ASL – Adult Self-Learning: Supporting Learning Autonomy in a Technology-Mediated Environment

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Questionnaire Results Of The Pilot Study- Adana Alparslan Türkeş Science And Technology University

IO1: Definition of an operative model for teaching learning low qualified adults in an online enviroment

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Executive Summary

Since Emergency Situation was declared on 16th of March, all the questionnaires were sent to the participants through a link. They were asked to fill in the questionnaire for piloting. The participants were 10 language instructors (5 males and 5 females) at a university in Adana, a city in southern Turkey. While 9 participants taught English as a foreign language, 1 participant was an instructor who taught Turkish to foreigners and gave the Compulsory Turkish Language and Literature courses in the departments.

1. Introduction

The questionnaire was part of the IO1: Definition of an operative model for teaching-learning low qualified adults in an online environment - months 1-6. [ASL project, Application form, p. 49]; “project impact indicator: measured through a survey based on structured interviews with key stakeholders (IO1) [ASL project, Application form, p. 74] .

The objective of “ Adult self-learning: supporting learning autonomy in a technology-mediated environment” – ASL project are:

To teach learners to acquire new skills and competences using learning innovative practices and digital technologies;

To develop a functioning collaborative learning environment to help them identify skills gaps and needs and to collaborate locally and independently for joint capacity-building.

The objective of the output: An operative model for teaching-learning low qualified adults in an online environment [IO1] is comparing the variety of online learning approaches for low-qualified and low-skilled adult learners in order to realize an operative model that will be applied for the project training activities. This IO is motivated by the need to build a share model and exploit the expertise and experience of partners. [ASL project, Application form, p. 74].

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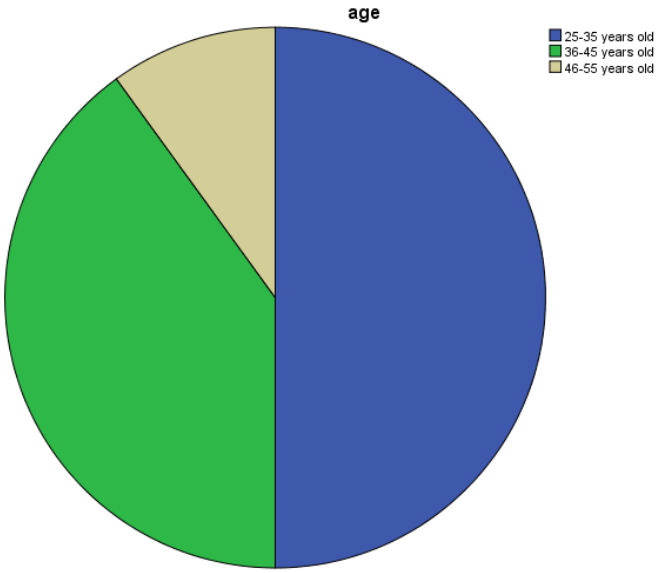
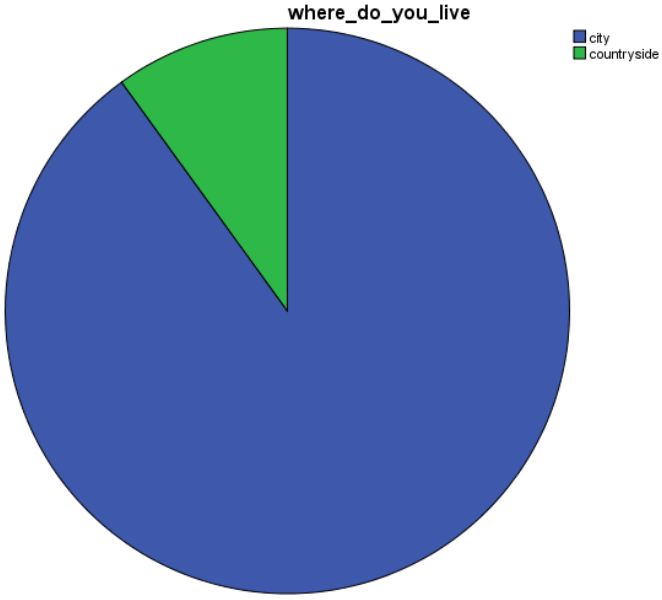
2. Results of the Questionnaire



Only one participant was aged between 46 and 55; other nine participants were aged between 25 and 35 (n=5) and between 36 and 45 (n=4).



Except for one participant who lived in countryside, all of the participants reportedly lived in a city, which indicates that they have the necessary equipment to access internet without problems. All of the participants reportedly used internet to access information.

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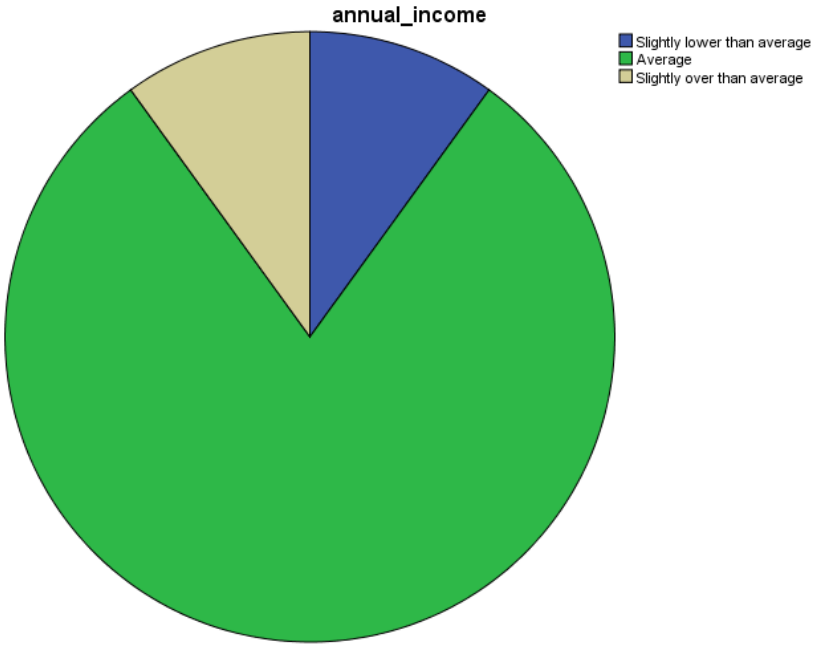
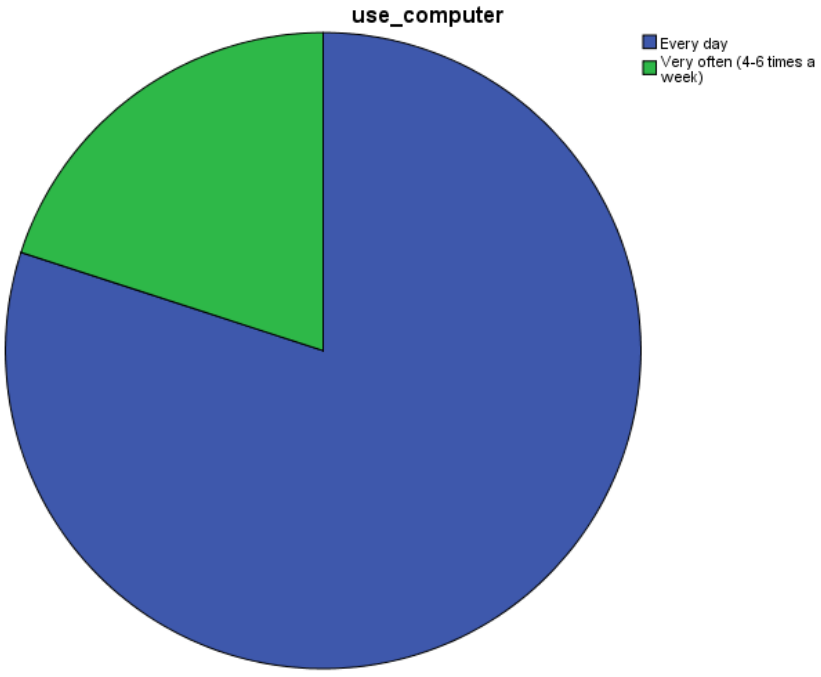


The majority of the participants reported to have average income level (n=8). While one participant thought s/he had income slightly lower than average, one participants reported income as slightly over average.



The participants reported to use these tool with internet access every day (n=8) of 4-6 times a week (n=2).

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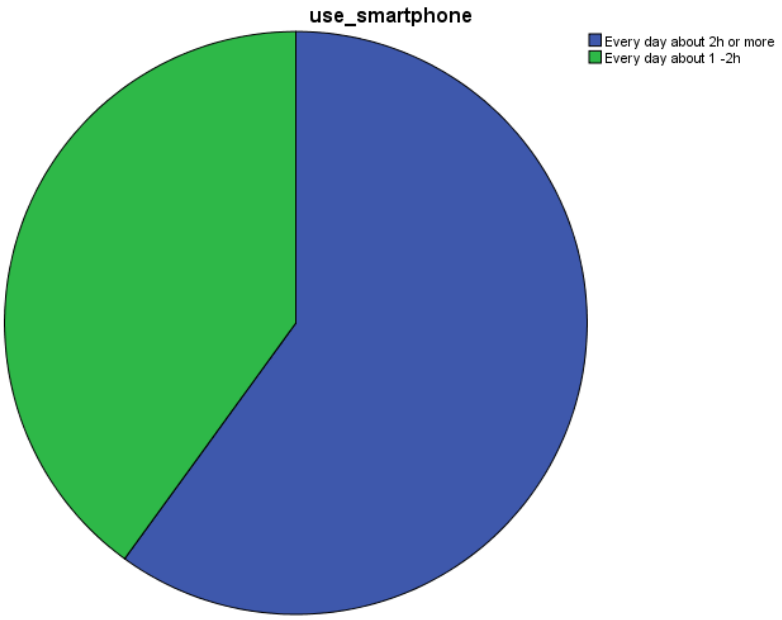
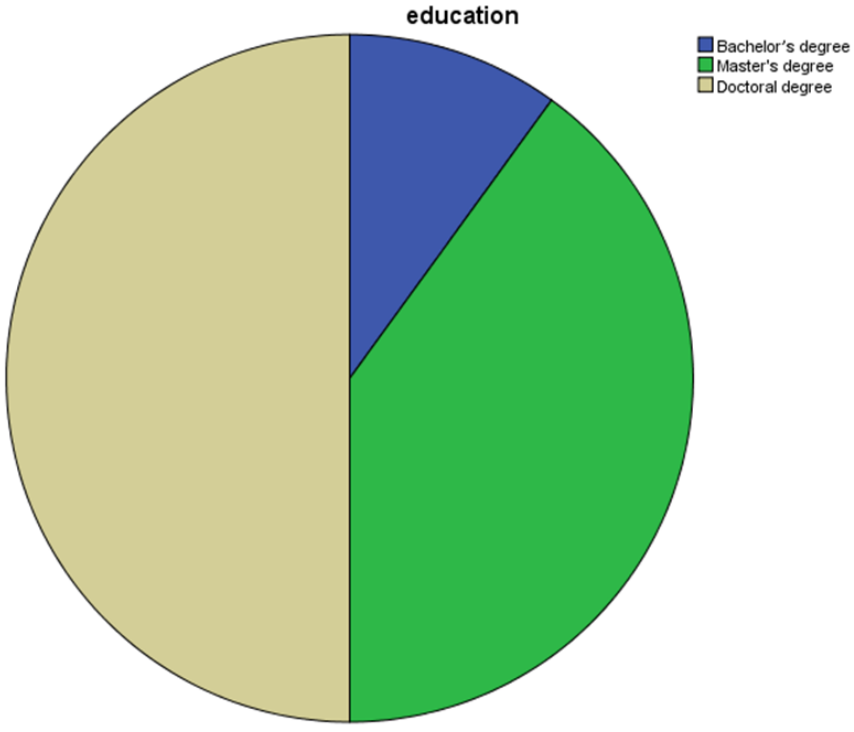


All of the participants had internet access from their computers, smartphones and tablets. While 6 participants spent 2 hours or more on their smart phones, 4 participants used their smart phones 1 to 2 hours every day.



Except for 1 participant who had bachelor's degree, all the participants had master's (n=4) or doctoral degree (n=6).

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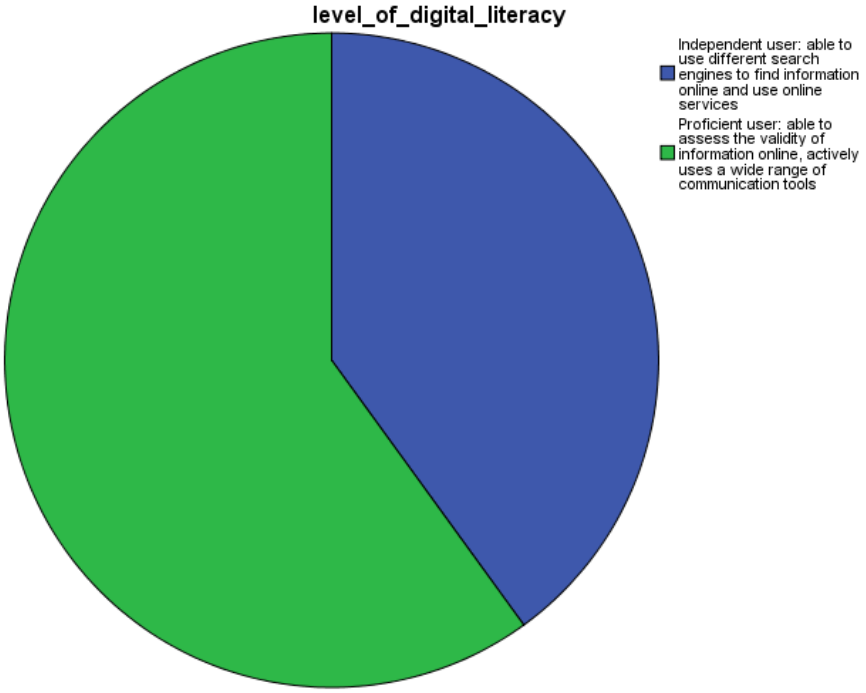
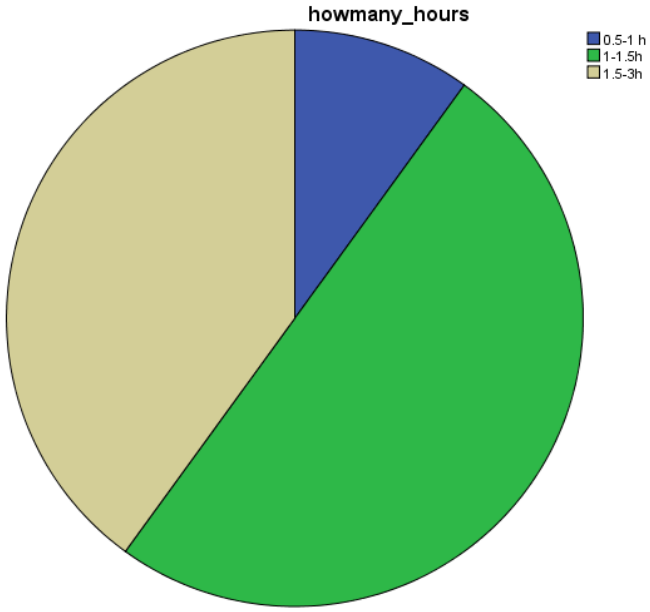


All of the participants could use internet and computer tools to access information in online sources. While 4 of them were reportedly independent users, 6 of them reportedly assess the validity of information online, actively use a wide range of communication tools.



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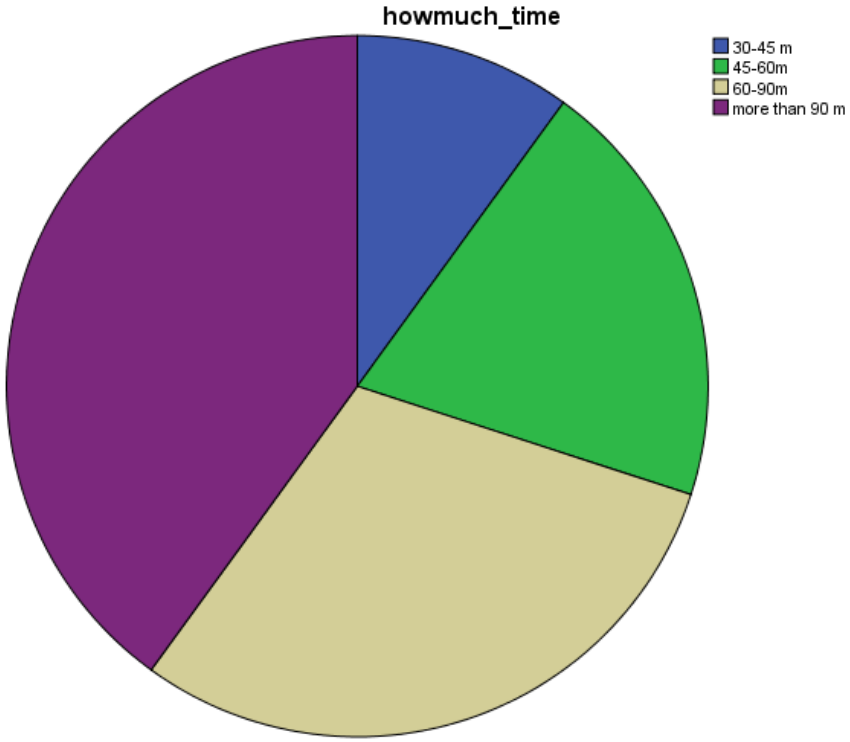
The participants were asked how much time they could allocate daily to learn something online. While one participants said she could spend 0.5 to 1 h daily, 5 participants reported to spend 1 to 1.5 hours, and 4 participants 1.5 to 3 hours.



The participants were asked how much time they could allocate to learn by themselves. Only one participant reported to spend 30-45 minutes daily. While 2 participants said 45 to 60 minutes daily would be convenient for self- learning, 3 participants reported 60 to 90 minutes was okay for them, and 4 participants seemed to be ready to spend more than 90 minutes.

All of the participants were reportedly engaged in a kind of formal learning both within 6 months and last two years. While 7 participants reported to have had formal education, namely postgraduate degree, three participants said they learned handicraft activities within the past two years. When they were asked the same question for the past 6 months, 6 out of 10 participants reported to have been involved in informal learning, and 4 participants stated that they received formal education due to their post-graduate education.

Majority of the participants would like to learn more about technology, and improve their professional knowledge. Other more specific examples were found as automotive, kitchen, childcare, and architecture, etc. The list below demonstrates the other items mentioned. F indicates how many times the items were indicated by the participants.

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Table 1.

Professional development (f=4)
Technology (f=3)
Advances in science and technology: (f=2)
Automotive (f=1)
Architecture (f=1)
Childcare (f=1)
World kitchen (f=1)
Translation (f=1)
Learning languages(f=1)
Coding (f=1)

The participants reported to feel motivated when they have the opportunity to learn about their profession more. They stated the desire that motivated them for learning contemporary knowledge in their field. Professional knowledge and professional development were the top-mentioned items. However, some participants mentioned a number of personal interest areas such as technology, languages, psychology, sociology, literature, etc.

Table 2.

Contemporary knowledge about my profession and professional development (f=6)
Technology (f=3)
Science: (f=3)
Psychology, sociology, literature (f=2)

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The participants were asked about the barriers in their learning. While “lack of time” was the reason for more than half of the participants, “lack of money” was the top reason for three participants. Insufficient content of the education was a top issue for the 20%. On the other hand, half of the participants disagree with the statement that “I am not confident in my ability to acquire new knowledge”. According to the the responses to the questions, “inability to concentrate, “I am not confident in my ability to acquire new knowledge” “I have insufficient knowledge of languages” were not considered as barriers in learning. However, Insufficient information about course content, and finding no interesting education materials were perceived as barriers for some of the participants. Other responses are summarised in the table below.

Table 3.

	1	2	3	4	5	6	7	8	9	10	11
Lack of money	3	1	0	2	0	2	0	0	1	0	0
Lack of time	6	2	1	0	0	0	0	1	0	0	0
Insufficient information about course content	2	3	3	0	0	1	0	0	0	0	1
Inability to concentrate for a long time	0	0	3	1	1	2	0	0	1	1	1
I have insufficient knowledge of Turkish/foreign language	0	0	2	0	1	1	0	0	1	1	2
I have difficulties remembering printed information	0	2	2	0	0	0	1	1	0	1	3
I don't need new knowledge about…	2	1	2	0	0	0	1	1	0	0	3
I lack energy for self-education	0	2	1	1	0	1	0	1	1	1	1
No interesting educational material	3	1	2	0	1	1	0	2	0	0	0
Insufficient information on self-education opportunities	0	2	0	2	0	1	1	0	1	1	1
I am not confident in my ability to acquire new knowledge	0	0	0	0	0	0	0	0	0	0	10

Table 4.

	1	2	3	4	5	6	7	8
One time lecture/presentation	2	2	1	4	0	0	1	0
Printed hand-outs (books, manuals, leaflets, etc.)	2	4	2	1	0	0	1	0
Compilation of video materials (video lectures, demonstrations, webinars, YouTube channels, etc.)	4	2	3	1	0	0	0	0
Audio materials (audio lectures, podcasts, audio books)	2	0	4	1	2	1	0	0
Educational course with a certain number of lectures	1	4	2	0	2	1	0	0
Practical workshops with experts	6	2	0	0	0	1	0	0
Individual expert consultation	6	2	0	0	0	2	0	0

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More than half of the participants chose individual expert consultation as the top preference for learning. Again, more than half of the participants stated that they preferred practical workshops with experts. These top items were followed by the compilation of vide materials. Educational course with a certain number of lectures was preferred as the top item by only one participant.

3. Conclusion

The participants in this pilot study had access to internet from various sources and used it quite often. Although they mentioned some personal interest areas ranging from automotive to architecture and psychology, majority of the participants would like to learn more about technology, and improve their professional knowledge through technology. The rapid improvements and changes in technology have brought the need for catching up with the developments, the participants reflected this in their answers. However, they also indicated that not all types of learning materials are available for them. They do not seem to find the available materials online very helpful unless they are well constructed according to their needs. Although they seem to be ready to spare such time for learning, they are willing to consult experts and benefit from practical sides of any learning opportunity. Lack of time is an important issue to mention in this group of participants, so any learning platform should be well-constructed, meet their needs, and be worth spending time with.

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