

2003

University-school link partnership projects (USLP) for promotion of intergeneration communication

Cheung Ming, Alfred CHAN

Lingnan University, Hong Kong, sscmchan@ln.edu.hk

David Rosser PHILLIPS

Lingnan University, Hong Kong, phillips@ln.edu.hk

Meng Soi, Florence FONG

Follow this and additional works at: <http://commons.ln.edu.hk/apiasmp>



Part of the [Civic and Community Engagement Commons](#), [Community-Based Learning Commons](#), [Demography, Population, and Ecology Commons](#), and the [Gerontology Commons](#)

Recommended Citation

Chan, C. M. A., Phillips, D. R., & Fong, M. S. F. (2003). University-school link partnership projects (USLP) for promotion of intergeneration communication (APIAS Monograph Paper Series No.2). Retrieved from Lingnan University website: <http://commons.ln.edu.hk/apiasmp/9>

This Paper Series is brought to you for free and open access by the APIAS Paper Series 論文 at Digital Commons @ Lingnan University. It has been accepted for inclusion in APIAS Monograph 專題論文 by an authorized administrator of Digital Commons @ Lingnan University.

MONOGRAPH SERIES No. 2 (JUNE 2003)

**UNIVERSITY-SCHOOL LINK PARTNERSHIP PROJECTS (USLP)
FOR PROMOTION OF INTERGENERATION COMMUNICATION**

CHAN CHEUNG MING, ALFRED Ph.D.

PHILLIPS R. DAVID Ph.D.

FONG MENG SOI, FLORENCE BSoc Sc, MPhil

Awards:

The project has been known to the public and we have received the award “Outstanding Programme Selection of The Opportunities for the Elderly Project (OEP) 2002 – 1st Runner up” organized by Social Welfare Department, Hong Kong SAR Government.

Acknowledgments:

The project was funded by University Grants Committee Interfacing Projects 2000, UGC reference: IF01A2 (LU-203)

We would like to express our gratitude to the following organizations and individuals for supporting our study:

- * Church of Christ in China Ming Kei College, (MK)
- * Fanling Kau Yan College,(KY)
- * Po Leung Kuk Centenary Li Shiu Chung Memorial College, (PLK)
- * Yan Oi Tong Madam Lau Wong Fat Primary School, (YOT)
- * The Hong Kong Society for the Aged (SAGE) Chai Wan Multi-Service Centre for the Elderly
- * Yan Oi Tong Tin Ka Ping Integrated Children & Youth Service Centre
- * The Evangelical Lutheran Church of Hong Kong (ELCHK) Kwai Chung Elderly Service Centre
- * Bddhist Kam Lai Kindergarten
- * Multipak Limited – Luk Yu Teabags
- * Swire Coca-Cola HK Ltd.
- * Vitasoy International Holdings Ltd.

Project Support Team:

Fong Meng Soi, Florence

Lau Wing No, Helen

Luk Kit Ling

University-School Link Partnership Projects for Promotion of Intergeneration Communications (USLP)

Table of Contents

Summary.....	1
Chapter 1: Introduction.....	3
1.1 Background.....	3
1.2 Aims of the projects.....	3
1.3 Participating organizations.....	4
Chapter 2: Project Design & Implementation.....	6
2.1 Project design.....	6
2.2 Project implementation.....	6
Chapter 3: Project Outcomes and Evaluation.....	14
3.1 Research aims.....	14
3.2 Research method.....	14
Chapter 4: Research Findings.....	16
4.1 Samples.....	16
4.2 Results of students.....	16
4.3 Results of older people.....	20
4.4 Comparison between students and older people’s social competence..	22
4.5 Focus group discussions.....	24
Chapter 5: Participation Rate of the Link Projects.....	25
Chapter 6: Conclusions and Recommendations.....	27
References.....	29
Appendix : 1 CCC Ming Kei College Project Schedule.....	30
2 Questionnaire 問卷調查.....	31
3 Mid-evaluation summaries 中期活動計劃評檢報告.....	44

University-School Link Partnership Projects (USLP) for the Promotion of Intergeneration Communication

Summary

1. Introduction

Started as a pilot experiment, the University-School Link Partnership (USLP) was designed to encourage interactions between young and old people. It was first initiated in 2000 and implemented from September 2001 to September 2002. Co-organized by the Asia-Pacific Institute of Ageing Studies (APIAS), Lingnan University and the Church of Christ in China Ming Kei College, the USLP involved four schools and ten social welfare organizations with a total of 288 students, 265 older persons and 106 volunteers participating in the project.

The aims of the project were to enhance the intergenerational relationship between the young and the older participants through a series of well-structured programmes including training workshops, social service projects, project reports presentation, CD-ROM production, as well as experiences of mutual care and support during an overnight camp. The activities have not only improved the social competence skills of the participants of all ages, but also developed an off-campus curriculum (service learning) for the students and provided insights for elderly service agencies.

2. Project design

Six training workshops and service programmes were designed for the participants which included: (1) I.T. Learning, (2) Promotion of professional health care knowledge, (3) Healthy ageing ambassador, (4) I.T. Learning with oral history, (5) Farming experience and (6) Farming experience with oral history. Based on their interests, students and older people were paired up to work together in the service projects.

3. Project Implementation

Project implementation was divided into several stages. Stage 1: Programme orientation and partnership, Stage 2: Training and skills transfer, Stage 3: Social service programmes, Stage 4: Reflection and preparation of project report/ CD-ROM, Stage 5: An overnight camp-cum-closing ceremony and carnival, Stage 6: Programme evaluation and follow up. In total, there were 669 participants in the projects with an over 90% attendance rate among the students and over 80% among the older people.

4. Project Evaluation

A longitudinal study was conducted to measure the University-School Link Partnership Projects' outcomes. The study aimed to investigate the changes in the social competence skills

of the participants over time. Three sets of structured questionnaires were administered among the participants at different intervals (baseline, interim and final survey) during the project year. The study adopted a quasi-experimental design with experimental group and control group. To ensure the validity of the survey findings, 6 focus groups were held to obtain deeper understanding of the projects' outcomes and confirmation of the survey results.

Four aspects were examined in the survey which included: the image of old age, self-confidence, computer skills and health knowledge. Based on the data of the baseline survey in the first stage, the results of the second (interim survey) and third stage (final survey) showed that students were improving steadily in all four aspects. There was only a slight drop in the scores on health knowledge among the participants in the final survey which could be caused by a "ceiling effect". Overall, student participants improved in their social competence in terms of mean scores from 6.67 in the baseline survey to 7.42 in the final survey.

To further analysis the programme outcomes, the experimental group (288 students) were divided into six interest groups. Compared with different groups, the survey found that the Health Ageing Ambassador (Group 3) and I.T. learning (Group 1) groups had the highest rate of increase, as 17.4% and 15.4% respectively. Scores in computer skills was the only aspect that showed improvements among the older participants. The mean scores in social competence skills for the groups increased from 6.99 in the baseline survey to 7.28 in the interim survey but dropped to 6.74 during the final survey. The focus group discussions during the follow-up period helped to explain such decrease in social competence skills. First, the impatience of some students during the computer tutorials had contributed to the drop in the scores of the older people's perception of the youths. Second, the unstable social conditions and the proposed cutting of old age allowance had diminished the self-confidence of the older participants. Finally, as the high scores in health care knowledge in the 1st baseline survey was the results of misconceptions among the respondents, the scores dropped substantially in the final survey when they realized their previous misconceptions from the training workshops.

5. Conclusion and recommendations

The ULSP is an innovative project that aims to improve communication between the younger and the older generations. Through its creative design and implementation, it has enhanced the social competence skills as well as enriched the social life of the participants. The project has also offered many insights and experiences for the development of an off-campus curriculum and for social service practitioners. Having received many commendations from policy makers, there is also a large number of social workers and school teachers who urge the development of similar kinds of projects in primary and secondary schools in Hong Kong.

Chapter 1: Introduction

1.1. Background

The University School Link Partnership (USLP) projects for promotion of intergeneration communications was first initiated as a pilot project that aimed to improve young-old interactions through the teaching and learning of computer skills. It involved 50 pupils selected from Form 2 classes in Ming Kei College and another 50 older people from nearby service agencies. The initial success of the pioneer project had prompted the Asia-pacific Institute of Ageing Studies (APIAS) to apply for funds to support and expand the project. The expanded project involved participants from different schools and service agencies. Basically, the USLP was designed similar to that of the pilot project, but was enriched with more training and service elements.

1.2. Aims of the projects

The projects aimed to enhance the interaction between students (youth) and older people. Through a series of training workshops and training camp, delivery of services, project presentation and so on, the participants have built up their social competence, including interpersonal skills, self-confidence, computer skills, health knowledge and the motivation to learn new things. In particular, the project has also helped to create a positive image of ageing and improved the quality of life for older people.

In addition, through collaboration with institutes, schools and social welfare organizations, the project was able to forge partnership which enabled better access to community resources. The project also attempted to develop a model of off-campus curriculum and an innovative teaching method for the teachers. Through the series of training activities and social service programmes, students could improve their social competence skills. Furthermore, the project has also motivated the active participation of school principals, teachers, students, older persons and social workers. In summary, the USLP aimed at achieving the following goals:

1. To improve intergenerational communication which instills an atmosphere conducive to mutual care and support;
2. To acquire better understanding of the concepts of ageing, such as the physical and psychological changes, in promoting the positive image of ageing;
3. To enhance the social competence skills and quality of life of the participants;
4. To cultivate students' respect and caring for older people and raise their awareness to serve the community;
5. To develop an off-campus curriculum through partnership with schools and

collaborative organizations.

1.3. Participating organizations

Lingnan University's Asia-Pacific Institute of Ageing Studies (APIAS), as the key organizer, was responsible for designing the link projects, coordinating the workshops and project activities, offering training for the participants, and giving support and advice to the collaborative organizations. In the process of transfer the skills off-campus curriculum to other Secondary school, it build up the service learning platform for the students and instill the teaching elements of the apply gerontology towards primary and secondary school.

A longitudinal study was also conducted by the APIAS which aimed at measuring the behavioural changes of older people in terms of their social competence skills as well as evaluating the projects' outcomes. The experience obtained from the link projects is helpful in developing a teaching curriculum with the elements of multidisciplinary project learning programmes in secondary schools in Hong Kong.

In addition, in support of the mission of Lingnan University to promote liberal arts education in Hong Kong, a number of Lingnan students including those from Foundation Diploma Programmes, the project of Yi Jin, Associate Degree Programmes, undergraduates and postgraduates also actively participated in the projects. Their involvement fulfilled the university's doctrine of "Education for Services".

In additional to APIAS, the link projects also involved the participation of four schools and 10 social welfare agencies. The main collaborative organizations are showed in Table 1.

Although the Hong Kong Government Social Welfare Department (Tuen Mun, Yuen Long and Sham Shui Po branches) was not directly involved in the USLP, their assistance in providing training workshops and recruitment of volunteers was very valuable.

Table 1: Main collaborating organizations

Organizer:	(a.) Asia Pacific Institute of Ageing Studies (APIAS), Lingnan University, (嶺南大學亞太老年學研究中心)
Collaborating Schools:	(b.) Church of Christ in China Ming Kei College, (MK) (中華基督教會銘基書院)
	(c.) Fanling Kau Yan College, (KY) (粉嶺救恩書院)
	(d.) Po Leung Kuk Centenary Li Shiu Chung Memorial College, (PLK) (保良局百周年李兆忠紀念中學)
	(e.) Yan Oi Tong Madam Lau Wong Fat Primary School, (YOT) (仁愛堂劉皇發夫人小學)
Collaborating Organizations:	(f.) Christian Community Service Network Limited (基督教社區服務網絡)
	(g.) ELCHK Lutheran Senior Citizen Club (基督教香港信義會信義尊長會)
	(h.) HA Caritas Hospital (明愛醫院)
	(i.) Hong Kong YWCA Ellen Li Multi Service Centre For The Older people (香港基督教女青年會秀群松柏社區服務中心)
	(j.) Hong Kong YWCA Wan Wah Care & Attention Home For The Elderly (香港基督教女青年會雲華護理安老苑)
	(k.) Quality Healthcare Fuk Kwan Elderly Care Home (卓健福群護老院)
	(l.) Sik Sik Yuen Ho Kin Multi-Service Centre for the Elderly (薈色園可健耆英綜合服務中心)
	(m.) The Mongkok Kai-Fong Association Ltd. Chan Hing Social Service Centre (旺角街坊會陳慶社會服務中心)
(n.) Yan Oi Tong Woo Chung Integrated Services Centre For The Elderly / Yan Oi Tong Mrs. Sophia Dan School of Continuing Education For The Elderly (仁愛堂胡忠長者綜合服務中心 / 仁愛堂鄧楊詠曼耆英翰林學院)	

Chapter 2: Projects design and implementation

2.1 Projects Design

The projects were adopted a multi-discipline designs. It would provide structured training workshops and seminars on learning computer skills; health care and therapeutic topics, farm camps, discussion meetings, and an overnight camp for enhancing young-old interaction and support. A closing ceremony was further held for projects' award presentation. Six stages were designed to implement the project plans as detailed below:

2.2 Project Implementation

Stage 1: Programme orientation and partnership

The initial stage aimed to introduce the project objectives, identify the interests of the participants, pair up the participants (one student and one older adult), and adjust the mutual expectations between the organizers and the participants. Six interests groups were formed at this stage, which included:

Group 1: I.T. Learning

Group 2: Promotion of Professional Health Knowledge

Group 3: Healthy Ageing Ambassadors

Group 4: I.T. Learning with Oral History

Group 5: Farming Experience

Group 6: Farming Experience with Oral History

The training workshops at this stage were focused on team building. They introduced the concepts of ageing which enabled the students to gain knowledge of the biological changes that occur during ageing and how to communicate with their older partners. The workshops were conducted by APIAS and collaborative organizations. The trainers were all qualified social workers and experienced instructors.

A longitudinal study was conducted to measure changes in the level of social competence among the participants. The baseline survey provided data for comparison with survey results at the latter stage of the link projects.

Stage 2: Training and skills transfer

During the second stage, the participants of Group 1 (I.T. learning) and Group 4 (I.T. learning

with oral history) attended the training workshops first. For Group 2, 3, 5 and 6, the training workshops and social service programmes were implemented within a similar period, as discuss in stage 3.

For Groups 1 and 4, a series of computer workshops were provided for the students. Students were then required to transfer the skills to their older partners. The training elements were basically the same but Group 1 served older people residing in the community while Group 4 served older people in residential care homes. During the workshops, the participants learnt how to send and receive e-mails, browse the web, Chinese word processing, webpage design and other skills (The Interim Report outlines the teaching curriculum). The workshops were provided by the teachers of the Hong Kong Seniors Information Technology Centre (香港長者資訊天地) and Ming Kei College. The computer classes took place in Ming Kei College and Hong Kong Seniors Information Technology Centre

Apart from geographic proximity, initiatives to have the computer trainings were proposed. For Ming Kei College, a cross-curriculum learning program was adopted in this year for Ming Kei students, thus the computer training workshops were carried out by their subject teachers in the school. For other schools, APIAS invited qualified teachers from the Hong Kong Seniors Information Technology Advocates to conduct the workshops. Using senior trainers had the advantage of promoting a positive image of old age and enhancing young-old communications in the workshops. At this stage, students were expected to obtain basic computer knowledge and learn how to make CD-ROMs.

Stage 3: Social service programmes

This stage aimed at providing students opportunities to put what they had learnt from the training into practice. By participating in different assigned social services programmes, student participants had increased their interactions with older persons, which in turn enhanced intergenerational relationships. The social competence skills, such as communication skills, self-confidence, self-image, of both old and young participants had also improved too. The social service programmes were as follows:

Group 1: I.T. Learning: Computer skills transfer (Older people in the Community)

A series of training workshops was provided for the older participants. The trained students, now acting as tutors, were responsible for providing after school computer classes for their older partners. The content included sending and receiving emails, M.S Word, Power-Point, software applications, browsing the web, and other skills. The learning process could build a

good relationship between the young and the old. It also induced a sense of confidence in the older persons, as these skills empowered them to keep up with modern information technologies.

Group 2: Promotion of professional health care knowledge (Caritas Medical Centre)

This group aimed at providing students with better understanding of the operation of hospitals and the structure of the Hospital Authority through a number of interviews and visits. The students interviewed medical professionals such as geriatric specialists and occupational therapists and visited the departments of occupational therapy, physiotherapy, dietetics, podiatry, prosthetics and orthotics, pharmacy and speech therapy. They learned about the hospitals' daily operations and procedures in patients' referral. Then, the students visited the older patients and made friends with them. More important, students learned to cherish their own lives and developed a positive attitude to face adversities such as illness. Another training element for this group was their presentation skills in English. Students were required to have interviews and oral presentations in English, in order to improve their English standards and motivate them to make use of the dictionaries as there were many specialist medical terms involved in their projects.

Group 3: Healthy Ageing Ambassador

This group was aimed at promoting the idea of 'Healthy Ageing' to the youngsters and training up students as 'Healthy Ageing Ambassadors'. The idea was not only to promote healthy living for older persons, but also for youngsters.

This service programme was co-organized by APIAS and Health Info World of the Hospital Authority, in which students learned more about the health status of older persons through a series of training workshops, Q & A sessions and visits to Health Info World. The topics of the workshops included first aid, healthy diets, physical exercise, home safety, health assessment, common chronic diseases in old age and the ways of disease prevention. After completing the training workshops, students in this group were expected to be 'Healthy Ageing Ambassadors' to promote the idea of 'Healthy Ageing' in Elderly Centres and Care & Attention Homes. This service programme also provided opportunities for building intergenerational relations among youngsters and older persons.

Group 4: I.T. Learning with oral history (Residential care home)

Similar to Group 1, Group 4 was designed to transfer computer skills to older people. Through learning internet browsing, sending and receiving emails, making friends on the web, the older participants were able to gain wider social support as most had relatively poor health status and were homebound. Hence, students brought their portable computers to the residential care home and gave computer tutorials. Older participants in this group came from the Hong Kong YWCA Wan Wah Care & Attention Home for the Elderly and the Quality Healthcare Fuk Kwan Elderly Care Home. At the same time, in order to gain a better understanding of the past history and the needs of frail elderly people, in-depth interviews in the form of oral history were conducted by the students. The students gained insights and were able to reflect during the process.

Group 5: Farming experience

This group aimed at providing experience of rural life of the older farmers, as most participants were living in the urban area. It also promoted the concepts of healthy natural living style and environmental protection. The Christian Community Service Network Limited had designed a series of activities for students during their farm visits to Shan Shui villages (上水蕉徑田莊) (See Interim Report for the programme details). An overnight wild camp was provided for the participants that enhanced the mutual care and communications between students and the older farmers.

Group 6: Farming experience with oral history

The services programme of Group 6 was similar to that in Group 5. One difference was that students had more frequent visits and intensive contact with the older farmers. The purpose was to gain a better understanding of the rural history and life style in old time Hong Kong. Qualified social workers as well as experienced programme coordinators were the trainers. Many volunteers from the Foundation Diploma, Project Ji Jin and Associated Degree Programmes, as well as undergraduate and postgraduate students assisted in these outdoor activities.

An interim survey was conducted to measure the changes in social competence skills of the participants.

Stage 4: Reflection and preparing the project report/CD-ROM

By the end of the social service programmes, a number of reflection meetings were held in different schools to evaluate on the process of the programmes. The facilitators also helped the participants to review their performance and what they had learned from the project. A number of after-school meetings were also held to edit data such as pictures, video tapes, verbatim transcripts from in-depth interviews for the project report and production of CD ROM. The young and the old participants were again working together.

In addition, a training workshop on presentation skills was organized by APIAS which aimed at building up the self-confidence of the participants when making a public speech. The participants had a presentation rehearsal for their project reports in which the centre director of APIAS and other lecturers gave comments to the participants.

Stage 5: An overnight camp-cum-closing ceremony and carnival

An overnight camp consisting of a variety of activities and workshops was held at Lingnan University. They provided an opportunity for the participants to experience university campus life and to give recognition to the achievements of the participants. An award presentation was held during the closing ceremony in which participants shared their outstanding work and experiences with the guests and other participants. Project reports were exhibited on boards and the CD-ROM delivered to relevant parties.

To review the process and outcomes of the link projects, an interim report was presented by the Director of APIAS, Professor Alfred Chan Cheung Ming. Besides, a carnival with the theme of traditional Chinese Culture was held on the same date to enhance young-old interaction. Different booths such as those for Chinese orchestra, Chinese fortune telling, herbalists with free diagnosis, Chinese films, and traditional arts and crafts were set up on the Lingnan campus. It is estimated that over a thousand people participated in the closing ceremony-cum-carnival. The social service practitioners and policy makers were all very impressed with the participants' achievements.

As this was the last activity of the link projects, a final survey was conducted to evaluate the project outcomes and focus group discussions were held to collect feedback on the project. The research findings will be discussed in Chapter 3.

Stage 6: Programme evaluation and follow-up

Having finished the activities of the link projects, a number of reflection meetings were conducted with the collaborative organizations which aimed at reviewing programmes of the link projects and taking follow up action.

Apart from the evaluations from project coordinators, three surveys and 6 focus group discussions were conducted during the course of the link projects. The longitudinal study was aimed at measuring the changes in social competence skills of the participants. This assisted to improve the outcomes of future projects. Table 2 below summarizes the project implementation.

Table 2: Project implementation by stages (See the Interim and Final Report for details)

Stage /Period	Aims/Themes	Work done/ Activities organized
Stage 1 (10-11/2001)	Programme Orientation & Partnership	<ul style="list-style-type: none"> ✧ <u>Programme orientation</u> which consisted of workshops, discussions and role play to introduce the concept of ageing, caring for older persons and effective communication skills etc ✧ <u>Contracting & partnership</u> in which six interest groups were formed: Group 1: IT. Learning Group 2: Promotion of Professional Health Care Knowledge Group 3: Healthy Ageing Ambassador Group 4: I.T. Learning with Oral History Group 5: Farming Experience Group 6: Farming Experience with oral History ✧ <u>A baseline survey</u> was conducted
Stage 2 & Stage 3 (1-4/2002)	Training & Skills Transfer; Social Service Programmes	<ul style="list-style-type: none"> ✧ Group 1: A series of Saturday <u>computer workshops & activities</u> for the older participants. ✧ Group 2: A series of <u>professional health care workshops, visits & interviews with</u> older patients, occupational therapists, doctors in Caritas Medical Centre. ✧ Group 3: <u>Talks and games</u> to increase awareness of safety in daily living e.g. home safety, healthy eating habits and first-aid skills conducted at Health InfoWorld of the Hospital Authority. ✧ Group 4: A series of <u>computer tutorials in residential care home & oral history</u> conducted by students for the frail elderly after school and on school holidays. ✧ Group 5: A series of <u>activities organized in the Shan Shui Village</u> (four times) for the students to experience the farmers' living style and compare their social support patterns with those in the urban areas. An <u>overnight wild camp</u> was organized for the students to get a taste of the rural life. ✧ Group 6: Frequent <u>visits farm houses</u> to learn the actual living style and conduct <u>in-depth interviews</u> to learn the stories of the older farmers. An <u>overnight wild camp</u> experiencing the rural life. ✧ <u>Second stage (interim) survey</u> was conducted.

<p>Stage 4 (4-6/2002)</p>	<p>Reflection & Preparation of Project Report/CD ROM</p>	<ul style="list-style-type: none"> ✧ A number of <u>discussion meetings were held</u> for reflection. ✧ Reviewing Data/Pictures/Video tapes obtained from the training and services sessions. ✧ <u>Preparation of project report and CD ROM.</u> ✧ <u>A presentation skills training workshop & rehearsal</u> in Lingnan University
<p>Stage 5 (12-13/7/2002)</p>	<p>An Overnight Camp cum Closing Ceremony and Carnival</p>	<ul style="list-style-type: none"> ✧ An <u>overnight camp</u> consisted of varies activities and workshops was held in Lingnan University to experience university campus life and to recognize the achievements of the participants. ✧ <u>Award presentation</u> with students and older people presenting their project reports and sharing their experience. ✧ <u>An interim report</u> of the interfacing project was presented by the Project leader: Prof. Alfred Chan. ✧ <u>A Carnival</u> which consisted of an exhibition on the project's outcomes, a variety show and booths with the theme of traditional Chinese art and culture to enhance young-old communication. ✧ <u>6 focus group discussions</u> were held to obtain feedback from the participants on the project. ✧ <u>The third stage (final) survey</u> was conducted ✧ <u>Interim report & project CD ROMS</u> were delivered to the guests & NGOs during the closing ceremony to promote young-old communication & co-operation.
<p>Stage 6 (8-2002 to Present)</p>	<p>Programme Evaluation & Follow-up</p>	<ul style="list-style-type: none"> ✧ <u>Programme review & reflection meetings</u> with the project/school/NGOs' Coordinators. ✧ <u>Evaluation</u> of the programme outcomes <u>& follow up</u> e.g. Extend the Gerontology course to all Form 2 Ming Kei College students in 2002, an interfacing seminar (14/12/2002) to promote young-old partnership.

Chapter 3: Project outcomes and evaluation

3.1 Research aims

In order to gain a better understanding of the outcomes of the interfacing projects, a longitudinal study was built in the design of the projects. The study aimed to measure the changes in social competence skills of the participants. A three-wave study design was employed to rate the performance of the participants in four main aspects including: (1) Perception of old/young image, (2) Self-confidence (3) Computer knowledge, and (4) Professional health care knowledge (See Interim Report for details). In brief, the aims of the study can be summarized as follows:

1. To explore the differences of the participants after joining the link projects which specific focusing on the social competence
2. To find out an effective means of enhancing the social competent skills of the participants
3. To provide some insights for programme coordinators or organizers to improve the effectiveness and further development of the projects which enhance young-old communications

3.2 Research method

3.2.1. Research design

In this research, a quasi-experimental design was adopted to evaluate the changes among the participants. A total of 553 participants (288 students and 265 older people) were enrolled in the link projects. These participants were the experimental groups assigned in different interests groups. Some 90 students and older 80 people were invited as a control group (Total 170) which provided a reference point for the outcomes performances of the experimental group.

A proportion of respondents drawn from the experimental groups was also invited to have focus group discussions which aimed at getting in-depth understandings of the outcomes performance of the projects and confirm the survey results. 6 focus groups were conducted by APIAS at the closing ceremony on 12 July 2002 . 12 respondents (6 students and 6 older participants) were grouped for discussion of the survey outcomes. The facilitators raised questions based on the discussion guidelines.

3.2.2 Measurements

The research employed a structured questionnaire to measure the changes of the participants at three points. The experimental group and control group administrated the questionnaire by themselves before joining the link projects, at the mid-term and at the end of the programme

to evaluate their performance. Students assisted illiterate older participants to complete the questions.

The questionnaire aimed at investigating the social competence skills of participants and consisted of 11 areas for the students: (1) Perception of and image of old/young age (2) Intergenerational skills and attitude (3) Relationships with older people (4) Self-confidence of old age (5) Caring responsibility for older people (6) Computer knowledge (7) Attitudes towards computer learning (8) Health care knowledge obtained from older people (9) Attitudes towards health care knowledge (10) Attitude towards farming project (11) respondents' backgrounds. The questionnaire for the older people was almost the same but had an additional area relating to quality of life.

The pilot study helped reduce the questions in the revised questionnaires from 83 to 46. The 11 areas could be categorized as four aspects which were (1) Perception /image of old/young age (2) Self-confidence (3) Computer knowledge (4) Professional health care knowledge. Most questions from the questionnaire were in a closed-ended format, mainly using 5-10 point Likert scales (See Interim Report for the questionnaire).

The research was a longitudinal study in nature. Three baseline surveys were conducted by the respondents. The first baseline survey was the base used to measure changes in the social competence of participants and in turn, the outcomes of the link projects. The research results will further discuss in Chapter 4.

Chapter 4: Research findings

4.1 Samples

Table 3 shows the successful samples obtained from the three-wave survey. Among the 553 samples of the experimental group, 279 students and 169 older people had participated in the baseline survey, 269 students and 143 older people in the interim survey and 270 students and 58 older people in the final survey. For the control group, successful questionnaires were collected from 83 students and 71 older people, 73 students and 31 older people and 81 students and 44 older people for the three surveys respectively. As the number of questionnaires from older persons was comparatively fewer in the final survey due to administrative difficulties, some caution should be introduced in the interpretation of the survey results.

Table 3: Survey samples divided by groups at different stages

Sample type		1 st	2 nd	3 rd
Students	Experimental group	279	269	270
	Control group	83	73	81
Older people	Experimental group	169	143	58
	Control group	71	31	44

4.2. Results for Students

4.2.1. Changes in social competence skills of students

Table 4 shows the three-wave survey results of the social competence scores of the students. By comparing the data collected in the baseline study, the self-rating of the students (Experimental group) on the social competence aspect had improved. The mean scores had increased from 6.67 to 7.42 between the two surveys. In terms of perceptions towards old age, students had developed a more positive image of old age, with mean scores increasing from 5.88 to 7.89, and to 7.71 between the three intervals. In terms of self-confidence, the self-rating scores increased from 6.79 to 7.07. In terms of computer skills, the baseline score was 5.53, the interim score was 5.86 and final score 6.46. The steady increase indicated the effectiveness of the computer training workshops. In terms of health care knowledge, there was a slight drop of mean score to 8.45 in the final survey. This could be attributed to a “ceiling effect” whereby students scored highly during the baseline survey, but later found out that they in fact had held many misconceptions in this respect. The focus group discussions confirmed this explanation. Respondents in the focus groups suggested that they were not aware of their misconceptions in health care knowledge until they attend the health seminars.

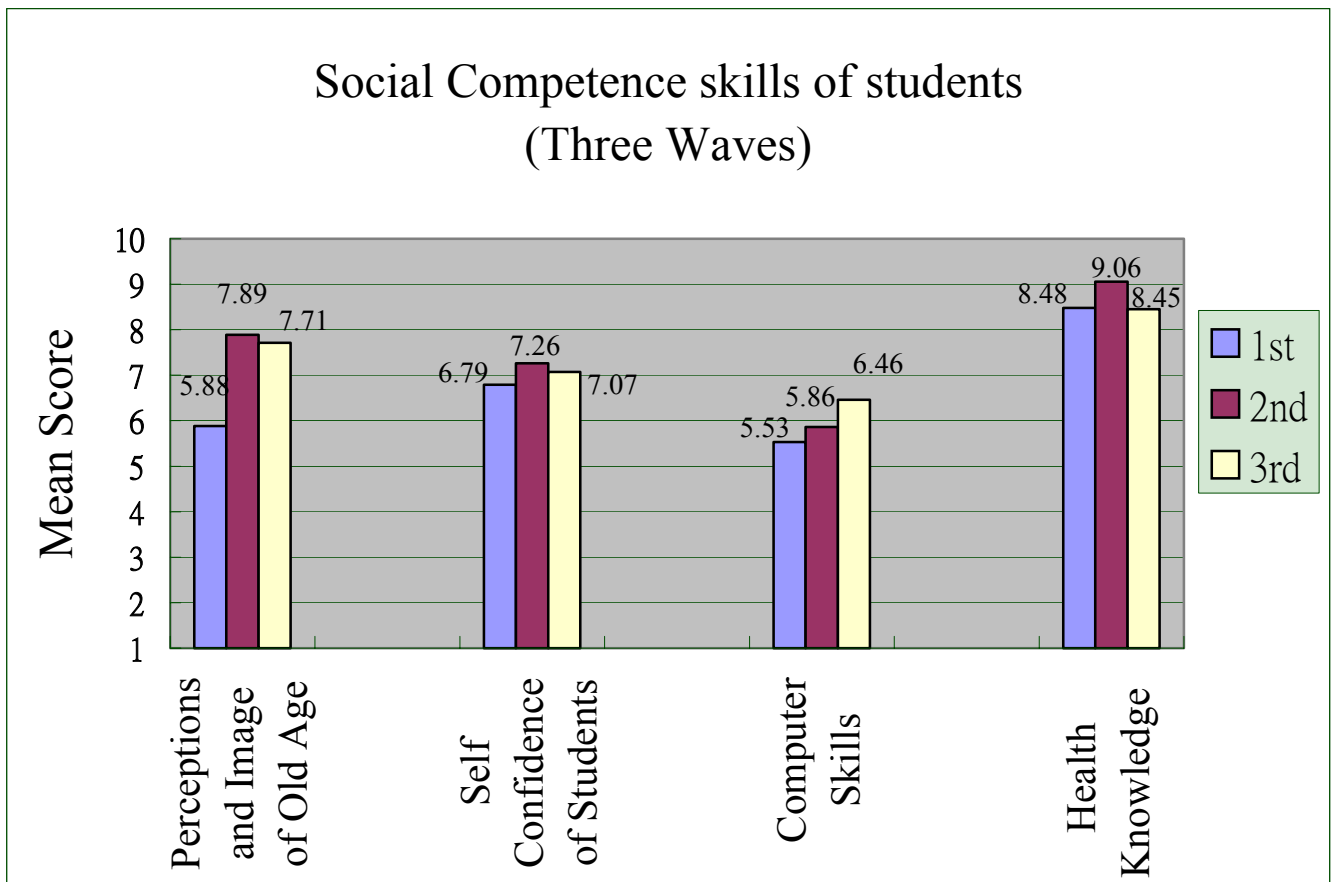
Compared to the control group, the results show that the scores for the three-wave survey had remained stable with slight increase. Hence, it can conclude that the link projects are effective in enhancing the social competence of the students. An illustration of the students' performance, is shown in Figure 1:

Table 4: Self- rating scores of the social competence skills of students at different stages

Social competence	E/C	1 st		2 nd		3 rd	
		N	Mean	N	Mean	N	Mean
1. Image of old age	E	279	5.88	269	7.89 (+)	270	7.71 (+)
	C	83	5.96	73	7.15	81	7.31
2. Self-confidence of students	E	279	6.79	269	7.26 (+)	270	7.07(+)
	C	83	6.75	73	6.45	81	6.59
3. Computer Skills	E	279	5.53	269	5.86 (+)	270	6.46 (+)
	C	83	5.78	73	6.09	81	6.21
4. Health knowledge	E	279	8.48	269	9.06 (+)	270	8.45 (-)
	C	83	8.73	73	8.53	81	8.40
Mean score	E	279	6.67	269	7.52 (+)	270	7.42 (+)
	C	83	6.80	73	7.05	81	7.13

Note: E= Experimental Group & C= Control group

Figure 1:



4.2.2. Comparison of outcomes among the six interest groups

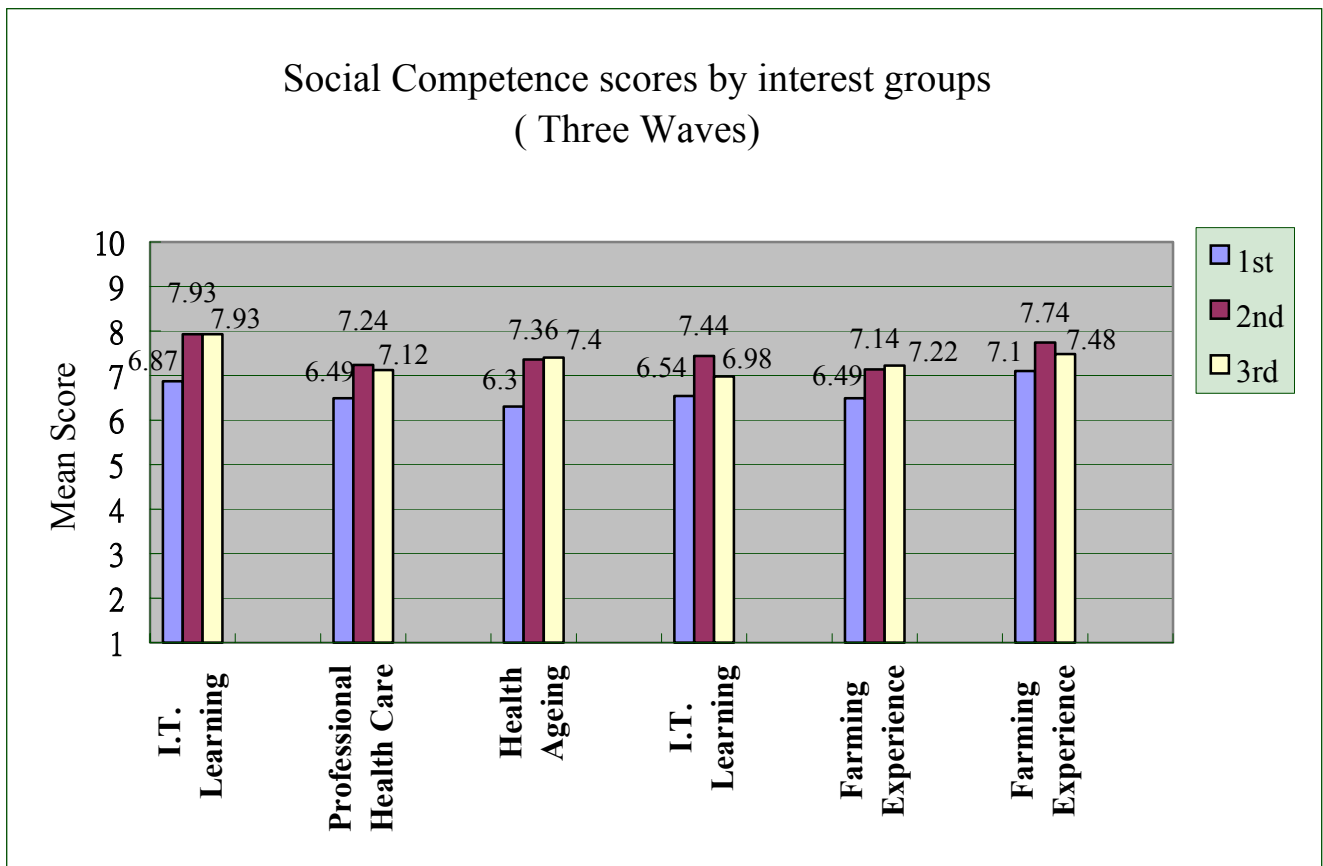
Further analysis on the outcomes of the six interests group (Table 5), indicate that the survey found that the Health Ageing Ambassador (Group 3), and I.T. learning (Group 1) indicate that the highest increasing rate, 17.4% and 15.4% at the baseline (See Table 5). The results indicate that teaching information technology/computer knowledge and the concepts of ageing are good interventions to improve the social competence and to enhance young-old communications. Figure 2 shows the outcomes of the six interests group.

Table 5: Self-rating scores of the participants by interests group at different stages

Interest Groups	1 st		2 nd		3 rd	
	N	Mean	N	Mean	N	Mean
G 1: I.T. Learning	77	6.87	72	7.93 (15.1%)	69	7.93 (15.4%)
G2: Professional Health Care Knowledge	41	6.49	40	7.24 (11.5%)	52	7.12 (9.7%)
G3: Health Ageing Ambassador	43	6.30	44	7.36 (16.8%)	43	7.40 (17.4%)
G4: I.T. Learning with Oral History (Frail elderly)	27	6.54	23	7.44 (13.7%)	27	6.98 (6.7%+)
G5: Farming Experience	47	6.49	50	7.14 (10%)	46	7.22 (11.2%+)
G6: Farming Experience with oral History	44	7.10	40	7.74 (9%)	33	7.48 (5.3%+)

Note: G=Group

Figure 2:



4.3 Results for Older Persons

4.3.1 Changes in social competent skills of older people over time

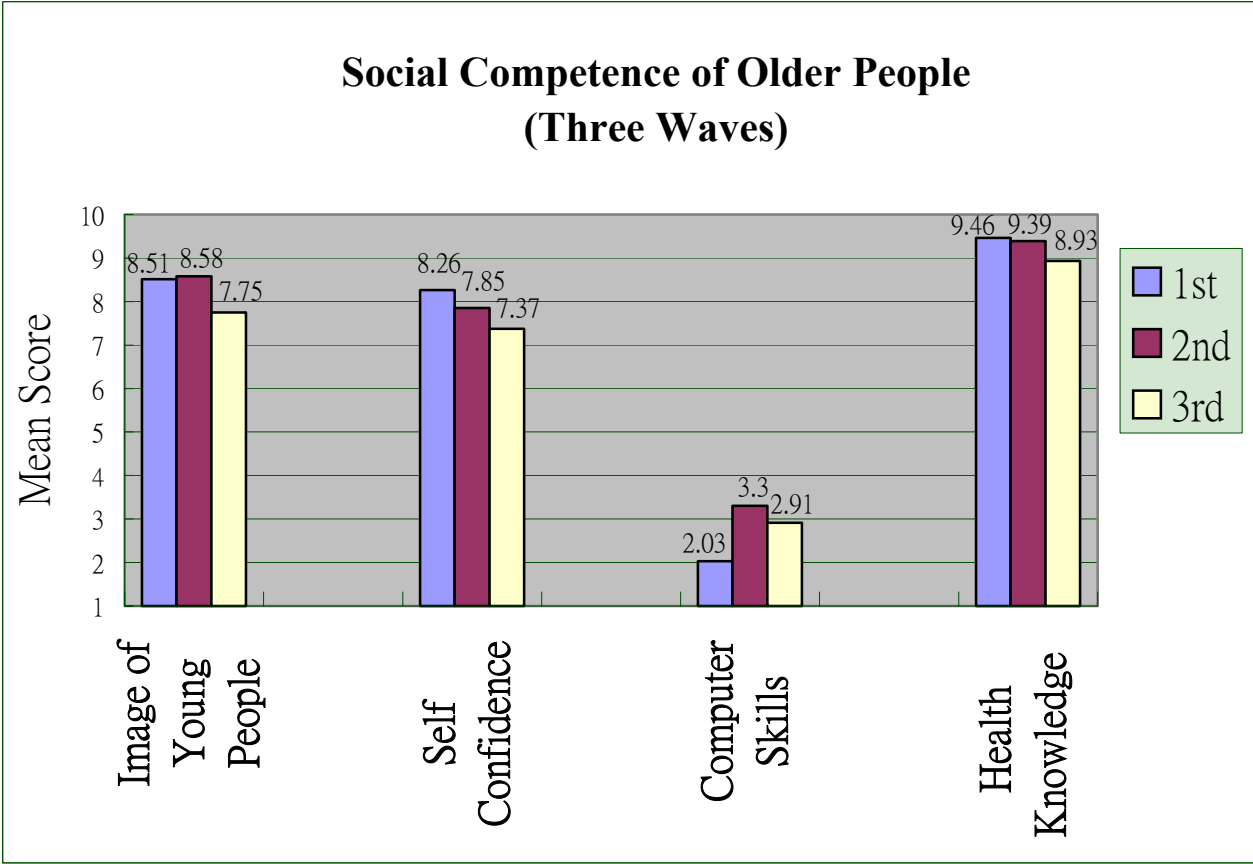
The survey findings of the older persons should be interpreted with some caution as the third questionnaire collected only 58 responses, only one-third of the first baseline 169 (See Table 6). Hence, the survey results generated perhaps are not representative of all older participants. Overall, older people increased social competence skills from first baseline mean score 6.99 to second baseline mean score 7.28 but this drops to 6.74 at the third baseline. The improvement area is focused on computer skills. Focus groups were held to discuss the reasons for these drops. Concerning the perception image of the youth, some older people suggested the impatience of the youth when teaching computer skills; for the drop in self-confidence, the economic downturn and social conditions in Hong Kong were blamed; for health knowledge, the misconceptions of health care knowledge held before attending the health seminars may have been an explanation. Figure 3 shows the outcomes of skill changes for older people.

Table 6: Self- rating scores of social competence skills of older people at different stages

Social competence skills	E/C	1 st		2 nd		3 rd	
		N	Mean	N	Mean	N	Mean
1. Perception of young people	E	169	8.51	143	8.58 (+)	58	7.75 (-)
	C	71	7.67	31	7.01	44	7.21
2. Self-confidence of older people	E	169	8.26	143	7.85 (-)	58	7.37 (-)
	C	71	7.97	31	6.62	44	7.02
3. Computer Skills	E	169	2.03	143	3.30 (+)	58	2.91 (+)
	C	71	1.44	31	2.11	44	2.86
4. Health knowledge	E	169	9.46	143	9.39 (-)	58	8.93 (-)
	C	71	8.86	31	8.69	44	8.80
Mean score	E	169	6.99	143	7.28	58	6.74 (-)
	C	71	6.24	31	6.11	44	6.47

Note: E= Experimental Group & C= Control group

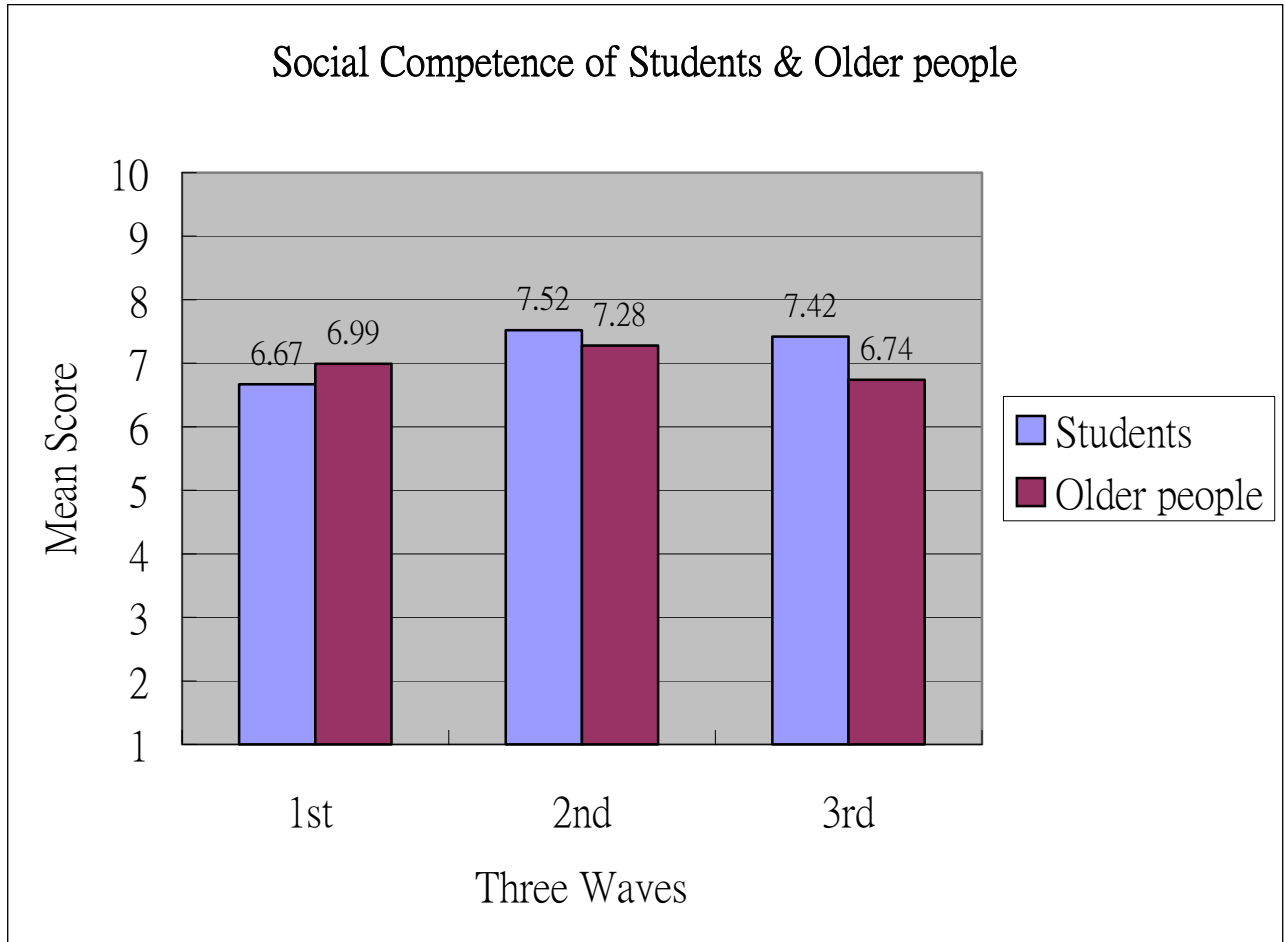
Figure 3:



4.4. Comparison between students and older people’s social competence

A comparison of students’ and older people’s outcomes from three-wave survey (Figure 4), it shows that students improved their social competent skills to a greater extent than the older people did. The mean scores of the students were 6.67 at the first baseline, 7.52 the second and the third 7.42 while those of the older people were 6.99, 7.28 and 6.74. Having reviewed the programme outcomes with the projects coordinators, and after discussions with participants, it was felt that the link projects were more effective for younger people as they caught up faster with new things than older people especially for older people who sometimes have physical discomfort which hindered their learning experience. However, many older respondents in the focus group discussions expressed their happiness regarding interaction with the young and felt a greater motivation to learn.

Figure 4:



4.5. Focus group discussions

From the focus groups discussions, it is clear that most respondents felt that the interface project was an innovated programme which not only improved their social competence skills but was also meaningful. Some of the statements were:

A. Perception towards old/young age

Older people:

“Playing with the young teacher, I get sick less often and become happier...”

“The young teacher is even more patient than my own grandson!”

“Now, my teacher treats me like a friend, which is what I’ve never thought of.”

Students:

“Uncle Leung asked questions actively, which has changed my view of older persons”

“I was very happy to play with Gramma Chan; older persons can also be active...”

B. Self-confidence

Older people:

“I was very afraid of talking with the youths on the phone, but now I am confident.”

“...it built up my self-confidence and gave me fundamental knowledge on computers.”

The Students:

“..I found that it is not difficult to teach older people...”

“Although they had more experience, they paid great attention to us during the lessons, which made us glad and this improved my self-confident.”

C. Computer Knowledge

Older people:

“...by learning computers, my memory improved...”

“Now, my grandchildren and I have a common topic to discuss. If they don’t know how to type a word, they will ask me.”

The Students:

“Teaching older people also enhanced our computer knowledge.”

D. Health Knowledge

Older people

“There is nutrient pyramid on the web, which I can learn from. Now I know eating more vegetables and less meat is good for me.”

Chapter 5: Participation rate of the link projects

5.1 Attendance at the activities

In total, 669 people joined the project activities, which included 288 students (Primary 5-6; Secondary Form-2 students); 265 older people and 106 volunteers (APIAS volunteers, Lingnan students) respectively. For the service targets, over 90% of attendance rate was achieved for students and over 80% attendance for older people. The main activities attendance record is shown in Table 7.

Table7: Number of participants attending/joining project activities

Stage/Period	Activities	Participants			Sessions	Hours per Person	Attendance rate
		Student	Older people	Volunteer			
1 (10-11/2001)	Programme orientation & partnership	288	265	32	4	12	96%
2 (1-04/2002)	Training and skills transfer, which included:						
	a. Computer classes (Group 1 & Group 4 only) 12 sessions for MK students and 4 sessions for PLK, KY, YOT students	242	193	32	12/ 4	36/12	88%
	b. Attend health care seminars on occupational/ physical therapy in Caritas Medical Centre (Group 2 only)	45	10	6	3	12	98%
	c. Attend health care seminars at Health InfoWord, Hospital Authority (Group 3 only)	44	10	6	3	12	98%
	d. Visit Sheung Shui Chiu King Village and experience rural life (Group 5 & Group 6 only)	96	50	10	4	16	93%
	e. Take part in overnight wild camp (Group 5 & Group 6 only)	96	40	26	4	24	90%
	f. Attend training workshop/camp reflection meeting	288	265	32	2	4	94%
3 (1-04/2002)	Social service programmes						
	Computer class for the older persons residing in community & residential care home (Group 1 & Group 4)	242	155	10	8	24	71%
4. (05/2002)	Reflection/discussion meeting	288	100	16	3	9	70%
	Project presentation (rehearsal) at Lingnan University	288	120	10	1	4	73%
5(12-13/07/02)	An overnight camp-cum-closing ceremony in Lingnan University	270	200	50	4	48	84%
6 (12/07/02)	Attend a focus group discussion (Follow up)	36	36	12	1	2	100%

Chapter 6: Conclusion and recommendation

The interfacing project 2000 was an innovative project for the staff of APIAS, secondary school teachers and social workers in the collaborative organizations. The project started as a pilot experiment designed to encourage interactions between older persons and young people using computers as the communication platform. The young pupils were expected to teach their older partners to use computers for purposes such as sending e-mails or internet browsing. It moved on from being a small pilot now to being a much bigger project involving more than 553 of participants. The process through which achievements were made is worthy of reiteration.

A year having passed, reviewing the work, it is clear that it was highly appreciated by the participants, the older people, young pupils, teachers, agencies and even parents who participated in the project. Many moving stories emerged, for example, related to one of the initial older partners:

Uncle Hei had lived in a care and attention home for almost half of his life and he enjoyed very much the opportunity of being taught internet browsing by his 'little teacher'. He whispered to staff before he passed away that he had always wanted to learn about computers as he heard about them so much and he had never dreamt of having such a chance in his life time. Yet he was given this opportunity to play with the computer, the mouse, and most of all he met a good little friend in his late life. He died without regret.

Through a series of training workshops and activities, students were fascinated to learn of the real life experiences and adversities the older generation had faced, such as living through the war years, their extreme poverty and facing their own death. The unique story of Hong Kong's history was opened to them in a way it could never have been in the classroom alone. Pupils' self confidence was enhanced through an appreciation of the older participants' struggles and lives. Many students, for example, spoke of their worries and even of their suicidal thoughts openly and promised their older partners never to harm themselves. As one pupil said, "having seen the tough life you (the older partner) have led, I could find lots of reasons to live rather than to die".

The success of the present project has been quite remarkable and has exceeded the initial expectations. Support from partnership agencies including social service organizations and

schools, as well as from Lingnan students, have been enormous. Outputs which will enable the continuation and promotion of the project include a manual listed in the interim report with CD-ROMs explaining the implementation process and the results of the project.

Without the support of Mr. Stephen Hui, Principal of Ming Kei College, which let us to implement the project in all form 2 students, 3 participating schools and 10 collaborating organizations, our colleagues in Lingnan, Professor David Phillips, Dr. Siu Oi Ling, and most important, the hardworking staff in APIAS, and collaborative social workers for this project, the project could not have been so successful.

Building on the great success and experience obtained from the link projects this year, APIAS has a new initiative, running an applied gerontology in Ming Kei College stated in September 2002. As the survey results shows, the link projects were more effective for younger people, and an earlier introduction of the concepts of ageing for the students could build up a positive image of old age and improve intergenerational relationships, such as communications, caring and respect. It is recommended that more schools and social welfare organizations, should be involved in the off-campus service learning projects.

In addition, the project shows that frequent interactions between the young and the old do improve social competent skills. However, it takes a longer time to improve the aspect of self-confidence, so it is suggested that the further services learning project should last for a long period, even years. Lingnan University's Asia-Pacific Institute of Ageing Studies (APIAS) is also conducting a panel study which follows up 50 participants from the link projects to investigate the lasting effects of the service learning projects.

References

- Alberta, Government of Canada (2000). *Strategic directions and future actions: Healthy Ageing and continuing care in Alberta*. Canada: Alberta.
- Atchley, R. (1998). *Ageing and society in Ageing: the social context*. CA: Pine Forge Press.
- Barlow, C. A., Constance, A., Blythe, M. E. (1999). *A handbook of interactive exercises for groups*. Boston: Allyn and Bacon.
- Biggs, S. (1993). *Understanding ageing: images, attitudes and professional practice*. USA: Open University Press.
- Chan, C.M., Cheng, S.T. & Phillips, D.R. (2000). *Study on quality of life of elderly residents in the community in Hong Kong*. Hong Kong: Health and welfare Bureau.
- Edelstein, B. & Kalish, K. (1999). *Gerontology: an interdisciplinary perspective*. New York: Oxford University Press.
- Hargie, O., Saunders, C. & Dickson, D. (1994). *Social skills in interpersonal communication*. London: Routledge.
- Kwan, Y. H., Ngan, M.H., Cheung, C.K., Ma, K. (2002). *Effectiveness enhancement of the Kwun Tong community care and support network project-Research report*. Hong Kong: Kwun Tong District Council, Quality Evaluation Centre, City University of Hong Kong.
- Leedy, P. D. (2001). *Pactical research: planning and design*. Upper Saddle River, N. J.: Merrill.
- Mruk, C. J. (1999) *Self-esteem: research, theory and practice*. London: Free Association.
- Scholez, R. W. & Tietje, O. (2002). *Embedded case study methods: integrating quantitative and qualitative knowledge*. Thousand Oaks, California: Sage.
- 安老事務委員會(2001). *安老事務委員會「康健樂頤年」報告*。香港：安老事務委員會出版。
- 鄭華輝，張畢勇(2001).*社交能力測試*。香港：三聯書店出版。
- 陳章明(2000).*廿一世紀耆年健康集：健康耆年與社區支援*。香港：香港街坊福利會服務中心。

CCC Ming Kei College
Project Schedule

Date	Particulars
August	<ul style="list-style-type: none"> ✧ Meeting with Ming Kei College's principal and project team members (teachers) ✧ Contact Elderly Social Centres
September	<ul style="list-style-type: none"> ✧ Project Introduction to all S.2 students ✧ Grouping of students and choosing project title ✧ Confirm groupings and title
October – December	<ul style="list-style-type: none"> ✧ Lecture 1: An Overview of the course and introduction to Gerontology ✧ Lecture 2: Population Ageing and its Implications ✧ Lecture 3: Healthy Ageing - disputing negative side of physical, psychological and social aspects of ageing, orientating towards positive side of psychological and social side of ageing ✧ Lecture 4: Basic skills in social sciences research and interview skills ✧ Lecture 5: Visits to Elderly Home/ Centre
	<ul style="list-style-type: none"> ✧ Art/ Ceramics Souvenir to the elderly people ✧ Needlecraft Souvenir to the elderly people ✧ Questionnaire Setting
January	<ul style="list-style-type: none"> ✧ Services: Teaching Basic IT skills to the elderly people (6 sessions) ✧ English Composition: Diary on serving the elderly people
February – March	<ul style="list-style-type: none"> ✧ Lecture 6: Conduct of a research project in gerontology – from a case study to a general survey ✧ Interview elderly people ✧ Presentation Technique
April – May	<ul style="list-style-type: none"> ✧ Electronic Report (Powerpoint/ Webpage) ✧ Chinese Composition: Reflection on Project Findings
June – July	<ul style="list-style-type: none"> ✧ Presentation

問卷調查（學生部份）

Copyright©: Asia Pacific Institute of Ageing Studies (APIAS), Lingnan University

問卷編號：_____（此欄由研究員填寫）

填寫問卷日期：_____

- 所屬組別：
- 1 第一組：教長者使用互聯網及電子郵件（老人中心）
 - 2 第二組：明愛醫院醫療服務專業推廣
 - 3 第三組：『康健樂頤年』健康大使
 - 4 第四組：教長者使用互聯網及電子郵件（老人院舍）
及口述歷史
 - 5 第五組：田園計劃
 - 6 第六組：田園計劃及口述歷史
 - 7 第七組：控制組

本計劃首年活動已完成，是次問卷為最後一次，內容略有刪改，為方便日後整理及分析資料，對照各次問卷填寫內容，本問卷所有題目均沿用舊題號，因此會出現題號並非接續的情況，同學請照常填答即可。問卷資料只作研究之用，絕對保密，並於研究完成後半年銷毀，多謝合作！若同學有任何問題，歡迎賜電嶺南大學亞太老年學研究中心查詢，電話：2616 7428。

最後，再次感謝各同學協助多次填答問卷，你的參與及回應使本研究得以順利完成。

陳章明教授啓

【第一部份：青少年對長者的形象】

	十分不同意	1	2	3	4	5	6	7	8	9	10	十分同意
1 我覺得長者閱歷廣博		1	2	3	4	5	6	7	8	9	10	
2 我覺得長者對社會有貢獻		1	2	3	4	5	6	7	8	9	10	
3 我覺得長者是社會上的寄生蟲		1	2	3	4	5	6	7	8	9	10	
4 我覺得長者的生活相當精采		1	2	3	4	5	6	7	8	9	10	
5 我覺得長者有很多知識		1	2	3	4	5	6	7	8	9	10	
6 我覺得長者有很多人生經驗		1	2	3	4	5	6	7	8	9	10	

【第二部份：與長者相處溝通態度及技巧】

	十分不同意	1	2	3	4	5	6	7	8	9	10	十分同意
7 與長者談話時要說話清楚，緩急有序		1	2	3	4	5	6	7	8	9	10	
8 與長者說話需要多作重覆		1	2	3	4	5	6	7	8	9	10	
9 長者喜歡他人的尊重		1	2	3	4	5	6	7	8	9	10	
10 長者也著重受到年青人的讚賞		1	2	3	4	5	6	7	8	9	10	

【第三部份：自我評核與長者的關係】

	十分不同意	1	2	3	4	5	6	7	8	9	10	十分同意
11 我與長者一起時能談笑自若		1	2	3	4	5	6	7	8	9	10	
12 長者希望與我談話時，我常採取逃避的態度		1	2	3	4	5	6	7	8	9	10	
13 我和長者能建立良好關係		1	2	3	4	5	6	7	8	9	10	
14 長者能接受我教導他們使用電腦		1	2	3	4	5	6	7	8	9	10	

【第四部份：青少年自信心指標】

	十分不同意										十分同意									
15 我跟別人一起時，我覺得他們喜歡與我在一起	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
16 我覺得別人真的喜歡和我交談	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
17 我覺得如果我能像別人一樣強，我會一樣做得到	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
18 我參加社交活動時，會站在一旁使別人不注意我	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

【第五部份：青少年對長幼關係的觀念】

	十分不同意										十分同意									
19 我認為子女理應供養父母	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
20 我認為照顧長者是年青人的責任	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
21 我覺得長者如年青人一樣能學習新事物	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

22. 根據你接觸長者的已有經驗，你認為一般長者是怎樣的？

(A) 知識及處事：

- a. 高新科技知識與現時社會一般要求比較是：
 - 1 遠遠低於現時社會的一般要求
 - 2 較現時社會的一般要求為低
 - 3 較現時社會的一般要求為高
 - 4 遠高於現時社會的一般要求
- b. 人生經驗與現在社會一般要求比較是：
 - 1 其人生經驗仍合用
 - 2 其人生經驗有部份仍可取
 - 3 其人生經驗與時代脫節
- c. 對高新科技的接受程度：
 - 1 欣然接受高新科技
 - 2 可接受高新科技
 - 3 抗拒高新科技
 - 4 極端抗拒高新科技

d. 一般長者對其他人人生處事模式的接受程度：

- 1 欣然接受其他人的人生處事模式
- 2 可接受其他人的人生處事模式
- 3 抗拒其他人的人生處事模式
- 4 極端抗拒其他人的人生處事模式

(B) 對社會的貢獻：

a. 長者過去對社會的貢獻：

- 1 貢獻極大
- 2 略有貢獻
- 3 沒甚麼貢獻
- 4 絕無貢獻

b. 長者對現代社會的貢獻：

- 1 貢獻極大
- 2 略有貢獻
- 3 沒甚麼貢獻
- 4 絕無貢獻

【第六部份：青少年的電腦知識及技巧】

我對下列各項認識的程度是	非常不認識										非常認識									
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
23 電腦文書處理(除九方輸入法)	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
24 使用九方輸入法	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
25 編寫電腦程序(不包括網頁)	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
26 設計及編寫網頁	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
27 使用互聯網，上網	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

【第七部份：青少年對長者學習電腦作用的理解】

28. 我認為教導長者上網最主要的一個作用是：

- 1 使其感覺備受關心
- 2 使其感覺不與社會脫節
- 3 使其學懂追上時代的技術
- 4 改善其生活模式
- 5 擴闊視野
- 97 其他(請註明：_____)

【第八部份：青少年接觸長者而得到的健康知識】

	十分不同意										十分同意									
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
29 我相信要有健康的老年，便要從小養成良好生活習慣																				
30 我知道骨質疏鬆症可以透過早年飲食預防																				
31 我知道吸煙會導致多種長者頑疾，如氣管、心血等嚴重病症																				
32 我知道運動可保持身心健康																				
33 我更相信養成良好飲食習慣的重要性																				

【第九部份：青少年對教導長者了解健康知識作用的理解】

34. 長者得到有關的健康知識最主要的一個作用是：

- 1 幫助他知道如何預防疾病出現
- 2 讓他懂得何時就醫
- 3 令他改變生活習慣
- 4 可使他更加安心地生活
- 5 減低其他人照顧長者的需要
- 97 其他（請註明：_____）

35. 教導長者健康知識對你最主要的一個作用是：

- 1 促進自己有關的健康知識
- 2 使自己亦能及早注意預防疾病的出現
- 3 這是其中一種與長者接觸溝通的渠道
- 97 其他（請註明：_____）

【第十部份：對參加田園計劃作用的理解】

36.參加田園計劃對你最主要的一個作用是：

- 1 增加環保意識
- 2 增加動植物的知識
- 3 體驗農莊生活
- 4 促進群體生活
- 5 促進親子關係
- 6 促進師生及同學的關係
- 97 其他（請註明：_____）

37.你參加田園計劃前有沒有田園經驗？

（非參加田園計劃的同學亦請作答）

- 1 有豐富的經驗
- 2 略有經驗
- 3 沒有此方面的經驗

38.你對參加田園計劃抱何態度？

（非參加田園計劃的同學亦請作答）

- 1 極大接受
- 2 可以接受
- 3 有少許抗拒
- 4 極大抗拒

【第十一部分：背景資料】

39. 姓名：_____ 40. 班別：_____
41. 年齡：_____ 42. 性別：1 男 2 女
43. 總同住家庭成員人數：_____（包括同學自己在內）
44. 家庭成員年齡分布（包括同學自己在內）：
- (a) 60 歲以上 _____ 名
- (b) 40 歲至 59 歲 _____ 名
- (c) 18 歲至 39 歲 _____ 名
- (d) 18 歲以下 _____ 名
45. 父親教育程度：1 從未接受教育 2 小學 3 初中
4 高中 5 大專/大學 6 大專/大學以上
46. 母親教育程度：1 從未接受教育 2 小學 3 初中
4 高中 5 大專/大學 6 大專/大學以上
47. 你認為參與這個計劃會給你那種技巧和知識？
- _____
- _____
48. 其他意見：
- _____

~ 問卷完畢，多謝合作！~

問卷調查（長者部份）

Copyright©: Asia Pacific Institute of Ageing Studies (APIAS), Lingnan University

問卷編號：_____（此欄由研究員填寫）

填寫問卷日期：_____

本計劃首年活動已完成，是次問卷為最後一次，內容略有刪改，為方便日後整理及分析資料，對照各次問卷填寫內容，本問卷所有題目均沿用舊題號，因此會出現題號並非接續的情況，同學請照常填答即可。問卷資料只作研究之用，絕對保密，並於研究完成後半年銷毀，多謝合作！若同學有任何問題，歡迎賜電嶺南大學亞太老年學研究中心查詢，電話：2616 7428。

最後，再次感謝各同學協助多次填答問卷，你的參與及回應使本研究得以順利完成。

陳章明教授啓

【第一部份：長者對青少年的觀感】

	十分不同意	1	2	3	4	5	6	7	8	9	10	十分同意
1 我覺得青少年閱歷廣博	1	2	3	4	5	6	7	8	9	10		
2 我覺得青少年對社會有貢獻	1	2	3	4	5	6	7	8	9	10		
3 我覺得青少年是社會上的寄生蟲	1	2	3	4	5	6	7	8	9	10		
4 我覺得青少年的生活相當精采	1	2	3	4	5	6	7	8	9	10		
5 我覺得青少年有很多知識	1	2	3	4	5	6	7	8	9	10		
6 我覺得青少年有很多人生經驗	1	2	3	4	5	6	7	8	9	10		

【第二部份：對與青少年相處溝通應有態度及技巧的認識】

	十分不同意	1	2	3	4	5	6	7	8	9	10	十分同意
7 與青少年談話時要說話清楚，緩急有序	1	2	3	4	5	6	7	8	9	10		
8 青少年較長者易集中精神， 與他們說話不需加以重覆	1	2	3	4	5	6	7	8	9	10		
9 青少年喜歡他人的尊重	1	2	3	4	5	6	7	8	9	10		
10 青少年也著重受到長者的讚賞	1	2	3	4	5	6	7	8	9	10		

【第三部份：自我評核與青少年的關係】

	十分不同意	1	2	3	4	5	6	7	8	9	10	十分同意
11 我與青少年一起時能談笑自若	1	2	3	4	5	6	7	8	9	10		
12 青少年希望與我談話時，我常採取逃避的態度	1	2	3	4	5	6	7	8	9	10		
13 我和青少年能建立良好關係	1	2	3	4	5	6	7	8	9	10		
14 我很樂意接受青少年教導我使用電腦	1	2	3	4	5	6	7	8	9	10		

【第四部份：長者自信心指標】

	十 分 不 同 意										十 分 同 意
15 當我跟別人一起時，我覺得他們喜歡與我在一起	1	2	3	4	5	6	7	8	9	10	
16 我覺得別人真的喜歡和我傾談	1	2	3	4	5	6	7	8	9	10	
17 我覺得如果我能像別人一樣強，我會一樣做得到	1	2	3	4	5	6	7	8	9	10	
18 當我參加社交活動時，我會站在一旁，使別人不注意我	1	2	3	4	5	6	7	8	9	10	

【第五部份：長者對青少年的觀念】

	十 分 不 同 意										十 分 同 意
19 我認為子女理應供養父母	1	2	3	4	5	6	7	8	9	10	
20 我認為青少年有照顧長者的責任	1	2	3	4	5	6	7	8	9	10	
21 我認為青少年較我們固執和不肯變通	1	2	3	4	5	6	7	8	9	10	

【第六部份：長者生活質素】

	十 分 不 同 意										十 分 同 意
22 我有很多時候感到開心	1	2	3	4	5	6	7	8	9	10	
23 我的心情輕鬆	1	2	3	4	5	6	7	8	9	10	
24 我對現時的生活感到滿意	1	2	3	4	5	6	7	8	9	10	
25 我很多時候感到憂傷	1	2	3	4	5	6	7	8	9	10	
26 我平日睡覺睡得很好	1	2	3	4	5	6	7	8	9	10	
27 我認為自己食得很好	1	2	3	4	5	6	7	8	9	10	
28 我與家人的關係很好	1	2	3	4	5	6	7	8	9	10	
29 我有很多傾得埋的朋友	1	2	3	4	5	6	7	8	9	10	
30 我感覺自己居住的地方很舒適	1	2	3	4	5	6	7	8	9	10	

【第七部份：長者對電腦網頁之認識】

	非 常 不 認 識	1	2	3	4	5	6	7	8	9	10	非 常 認 識
31 電腦文書處理（除了九方輸入法）	1	2	3	4	5	6	7	8	9	10		
32 編寫電腦程序（不包括網頁）	1	2	3	4	5	6	7	8	9	10		
33 使用互聯網，上網	1	2	3	4	5	6	7	8	9	10		
34 使用 ICQ	1	2	3	4	5	6	7	8	9	10		
35 設計及編寫網頁	1	2	3	4	5	6	7	8	9	10		
36 使用中文輸入法（如九方輸入法）	1	2	3	4	5	6	7	8	9	10		

【第八部份：長者接觸青年人而得到的健康知識】

	十 分 不 同 意	1	2	3	4	5	6	7	8	9	10	十 分 同 意
37 我相信要有健康的老年， 便要從小養成良好健康習慣	1	2	3	4	5	6	7	8	9	10		
38 我知道吸煙會導致多種老人頑疾，如氣管、 心臟等嚴重病症	1	2	3	4	5	6	7	8	9	10		
39 我知道運動可保持身心健康	1	2	3	4	5	6	7	8	9	10		
40 我更相信養成良好飲食習慣的重要性	1	2	3	4	5	6	7	8	9	10		

【第九部份：背景資料】

41. 姓名：_____
42. 性別：1 男 2 女
43. 年齡：_____
44. 婚姻狀況： 1 已婚 2 鰥寡 3 分居
 4 同居 5 從未結婚
45. 教育程度： 1 從未接受教育 2 小學 3 中學
 4 大專/大學 5 大專/大學以上
46. 現時的居住情況：
- 1 與家人同住（請跳答 47）
- 2 獨居（請跳答 48）
- 3 與配偶同住（請跳答 48）
- 4 居於院舍（請跳答 48）
- 97 其他，請註明：_____（請跳答 48）
47. 若與家人同住，請回答以下各題：
- 47A. 總同住家庭成員人數：_____（包括長者自己在內）
- 47B. 家人每日平均與你傾談多久呢？
- 1 從不傾談
- 2 少於十五分鐘
- 3 十五分鐘至半小時
- 4 半小時至四十五分鐘
- 5 四十五分鐘至一小時
- 6 多於一小時
48. 若並非與家人同住，請回答以下各題：
- 48A. 請問你有沒有家人在香港？
- 1 有 2 沒有（請跳答第 49 題）
- 48B. 若你有家人在香港，他們每月平均會來探訪多少次？
- 1 從不探訪 2 一至兩次
- 3 三至四次 4 多於四次

48C. 家人每次探望會傾談多久呢？

- 1 沒有傾談
- 2 少於十五分鐘
- 3 十五分鐘至半小時
- 4 半小時至四十五分鐘
- 5 四十五分鐘至一小時
- 6 多於一小時

49. 你認為此次計劃會給你那種技巧和知識？

50. 其他意見：

~ 問卷完畢，多謝合作！~

51. 訪問員姓名：_____

52. 所屬班別：_____

53. 所屬組別：_____

Asia-Pacific Institute of Ageing Studies (APIAS) at Lingnan University

History

The Asia-Pacific Institute of Ageing Studies (APIAS) was established as a University-wide institute in 1998 and has been operation as one of the research Centers in the Institute of Humanities and Social Science (IHSS) since September 2001. The gerontology and issues related to population ageing in Hong Kong And the Asia-Pacific region.

Our Mission

“To develop a better environment for older persons and their families in Hong Hong and the Asia-Pacific region.”

Our Objectives

- To assist in the strengthening of undergraduate, postgraduate and professional Training in areas related to health and welfare of older persons, demography and epidemiology
- To enhance knowledge, awareness and understanding of ageing in society Amongst students, professionals and the wider public
- To encourage cross-cultural research and co-operation on ageing in the Asia-Pacific region
- To offer research and consultancy services

For further information on APIAS and opportunities for research collaboration and affiliations with the Institute, please contact

Lingnan University
Tuen Mun, Hong Kong

ISBN: 962-85508-6-1
Tel: (+852) 2616-7425
Email: apias@ln.edu.hk