

CHALLENGES IN WORK WITH ADULTS: THE SITUATION ANALYSIS IN LATVIA *IZAICINĀJUMI DARBĀ AR PIEAUGUŠAJIEM: SITUĀCIJU ANALĪZE LATVIJĀ*

Anna VINTERE, Latvia University of Agriculture
Sarmīte ČERŅAJEVA, Riga Technical University
Jelena KOROĻOVA, Latvia University of Agriculture

Challenges

(Koļe, 2013, VIAA seminar «Lifelong learning - challenges for the education system»)

- Challenges for education policy:
 - *Global* - the transition to a knowledge society, the main thing - the human ability to create new knowledge;
 - *Socio-economic* - the human ability to adapt in rapidly changing circumstances;
 - *Institutional* - demand for learning organizations;
 - *Pedagogical* - learning process understanding and organization's change - demand for interactive methods.
- Challenges for those who are learning involve a positive perception, insight, presence, participation and change.
- Challenges for those who are teaching are learning from experience, previous experience transformation through new knowledge and competence enhancement.
- Challenges for the institutions are to ensure the supply of education, according to the learning needs of the society and the expected results.

NORDPLUS Project ID: AD-2012_1a-28886

How to Challenge an Adult to Teach an Adult (I)

- Adults are different from other students with motivation, learning experiences, and communication capabilities. This determines new demands for educators and teaching methods. It is a big challenge for adult educators.
- Project partners
 - Kėdainiai Adult and Youth School (LT)
 - Center of Competence Falkenberg (SE)
 - Education Centre «BUTS» (LV)
 - TALSU evening SCHOOL (LV)
 - NGO Education innovations transfer centre (LV)
- Aim of the project - to collect information in partner countries about the challenges met in adult teaching and to find the ways of dealing with them.

NORDPLUS Project ID: AD-2012_1a-28886

How to Challenge an Adult to Teach an Adult (II)

- Carrying out the research of the situation in partners' institution on the topic *Challenges/problems in work with adults*
- Adult educators' survey - *questionnaire* <http://www.iipc.lv/survey/>
 - Teachers' personal challenges
 - Competences
 - Organization of adult education
 - Teaching issues
- The survey consisted of 681 cases
 - Latvia - 374, Sweden - 164 Lithuania – 143
- Guide for adult educators

Materials and methods

- The aim of this research is to identify different age adults' educational needs and motivation to learn, and to identify the learning characteristics (teaching forms and methods that students of different ages prefer).
- Using the **theoretical literature analysis** method:
 - Described adults' psychology and
 - Discussed understanding of adult learning needs and motivation to learn
- Based on the basis of theoretical knowledge and the **author's personal experience** (findings) in a number of international educational projects and work with adults in Latvia's universities, the article summarizes a number of case studies - situation analysis (available at <http://www.iipc.lv/>):
 - Latvia University of Agriculture and Riga Technical University part-time and master's degree program students survey on formal education
 - People' aged 18 - 30 who learn foreign language survey (Nordplus Adult Development project)
 - Educational needs and expectations of people over 50 (Grundtvig Partnership project AWAKE)
 - Adult educators' survey (Nordplus Adult education project)

Understanding the psychology of adults

For adults, the development process happens throughout the whole life. An adult is able to control himself/herself more, an adult knows his/her own needs better – both social and intellectual.

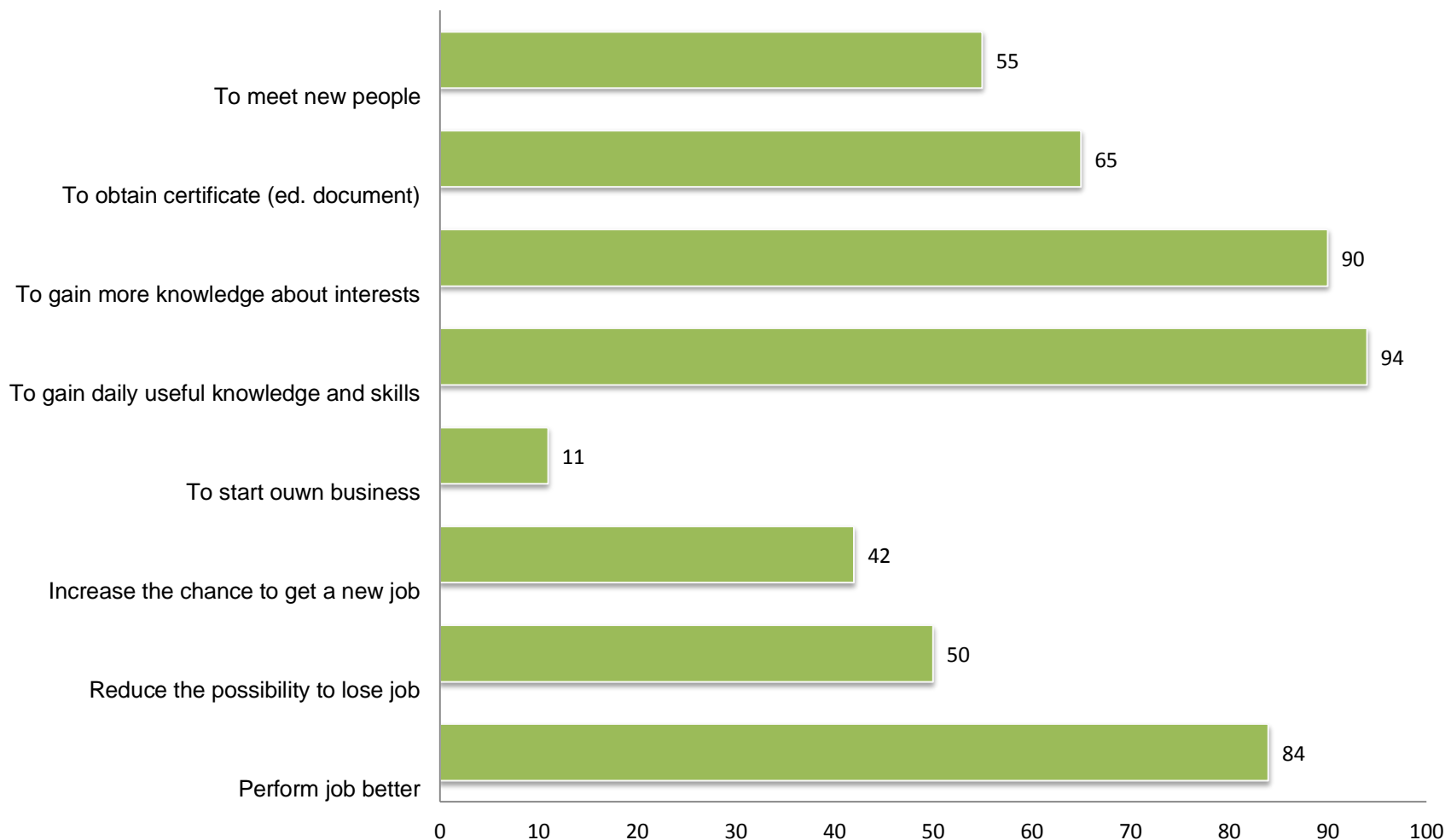
- Dutch author **Votering** states - from age 21 to 28 is the time to acquire life base.
- **Wijngarden** calls it (age 21 to 28) the time of taking in the inner and outer worlds.
- German psychologist **Mersa** calls this period of human life the first phase of adult life, and the age up until 35 – fortifying and comparing of the acquired life base. M. Mersa lifts this age up to 42.3. Mersa uses such concepts as „moral perfection” and „spiritual uprising”.
- **Ancient Romans** called the age until 25 as the adolescent age, but from age 25 to 40 was considered as the first phase of adulthood.
- Considering adult development, **Finnish scientists** have noted that the psychological development of human continues until the end of his life, his identity is never complete, calling the age from 20,25 till 35,40 years as the age of early maturity, the most characteristic feature of which is the acquiring of inner autonomy. It's typical for this age to have large amount of creativeness in every field.
- **Bourne** and **Russo** imply that the age from 20 to 40 is the age for optimum physical opportunity. The age at which a small decrease of cognitive skills starts to show is 80 years.
- Several **Latvian authors** features on this issue:
 - **Svence** in adult development recognizes the age from 20 to 40 as the age of early maturity, the features of which are fulfilling own self socially and balancing between family and career. At the age of 30 a person has fully matured in the physical sense.
 - **Karpova** recognizes 8 stages of development for the ego. Early maturity stage here is from age 20 to 24, and the middle stage of maturity would be from the age of 24 till 64.

Educational needs and motivation to learn

- Education motivation depends on the needs for education in a society, generally and at the given moment and place, the personal interest and ambition of the learners depending on the result and practical skills. Scientists confirm that human self-worth influence their emotional state and motivation to study.
- Havighurst (*Havighurst, 1972*) research on the issue how different lifecycles influence the need to learn:
 - At the age 18 – 30 learning is determined by career and occupation perspectives;
 - At the age 30 – 40 learning is an additional sphere of self-realisation and actualisation;
 - Age 40 – 50 of life, a person demonstrates his/hers determination and conviction;
 - After the age 50, people choose such fields of education which encourage thinking, analysis, evaluation.
 - Later in life people tend to participate in choice education courses, reducing the amount of activities.

Motivation to participate in adult education

According to the Central Statistical Bureau data



LLU and RTU part-time and master's degree program students (168) survey on formal education (I)

| Question | Answers | RTU | LLU | | | Overall results |
|-------------------------------------|---|-------|------|--------------|----------|-----------------|
| | moda | Eng. | Eng. | Social block | Master's | |
| 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.

LLU and RTU part-time and master's degree program students (168) survey on formal education (II)

| Question | Answers | RTU | LLU | | | Overall results |
|--|--|-----|------|--------------|----------|-----------------|
| | | | Eng. | Social block | Master's | |
| | moda | | | | | |
| Preferred learning form (total 100%) | 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).

LLU and RTU part-time and master's degree program students (168) survey on formal education (III)

| Question | Answers | RTU | LLU | | | Overall results |
|--|-------------------------------|-------|------|--------------|----------|-----------------|
| | | Eng. | Eng. | Social block | Master's | |
| | 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!

Nordplus Adult Education Development project

EFFECTIVE LANGUAGE LEARNING FOR PEOPLE AGED 18-30 (I)

The total sample of the research includes 341 cases, full responses 234, incomplete -107.

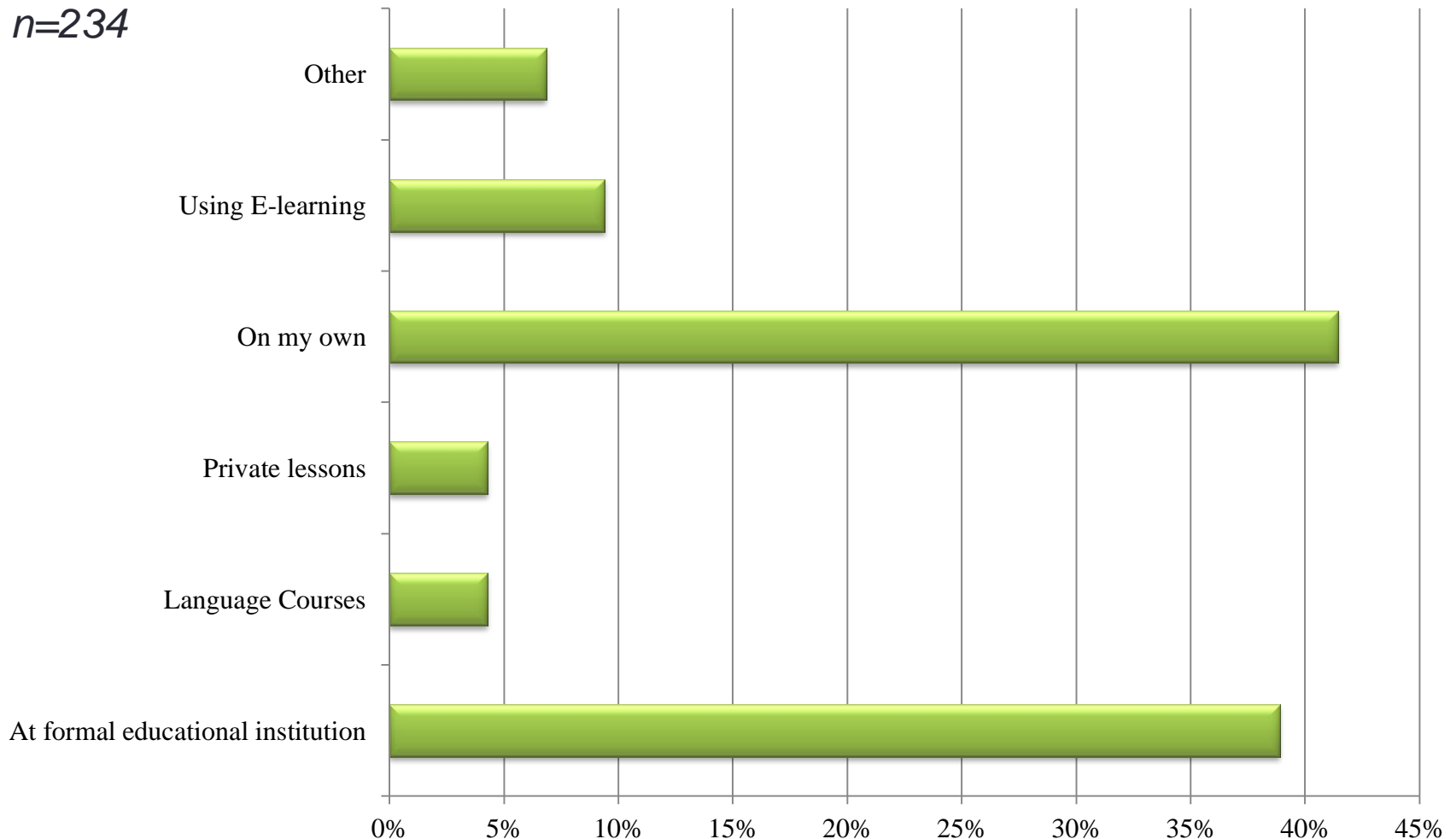
| Reasons for learning indicated foreign language | % of respondents who currently are studying the foreign language | Average assessment: 1-insignificant, 5-very important |
|---|--|--|
| Career development | 38.89 | 4.19 |
| Travelling | 37.61 | 3.75 |
| Personal relationships | 56.84 | 3.44 |
| Education | 58.97 | 4.16 |
| Migration | 51.71 | 2.73 |
| Hobby | 51.28 | 3.01 |
| Self-development | 58.12 | 3.65 |

The three more important reasons for learning indicated foreign language according to average assessment are: **career development, education, self-development.**

Nordplus Adult Education Development project

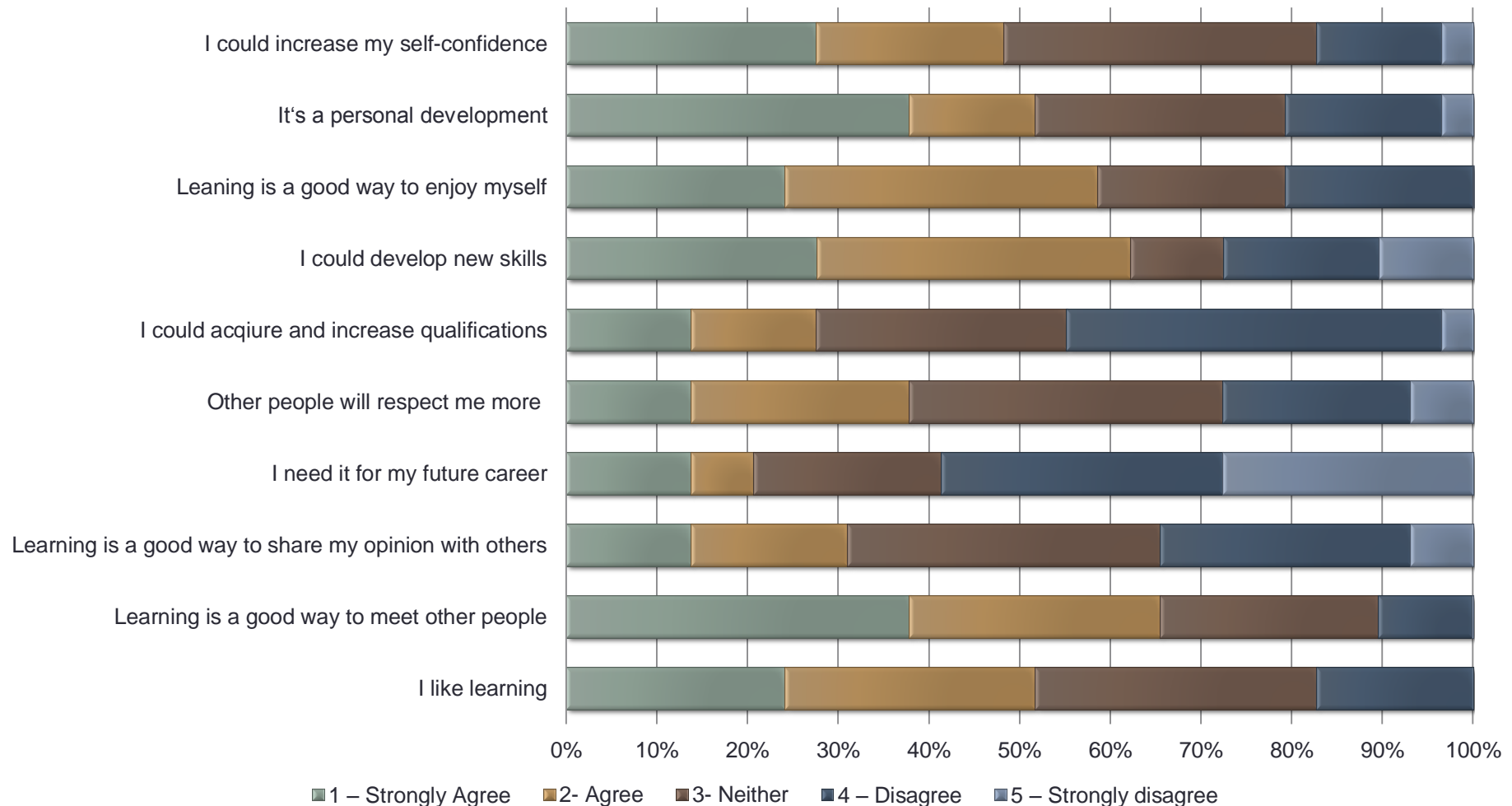
EFFECTIVE LANGUAGE LEARNING FOR PEOPLE AGED 18-30 (II)

$n=234$



Grundtvig Partnership project AWAKE

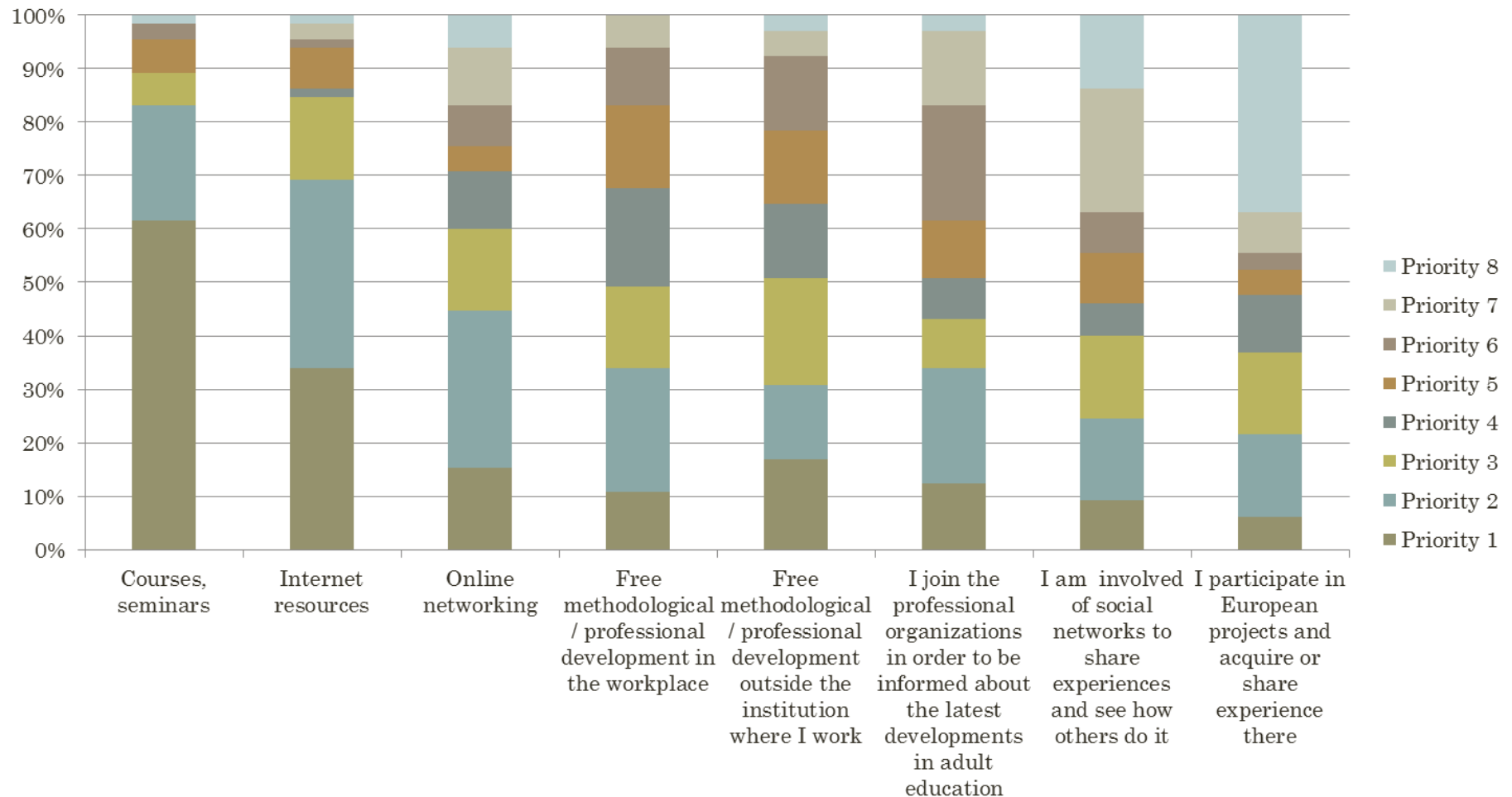
Educational needs and expectations of people over 50



Nordplus Adult Education Development project *How to challenge adults to teach adults*

Adult educators' survey results (I)

How do you improve your professional competence?



Nordplus Adult Education Development project *How to challenge adults to teach adults*

Adult educators' survey results (II)

| | | LATVIA | | LITHUANIA | | SWEDEN | |
|---|---|----------|-------------|-----------|---------|----------|---------|
| | STATEMENT | mode | average | mode | average | mode | average |
| 1 | <i>Courses, seminars</i> | 1 | 1.85 | 1 | 1.90 | 1 | 1.92 |
| 2 | <i>Internet resources</i> | 2 | 2.39 | 2 | 2.55 | 1 | 2.50 |
| 3 | <i>Online networking</i> | 2 | 3.57 | 3 | 4.11 | 2 | 4.83 |
| 4 | <i>Free methodological / professional development in the workplace</i> | 2 | 3.62 | 4 | 4.00 | 3 | 2.92 |
| 5 | <i>Free methodological / professional development outside the institution where I work</i> | 3 | 3.69 | 5 | 4.66 | 3 | 4.08 |
| 6 | <i>I join the professional organizations in order to be informed about the latest developments in adult education</i> | 2 | 4.19 | 6 | 4.97 | 3 | 4.42 |
| 7 | <i>I am involved of social networks to share experiences and see how others do it</i> | 7 | 4.79 | 7 | 5.82 | 2 | 3.67 |
| 8 | <i>I participate in European projects and acquire or share experience there</i> | 8 | 5.17 | 8 | 4.97 | 3 | 5.50 |

Nordplus Adult Education Development project *How to challenge adults to teach adults*

Adult educators' survey results (III)

What traditional and interactive teaching methods do you use and find the most effective?

| | Latvia | Lithuania | Sweden |
|---------------------|--------|-----------|--------|
| Lecture | 1 | 1 | 4 |
| Presentation | 2 | 2 | 2 |
| Games | 8 | 3 | 10 |
| Group work | 3 | 3 | 6 |
| Pair work | 4 | 8 | 7 |
| Brainstorming | 6 | 6 | 8 |
| Project work | 7 | 7 | 5 |
| 4 aspect method | 10 | 9 | 10 |
| Creative activities | 4 | 2 | 1 |
| Interactive method | 10 | 1 | 3 |

Conclusions

- At different adults' age stages education needs and motivations are different. They can be divided into three broad categories:
 - professional development and new skills / knowledge for better integration into the labour market
 - self-development and
 - social issues.
- The study includes the different target groups, but the vast majority of the respondents claim that they prefer learning in groups, in collaboration with peers.
- Despite the students' desire for a variety of interactive methods or cooperation, lecture and presentation are paramount in the learning forms in the Latvia universities and adult education.
- The most popular form for the professional development is a variety of courses and seminars, as well as various Internet resources.

Thank you for your attention!



Call +371 29419351

Write Anna.Vintere@llu.lv
sarmite.cernajeva@inbox.lv
Jelena.Korolova@llu.lv

Ask ...