships</i>, 28(1), 9-23. Housing for Older People in Wales: An Evidence Review http://www.ageingwellinwales.com/Libraries/Documents/Housing-for-Older-People-in-Wales-Evidence-Review.pdf Social care assessments for older people with care needs in Wales https://www.alzheimers.org.uk/download/downloads/id/2649/Assessment_for_care_and_support_in_Wales.pdf Shultz, K. S., & Wang, M. (2011). Psychological perspectives on the changing nature of retirement. <i>American Psychologist</i>, 66(3), 170. Yeung, D. Y., & Zhou, X. (2017). Planning for retirement: Longitudinal effect on retirement resources and post-retirement well-being. <i>Frontiers in Psychology</i>, 8, 1300. Zulka, L. E., Hansson, I., & Hassing, L. B. (2019). Impact of Retirement on Cognitive Function. <i>GeroPsych</i>. Meng, A., Nexø, M. A., & Borg, V. (2017). The impact of retirement on age related cognitive decline—a systematic review. <i>BMC geriatrics</i>, 17(1), 160. Wang, M., Henkens, K., & van Solinge, H. (2011). Retirement adjustment: A review of theoretical and empirical advancements. <i>American Psychologist</i>, 66(3), 204.	Flipped Classroom Task: Exploring Aging Through Socio-Emotional Selectivity Theory and Social Exchange Theory Objective: Students will analyse and compare Carstensen, Gross, and Fung's (1997) socio-emotional selectivity theory (SST) with Dowd's (1975) social exchange theory (SET), applying these concepts to real-world scenarios of ageing. <u>Flipped classroom task</u> This flipped classroom design encourages students to actively engage with theoretical models and apply them to practical, real-world situations, promoting deeper understanding and empathy for aging populations. The impact of retirement In three groups: create a different poster campaign Poster 1 – the changing nature of retirement Poster 2 – theories of retirement Poster 3 – the impact of retirement
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