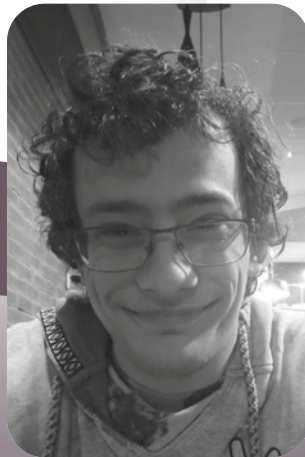
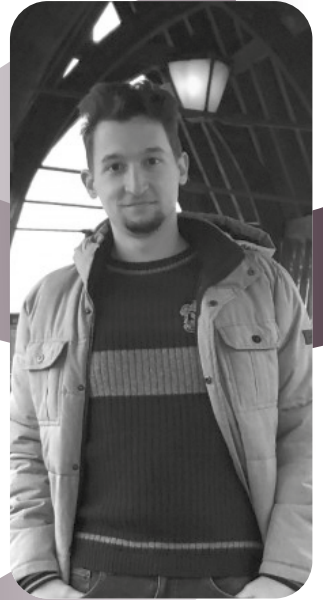


HAPPINESS ACROSS THE AGES



BASED ON HAPPINESS ACROSS THE AGES, A SHARED LEARNING PROJECT BETWEEN UNIVERSITY OF EXETER AND EXETER UNIVERSITY OF THE THIRD AGE.

Toolkit for a collaborative intergenerational research project.

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INTRODUCTION

This booklet offers insights into conducting a collaborative, intergenerational research project. It is written in the spirit of helping and inspiring organisations, community groups, shared interest groups and associations of various shapes and sizes, to run similar projects within their own membership, and across organisational and generational boundaries.

It can be of use if you are a third-age focused organisation or group looking to develop educational projects with and for your members; an educational or research organisation or group looking to involve members of the wider community in an active, shared, learning experience; an academic trying to develop meaningful experiences at the intersection of teaching and research for your students, or simply a group of people with a passion for learning, from each other as much as from books, seeking to connect and explore together.

The project that we describe in this toolkit was designed and delivered jointly by members of a local Exeter University of the Third Age (U3A) group and university students and academics from the College of Humanities, University of Exeter. It focused on the topic of 'happiness across the ages'. Our research aim was to explore the relevance of ancient philosophical approaches to happiness in the context of contemporary, cross-generational thoughts and experiences. Our project can be replicated in its entirety within your context (including using the same research questions and methodology), or it can serve as inspiration from which to pick and choose ideas that best serve your purpose and audience. We only ask that any future use acknowledges our original project and this toolkit.

A disclaimer before we continue: what this project is not is a set of definitive, general precepts on the nature of intergenerational learning, or all the benefits of engaging with ancient philosophical ideas. We are reporting from our own experience of working with a very particular self-selected group in terms of demography, prior experience and current interests. But we are also drawing on a body of knowledge about intergenerational learning, the experience of running an international programme using ancient thought for modern wellbeing, the experience in (educational) research and in conducting collaborative work across sectors, and our personal, very human, responses to the learning, sharing context that we created.

BACKGROUND

'Happiness across the ages' was a collaborative, inter-disciplinary, inter-generational project co-ordinated by two academics from the University of Exeter, Dr Gabriele Galluzzo (Senior Lecturer in Ancient Philosophy) and Dr Sanja Djerasic (Impact Research Fellow and researcher in education) that ran from October 2019 to October 2020. It took an idea from 'shared learning projects' developed between members of the U3A and organisations ranging from local to national, using the intergenerational learning angle.

Building on three hugely successful public lectures and workshops on aspects of ancient philosophy delivered by Galluzzo to the members of U3A in 2015, 2017, and 2019, Djerasic and Galluzzo sent out a call for those interested in conducting a shared learning-research project around a topic drawing on ancient philosophy. We ended up creating a team made up of six U3A members, not all of whom had attended the original lectures, and nine students in humanities subjects (three post-graduate and six undergraduate).

There was a sixty-year difference between our youngest and our oldest member of the team, there were two genders (male and female, with male over-represented), and several different nationalities. Together, we set out to explore the validity of ancient approaches to happiness in the context of contemporary experiences, across different generations. Participants/researchers were trained by Djerasic in qualitative, interview-based study design (from developing research questions to developing methods) and the conduct and the analysis of semi-structured interviews. Meanwhile, Galluzzo familiarised the participants with the views of three important traditions of ancient philosophical thought, the Aristotelian, the Stoic and the Epicurean, which offer three radically different recipes for happiness. Some of the sources used for this training can be found at the end of this document.

Two phases of the project were envisioned. In the first phase, the participants/researchers interviewed each other, ensuring a cross-generational interviewee-interviewer experience. Project co-ordinators participated in this as well, and interviewed, and were interviewed by, undergraduate students. The second phase, sadly postponed due to the COVID-19 pandemic, would have included recruitment of further interviewees across the generational boundaries.

Nevertheless, 18 interviews were conducted, recorded, and professionally transcribed, and eight participants from the original group – three U3A members and five students – decided to continue with the analysis and write-up of the project online during the COVID-19 crisis, meeting via Zoom on at least a fortnightly basis, from May to October 2020. This enabled the team to receive training in, and conduct the analysis of interviews that were generated, and work collaboratively on the planned outputs for the project, including this booklet and two outputs communicating the outcomes of the analysis. Crucially, it enabled us to benefit from each other's presence, and the experience of working together towards a common purpose, on a topic that under the circumstances of the pandemic and global lockdown, could not have been more pertinent.

A WORD ON THE INTERGENERATIONAL ASPECT

The intergenerational aspect of the project had not been initially planned by the project co-ordinators, but it would become one of its main advantages. The idea was introduced early on, following the interest expressed by U3A members in one of our first meetings organised to discuss our shared learning project (SLP) in mid-2019, and the positive experience of student-U3A member interaction in the last of the three public lectures organised by Galluzzo in 2019.

The occasion for members of different generations and communities to work and learn side-by-side is known to bring benefits both to third age participants and students who might feel alienated from both the local community and through not having an opportunity to participate in cross-generational exchange (Dauenhauer et al. 2016). An Age UK 2017 evidence review on intergenerational connections found that these combat loneliness and isolation, increase cognitive performance and break down stereotypes and anxieties about ageing (Drury et al. 2017). Ageing Better report on the programmes funded by the National Lottery Community Fund recently confirmed that intergenerational learning opportunities can give a sense of purpose to both age groups, help them discover they have more in common than assumed, and energise the older adults - although in our case, the latter was certainly not confined to one age group. All these benefits are particularly important in the context of the increasing levels of loneliness among both the young and the old, as recognised by the same report, and of the all-time high segregation between the young and the retirees, as reported by Intergenerational Foundation in 2016.

We believe that the unique benefit of our project lay in the topic and its potential to form inter-generational engagement. Exploring a universal question of happiness, and in a way that required the participants to engage in honest, and sometimes quite revealing conversation about their lives, their sources of value and meaning, challenges and ambition, really benefited from a multigenerational perspective, and enriched both the project and its participants. Most participants expressly underlined this experience of meaningful engagement with those with whom they normally would not have a chance to communicate, and deeply reflect on their lives, as one of the most gratifying elements of the project.

WHAT DO I NEED TO KNOW BEFORE I BEGIN?

The importance of establishing a relationship

By 'relationship', we do mean relationships between individuals as well as groups. In our case, the groups were the local U3A and a university, but any group, or a community, whether or not formal, may equally find our experience of benefit. What matters is that they are committed to the same goals and share a set of fundamental values.

Although it is perfectly fine to start a project from scratch, we felt that ours really benefitted from the pre-existing familiarity between two groups and some of their individual members. However as this is a project that really thrives on, and in turn, benefits interpersonal (as well as inter-institutional) relationships, we want to stress that a pre-existing relationship with the other group or organisation is not a requirement. But some sense of familiarity, of faces, of interactions, and the sense of reassurance

The importance of initial discussions and interest scoping

Previous forms of interaction via lectures and workshops also helped us understand what topics might be of interest for prospective participants, but this is something that we very much wished to explore in initial brainstorming sessions. After the co-ordinators had sent out the invitation for participation, the first session was dedicated to illustrating how the project might work, and explaining the idea of drawing on ancient philosophy to explore a contemporary issue, via empirical research. The co-ordinators also wanted to ensure that prospective participants were aware of the intention for this to be a truly collaborative experience - that the shape

and security that this brings (particularly where one group inhabits a space that risks being perceived as alienating - in our case, the old 'ivory tower' stereotype) helps move things along in the initial stages when the mutual areas of interest are being explored, and those 'on the inside' can act as gate-keepers to help recruit participants.

For students, one of the main initial attractions was one of the project co-ordinators, a lecturer with whom they all had very positive experiences, and some alignment of the focus of the project with the material covered by the lecturer at the University. Thus, also the importance of a sense of personal connection and an inspirational, energetic 'leadership', at the very beginning before the project assumes a more horizontal, democratic interaction between committed participants, cannot be over-estimated.

of the project, and the issue that we would explore, would result from our group discussions, rather than be something pre-packaged by the academics. A provisional timetable was offered, explaining the likely time commitment to the project. This led to some further downsizing of the group, due to various conflicts of timing. Further discussions were aimed at eliciting potential topics and narrowing them to the most productive, and the most universally appealing one - and crucially, one that works across generational boundaries, as it became clear very early on that the intergenerational aspect to this project would become one of great significance.

The importance of creating ownership

Having decided on the topic and introduced the intergenerational element via recruitment of students, the first sessions worked to instil ownership by building the project on an equal contribution via distilling the topic and the agreement to conduct a qualitative study, into operational research questions and semi-structured interview design. This happened over four two-hour workshops and independent work guided by a combination of suggested readings from philosophy and social science methodology, and workshop notes. Democratic management of the project continued until the very end, as we ensured that all the decisions concerning the data

analysis and write-up, as well as those concerning timelines, priorities, workloads and tasks were made by consensus. Towards the end, the members of the research team shared the feeling of attachment to, and the pride in, the project as one of their own creation. In the words of a U3A member, the project, among other things, underlined the feeling that the university also belonged to U3A, to the local community, a spirit in which the relationship between U3A and the university had been originally established, but one that needs the commitment and input from students and academics to be really brought to life in individual projects.

COVID-19

For about half of the original group, the project ended after the interviewing had been completed in early March 2020, with others continuing online through the analysis and write-up stages of the project, into October 2020. Our project, like millions of those in 2020, suffered the effects of Covid-19 crisis - both in design and in the shrinking of the team, some of whose members did not feel comfortable, or were not able to, continue once we restarted the project in late May. While we were not able to meet our original plan of expanding the participation beyond the group, and while we worked with reduced numbers as a team, a part of our training, and the entirety of the analysis and write up, was conducted online. And as with billions others, the crisis also brought unexpected benefits to the project and its participants - for some, our online-only phase was an opportunity to learn new skills in navigating the technology; for all of us, the regular video chats provided an opportunity to get to know each other better and have important conversations

and reflections under exceptional circumstances. They provided an always welcome injection of camaraderie, joy, and purpose - happiness! - at sometimes very difficult moments. We wish to underline the positive aspects of the project's online phase as an encouragement to undertake similar exercises entirely online. With some level of comfort with technology among the prospective participants, and more importantly, a high level of motivation and support, significant rewards can be reaped.



WHY DO IT?

From the perspective of the two co-ordinators (in this case, an academic perspective), the project has been enormously rewarding on a professional as well as a personal level. For both academics, it has extended the boundaries of their knowledge, their research and their teaching skills, through the experience of managing a collaborative, interdisciplinary, truly engaged project involving a large number of researchers with different backgrounds, skill sets, and modes of working, who mostly also needed training in qualitative interview-based research and data analysis using a number of different techniques. They both also gained a better understanding of their respective disciplines.

Benefits to older members of the group

- cognitive and intellectual: engaging in stimulating activities later in life; learning new skills and bringing them into conversation with previous professional experience; being exposed to new ideas that help crystallise one's own thinking on the subject;
- social: being a part of the team, cross-generational contact (particularly for those lacking regular contact with their children and grandchildren), learning about one's peers as well as the lives of the young and today's students, both as a reflection on the society, and in terms of achieving a very close, interpersonal relationship, via whole group discussions and especially one-on-one interviews;

On a personal level, as well (and this is something echoed by many of the project participants) they were both surprised at the degree of personal involvement, satisfaction, and joy, that was felt as the project progressed, especially acute during the pandemic – the thrill of a joint pursuit, and collective commitment exhibited by all throughout.

One of the project co-ordinators has been conducting a multi-stage evaluation of the project benefits via open questionnaires, and below are some of the results of the analysis of these for different age groups. Significantly, many of these benefits were reported irrespective of age.

- intrapersonal: the topic of the project and the methodology of in-depth interviewing across generation allowed the U3A participants to reflect on the stories of their own lives from a different perspective, compare their stories with those of others, both young and old, and discover differences and similarities, developing a deeper understanding of themselves in the process.

Benefits to university students

- intellectual and professional: in addition to allowing the students to engage with the topics of their interest outside of formal and assessment boundaries, which helped inform the work within their course for some, there were also benefits reported about the gaining of professional skills to help in the job market, such as organisational skills, and skills of interviewing and in-depth transcript analysis. We want to stress here that while the work around community-engaged student learning (i.e. that taking place outside of the seminar rooms and lecture theatres) tends to highlight the important 'learning for employment/ learning for life' aspect of these experiences (see Owen and Hill, 2011), in our case more frequent were benefits that corresponded to those reported by the students' older team members. This is particularly important as it points to the benefits that projects like these can have on the students' overall sense of wellbeing and social connection, and we would very much like to stress this angle as well as the always important employability skills;
- social: students too often brought up the benefits of intergenerational contact, both where this is something not immediately available in their daily life, but also as something that assisted in opening up themes that would benefit from a cross-generational perspective and wisdom, but perhaps not easily broached within their own families and close circles; collaboration and engagement on a jointly pursued goal also helped bridge age gaps more generally, as well as create a sense of a broader societal contribution through a worth-while project;
- intrapersonal: for students, similarly, a common benefit was an ability to reflect on own ideas of happiness and their values thanks to the focus of the study.

CASE STUDIES

“ U3A MEMBER

In the beginning I was a little apprehensive about participating, as I was new to U3A, had only a sketchy idea of the Ancients' views on happiness, didn't have any recent experience of conducting interviews and couldn't devote much time to the project.

I was however attracted by the topic, the opportunity to interact with University and U3A personnel and the cross-generational dimension. I had been thinking around this topic – a good life, meaningfulness, well-being, happiness- jotting down words and phrases gleaned from general reading. I wasn't quite sure where this was taking me, so it was fortuitous that the project presented a chance to review one's own philosophy.

My note taking during meetings left a lot to be desired, and I was rather envious of the younger cohort, many of whom were keying in on laptops as a matter of course. Thankfully the previous minutes and detailed agenda circulated in advance of each meeting were very helpful. The sessions we did in

smaller groups were productive and enabled us to pool ideas. I 'enjoyed' the interviews, as interviewer and interviewee. You had to work hard in them, to marshal your thoughts and to probe a bit further.

The project has been stimulating and has allowed us some insight into fellow participants' lives and opinions. We all have different backgrounds, experiences and sources of inspiration. It was surprising the extent to which all the views expressed struck a chord, to a greater or lesser degree. I can hardly remember anything I particularly disagreed with. The project helped to crystallise some of my own thoughts and views around happiness, which I am hoping will stand me in good stead.

”

“ U3A MEMBER

The Exeter U3A's University liaison committee does a great job in linking with the University. Some years earlier than this Project I had retired from a very strong and all encompassing engagement in Public and Patient Involvement in health research. More everyday interests subsequently beckoned, including joining the U3A and consequently this SLP. In contrast to the methodology of the health research this Project from the outset seems more of a cultural study albeit it utilised a research method, that of qualitative analysis of recorded interviews to explore how present notions of human happiness are reflected in ancient, primarily Greek thinking.

Sanja and Gabriele were patient and courteous at all times in dealing with all my communication and those of the other participants.

The shared sequencing of the elements of the project was such that the continuous "pull" of it led me on through the work and some of its challenges.

I did not join the Project because of a marked interest in ancient philosophy, but for the nature of the study. Nevertheless for a time, my bed time reading included Seneca's kind advice to Lucilius on how to become a better Stoic.

The interview scripts I reviewed uncovered for me the lives of other U3a members in a deeper way than conversations and encounters of the everyday. On the other hand I gained a deeper appreciation of the dilemmas and aspirations of modern day students.

My interview of and in turn interview by a student of the University was a joy in both cases.

The mix of older and young participants led to a welcome effect to the encounters, that miraculously was continued through into Zoom meetings and emails, facilitated by Sanja. Gabriele included himself in such a way that I felt we were all equally invited to contribute and engage.

To conclude I feel I have belonged to a "School" that an ancient would recognise.

”

CASE STUDIES

“ “ 3RD YEAR UNDERGRADUATE STUDENT

I think there were two main things that I found really interesting, and beneficial, about the project.

Firstly, I enjoyed getting another perspective on life, essentially. Hearing thoughts about big, but fundamental, questions from people who've done a lot more living than me, who've been through all the ups and downs that are still in front of me. And on the other hand, complimenting that, really, it gave me

a really good opportunity for introspection, making me think about who I am, what I'm doing, what matters to me, in a way that we otherwise rarely find time for. I enjoyed it a lot, it was a really good opportunity, and I hope something comes of it, despite everything that's happening, it deserves it.

” ”

“ “ 3RD YEAR UNDERGRADUATE STUDENT

I mainly joined the SLP because it sounded like a great project and I knew that if Gabriele was involved it was bound to be interesting. I thought it could [definitely] be a good side project alongside the MA and give me some practical skills too – as well as being a really great way of showing that ancient text are directly relevant to modern society – all of which I'm really interested in.

I've nothing but good things to say about the project and how it was run, and really enjoyed meeting and working with both Sanja and the members of U3A. I was completing the project at a point where there was a lot going on in my own life, much of which wasn't filling me with happiness, so it was certainly an opportunity for me to reflect on what happiness is and how I can implement it more in my life - something which I'm now much more conscious of. But it's also been very rewarding on a practical level and I've even discussed it in job interviews - particularly the transferable skills of organising, conducting and recording interviews for a bonafide research project.

Beyond employment outside of Uni, I've never really done that much inter generational work, and certainly nothing where the inter generational divide was so big. I was really excited by this element of the project but, I must admit, a little bit nervous too. My fears were soon put to rest, however, after our first meeting, where I discovered that the U3A members were everything you would want in a research team. It was a pleasure to interview and be interviewed by then and I think it affirmed our similarities just as much as our differences. I think it was particularly interesting to have an inter generational aspect for the topic of happiness, and all of our own very different experiences formed such an integral part of the project by the end.

” ”

HOW TO DO IT WELL?

As co-ordinators

- ▶ The size of the group will vary depending on your project and participating groups, but we recommend it is at least over six, to ensure diversity of perspectives, styles, personalities, knowledge and experience, and individual and group dynamics, and ideally not exceed twelve, to allow manageability, close interaction, and team spirit.
- ▶ Set up a participatory framework (both in person and on-line) and expectations up front, but allow flexibility and responsiveness – allow ideas to arise and plans to change as you go along; create this in a shared, non-hierarchical atmosphere and always invite individual contributions on the (re)evaluation of the process.
- ▶ Be aware that some level of at least initial guidance is needed, so prepare resources and respond to queries in a timely manner, to assuage worries about competence and skill, and create a sense of a level playing field (with emphasis on playing).
- ▶ Accept that some participants will appreciate a looser structure, and the pull of the project from one stage to the next, with each stage negotiated, while others will have a need for a clear idea of the project's lifetime: do set an outline, but don't sacrifice fluidity and capacity to respond, and adapt to unexpected feelings and ideas (not to mention changes in external circumstances) – a sense of spontaneity was one of much appreciated aspects of the project.
- ▶ Create a balance between allowing participants to play to their strengths and encouraging them to learn new skills and address fresh challenges. Members across both (all) age groups will come with skills and areas of improvement that are not entirely age-dependent: emphasise this often to assuage any fears about generational inadequacies.
- ▶ Ensure a cross-generational collaboration throughout the project's different phases: in our case, in addition to cross-generational interviewing, we also ensured that group and pair work had an inter-generational element – this created personal bonds and helped the learning process. At the very start however, it is possible that some participants will feel more comfortable entering the process in the comfort of their peer group, and it is advisable to allow time and opportunity for confident and enjoyable cross-generational interaction – informality, openness, and clear positioning of everyone as equal members in the learning and sharing process, are key.
- ▶ Simple things, such as regularity (meetings always taking place at the same time of the day on the set date, or the same day of the week), can go a long way, with goals for the next meeting set at the end of the previous one, and reiterated in writing later – this can add to continuity and counter the risk of fragmentation.
- ▶ Reasons for participation, or for staying on with the project may change during its course, and this should be recognised and built on – we all grow and individual circumstances change, not to mention large, world-shifting events such as a pandemic; people may come and go and change the capacity in which they are contributing and there needs to be a level of flexibility to allow this.
- ▶ A low-cost project means a significant amount of freedom from budget constraints and a degree of flexibility – in our case, apart from the transcription and output design fees, the only other cost has been that of refreshments for in-person meetings (the latter always welcome!). Although in some cases projects might need to consider subsidising transport costs to enable some participants to join.

What to look out for?

- ▶ Balancing the 'shared' aspect of the project and power relations and different agendas coming from responsibility to funders and team members sometimes requires extra care. Ethics is not just the matter of ensuring institutional approval, as there is always responsibility to individual participants, their

As a group

- ▶ Aim to explicitly articulate individual and project aims at the beginning, even if these change or expand later on.
- ▶ Collectively decide on roles early on, so that there is always confidence that practical matters (such as sharing of notes, organisational issues, being explicit about plans for the next steps) are looked after – these can be shared or rotating roles.
- ▶ Don't expect that the project will solve the world's problems, but there is nothing wrong with ambition, and acknowledging 'small' gains along the way will benefit commitment and inspiration; particularly pay attention to unexpected benefits and even some discomfort which is always a part of meaningful (or even transformational) learning.

time and trust, and their expectations that may contradict institutional demands (where these exist).

- ▶ As co-ordinators, have contingency plans (particularly in the case of drop-out) so as to ensure fair and manageable workload distribution.
- ▶ Not everything can be equally shared – in some aspects of the project, some of the participants will have more knowledge or time than others and this should be accepted and appreciated; this fact does not deter from establishing significant levels of reciprocity and equality regardless.
- ▶ Set timelines and deadlines through consensus, recognising that other members of the team will have varying external commitments which will impact availability and contribution.
- ▶ Maintain a sense of enthusiasm and common purpose throughout – reminding each other of the benefits of working together on the project, and reiterating lessons learned and bonds created.
- ▶ The importance of humour and informal, personal connections, to maintain individual and group commitment cannot be overestimated.

What to look out for

- ▶ As a group, seek to explicitly address assumptions (incl. on key concepts), previous knowledge, even the idea of 'knowledge', and expectations. An intergenerational context is incredibly enriching, but it can also be challenging if you assume that words have the same meaning, and the processes and purposes the same shape and value, from one person to the next. Keep your understanding of, and the ways of relating to, the world in check, and be open to different ones, especially at the early stages – later on, a level of familiarity and even friendship will more easily resolve any arising discrepancies and possible misunderstandings.
- ▶ As a group, particularly with generational differences in mind, be prepared for variations in the modes of working, styles of learning, ways

As individuals

- ▶ On an individual level, as a learner-researcher, don't be afraid to advertise lack of knowledge or understanding, and to seek help, as you will feel this along the way regardless of your age and experience; embrace discomfort and messiness that are inherent aspects of any learning or research

Final remarks

Finally, be aware that certain topics might generate unexpected emotional responses and be prepared to point towards appropriate additional professional support if required. If you choose to adopt methodology similar to ours, while the benefits of engaging with, and reflecting on, deeply personal issues, are significant for both interviewees and interviewers (in the words of a U3A member, the interview was 'not just the meeting of minds, but the meeting of lives'), this also creates space for sensitive issues to arise. The upside of a fully collaborative project is

of communicating and interacting (all these should be an asset), individual availability, and the level of (technological) confidence, and very different reasons for participation and the varying expectations these bring. Be prepared to repeat and reinforce messages and adjust expectations.

- ▶ As a group, recognise that, unlike in formal research projects, the primary value here is the process of participation and learning, with findings and outputs of secondary consideration. This does not mean that validity and usefulness of results is sacrificed, but that primary benefits, which stem from deep and meaningful engagement with the topic and between members of the team, should not be sacrificed to the pursuit of the most efficient means of obtaining and presenting research results.

processes – make space to reflect on these individually and as a group. This will move the project along as well as help individual learning.

- ▶ Be prepared for some of your opinions to be challenged, and create an atmosphere in which everyone feels comfortable voicing their concerns.

that this is a possibility of which the participants are fully aware at the beginning, and there should be an agreement on how to proceed in the event of emotionally charged experience, which is where we also benefited from the advice of the university's ethics committee who approved our research. While not all groups will have access to, or need for, professional ethics committees, group understanding and mutually developed guidelines on how to tackle any challenges arising within the project, are key to aiding a sense of control and confidence in each other.

SUSTAINABILITY

What next?

The second phase of the project, which would have widened the pool of participants, was interrupted due to the COVID-19 pandemic. This would have been of great interest since, to an extent, it would have overcome one of the limitations of the first stage, namely self-selection of participants. There are no plans to do so in the immediate future, but repeating the exercise after the pandemic with the same participants could also be useful in throwing light on the experience of the pandemic on their original responses. Both co-ordinators, and several members of the original research team are interested in pursuing this, in person or online, at a later stage. We are in talks about conducting an international 'happiness survey' using some of the insights from our analysis.

Although for many participants, simply participating in the project was its own reward, we recognised that additional value could be generated through more

formal outputs, and that the process of creating them might form a valuable adjunct to the main project. For the academics and students, a formal professional publication has obvious attractions while for the U3A members, the opportunity to share the experience within their organisation seemed appropriate. Thus in addition to this toolkit, an article was prepared for publication in the U3A Shared Learning Project 'Sources Online' and a report on findings, to be adapted to the student readership, and a public-academic journal is in preparation.

More creative outputs, designed to reach a wider audience, are also being considered – such as a 'soundscape' on happiness, and a board game. Finally, we are looking forward to the possibility of, public health conditions permitting, celebrating and presenting our project nationally and internationally.

NOTE ON CONTRIBUTORS

Dr Gabriele Galluzzo, one of the coordinators of the present project, has been one of the leading figures in the Modern Stoicism project. Modern Stoicism (<https://modernstoicism.com/>) is a network of academics, psychotherapists and philosophical counsellors, who collaborate in presenting ancient philosophical ideas, especially Stoic ones, to a broad public audience, offering reflective life-guidance through online courses and public events directed at promoting happiness and wellbeing.

Dr Sanja Djerasic, the other co-ordinator of the project from the University of Exeter, has been working for years in the area of social impact of academic research and the universities' engagement with the wider communities, and is herself an educational researcher with background in education policy, citizenship education, and lifelong education.

The U3A members (Maggie Teuten, David Thompson, and Nigel Pyart) of the project bring with them decades of professional experience across diverse sectors that introduced myriad perspectives on the conduct of the project, and led to academics' reflection on their own assumptions and professional habits. The students (Cherry Chan, Dan-George Borocenu, Liam Preston, Vuk Zivanovic, and Agnes Wilhelmsen) added multi-disciplinary, cross-cultural lenses through which to view the purpose of the project, and the way in which it was carried out.

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Dauenhauer, J., D. W. Steitz, L. J. Cochran. 2016. "Fostering A New Model of Multigenerational Learning: Older Adult Perspectives, Community Partners, And Higher Education. *Educational Gerontology* 42: 483–496.

Drury, L., Abrams, D., & Swift, H. J., (2017). Making intergenerational connections: What are they, why do they matter and how to make more of them. London: Age UK. Available at: [www.ageuk.org.uk/Documents/EN-GB/For-professionals/Research/Making_Intergenerational_Connections-Evidence_Review\(2017\).pdf?dtrk=true](http://www.ageuk.org.uk/Documents/EN-GB/For-professionals/Research/Making_Intergenerational_Connections-Evidence_Review(2017).pdf?dtrk=true)

Intergenerational Foundation (2016) Generations Apart: the Growth of Age Separation in England and Wales. Available at: www.if.org.uk/wp-content/uploads/2016/09/Generations-Apart-Brochure.pdf

Owen, D. and Hill, S. (2011)) Embedding Public Engagement in the Curriculum: A Framework for the Assessment of Student Learning from Public Engagement. NCCPE (available at www.publicengagement.ac.uk/sites/default/files/Assessing%20student%20learning%20from%20PE.pdf) as well as growing body of work on community based learning and student volunteering, too large to reference here.

FURTHER SOURCES

Ancient Texts:

- 1) Aristotle, *Nicomachean Ethics*, translated by J. Thompson, revised by H. Tredennick, introduction by J. Barnes (Penguin Classics 1976/2004).
- 2) Epicurus, *The Art of Happiness* (Penguin 2012)
- 3) Seneca, *Letters from a Stoic* (Penguin 2004)
- 4) Marcus Aurelius, *Meditations*, translated by R. Hard with introduction and notes by C. Gill (Oxford Worlds Classics 2011).

Qualitative social research:

Flick, U. (2014) *The SAGE handbook of qualitative data analysis*. London: SAGE Publications Ltd doi: 10.4135/9781446282243

www.qualitative-research.net/index.php/fqs/index

Cormac McGrath, Per J. Palmgren & Matilda Liljedahl (2019) Twelve tips for conducting qualitative research interviews, *Medical Teacher*, 41:9, 1002-1006, DOI: 10.1080/0142159X.2018.1497149.

Other suggested readings:

- 1) J. Annas, *The Morality of Happiness* (OUP 1993).
- 2) J. Annas, *Intelligent Virtue* (OUP 2011).

U3A Shared learning projects:

www.u3a.org.uk/resources/subjects/393-shared-learning-projects

Participatory research and university-community engagement:

www.participatorymethods.org/task/research-and-analyse

www.sciencedirect.com/topics/social-sciences/participatory-research

www.publicengagement.ac.uk/about-engagement

www.nfer.ac.uk/media/1968/lig01.pdf

Ethics documentation – examples of participant information sheets & informed consent forms:

www.hra-decisiontools.org.uk/consent/examples.html

www.lscft.nhs.uk/media/Publications/R_and_D/Guidance/Template%20Consent%20Forms%20and%20Information%20Sheets.pdf



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