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Purpose The industry related to older adults is becoming unprecedentedly important, and thus the fostering of healthcare professionals is a pressing issue. However, prejudice and discrimination against older adults exists among healthcare professionals to students within the healthcare disciplines. This study aimed to evaluate the curriculum design together with specific teaching and learning strategies supposed to help students who work with older adults more competent. **Method** In May and June of 2013, the researchers conducted surveys with a group of students from a medical university. The constructs of the pre-test and post-test included individual factors such as information utilization, self-efficacy, and internal motivation, and external factors such as innovation support. This study aimed to further explore whether students influenced by these factors differed in behaviour, teaching styles and skills, learning, and achievement. The research structure is shown in *Table 1* below. **Results & Discussion** According to the research results, the curriculum arrangement of making short films and documentaries may inspire love and respect for older adults and help translate theories learned from class into practice. We also evaluated five core competencies within the curriculum including the index of health evaluation and guiding competence. (i) Having the professional knowledge regarding geriatric health management; (ii) the index of caring and respect literacy: having the humanity caring competence for geriatric caring; (iii) the index of social service spirit: having the humanism service spirit of caring about the society and respecting the elderly; (iv) the index of cross-team communication and cooperation competences: having the competences of cross-team interpersonal communications, coordination, and cooperation; and (v) the index of integration and innovation competences: having the innovation and responding competences of geriatric health management and services. This study demonstrated the usefulness of this curriculum and its effectiveness for talent development. Also, the implementation of media literacy is valuable for the interdisciplinary binding of gerontological education and multimedia applications.

References

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Table 1. Structure of the questionnaires

Test	Investigated factors		Aim
Pre-test	Individual	1 Information use	-Learning effect
		2 Scientific literacy, media literacy, aesthetic literacy	-Innovation behavior
		3 Self-review	ior
		4 Intrinsic motivation	
		5 Self-efficacy	
	External	1 Support for innovation	
Post-test	Individual	1 Scientific literacy, media literacy, aesthetic literacy	-Learning effect
		2 Self-efficacy	-Innovation behavior
		3 Development of creative thinking (conceiving imagination, transforming imagination, originality, and usefulness)	-Teaching benefit
		4 Cognitive load	-Learning achievement
	External	1 Support for innovation	
		2 Class and course	