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Stimulating Intergenerationality: Millennials in France

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&

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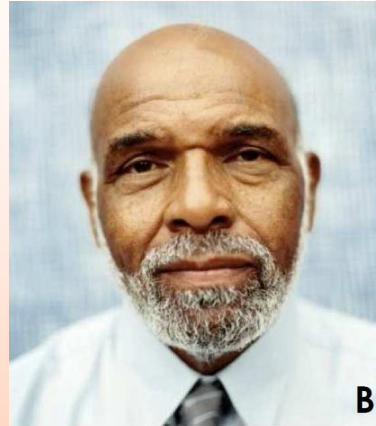
Dickinson en France, raynaudl@dickinson.edu

APUAF Directors' Meeting – March 13, 2015

Workshop outline

- Activity 1 – *Generation association*
- Presentation: Intergenerationality and our students
- Activity 2 – *Intergenerational project*
- Wrap-up and conclusions

Generation association activity



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What is a generation?

Three criteria for members of a generation:

- Share an ***age location in history***.
- Are shaped by the eras they encounter as children and young adults, also tend to share some ***common beliefs and behaviors***, including basic attitudes about risk taking, culture and values, civic engagement, and family life.
- Tend to have a sense of ***common perceived membership*** in that generation amongst their peers.

Source: <http://www.lifecourse.com/about/method/phases.html>

People never “belong” to an age bracket.

Rather, they belong to a **generation that happens to be passing through an age bracket**—a generation with its own memories, language, habits, beliefs, and life lessons.

Source: <http://www.lifecourse.com/about/method/phases.html>



Talking about age in France

- de 26 ans

Actif

Jeune

Jeunesse

Junior

Aïeul

Aîné

Ancien

3^e âge

Retraité

Senior

Vétéran

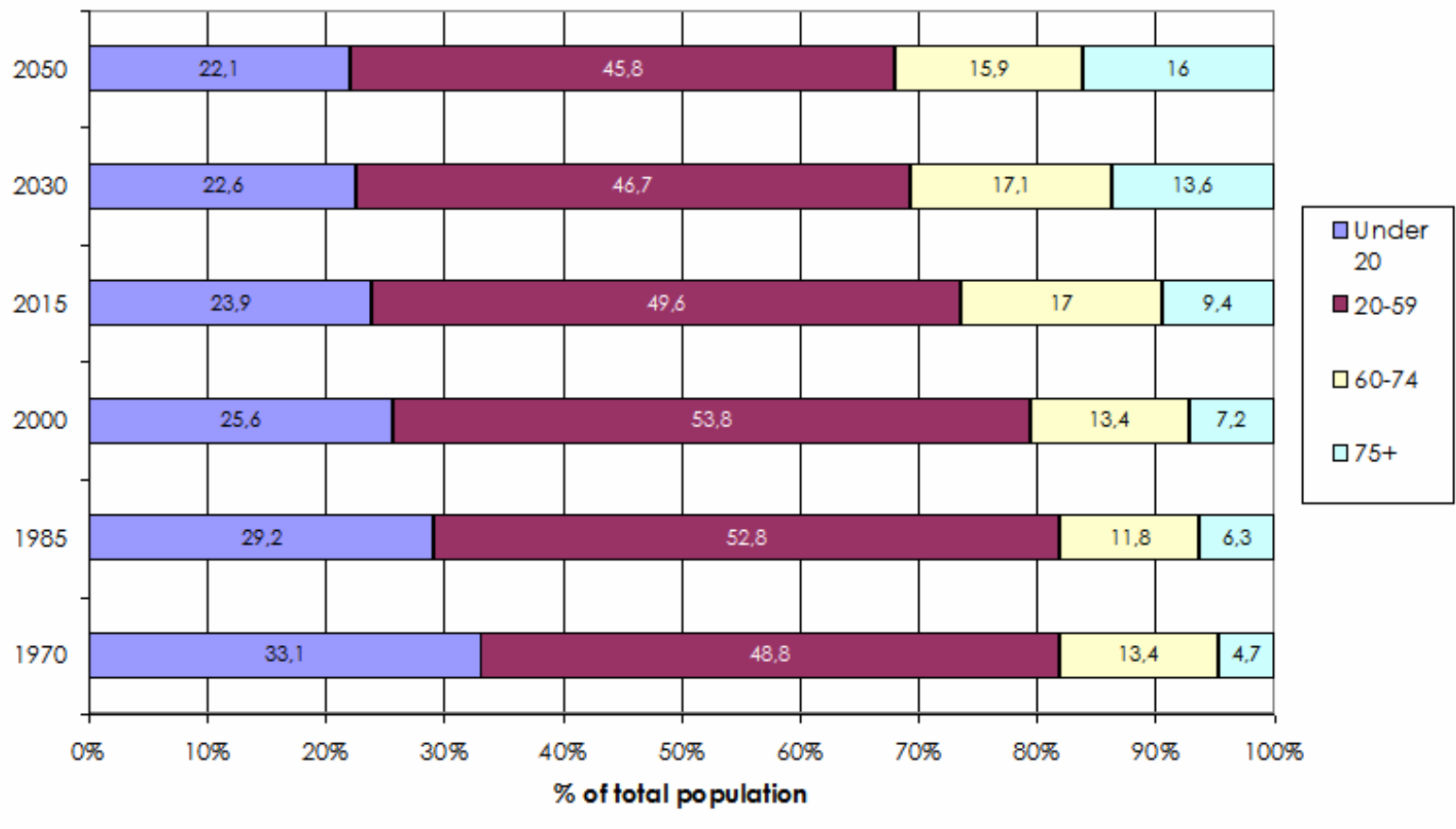
Vieillard

Vieux

Intergenerationality: a **hot** topic in France

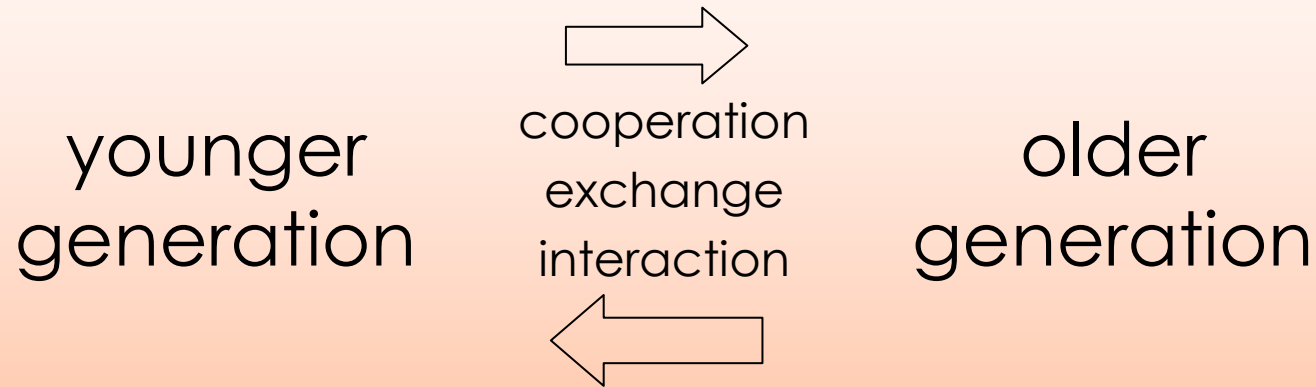
- « **Conflits de générations? Les relations 'jeunes' et 'vieux' sont bien plus apaisées que les Enfoirés ne le chantent** » Le Huffpost 28.2.2015
- « **Jeunes et vieux si on vivait ensemble?** Psychologies.com/Planete/societe/articles-et-dossiers. Février 2015
- « **Jeunes et vieux sous le même toit, un nouveau mode de vie** » France Inter : émission *Le téléphone sonne* 5.2.2015
- « **A Granvillars (90), écoliers et personnes âgées partagent un repas hebdomadaire.** 9 février 2015. www.localtis.infos
- « **Les jeunes, cible privilégiée des clichés médiatiques** » Le Monde.fr, 21.10.2014
- **Les Français et l'intergénérationnel**, TNS Sofres.com, 19.12.2013
- « **La campagne Génération** ». 2014. Génération quoi.france2.fr

France: Changing relative size of population groups over the period 1970-2050 (in %)



Source: INSEE, projections de population 2007-2060.

What is intergenerationality?



Related terms: Intergenerational exchange / contact
/ practice / ties

Transversal topic

Intergenerationality

The diagram illustrates the concept of 'Intergenerationality' as a transversal topic. A central horizontal line is connected by vertical lines to eight different academic fields, showing its interdisciplinary nature.

Social sciences

Health & Social Services

Policy/Politics

Diversity/Gender studies

Law

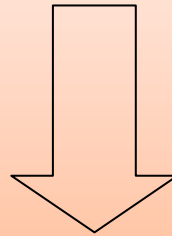
Finance/Economy

History/Culture/Heritage

Education

Why focus on intergenerationality?

uni-generational campus setting with
limited intergenerational contact



international setting with increased
multigenerational exposure

unchartered territory



College students spend 85% of their time with people under 35.

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Photography workshop

Assignment: photograph your neighborhood



<https://www.flickr.com/photos/128296471@N02/sets/72157649365013798/with/16028380455/>

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Benefits of intergenerational exchange

Older people	Younger people	Community
<p>Increase in vitality</p> <p>Relief from isolation / reintegration in the community</p> <p>Reflect on life experiences</p> <p>Exposure to difference</p> <p>Develop skills (social, technological)</p> <p>Practical assistance</p>	<p>Increased self-worth</p> <p>Increased sense of social responsibility</p> <p>Access to adult support</p> <p>Less isolation</p> <p>Positive perception of older adults</p> <p>Increased resilience</p> <p>Learn about history</p> <p>Less drugs/violence</p>	<p>Builds social cohesion</p> <p>Develops bridges across community</p> <p>Encourages/creates models of civic skills</p> <p>Acts as impetus for other community projects</p>

Source: Report to NYARS 2006, *Community building through intergenerational exchange programs*

Student responses on intergenerational contact

Where:

Homestay, volunteer field work, extra curriculars

Benefits:

Perspective on own life

Understanding the host culture

History, social issues, politics

Conversation, language use and comprehension

Interpersonal skills

Wesleyan intercultural competency scale (WICS)*

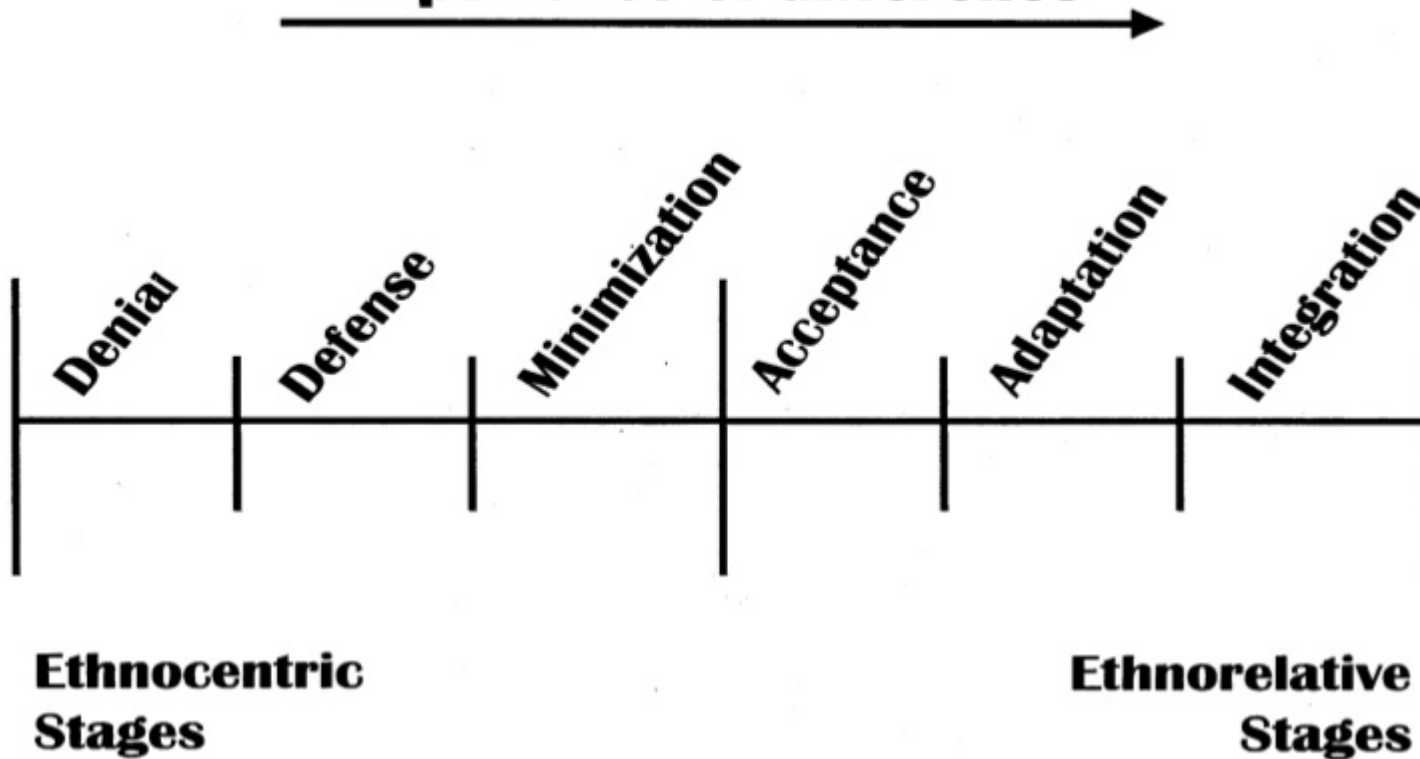
- A way to **measure** students' intercultural skills
- Elements of a high degree of cultural competence:
knowledge, attitudes, and skills

* From Stemler, Imada, Sorkin, Development and Validation of the Wesleyan Intercultural Competence Scale (WICS): A Tool for Measuring the Impact of Study Abroad Experiences

Frontiers: The Interdisciplinary Journal of Study Abroad,
Vol. XXIV Fall 2014

Development of Intercultural Sensitivity

Experience of difference



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Table 2. Numbers of participants who encountered the 16 situations presented in WICS (N=97)

Situation	Frequency (%)
S13 When I used local public transportation,	95 (97.9)
S2 When I was interacting with local peers,	94 (96.9)
S3 When I went out with others,	93 (95.9)
S8 When I went grocery shopping,	91 (93.8)
S9 When visiting a local landmark,	85 (87.6)
S11 When I could not find something I needed, which I could usually get easily in the U.S. ,	85 (87.6)
S16 When I was exposed to local media coverage,	84 (86.6)
S5 When a local peer expressed views that were different from my own,	81 (83.5)
S12 When I ate a local cuisine that tasted really strange,	76 (78.4)
S10 When a local person did not understand what I said in the local language and seemed to be a bit frustrated or confused,	64 (66.0)
S15 When I went to a local cultural event with local peers,	63 (64.9)
S1 When I was invited to a formal dinner,	61 (62.9)
S4 When I was interacting with a professor (or a supervisor) in a culture where respecting someone with higher status was considered to be very important,	61 (62.9)
S6 When I participated in discussions with other local peers, and others seemed to be rather quiet,	49 (50.5)
S7 When I was invited to a local family party and I was not sure how formal it was,	46 (47.4)
S14 When I went to a religious service or event that differed from my own religious beliefs,	27 (27.8)
Average	72.2 (74.4)

Table 3. Example WICS item “S8: (‘When I went grocery shopping’)” mapped onto Bennett’s DMIS

Bennett’s stage	Description of the stage	Response example
Denial	Individuals deny the existence of other cultures or the difference between them.	I tried to go shopping with other Americans or find a store that catered to Americans.
Defense	Individuals react against the threat of other cultures by denigrating the other cultures and promoting the superiority on one’s own culture.	I just got the things that were usually sold in the U.S. because I was afraid of wasting money for something terrible.
Minimization	Individuals acknowledge cultural differences on the surface but consider all cultures as fundamentally similar.	I found that the stores were pretty much like the ones in the U.S. , and I did not find any big differences. Grocery stores are just grocery stores anywhere.
Acceptance	Individuals accept and respect cultural differences with regard to behavior and values.	I enjoyed finding things that I never saw in the U.S. and I was curious about what they were.
Adaptation	Individuals develop the ability to shift their frame of reference to other culturally diverse worldviews through empathy and pluralism.	I often bought local products that were a little different from the products I get in the U.S. and I used them a lot in my everyday living.
Integration	Individuals expand and incorporate other worldviews into their own worldview.	I bought and tried local products and discovered really good ones. So I became more open-minded and less restricted by familiarity and brand names when choosing right products for myself.

Conclusions WICS and **QUESTIONS for us**

Who scored the highest on Intercultural Competence scale?

- Those who **experience a wider variety of situations and experiences** where they are interacting more **widely and/or deeply** with the host community
- Students who reported **spending a great amount of time speaking a foreign language while abroad**

Utilization of Wesleyan Intercultural Competence Scale?

Possibly

- **To help students reflect** on their responses prior to their study abroad departure as well as using it for debriefing purposes

In the area of social intelligence, for example, it has been shown that people develop expertise faster when given a theoretical framework for interpreting their responses

- As a tool for program administrators/educators to measure student acquisition and assessment of our educational programs and activities?

INTERGENERATIONAL CONTACT =
+VARIETY OF SITUATIONS AND
INTERACTIONS
= HIGHER INTERCULTURAL
COMPETENCE

Intergenerational project

Academic excursion / Cultural activity	Homestays / student housing	Community service
Course	Understanding of local societal debate, event or trauma	Pre-departure / re-entry



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