

CALL FOR PAPERS – *Journal of Intergenerational Relationships*

## INTERGENERATIONAL LEARNING & EDUCATION IN SCHOOLS

Co-edited by Mariano Sanchez, Doc.Soc., Peter Whitehouse, Ph.D., and Lynn Johnston, Ph.D.

Intergenerational learning seems to be finally on the educational agenda. Thousands of initiatives in the way of intergenerational learning programs and practices are being implemented internationally to facilitate learning opportunities among different generations. Are school systems following this trend? The fact that formal education in schools is typically organized in facilities where teachers and younger students from different generations meet and interact every day under one roof might lead to belief that the intergenerational nature of the school environment can be taken for granted. However, the circumstance that schools include people from different generations may make them multi-generational but not necessarily intergenerational learning organizations. Therefore, it makes sense to pay attention to what and how our schools, especially throughout the duration of mandatory education, are purposefully doing to enhance their profile as spaces for intergenerational learning and education. As the world continues to age, we will increasingly need places to allow elders to enhance their vital roles in society that keep themselves vital as life-long learners. As we face increasing local and global social and environmental challenges, the long term solidarity enhancing attributes of intergenerational learning and associated values will become increasingly critical.



Beyond studies on small scale and unsustained intergenerational activities in schools, we need further and more ambitious explorations and reflections on why and how schools (early childhood, elementary, middle, and secondary ones) as a whole should become intergenerational settings. Accordingly, the [Journal of Intergenerational Relationships](#) (JIR) is developing a special issue on innovative and promising avenues to enhance intergenerational learning & education in schools.

We encourage papers that explore conceptual and practical frameworks to foster intergenerational learning and education in the school system in general and at particular schools; assessments of experiences already in place geared to strengthening the intergenerational nature of school teaching and learning; research evidencing impact (whether in terms of academic performance, competence acquisition, relational climate, or any other relevant dimension) on the school community (teachers, students, staff, families, and the wider community) after adopting an intergenerational perspective; and examples of powerful intergenerational practices and strategies which have demonstrated capacity to transform schools and communities positively.

The special issue will include two categories of papers:

1. **Scholarly papers** (up to 7000 words) focusing on research, policy, or practice connected to the theme at stake.
2. **From the Field papers** (900-2000 words) that include program profiles, reflection essays, book and media reviews (adults' and children's), and discussion forums that provide contrasting position papers on key issues related to the special issue theme.

**JIR** is the forum for scholars, practitioners, policy makers, educators, and advocates to stay abreast of the latest intergenerational research, practice methods, and policy initiatives. It is the only journal focusing on the intergenerational field integrating practical, theoretical, empirical, familial, and policy perspectives. For more information on the journal, including instructions for authors go either to <http://jir.ucsur.pitt.edu> or to <http://www.tandfonline.com/toc/wjir20/current>.

PAPERS ARE DUE ELECTRONICALLY (in MSWord) OCTOBER 30<sup>TH</sup> 2016 TO MARIANO SANCHEZ. Direct inquiries to special issue co-editors: Mariano Sanchez ([marianos@ugr.es](mailto:marianos@ugr.es)), Peter Whitehouse ([peter.whitehouse@case.edu](mailto:peter.whitehouse@case.edu)), and Lynn Johnston ([Lynn.Johnston@bjf.org.uk](mailto:Lynn.Johnston@bjf.org.uk)).

Special issue's expected publication date: March 2018.

### **About the special issue editors**

**Mariano Sanchez, Doc.Soc.** - Dr. Sanchez is Associate Professor in the Department of Sociology at the University of Granada (Spain) and Principal Investigator in the project 'Improving our Educational System: Introducing a Model of Intergenerational School in Primary Education' (funded by the Spanish Ministry of Economy and Competitiveness), under implementation in collaboration with [The Intergenerational Schools](#). He has lead the Spanish research team responsible for the [European Certificate in Intergenerational Learning](#), and he is currently the chair of the [Homeshare International Research Advisory Group](#) and a member in GENERACIONES ([International Network for the Study of Intergenerational Issues](#)).

**Peter Whitehouse, Ph.D.** - Peter J. Whitehouse, MD, PhD is Professor of Neurology at Case Western Reserve University, Professor of Medicine at the University of Toronto, and President of Intergenerational Schools International. He is also currently a strategic advisor in innovation at Baycrest Health Center. In 1999 he founded with his wife, Catherine, The Intergenerational School, a unique public multiage, community school ([www.tisonline.org](http://www.tisonline.org)). He is active as a geriatric neurologist, cognitive scientist, environmental ethicist, and photographer. He contributes in visual arts, dance and music organizations globally. He is coauthor of "The Myth of Alzheimer's: what you aren't being told about today's most dreaded diagnosis." ([www.themythofalzheimers.com](http://www.themythofalzheimers.com)) and hundreds of papers and writings.

**Lynn Johnston, Ph.D.** - Dr. Johnston works in a development role for [Linking Generations Northern Ireland](#) (LGNI), which is part of the Beth Johnson Foundation. LGNI develop, support and facilitate all-age connections in a variety of spaces for a variety of purposes across Northern Ireland. Lynn's doctoral thesis, admitted by Queen's University Belfast in 2014, was a case study of age relationships in a Northern Irish neighbourhood.

Acknowledgment: Photo above has been included by courtesy of **The Intergenerational Schools**.