

Future Perspectives of Ageing and Social Change

Framtida perspektiv på åldrande och social förändring
7.5 credits

Single subject and programme course

755A11

Valid from: 2023 Spring semester

Determined by	Main field of study	
Course and Programme Syllabus Board at the Faculty of Arts and Sciences	Ageing and Social Change	
Date determined	Course level	Progressive specialisation
2021-12-07	Second cycle	A1N
Revised by	Disciplinary domain	
	Social sciences	
Revision date	Subject group	
	Other Subjects within Social Science	
Offered first time	Offered for the last time	
Spring semester 2023		
Department	Replaced by	
Institutionen för kultur och samhälle		

Course offered for

- Master's Programme in Ageing and Social Change

Entry requirements

- Bachelor's degree equivalent to a Swedish Kandidatexamen
- At least 5 ECTS credits passed in Quantitative Methods or Statistics
- At least 5 ECTS credits passed in Social Sciences
- English corresponding to the level of English in Swedish upper secondary education (Engelska 6)
Exemption from Swedish

Intended learning outcomes

After completing the course, the student should on an advanced level be able to:

- account for and discuss the paradigm shifts in the research of ageing process
- describe and explain contemporary debates on the future of ageing research and policies
- debate issues within Ageing and social change from the perspective of technical and digital change as they are featured in the ageing literature and in ageing policies
- critically assess opportunities and courses of action for the prosperity and sustainability of ageing societies as well as increased longevity with the healthy years
- discuss theoretical frameworks on efficiency, feasibility and sustainability, in relation to the future of ageing societies

Course content

In the course, questions related to the future of ageing, ageing research and social policy are taken into account. Further, knowledge gaps on ageing and longevity regarding how they relate to other changes and future sustainability goals, such as equality, climate change, globalisation, migration, technology and digital shifts, and scientific, political, and societal consequences are addressed in this course. Furthermore, the need of knowledge on ageing and social change in order to tackle the challenges of an ageing society and to achieve goals towards improved quality of life and increasing healthy life expectancy are addressed. In the course, a review is offered on the current debates of the ageing process, research, and policies as well as on how current and future challenges can be addressed and how opportunities can be capitalized for the benefit of all age groups.

Teaching and working methods

In the course, a hybrid teaching model is used where students meet simultaneously on site and online for lectures and work together in workshops and seminars. This course includes mandatory on campus periods. In addition, the student should conduct self-study and work with others in peer learning groups.

The language of instruction and examination is English.

Examination

Students admitted to the online programme are examined online, students admitted to on campus programme are examined on campus. In addition, there are on campus weeks, where all the students are examined on campus, see note CAMPUS.

The course is examined through:

- active participation in seminars, grading scale: pass/fail
- active participation in workshops, CAMPUS, grading scale: pass/fail
- active participation in seminars, CAMPUS, grading scale: pass/fail
- oral presentation (group), CAMPUS, grading scale: fail/pass
- oral presentation – opposition (group), CAMPUS, grading scale: fail/pass
- written examination (individual), grading scale: ECTS

For a passed final grade (E), a pass is required on all examinations and an E on the individual written examination. Higher grades are based on the individual written examination.

Detailed information about the examination can be found in the study guide.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

Grades

ECTS, EC

Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.