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INTERGENERATIONAL

"Alone we can do so little. Together we can do so much."
-Helen Keller



Intergenerational Appreciative Inquiry in Conversation and in Action

Edited by

Marge Schiller
Matthew Moehle
Peter Whitehouse

Sponsored by

Appreciating People



Intergenerational Appreciative Inquiry in Conversation and in Action

Inside this issue

Welcome to May 2015 issue of AI Practitioner

Intergenerational Appreciative Inquiry in Conversation and in Action celebrates the diversity and generativity of intergenerational conversations. Business, education and communities show what they can achieve by reaching out and connecting with different age groups. They share their successful methods to 'go between in order to create the beyond'.

In her Feature Choice, Jacqueline Wong develops a model for engaged governance

in reviewing the momentous citizen engagement process in Singapore that involved 660 dialogues, 47,000 who met in face-to-face meetings and 4,000 more who engaged online.

In Research Review & Notes, Gail Simon at the University of Bedfordshire in the UK highlights cases on collaborative or reflexive inquiry from social services.

AI Resources includes a variety of resources related to intergenerational efforts that celebrate diversity.

We would like to thank Appreciating People for sponsoring this issue.

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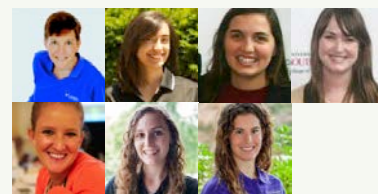
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Appreciative Inquiry Resources

edited by Matthew R. Moehle, Roopa Nandi and Hardik Shah

Appreciative Inquiry Resources features a rediscovery of classic and new resources for your use. Resources will include list-serves, books, journal articles, book chapters, DVDs, websites, blogs, podcasts, etc ... all in one place useful for learning more about AI to help with your consulting practice, internal work, teaching, training and extending your knowledge base and resources.

The May 2015 issue of the AI Practitioner is focused on Intergenerational Appreciative Inquiry. When generational differences are leveraged as strengths in our relationships rather than treated as barriers to understanding each other, transformative conversations emerge and our mutual capacity of positive possibilities expands.

This issue of the AI Resources column includes a variety of resources related to intergenerational efforts. Rather than focusing just on multigenerational resources that seek to manage generational diversity, we have sought to focus on intergenerational resources that showcase how generational diversity is something to be celebrated and harnessed for our mutual benefit. This focus led us to a variety of resources, including books, websites, organizations and more.

Text Resources: Articles and Papers

Lighting The Torch: How Do Intergenerational Influences Develop?

Elizabeth S. Moore, Dame William L. Wilkie, Julie A. Alder (2001)
Advances in Consumer Research 28, p. 287–293.

This intergenerational inquiry focuses on the transmission of information, attitudes and skills between generations within families. In consumer research, primary emphasis thus far has been given to determining whether the intergenerational phenomenon exists, and the forms it may take. This paper shifts attention to the primary influences in the formation of these effects during childhood.



Multi-generational Collaboration: Shaping Tomorrow, Together

Juanita Brown, David Isaacs and Samantha Tan (2008)

Kosmos, 7(2)

<http://goo.gl/kL6JkA>

This article is a great summary of intergenerational Wiser Together gatherings. A special focus is given towards what Wiser Together has learned about meaningful and effective intergenerational gatherings. You can also find the group on Facebook (www.facebook.com/wiser2gether) and at their website (<http://www.wiser-together.com>).



Pedagogies for Next Generation Learning Spaces: Theory, Context, Action

Peter Ling and Kym Fraser (2014)

International Perspectives on Higher Education Research: Vol. 12, The Future of Learning and Teaching in Next Generation Learning Spaces, pp. 65–84.

ISBN: 978-1-78350-986-7

The purpose of this chapter is to provide a framework to guide learning and teaching practice in next generation learning spaces. The chapter discusses the tension between next generation learning space design and use. Design is influenced by drivers ranging from a need to accommodate ever-larger student numbers and responding to digital technologies and other developments in educational media, to providing for new approaches to learning. Use is determined by understandings of the teaching task, which can range from presentation by a teacher through to students working individually or in groups to generate meaningful knowledge, useful skills and professional values. In some cases advocated pedagogic practice asks teaching staff to make the most of spaces designed to allow students to engage constructively in their learning. In other cases it involves teaching constructively in spite of the design of the space.



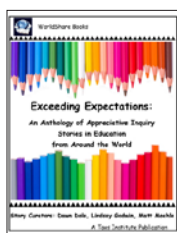
Using Appreciative Inquiry to Foster Intergenerational Collaboration for Positive Change in a Struggling School System

Megan Tschannen-Moran, Bob Tschannen-Moran, Cynthia Lemmerman (2015)

Center for School Transformation

<http://goo.gl/PkLhsP>

This article highlights a case for using an Intergenerational Appreciative Inquiry approach within a school setting. The process was designed to focus on three areas: trust and respect, community pride and involvement, and student achievement and success. The article also links five principles of Appreciative Inquiry embedded within this work. It is a great summary for anyone looking to see how Intergenerational Appreciative Inquiry takes shape within a school after the school was formally labelled as an 'academic emergency'.



Text Resources: Books

Exceeding Expectations: An Anthology of Appreciative Inquiry Stories from Around the World

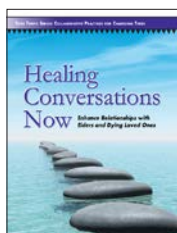
Dawn Dole, Lindsey Godwin and Matthew Moehle (2014)

The Taos Institute

ISBN: 978-1-938552-29-8

<http://www.taosinstitute.net/exceeding-expectations>

Schools provide endless opportunities for Intergenerational Appreciative Inquiry. This book is an anthology of Appreciative Inquiry stories about adults, children and communities working together to shape the future of schools and education. It aims to showcase, for the first time in one collection, the stories of how AI-inspired methodologies are helping to create positive transformations in our educational communities around the globe. The entire book is available as a free download.



Healing Conversations Now

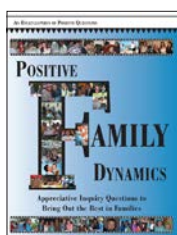
Tony Silbert and Mary Vargas (2011)

The Taos Institute

ISBN: 978-0-981907-67-3

<http://www.taosinstitute.net/healing-conversations-now>

This book is a guide for intergenerational conversations with a special focus on end of life conversations between family members. The book provides readers with both the inspiration to have what can often be difficult conversations with family as well as a large variety of questions to use during these important conversations.



Positive Family Dynamics

Dawn Cooperrider Dole, Jen Hetzel Silbert, Ada Jo Mann, Diana Whitney (2008)

ISBN: 978-0-971231-29-0

<http://www.taosinstitute.net/positive-family-dynamics>

This book is aimed at applying the foundational concepts of Appreciative Inquiry within the family. It is like an encyclopedia of positive questions to use during different types of family interactions. From talking to children about school to having conversations between three generations, there is a wide range of topics included in this book. It is a great resource for anyone looking to bring Appreciative Inquiry into family conversations.

Intergenerational dialogue within the Japanese American community

Larissa Akiko Favela (2008)

[http://scholarworks.sjsu.edu/cgi/viewcontent.](http://scholarworks.sjsu.edu/cgi/viewcontent.cgi?article=4588&context=etd_theses)

[cgi?article=4588&context=etd_theses](http://scholarworks.sjsu.edu/cgi/viewcontent.cgi?article=4588&context=etd_theses)

This thesis explores the lack of communication across the generations within the Japanese–American community, inquiring into different factors contributing the lack of communication. The process and content of the dialogue session conducted was analysed accordingly to the principles of dialogic communication and community based action research.



Intergenerational Resource Organizations

Positive Change Core

<http://www.positivechange.org>

Since 2001, the Positive Change Core has been focused on intergenerational applications of Appreciative Inquiry, especially within communities and education organizations. For AI practitioners looking to get in touch with others who focus their work on communities and education, this is an organization that would like to connect with you.

Generations United

<http://www.gu.org>

Generations United is an organization focused on improving the lives of people from all generations. The organization focuses on fostering intergenerational collaboration and programs. In addition, Generations United also recognizes the importance of ensuring public policies is fostering intergenerational collaboration.

Wiser Together

<http://www.wiser-together.com>

Wiser Together emerged from the World Café as a means to focus on engaging people of all generations to take action on critical issues facing the world today.

Intergenerational Online Resources

Appreciating All Generations – Intergenerational Dialog

Robyn Stratton-Berkessel

<http://positivitystrategist.com/appreciating-all-generations/>

This blog inquires into what stereotypes we attach to different generations. It appreciates intergenerational differences by believing into the differences and discusses effective inter-generational dialogue.

A Chicago Case Study in Intergenerational Appreciative Inquiry

Bliss W. Browne

<http://www.imaginechicago.org/>

IMAGINE CHICAGO is a non-profit organization, created in 1992, dedicated to cultivating hope and civic commitment. This case study focuses on a citywide interview process which included artists, media executives, civic and grassroots leaders, politicians, business and professional leaders and young people principally recruited from the Chicago Area Project, the Chicago Cluster Initiative, Public Allies and local schools.

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Purpose of AI Practitioner

This publication is for people interested in making the world a better place using positive relational approaches to change such as Appreciative Inquiry. The publication is distributed quarterly: February, May, August and November.

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