



NGO

*EDUCATION INNOVATIONS
TRANSFER CENTRE*

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Challenges /problems in work with adults: Latvia's case



**How to Challenge an Adult
to Teach an Adult**

Project ID: AD-2012_1a-28886

Information about organization

- The Association was founded in July 2009
- **Members:** teachers, university lecturers, students, researcher, as well as adult learners
- **Association's goal** is to gather international issues of education and make them more accessible to the Latvian as well as to promote learning opportunities for everyone throughout life - *ability to implement ambitious ideas*
- **The main focus** is to promote the development of educational projects and to create international cooperation, creating networks for the identification innovative experiences, the coordination of the cooperation as well.
- **Other activities :**
 - Provides recommendations for educational development
 - Forms the infrastructure for the practical implementation of educational research
 - Carries out information activities in society as an educational innovation etc.

Presentation contains

- Members' experience of working with students at the University
- The main findings / problems from studies done by organization and members

Members' experience of working with students at the University

Problems apparent in lecturers`/teachers` work (I)

- A continuous reform process
- Large number of contact hours (teaching time takes much effort, hidden schedules)
- Low salaries
- Creativity has become as a mandatory/compulsory requirement
- Little opportunity for the versatile development
- Teaching of peers / experts

Problems apparent in lecturers`/teachers` work (II)

- Further training/in-service training opportunities
- Self (personality) development. Self esteem. Human existence / family and self-maintenance / survival problem
- A small number of students - lower quality of work
- Lecturing at the university or work at school as the main occupation reminds/ becomes similar to engaging in hobby

Teachers involve in projects

- Earn some money
- Acquire new knowledge
- Acquire new experience
- Acquire a new role
- Raise self-esteem

Few lecturers are involved in projects

- Have no skills of project development
- Teachers are afraid (stereotypical thinking) to start; have to be encouraged
- Lack skills / courage to position the progress
- Administrators` /professor`s/ role

Teachers` learning and teaching skills

- Have own views and levels of the subject competence
- Have own views on learning (stereotypical thinking)
- Have own views on teaching (do not use various methods purposefully, but some)
- Lack computer skills (approximately 2/3)
- Insufficient learning skills
- Lack of psychological readiness (resistance)

Insufficient material / technical support

- Textbooks, books
- Computers
- Internet coverage

Innovations

- Communication skills. Cooperation among peers, colleagues, groupmates, individuals; representatives of sectors, subjects, branches, etc.
- Involvement into activities :
practice/activities oriented; outcomes oriented
- Orientation skills, assessment skills, etc.

Didactic issues (I)

- Student who takes up studies after a break, wishes to repeat the course longer in general, and also for each new topic, for a "new topic" rarely for him is associated with previously known and lessons learned;
- the break in training has left its impact not only on real knowledge, but also on the student's perceptions of them, forgotten are mental skills, so part of the teaching time is spent convincing on the subject of each work, which can be done, if it is done. "

Didactic issues (II)

- A student who is linking studies with work and is able to attend only part of the proposed activities, wants to get short and specific information, his attitude is negative towards the minimum of tasks to be carried out at home, but he is interested in learning materials, which are suitable to work independently - concise, understandable, with ready-solving models.
- He thinks that teacher has to work as a consultant, taking into account each individual's needs. Checks should be made not too frequent and fit the student's time.

Didactic issues (III)

- Students over the age of twenty years have gained some life experience, attitude to learning is more serious, more focused on the acquisition of real knowledge, it is focused.
- Learning objectives can be linked to the choice of profession, the desire to earn good money, to prove themselves in creative work, to broaden their horizons, keeping up with friends and peers.

Questionnaire on formal education

<i>Jautājumi</i>	<i>Atbilžu varianti</i>	<i>Atbilde, % (kopā 100%)</i>
Kāpēc studēju (kopā 100%)	lai celtu pašapziņu	
	ievēroju ģimenes tradīcijas	
	draugu ieteikums	
	lai paaugstinu profesionālo kompetenci	
	vēlos iegūt formālas izglītības dokumentu	
	cits
<i>Jautājumi</i>	<i>Atbilžu varianti</i>	<i>Atbilde, % (kopā 100%)</i>
Kādaī mācību formai dod priekšroku (kopā 100%)	Patīk studēt pasniedzēja vadībā	
	Individuāli / patstāvīgi	
	Grupā (sadarbībā ar citiem studentiem)	
<i>Jautājumi</i>	<i>Atbilžu varianti</i>	<i>Atbilde, % (kopā 100%)</i>
Kādas mācību metodes vairāk izmantojat (kopā 100 %)	Lekcijas	
	Praktiskie vai laboratorijas darbi	
	Semināri	
	E-studijas	
	Mācību ekskursijas	
	Citas

Results (I)

<i>Question</i>	<i>Answers</i>	<i>RTU</i>	<i>LLU</i>			<i>Overall results</i>
	moda	<i>Eng.</i>	<i>Eng.</i>	<i>Social block</i>	<i>Master's</i>	
Why studying (total 100%)	To build self-esteem	30	20	20	10	
	To observe family traditions					
	Friends' recommendations					
	To increase professional competence		50	40	60	50
	I want to get a formal qualification / document	60	30	10	10	10
	Other				

The master's degree students are already motivated to learn and less interested in formal education document also less interested in self-esteem, the main thing - the professional competence

Students in Riga (Latvia capital)
are more interested in formal education document.

Results (II)

<i>Question</i>	<i>Answers</i>	<i>RTU</i>	<i>LLU</i>			<i>Overall results</i>
			<i>Eng.</i>	<i>Social block</i>	<i>Master's</i>	
	moda					
Preferred learning form <i>(total 100%)</i>	Prefer teacher-led studies	50	50	80	50	50
	Individually / independent				30	
	In groups (in collaboration with other students)	40	50	20	20	

Half of masters' students prefer teacher-led studies, but also recognize other forms.

Students do not want to study individually (independently).

Results (III)

<i>Question</i>	<i>Answers</i>	<i>RTU</i>	<i>LLU</i>			<i>Overall results</i>
		<i>Eng.</i>	<i>Eng.</i>	<i>Social block</i>	<i>Master's</i>	
	moda					
What teaching methods tend to use (total 100%)	Lecture	20	50	80	60	20
	Practical or laboratory works	50	50		30	20
	Workshops				5	
	E-learning				10	
	Field trips					
	Other				

The most popular is lecture.

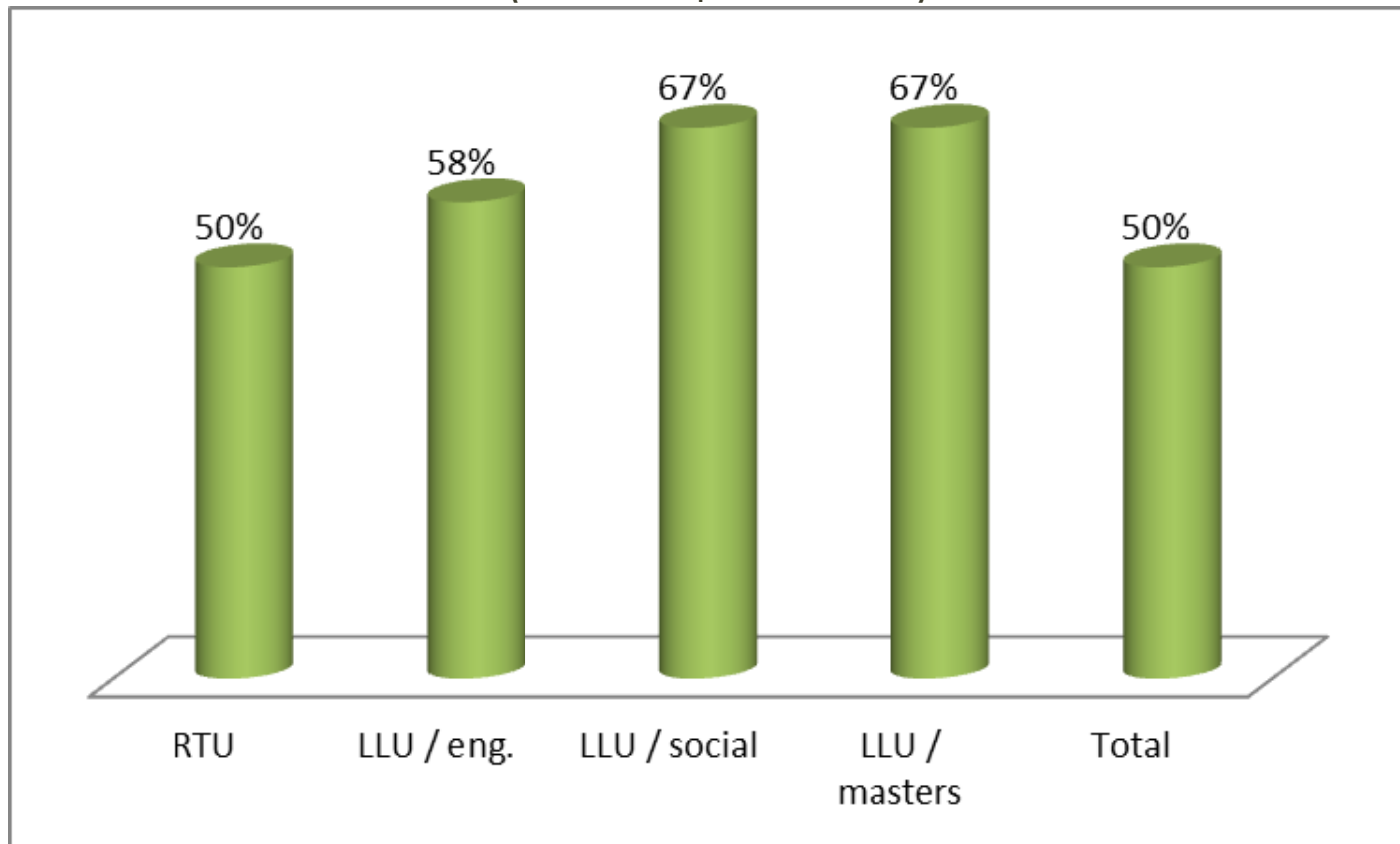
E-learning is not popular among students!

Lecture and practical work mostly dominate at the universities – maybe students don't have other experience!

Results (IV)

See himself pedagogical skills:
to teach others or to conduct training process

(% of respondents)



The main findings / problems from studies done by organization and members

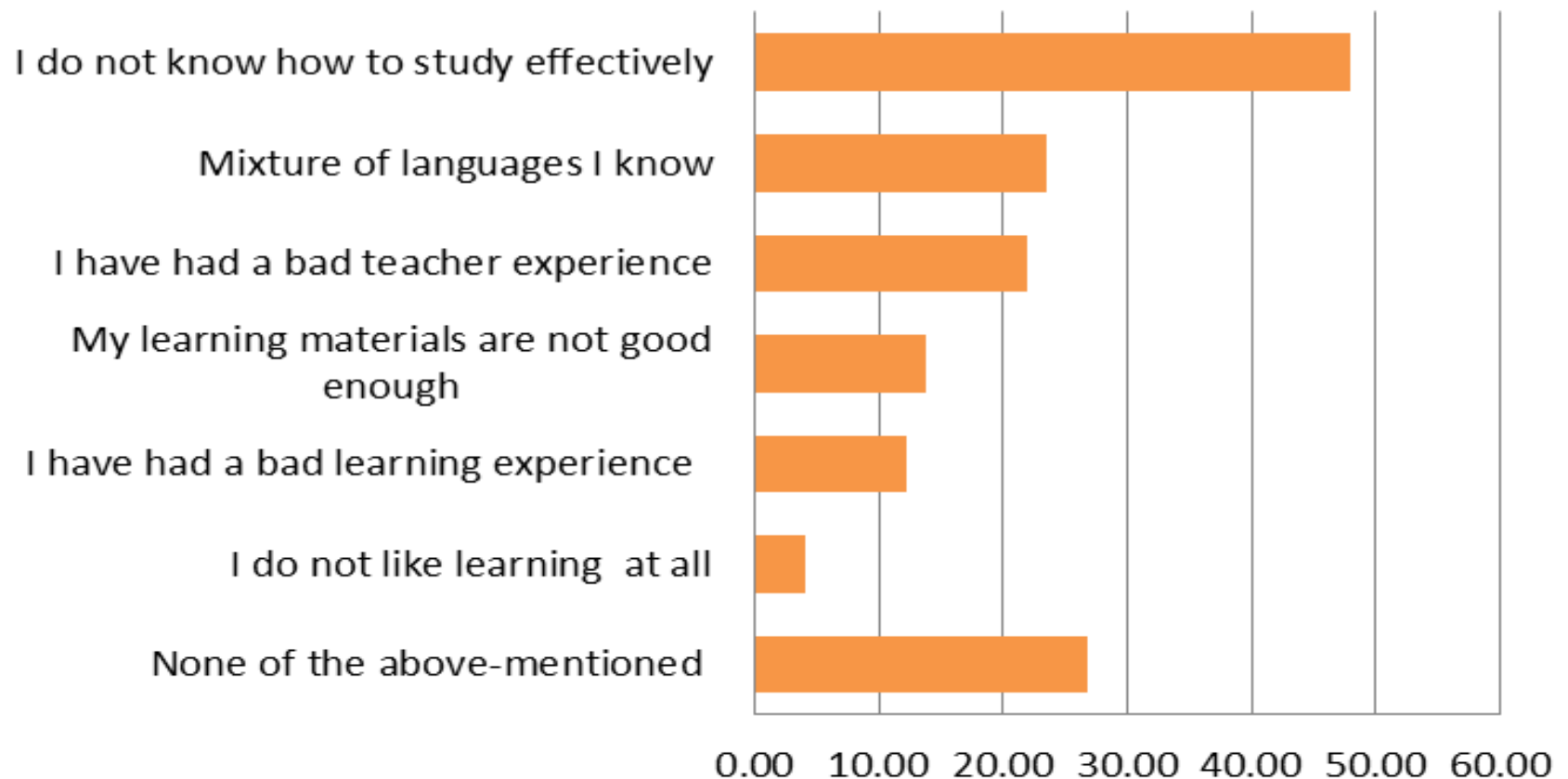
The studies done by the organization and members

EFFECTIVE LANGUAGE LEARNING FOR PEOPLE AGED 18-30 Nordplus project AD-2012_1a-29721	► The survey for people aged 18-30 ► Trainers / teachers / educators who provide language training for people aged `18-30 interview	► To analyze the major difficulties that people aged 18-30 face when learning foreign languages ► To identify successful language learning methods and techniques.
AGING WITH ACTIVE KNOWLEDGE AND EXPERIENCE (AWAKE) Grundtvig project 2011-1-PL1-GRU06-19982 4	The survey Educational needs and expectations of people over 50 years old	► Identify educational needs of people over 50; ► Improve teaching and developing the offer of education for people over the age of 50.
Cross-border network for adapting mathematical competences in the socio-economical development MATNET	A research on external demands of labor market and employers and on internal evaluation of the analysis of ŠU and LUA math study programs	AIM - to which extent the existing study programs correspond to the needs of the regional labor market and prepare recommendations for those improvements
It is never too late leaning to learn INTOOL	TOOLKIT Compilation of LEARNING TO LEARN methods	Experts - Testing

EFFECTIVE LANGUAGE LEARNING FOR PEOPLE AGED 18-30

- Nordplus project AD-2012_1a-29721
 - The survey, aiming to analyze the major difficulties that people aged 18-30 face when learning foreign languages
 - trainers / teachers / educators who provide language training for people aged 18-30 interview with aim to identify successful language learning methods and techniques.

Learning experience *(% of respondents)*



Psychological problems *(% of respondents)*



The most common language learning problems

- ◉ Students do not know how to learn effectively
- ◉ The language learning interferes with psychological barriers
- ◉ Do not identify their needs;
- ◉ Do not determine goals;
- ◉ Do not allocate time for learning;
- ◉ Learn the words by heart, but do not know how to use them and do not see the language interconnections;
- ◉ Acquire communicative minimum and hopes to implicitly align the level of interaction; etc.

How to overcome these situations and how does trainer/ teacher can help them

- According to the interviews results the most important is to learn foreign language structure. Trainer/ teacher can help indicating where students need to learn the regularities;
- The trainers / teachers role is also to promote a healthy psychological environment for students to support each other rather than compete;
- Do not stint with praise: praise and praise again!

Latvian foreign language trainers / teachers believe that successful language training

- Use an action-oriented approach
- Use different interactive teaching methods;
- Enrich the learning experience with modern tools for language learning (such as e-courses, video courses, online tests etc.);
- Facilitate students' ability to learn;
- Increase motivation of students to learn foreign language; etc.

In **an ideal situation effective language learning** - learn the basics of a foreign language and then be "thrown into" natural language users environment

Key recommendations for foreign language learners

- Devote time to your goals;
- Try to contact in a foreign language;
- Be overcome with confusion, if you need to use a language;
- Watch movies, read books in a foreign language etc.;
- Use of the opportunities offered by the Internet (learners' social networks, etc.).

AGING WITH ACTIVE KNOWLEDGE AND EXPERIENCE (AWAKE)

- Grundtvig partnership project No. 2011-1-PL1-GRU06-19982 4
- **Aim** - an exchange of experience and good practices between the partners to promote the mobility, the activation and lifelong learning idea among the over fifty people.
- Partners:
 - **Poland** - Centre for Senior Citizen Initiatives
 - Italy - Centro Servizi Per Il Volontariato V.S.S.P
 - Lithuania- Lithuania Adult Education Centres Leaders Association
 - Romania - Asociata Educatia de a Lungul Intregii Vieti
 - Latvia- Education innovations transfer centre

Educational needs and expectations of people over 50 years old

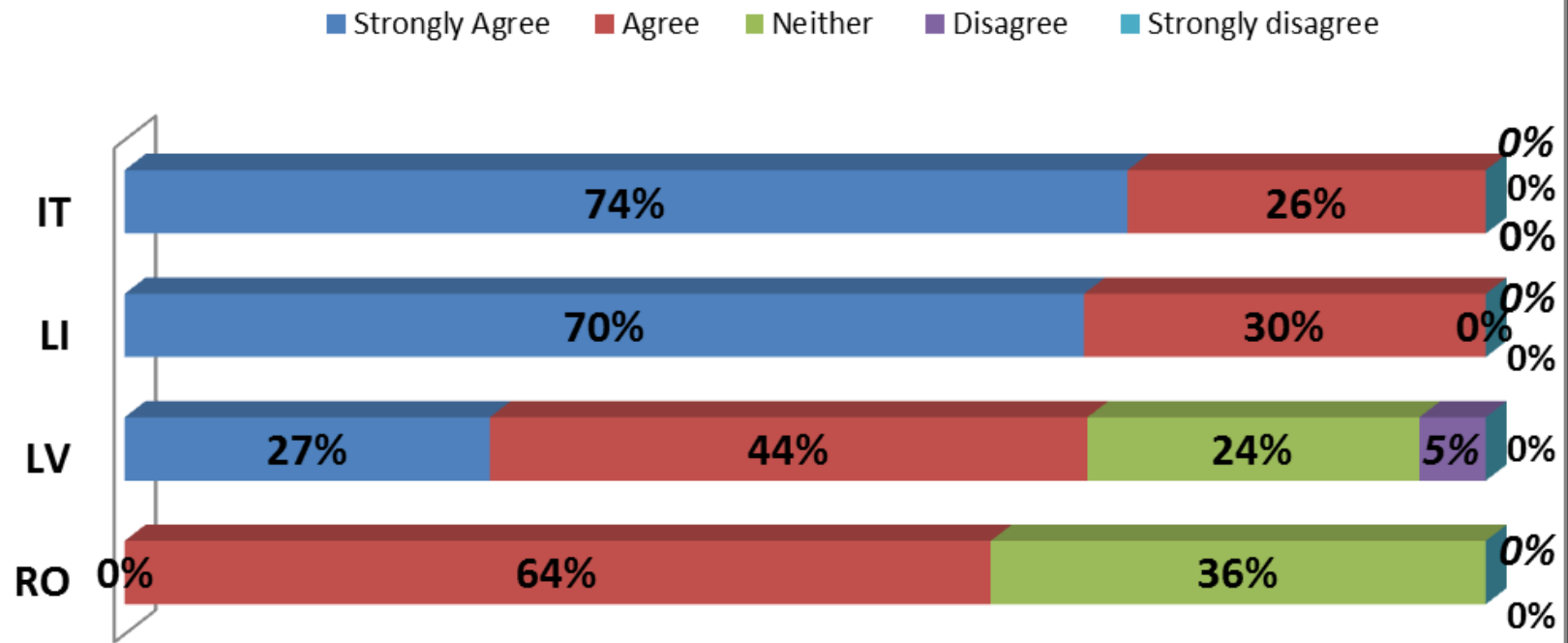
- **Aim** of the survey:
 - Identify educational needs of people over 50;
 - Identify people's motivation to participate in voluntary work;
 - Improve teaching and developing the offer of education for people over the age of 50.

The questionnaire was divided into four parts – diagnostic blocks:

Current situation, Needs and expectations, Possibilities and barriers, Volunteering

Diagnostic Block	Content of Statements
Characteristics of the respondent - gender, age, place of residence, education, employment, mobility etc.	
I.Current situation (N=3)	Presented statements about the involvement in an educational program / course and how much time spend on studying and dedicating the self-development.
II.Needs and expectations (N=13)	Presented statements cover the meanings, which are attributed to the learning of people 50+: what they want to learn, why want to learn - motivation, meaningfulness, expectations from learning, what teaching methods preferred, favourite ways of spending free time etc.
III.Possibilities and barriers (N=5)	Statements cover two aspects of people 50+ educational possibilities: are there provided any educational offer in the respondents' place of residence and it quality as well as barriers in participation in education.
IV. Volunteering (N=5)	Presented statements about the desire to be a volunteer and in what kind of volunteering interested. Statements cover several potential values of volunteering as well.

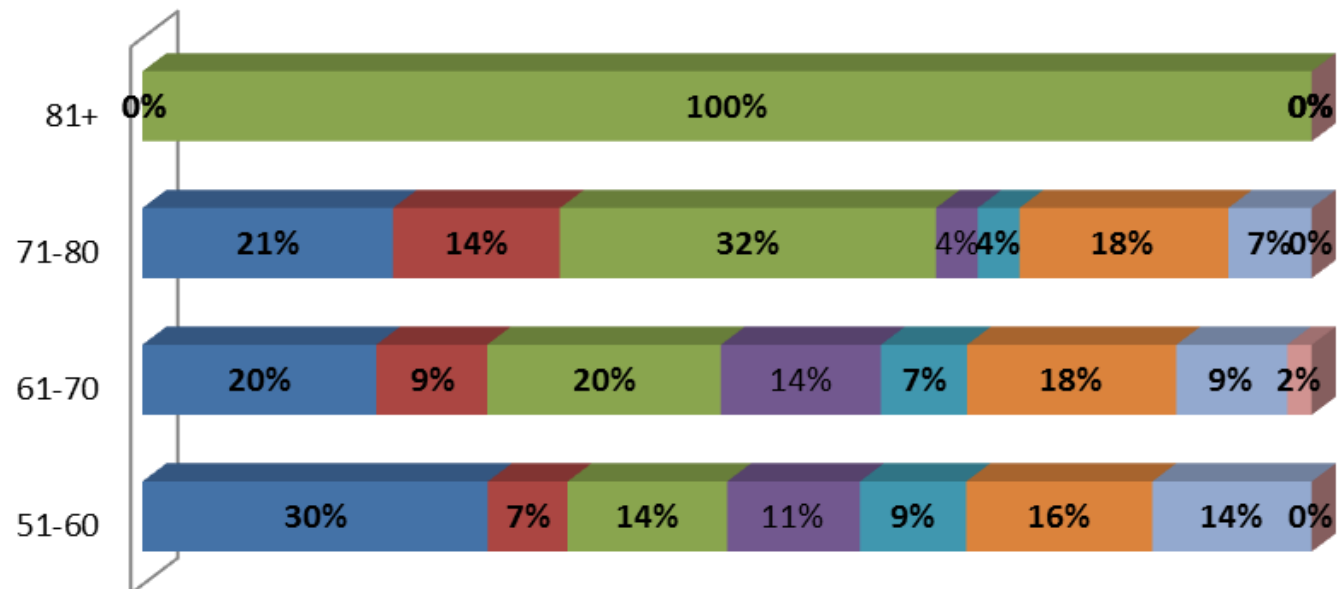
Learning is a good way to remain active. Do you agree? *AWAKE*



What would you like to learn?

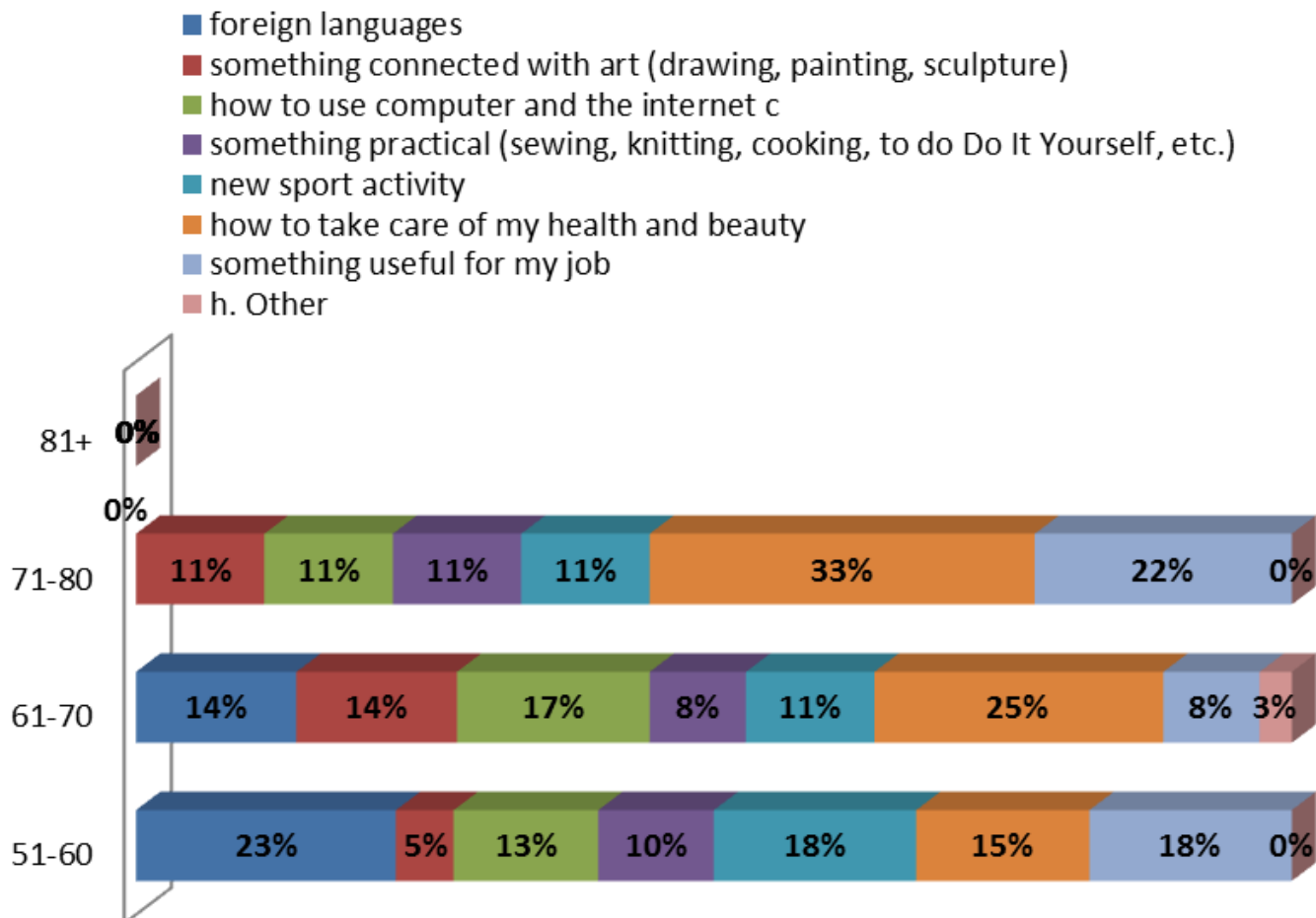
Lithuania

- foreign languages
- something connected with art (drawing, painting, sculpture)
- how to use computer and the internet c
- something practical (sewing, knitting, cooking, to do Do It Yourself, etc.)
- new sport activity
- how to take care of my health and beauty
- something useful for my job
- h. Other



What would you like to learn?

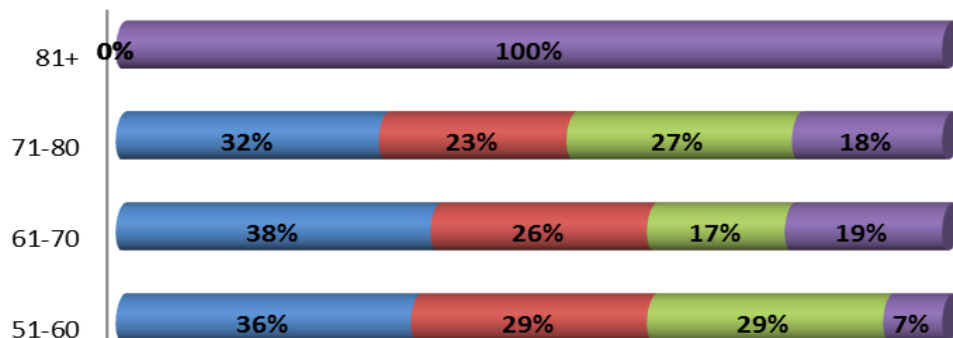
Latvia



Which learning method do you prefer?

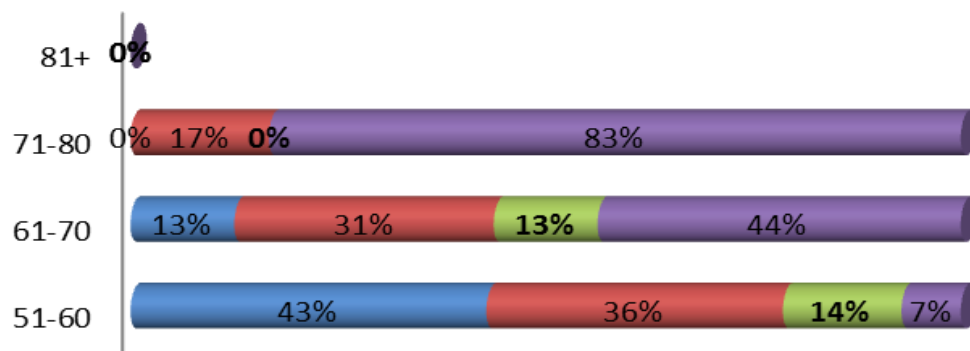
Lithuania

■ Books/written material ■ Internet ■ Video and audio recordings ■ Other

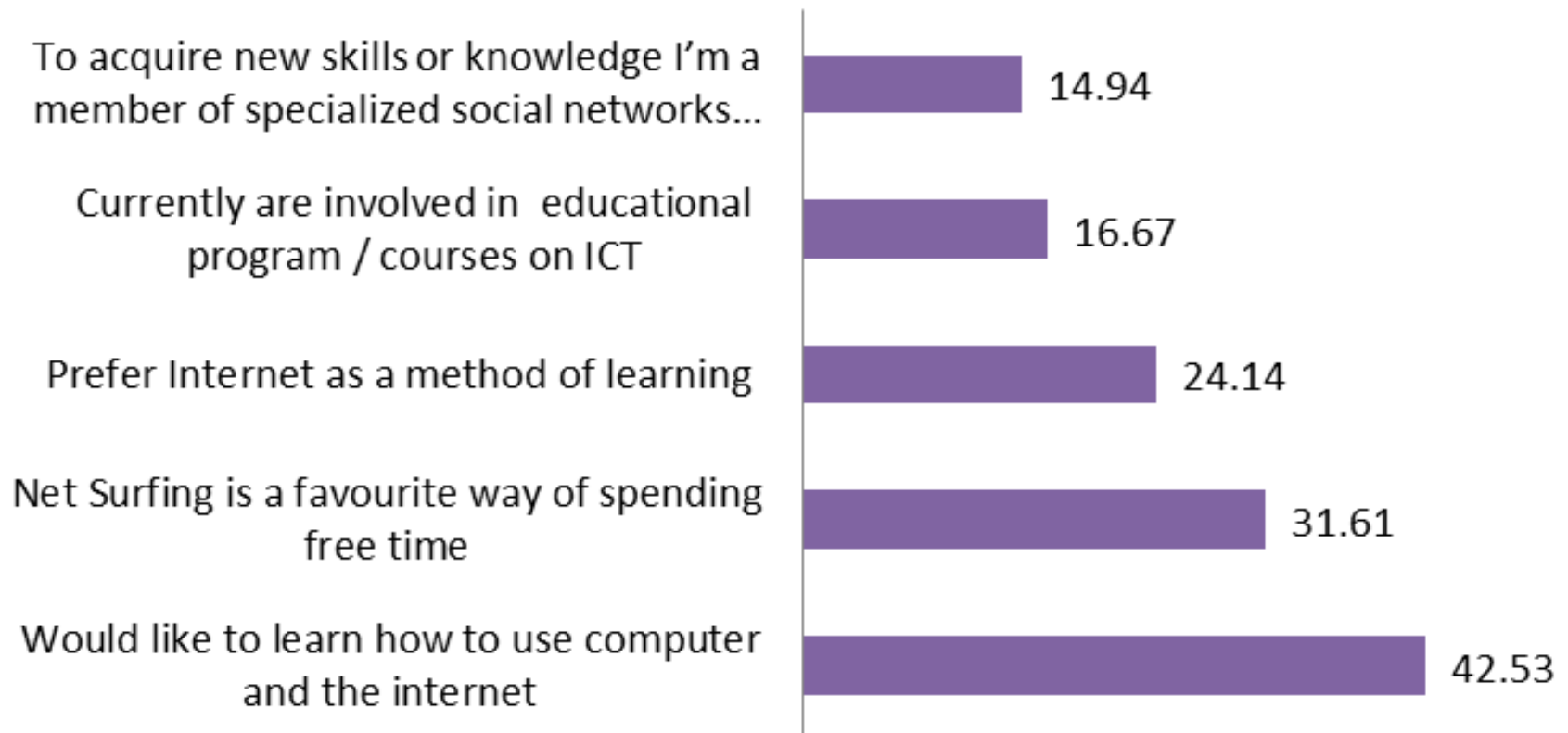


Latvia

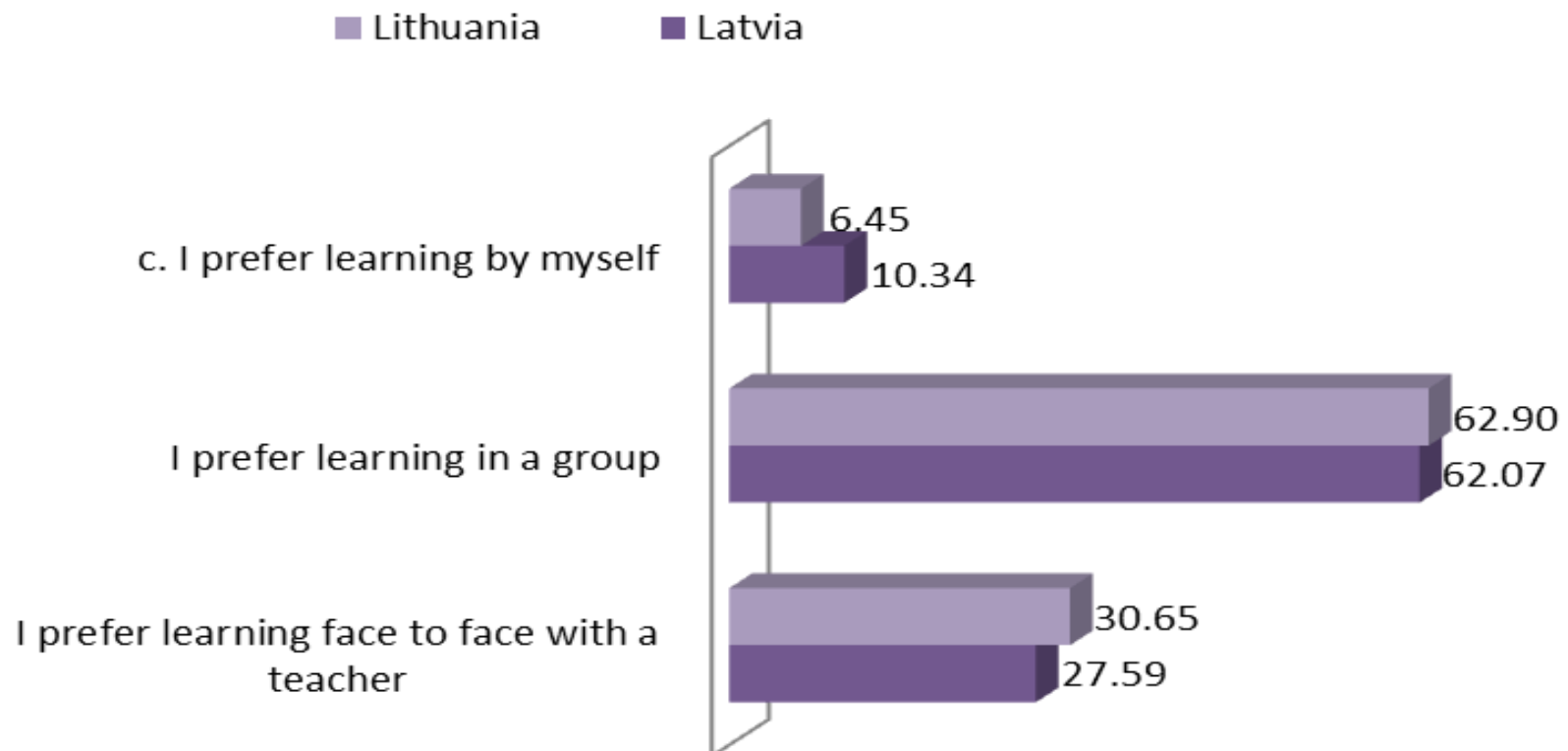
■ Books/written material ■ Internet ■ Video and audio recordings ■ Other



INFORMATION ON THE USE OF ICT



What sentence do you agree with?



Common for people 50+ and people aged 18-30:

prefer to learn in collaboration with other students + peer-to-peer training

- People in Latvia and Lithuania aged 50+ is the generation that were educated and started the development of their carriers in „communism” i.e. in conditions of socialism
- One can name common characteristics:
 - Lack of initiative; think that everything must be provided by state or something else;
 - Hold the opinion that it is good to work in the same organization for a long time;
 - Not ready for changes ...

The studies done by the association members

Latvia-Lithuania cross border cooperation programme

Key findings in project „Cross-border network
for adapting mathematical competences in
the socio-economical development
(MATNET)”

MATNET

- A research on external demands of labour market and employers, who represent the need of qualified specialists with mathematic knowledge and skills: www.matnetlatlit.eu
- **AIM** - to which extent the existing study programs correspond to the needs of the regional labour market and prepare recommendations for those improvements.
- Research report:
<http://www.iipc.lv/saite1/petijums.html>

LITHUANIANS' AND LATVIANS' OPINIONS COMPARATIVE ANALYSIS

- Latvian respondents **like mathematics** more than Lithuanian.
- In Lithuania, the bigger part of them, in comparison with Latvia, **did not understand the ideas of mathematics**, which were taught at higher education school. Furthermore, more of the graduates of Latvian higher education school thought that **mathematics could be more complicated**.
- Lithuanian graduates thought more often than Latvian graduates that mathematics **was taught dry and boring**. Furthermore, more people between Latvian respondents agreed that **mathematics was an interesting and meaningful subject**.
- Lithuanians **appreciated the general educational potential of mathematics** more than the interviewed Latvian respondents.

Directions of Improvement of Teaching of Mathematics

- **Enhancement of the link between teaching of mathematics and practice.**
 - *The lecturers should explain examples of real life where is used particular teaching substance. It makes easier to perceive and understand the mathematics concepts differently, the question arises whether is it necessary.*
- **Increase students' motivation**
 - *Before starting to learn a particular branch of mathematics, first of all it would be useful how it can be applied in practice in a particular specialisation. It would encourage students' interest and would make easier the process of learning*
- **Lecturers should be more interested in the application of mathematics in the particular area of science.**
- **Learning should be directed towards understanding.**
 - *It is necessary to strive to teach a person to understand mathematics, but not teach him/her only in order to make him know formulas without an opportunity to learn how to apply them in the life.*
- **Links between mathematics and other subjects**

Consequence:

Cooperation to strengthen the citizens' math skills in the context of sustainable society development and welfare

- Nordplus proiect NPAD-2013/10268
- Partners:
 - NGO Innova, Estonia
 - Vilnius Gabrielės Petkevičaitės – Bitės Adult Education Center

INTOOL

IT IS NEVER TOO LATE LEARNING TO LEARN

EU LLL GRUNDTVIG Multilateral project

TOOLKIT

Compilation of LEARNING TO LEARN methods:

● Learning result is not important,
but the process itself

- *Is it so?*
- *When is it?*
- *When this approach is used when no?*
- ...

Thank you for attention!



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Ask ...