

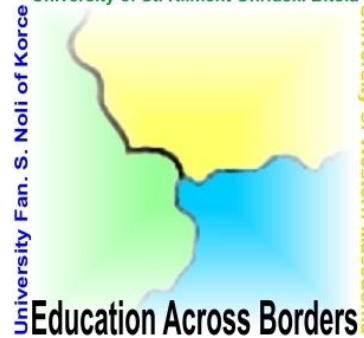


# Challenges in Adult Education and Lifelong Learning: Can ITS be an alternative way to achieve educational aims?

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- Educational systems today aim at building an innovative adaptive environment for e-learning combining personalization, collaboration and simulation aspects within an affective/emotional based approach able to contribute to the overcoming of the quoted limitations of current e-learning systems and content.



- Intelligent Multimedia Tutoring Systems (IMTS) can offer some solutions by providing students multimedia interface features with the added ability to monitor the student's performance and to provide guidance towards the correct solution using methods of constraint-based tutoring.



- The traditional role of teachers and learners connotes an active teacher/passive student relationship, usually with the teacher lecturing at the front of the class while students sit at desks in rows and listen, take notes, and occasionally ask questions.



- The role of the teacher and his/her impact on these activities, on the other hand, has been regarded to a far lesser extent. Teachers do not only plan, design and give feedback on students' collaborative activities, but they may also play an important role *during* these activities: They moderate, coach and guide groups of students.



| Adult Learners  | Youth Learners   |
|---|--|
| <p>Problem-centered; seek educational solutions to where they are compared to where they want to be in life</p>   | <p>Subject-oriented; seek to successfully complete each course, regardless of how course relates to their own goals</p>                    |
| <p>Results-oriented; have specific results in mind for education - will drop out if education does not lead to those results because their participation is usually voluntary</p> | <p>Future-oriented; youth education is often a mandatory or an expected activity in a youth's life and designed for the youth's future</p> |



## Adult Learners

Self-directed; typically not dependent on others for direction

Often skeptical about new information; prefer to try it out before accepting it

## Youth Learners

Often depend on adults for direction

Likely to accept new information without trying it out or seriously questioning it





## Adult Learners

Seek education that relates or applies directly to their perceived needs, that is timely and appropriate for their current lives

Accept responsibility for their own learning if learning is perceived as timely and appropriate

## Youth Learners

Seek education that prepares them for an often unclear future; accept postponed application of what is being learned

Depend on others to design their learning; reluctant to accept responsibility for their own learning



- In summary, adult learners usually approach learning differently than younger learners:
- they are more self-guided in their learning
- they bring more, and expect to bring more, to a learning situation because of their wider experience - and can take more away
- they require learning "to make sense" - they will not perform a learning activity just because the instructor said to do it

# Teaching Strategies for Adult Learners

| Adult Learner Characteristics                             | Teaching Strategies  |
|---|--|
| Adults have years of experience and a wealth of knowledge | Use your adult students as resources for yourself and for other students; use open-ended questions to draw out students' knowledge and experiences; provide many opportunities for dialogue among students |
| Adults have established values, beliefs, and opinions     | Take time to clarify student expectations of the course; permit debate and the challenge of ideas; be careful to protect minority opinions within the class  |
| Adults expect to be treated as adults                     | Treat questions and comments with respect; acknowledge contributions students make to the class; do not expect students to necessarily agree with your plan for the course                                 |

# Teaching Strategies for Adult Learners

| Adult Learner Characteristics                             | Teaching Strategies  |
|---|--|
| Adults need to feel self-directed                         | Engage students in designing the learning process; expect students to want more than one medium for learning and to want control over the learning pace and start/stop times |
| Adults often have a problem centered approach to learning | Show immediately how new knowledge or skills can be applied to current problems or situations; use participatory techniques such as case studies and problem-solving groups  |

# Teaching Strategies for Adult Learners

| Adult Learner Characteristics  | Teaching Strategies  |
|--|--|
| Adults tend to be less interested in survey types of courses and more interested in straightforward how-to | Focus on theories and concepts within the context of their applications to relevant problems; orient the course content toward direct applications rather than toward theory |
| Adults have increased variation in learning styles (individual differences among people increase with age) | Use a variety of teaching materials and methods to take into account differences in style, time, types, and pace of learning   |



## Thinking Styles

## Characteristics

### Reflective Thinkers

- view new information subjectively
- relate new information to past experiences
- often ask "why?"
- examine their feelings about what they are learning

### Creative Thinkers

- like to play with new information
- always ask "why?"
- make excellent troubleshooters
- create their own solutions and shortcuts



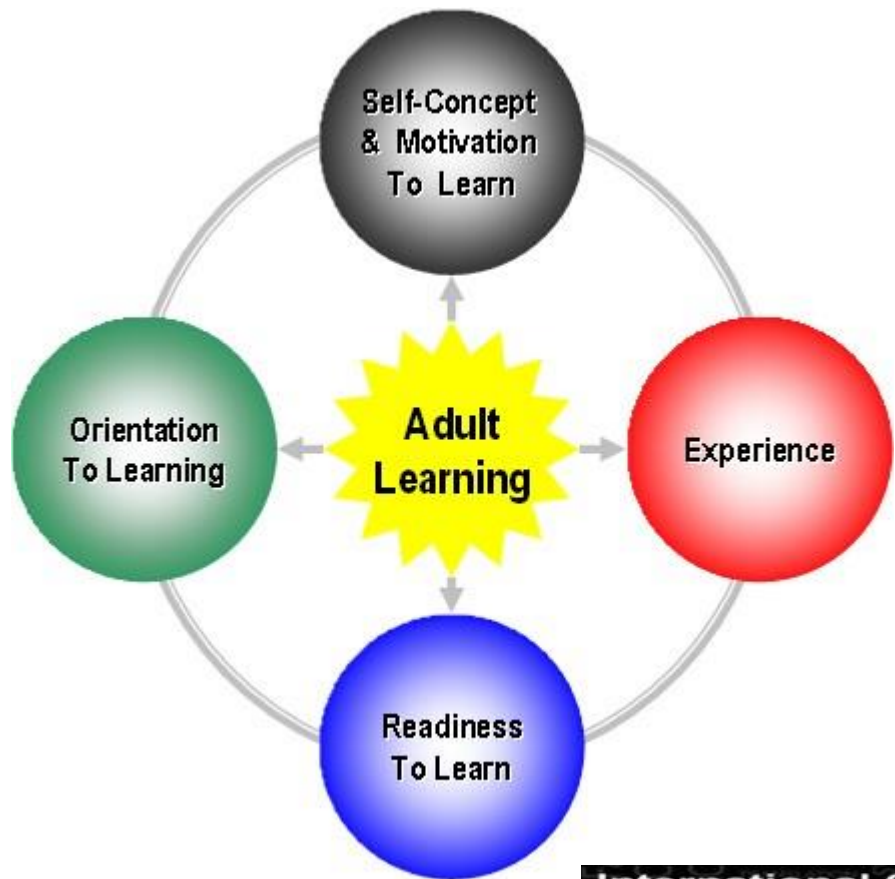
| Thinking Styles            | Characteristics   |
|----------------------------|---|
| <p>Practical Thinkers</p>  | <ul style="list-style-type: none"> <li>•want factual information without any "nice-to-know" additions</li> <li>•seek the simplest, most efficient way to do their work</li> <li>•not satisfied until they know how to apply their new skills to their job or other interest</li> </ul>                    |
| <p>Conceptual Thinkers</p> | <ul style="list-style-type: none"> <li>•accept new information only after seeing the big picture</li> <li>•want to know how things work, not just the final outcome</li> <li>•learn the concepts that are presented but also want to know the related concepts that may not have been included</li> </ul> |

# Learning Styles

| Learning Styles        | Characteristics  | Teaching Strategies   |
|------------------------|--|---|
| Visual Learners        | process new information best when it is visually illustrated or demonstrated   | <ul style="list-style-type: none"><li>•graphics, illustrations</li><li>•images</li><li>•demonstrations</li></ul>  |
| Auditory Learners      | process new information best when it is spoken   | <ul style="list-style-type: none"><li>•lectures</li><li>•discussions</li></ul>  |
| Kinesthetic Learners   | process new information best when it can be touched or manipulated   | <ul style="list-style-type: none"><li>•written assignments, taking notes</li><li>•examination of objects</li><li>•participation in activities</li></ul> |
| Environmental Learners | process new information best when it is presented in surroundings that match learner preferences (room temperature, lighting, seating, etc.) | <ul style="list-style-type: none"><li>•online learners can control their own learning environment to a larger extent than on-campus students!</li></ul> |



# Knowles Plan



# Motivating Adult Learners



# Adult Motivation

- Intrinsic motivation makes
- the greatest difference.
- Adults need to connect
- who they are with what
- they learn for intrinsic
- motivation.



# What Motivates Adults to Learn

- Motivational strategies are deliberate instructor actions that enhance a person's motivation to learn.
- *The strategy contributes to stimulating or creating a motivational condition: a mental/emotional state of being in which the learner is desirous of information, knowledge, insight, and skill.*

# Foundational principles of motivation

- – Inclusion
- – Attitude
- – Meaning
- – Competence





- Thank You