

# STUDY GUIDE

***Longevity Literacy***  
***26-27 S1***

**Organised by**

**Polytechnic Institute of Viseu (IPV)**  
**Universidad de Cantabria (UC)**

1. IDENTIFYING DATA.		
· Course Name.	Longevity literacy 26-27 S1	
· Coordinating University.	Polytechnic Institute of Viseu (IPV) - Portugal	
· Partner Universities Involved.	Universidad de Cantabria (UC) - Spain	
· Course Field(s).	Psychology, Gerontology, Health, Sociology	
· Related Study Programme.	Positive Ageing	
· ISCED Code.	0031, 0188, 0921, 0988	
· SDG.	3, 4, 5, 10, 11, 17	
· Study Level.	B, M, D	
· EUNICE Key Competencies	<ul style="list-style-type: none"> <li>• Green – strongly</li> <li>• Orange - moderately</li> <li>• Red – partially</li> <li>• Blank cell - not at all</li> </ul>	
	Problem solving	Orange
	Teamworking	Red
	Communication	Green
	Self-management	Green
	Cognitive flexibility	Orange
	Digital competence	Orange
	Technical competence	Orange
	Global intercultural competence	Orange

· Number of ECTS credits allocated.	4
· Mode of Delivery.	Online live and Online self-study

· Language of Instruction.	English
· Course Dates.	First (fall) semester of the academic year 2026/2027
· Precise Schedule of the Lectures.	<p>Total hours: 108h Contact hours: 36h</p> <p><u>Asynchronous</u> (24h): Between 09 October of 2026 and 21 January of 2027</p> <p><u>Synchronous</u> (12h): 09 October 2026 23 October 2026 6 November 2026 20 November 2026 4 December 2026 18 December 2026 8 January 2027 22 January 2027 (4.30 – 6pm CET)</p>
· Key Words.	Longevity, Life-course approach, Intergenerational solidarity, Healthy Ageing, Evidence-based communication
· Catchy Phrase.	<p>“It is not length of life, but depth of life.” — Ralph Waldo Emerson</p> <p>This curricular unit explores how individuals and societies can understand, evaluate, and act on knowledge that supports meaningful longevity.</p>

· Prerequisites and co-requisites.	B2 English Level; EUNICE Students.
· Number of EUNICE students that can attend the Course.	Until 30
Number of EUNICE students that can attend the course per institution	2 to 3 representatives of each of the universities.
· Course inscription procedure(s).	Eunice Application Portal

## 2. CONTACT DETAILS.

· Department.	Department of Psychology and Educational Sciences of the School of Education
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· Name of Lecturer.	Lia Araújo
· E-mail.	liajaraújo@esev.ipv.pt
· Other Lecturers.	Carmen Sarabia Cobo – Universidad de Cantabria (UC)

### 3. COURSE CONTENT.

As one of the defining demographic and social transformations of the 21st century, increased longevity demands new forms of knowledge and preparedness that enable individuals and societies to respond critically and effectively to the challenges and opportunities associated with longer life trajectories. Current approaches to longevity emphasize its multidimensional nature, acknowledging that survival and healthy ageing are the result of dynamic interactions among intrinsic capacity, lifestyle, social conditions, environments, and health systems across the life course. This curricular unit examines the implications of increased longevity for individuals and society, with a focus on the knowledge and skills needed to understand, critically evaluate, and communicate information related to healthy aging and long-term health. The curricular unit addresses life course determinants of longevity, including lifestyle, prevention, and social determinants of health, as well as emerging phenomena such as longevity technologies, anti-aging narratives, multimorbidity, and health inequities. Students will develop competencies in critical appraisal, risk communication, and the design or adaptation of educational and communication resources for specific target populations.

### 4. LEARNING OUTCOMES.

Longevity education is essential for promoting informed choices, healthy ageing, and greater preparedness for the realities of extended life expectancy. The curricular unit contributes to the development of transversal competences including cognitive flexibility, problem solving, global and intercultural competence, self-management, communication, digital and technical competence, and teamworking. These competences are fostered through critical appraisal of multidisciplinary evidence, analysis of real-world longevity challenges, reflection on diverse social and cultural contexts of ageing, use of digital and scientific information sources, and the collaborative design of communication or educational resources tailored to specific target populations.

### 5. OBJECTIVES.

To reflect on the implications of increased longevity for individuals and society.  
 To know the role of lifestyle, prevention, and risk communication in shaping long-term health outcomes.  
 To analyze new phenomena arising from the extension of human life and how to respond.  
 To critically appraise longevity-related information from scientific, media, commercial, and digital sources.  
 To design or adapt a longevity literacy resource, communication material, or educational intervention for a defined target population.

## 6. COURSE ORGANISATION.

### UNITS

- |    |                                                                       |
|----|-----------------------------------------------------------------------|
| 1. | Longevity Revolution: Benefits and Challenges of Long Lives           |
| 2. | Determinants for a healthy longevity                                  |
| 3. | Emergent Trends and Adaptations in Life Course                        |
| 4. | Communication, Information Appraisal, and Empowerment for Longevity   |
| 5. | Longevity Literacy in Practice: Individuals, Communities, and Society |

### LEARNING RESOURCES AND TOOLS.

All resources and tools will be accessible in a timely manner from of the virtual learning environment in which it takes place training associated with the respective themes.

### PLANNED LEARNING ACTIVITIES AND TEACHING METHODS.

The curricular unit encompasses the implementation of e-activities, which will be presented weekly and by themes. Synchronous and asynchronous classes will be alternated weekly. The teaching and learning methodologies combine presentation of theoretical information with active and collaborative learning strategies. The contact hours are dedicated to present key concepts, frameworks, and empirical findings related to the syllabus and to develop individual or group work (e.g., discussion forums or small applied tasks linked to real-life contexts) to foster the critical understanding of the topics addressed. Throughout the curricular unit, students are encouraged to participate actively in discussions and collaborative tasks. The professors assume the role of content expert and learning facilitator, providing guidance, structure, and feedback.

## 7. ASSESSMENT METHODS, CRITERIA AND PERIOD.

The assessment of learning will be graded and summative and considers the carrying out e-activities, which will be evaluated based on the criteria related with relevance of participations, deepening the topics under discussion, presents the desired information and is based on rigorous and scientifically valid information. The classification will be expressed on a scoring scale of 0-20 and completing the course requires a classification equal to or greater than 10 points. Each topic will be given weight in the total grade. More specifically: Topic 1 - 20% (4 points); Topic 2 - 20% (4 points); Topic 3 - 20% (4 points); Topic 4 - 20% (4 points); Topic 5 - 20% (4 points). An examination or special examination period is available for students who do not achieve a positive classification.

### OBSERVATIONS.

## 8. BIBLIOGRAPHY AND TEACHING MATERIALS.

The professors will provide texts throughout the semester. Some recommended references:  
Araújo, L., Teixeira, L., Afonso, R., & Ribeiro, O. (2021). To live or die? What to wish at one hundred and more years old. *Frontiers in Psychology*. doi: 10.3389/fpsyg.2021.726621

Goodman, B. (2023). *Longevity literacy: Preparing for 100- year lives?*  
<https://www.tiaa.org/content/dam/tiaa/institute/pdf/insights-report/2023-06/tiaa-institute-longevity-literacy-preparing-for-100-year-lives-ti-goodman-june2023.pdf>

Kolluri, S., Naylor, M., & Weiner, J. (2023). *Playing the long game: How longevity affects financial planning and family caregiving*. TIAA Institute. <https://ssrn.com/abstract=4662273>

Koundouri, P. & Landis, C. (2025). *SDG-Based Transformation to support Longevity*. Working Paper Series 25-36. <https://wpa.deos.aueb.gr/docs/2025.SDG.Longevity.pdf>

Malkowski, O. S., Kanabar, R., & Western, M. J. (2023). Socio-economic status and trajectories of a novel multidimensional metric of Active and Healthy Ageing: the English Longitudinal Study of Ageing. *Scientific Reports*, 13, 6107.

Wang, F., Gao, Y., Han, Z., Yu, Y., Long, Z., Jiang, X., Wu, Y., Pei, B., Cao, Y., Ye, J., Wang, M., & Zhao, Y. (2023). A systematic review and meta-analysis of 90 cohort studies of social isolation, loneliness and mortality. *Nature Human Behavior*, 7(8),1307-1319. doi: 10.1038/s41562-023-01617-6

World Health Organization. (2015). *World report on ageing and health*.  
<https://www.who.int/publications/i/item/9789241565042>

Yakoboski, P., Lusardi, A., & Sticha, A. (2026). *Planning for the unknown: The impact of longevity expectations on retirement readiness*. TIAA Institute.  
<https://www.tiaa.org/content/dam/tiaa/institute/pdf/insights-report/2026-02/tiaa-institute-gflect-pfin-planning-for-the-unknown-longevity-ti-yakoboski.pdf>