



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

# Adults to engage in education activities INBIE field research report

**IO1:** Definition of an operative model for teaching – learning low qualified adults in an online environment

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## Project information

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## Executive Summary

The survey “Adults to engage in Education activities” was passed online from 16 to 18 April 2020 using google forms. To reach the target group (Each partners will interview 10- 12 key persons - adult educators within the project Adult Self-Learning: Supporting Autonomy in a Technology-Mediated Environment (Acronym: ASL) . [ASL project, Application form, p. 74].), WhatsApp application has been used because of the coronavirus pandemic situation in Poland and the impossibility to meet them [*In February and March 2020, during the 2019–20 coronavirus pandemic, Polish health authorities carried out laboratory testing of suspected cases of infection by SARS-CoV-2, as well as home quarantining and monitoring*].

The purpose of the survey, which contained 18 questions, was to gather information on " Adults wiliness to engage in Education activities.

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## 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 (IO4) [ASL project, Application form, p. 67]. .

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

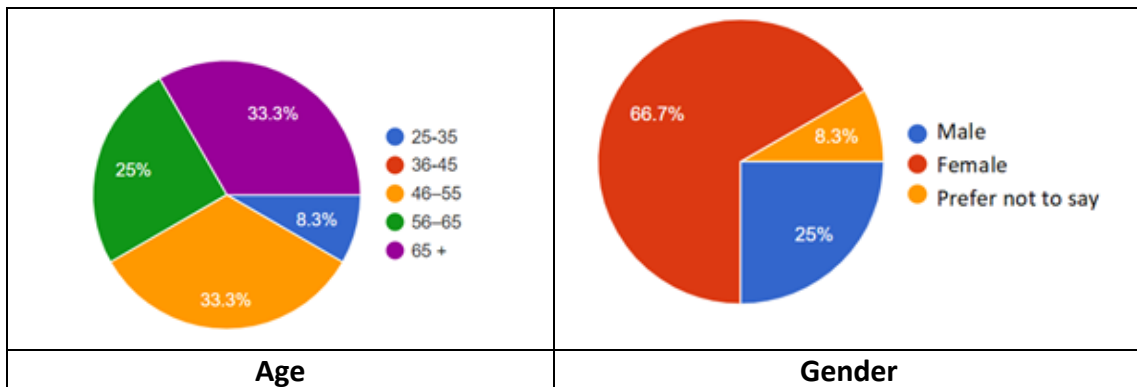




- To teach learners to acquire new skills and competences using learning innovative practices and digital technologies;
- To develop a functioning collaborative learning environment to help them identify skills gaps and needs and to collaborate locally and independently for joint capacity-building.

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].

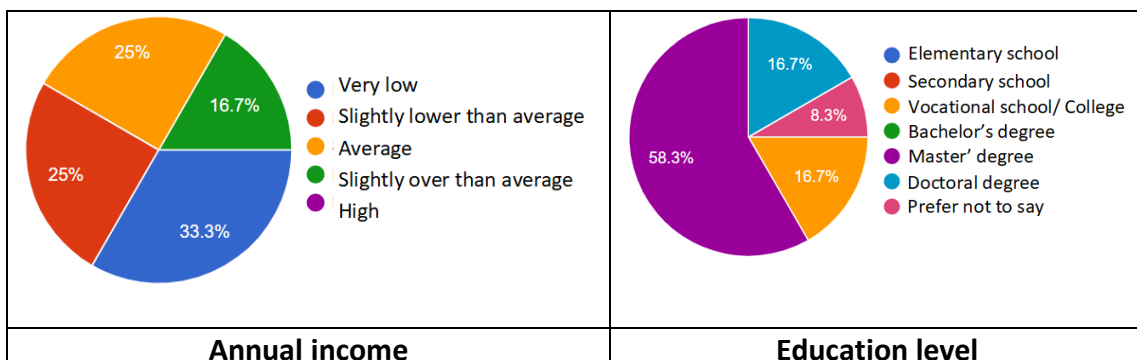
## 2. Demographic characteristics



The age of the interviewed stakeholders are divided in four groups.

- Adult educators 65+ with a 33,3% of respondents
- 46-55 years old with a similar rate 33,3%
- 56-65 years old has a 25% of respondents
- And the last group are adult educators with the age between 25-35.

Adult educators enquired are in a grate amount women (66,7%), 25% are men and the rest (1 person) did not want to choose the gender.





100% of the enquired adult educators live in Czystochowa, that is a City in the Silesian region with about 200.000 inhabitants.

Concerning the household income they are divided in four groups:

- 33.3 % affirm to have much lower than the average
- 25% would have slightly lower than average
- 25% Average
- Only two people that would be 16,7% of the target group says that has slightly over than average

This data confirm the theory that Adult Educators group working as a volunteers are philanthropist and even though they do not have a high household income, they give what they have: Knowledge.

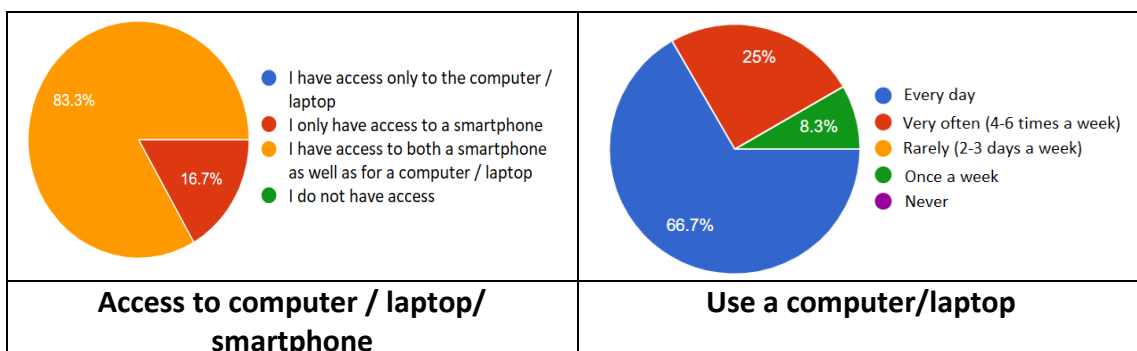
The answers are varied and can be divided in four main groups:

- 16.7% has attended Vocational school / College
- 58.3% of the Adult educators enquired has a “Master” degree
- 16.7% have a PhD degree
- 1 person prefer not to say that correspond to 8.3% of the total.

### 3. Level of digital awareness

Digital competence is a set of knowledge and skills that are required when using information and communication technologies and digital media to perform tasks, solve problems and communicate at work, in free time, during learning and meetings: Ability to use information and data; Communication and cooperation; Creating digital content; Security; Troubleshooting

In our research, we try to know which devices our target group have access to be able to implement in a better way ASL project objectives, taking into account the Digital Competence framework for Citizens (DigComp).



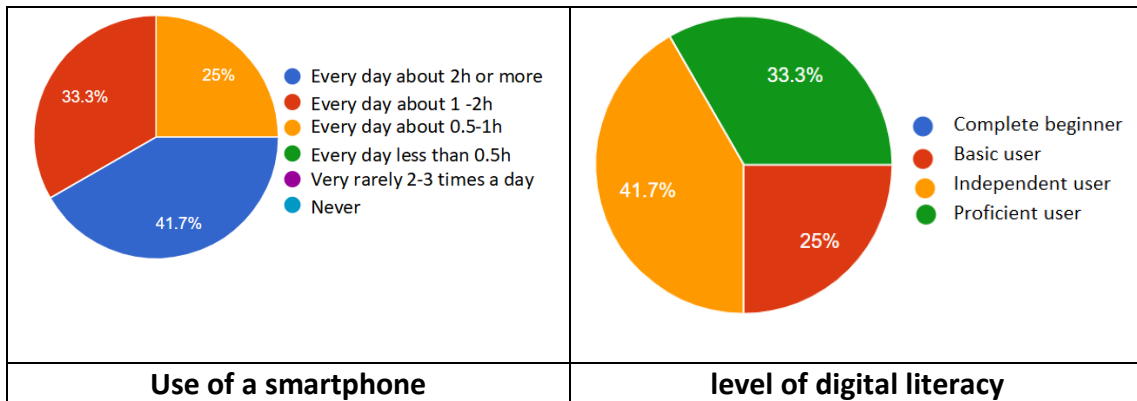


Access to a device with access to internet is very important for any online courses to be developed within ASL project. Our target group can be divided in two main groups:

- 16.7% of respondents has access only to a smartphone
- 83.3% have access to both devices, smartphone and computer/laptop

When asked about the frequency of the use, the answers are:

- Daily 66.7% (that is 8 participants of 12)
- Very often - 4-6 times a week – responded 25%
- Once a week 8.3% that is 1 person



How they use smartphones can be divided in three main groups:

- 41.7% of the respondents (5 people) uses smartphones every day about 2 hours or more
- 33.3% of the target group uses smartphones every day, about 1-2 hours
- 25% uses every day between 0.5-1h

100% of the surveyed population uses Internet for searching information

Level of digital literacy:

- 41.7% says that can be defined as an Independent user: able to use different search engines to find information online and use online services such as public services, e-banking, online shopping, Word/Excel
- 33.3% confirm that is a Proficient user: able to assess the validity of information online, actively uses a wide range of communication tools, produces multimedia content in different formats, use digital platforms, tools and environments
- 25% can be defined as a basic user: able to search, use a mobile phone or e-mail, share files and content online

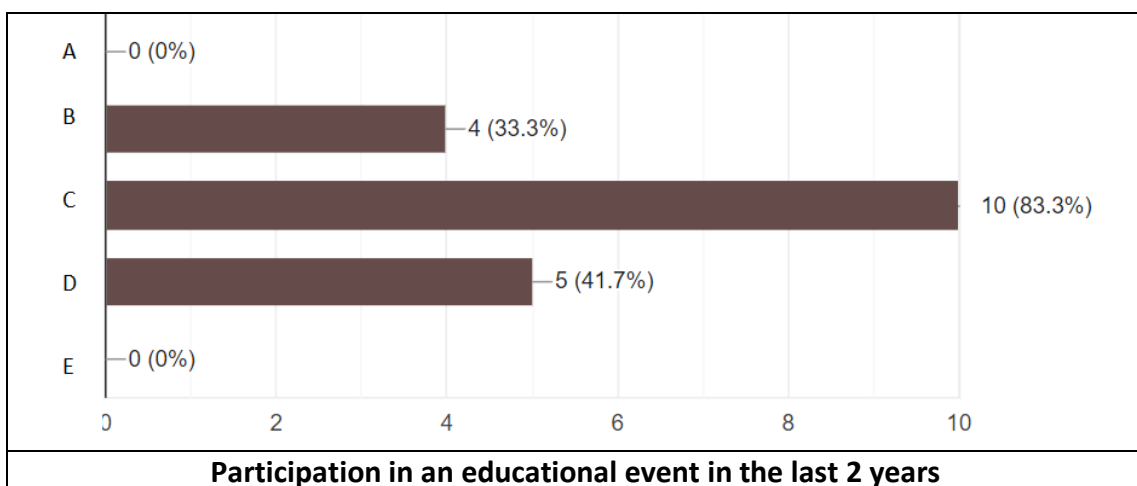




#### 4. Participation in Educational process

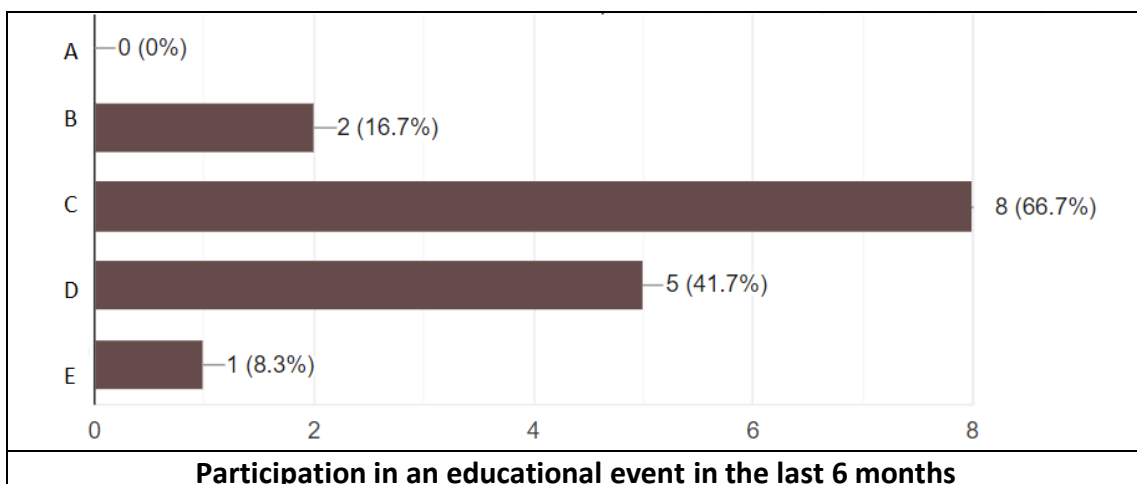
To be able to plan the educational processes and the lessons themselves requires a thorough knowledge of the core curriculum of their own subject and related subjects, view content and tasks. It also requires constant reflection on the actions taken. That is why it is so important to assess the effectiveness of actions taken and evaluate the lesson. Constant modification of plans based on conclusions and recommendations from self-evaluation will increase the effectiveness of the educational process.

Before planning the educational process, we would like to analyse if the group has participated in educational events in the last 2 years and in the last 6 months.



To the question if they have participated in an educational event in the last 2 years, 83% of the participants to the survey choose [C]. Participants declare that have non-formal education (supervised by professionals in handicrafts, language, IT, physical activity etc.), 41.7% of the surveyed group [D] state has informal/self-learning (YouTube, Social media, books, etc.)

33.3% [B] has some formal education (post-graduate qualification courses)





To the question if they have participated in an educational event in the last 6 months, 66.7% of the participants to the survey choose [C]. Participants declare that have non-formal education (supervised by professionals in handicrafts, language, IT, physical activity etc.), 41.7% of the surveyed group [D] state has informal/self-learning (YouTube, Social media, books, etc.). 16.7% [B] has some formal education (post-graduate qualification courses). 8.3% choose [E] - No, I didn't learn anything last 6 month

In general we can proclaim that most of the Adult Educators had some non-formal education courses (supervised by professionals in handicrafts, language, IT, physical activity etc.).

## 5. Interest in engaging in training activities: methods and tools

The interviewed would like to learn:

- E-learning
- Language learning
- IT and photographic knowledge - ability to use online courses and learn to produce multimedia content in various formats
- Fake news
- Drone support
- Computer skills
- Human physiology, the impact of food composition on physiology and thus health and life expectancy.
- Foreign language (English, Spanish, Turkish), useful, to the extent that simple communication is possible.
- Culture and language of other countries

To the question: What would motivate you to acquire new knowledge?, the answers are diverse about

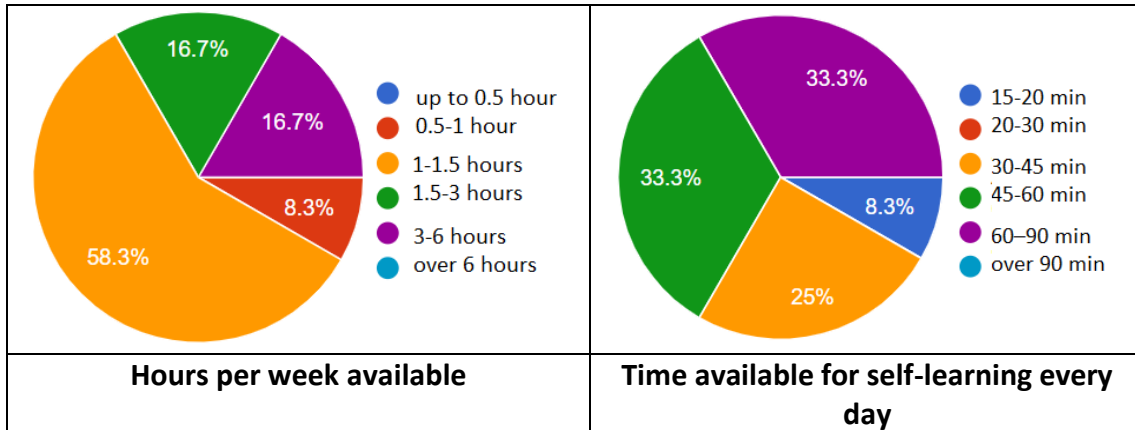
- Diploma
- Better job
- Free courses
- Low price
- The need for communication
- satisfaction
- I am motivated, I am looking for the right offer
- Using foreign language skills while traveling, contacting friends via a computer and ongoing information transfer







- In the field of health - improving the functioning of both physical and mental body. In terms of languages - the ability to communicate with foreigners without friends without a translator.
- Travel plans



How many hours per week would you be available for learning activities (lectures, classes, webinars, etc.)?

7 Adult educators could spend about one hours or one hour and half that represents the 58.3% of the total. The second represent 16.7% one hour and half to three hours, and the third group [16.7%] can spend from 3 to 6 hours.

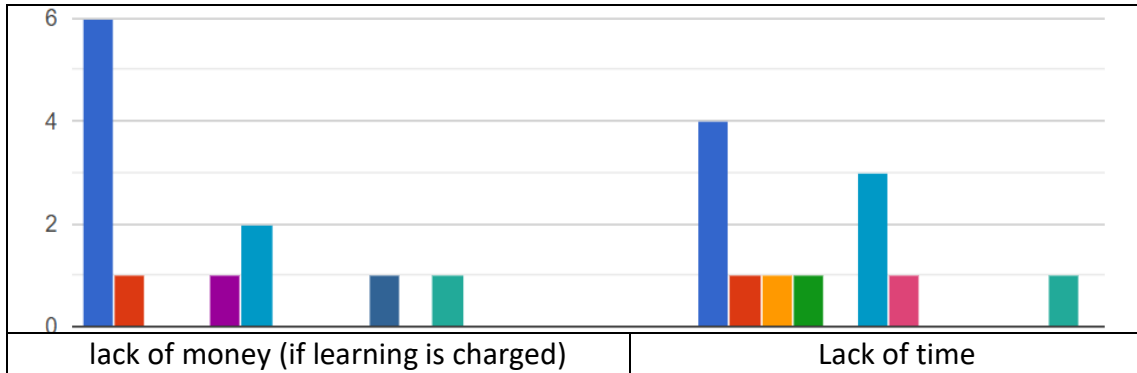
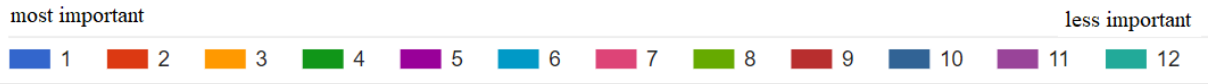
Concerning the time available for self-learning every day, the responses does not change much.

- 1 person [8.3%] can spend 15-20 minutes in self-learning every day
- 3 people would have 30-45 minutes per day to dedicate for self-learning.
- 4 adult educators would spend 45-60 minutes (33.3%)
- 4 participants would be able to spend between 60 to 90 minutes (33.3%)

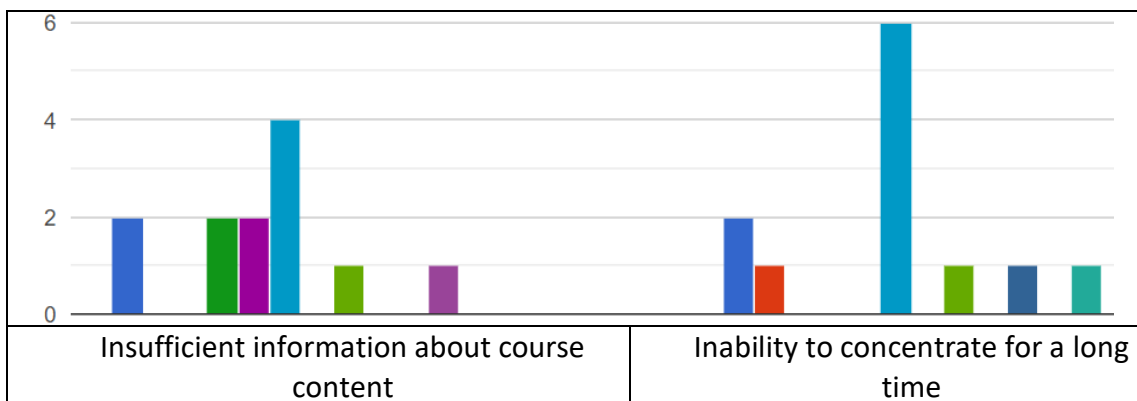
## 6. What are the barriers to acquire new knowledge?

The acquisition and constant up-dating of knowledge is an indispensable component of the professional development of Adult educators. Trainers and mentors of Adults willing to acquire new are exposed to various types of problems and barriers affecting the pace and effectiveness of their development in the process of occupational improvement.

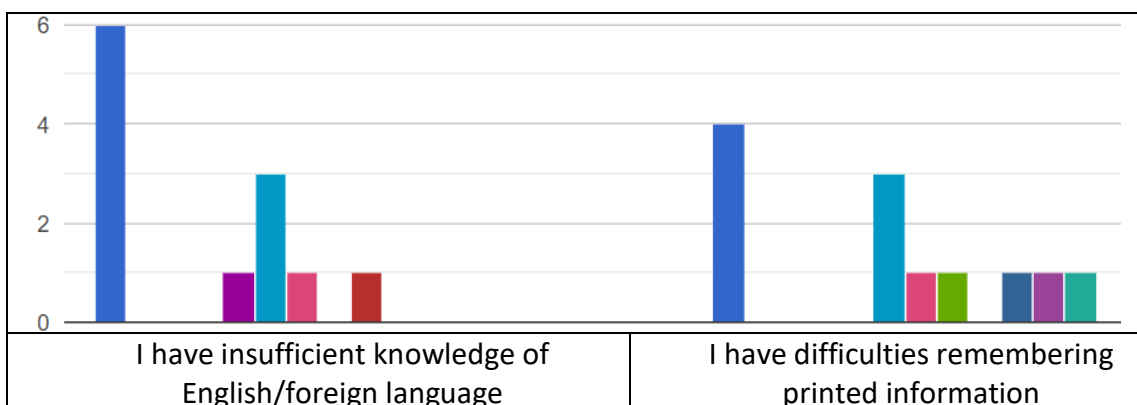




Six participants to the survey say that the most important barrier is lack of money and only four lack of time

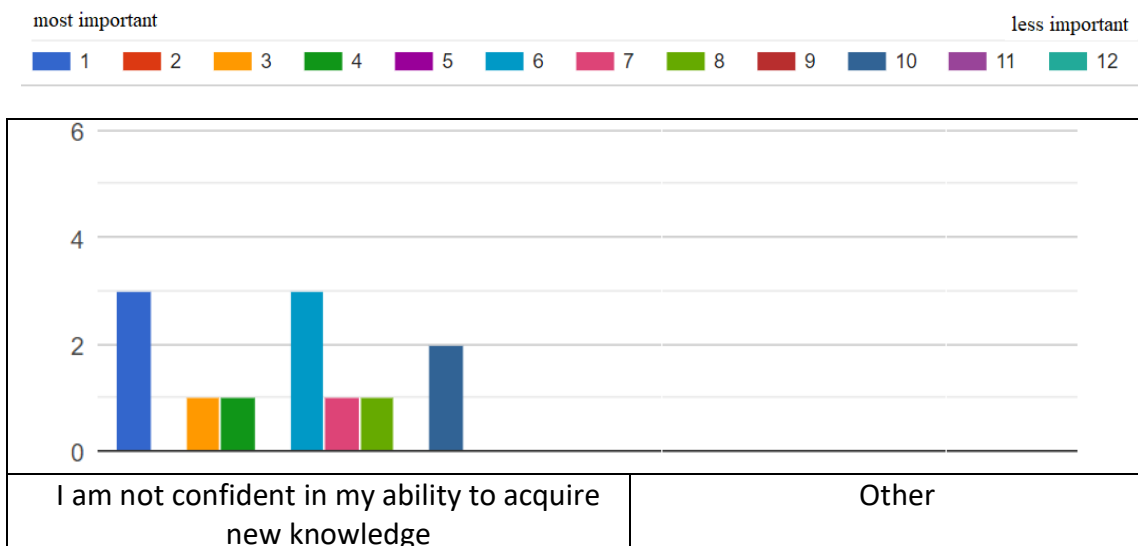
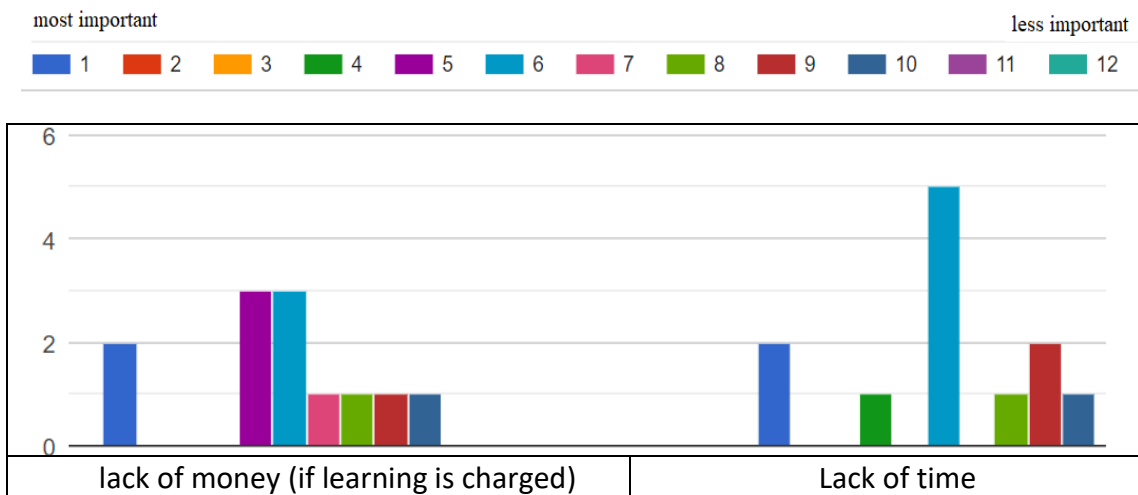
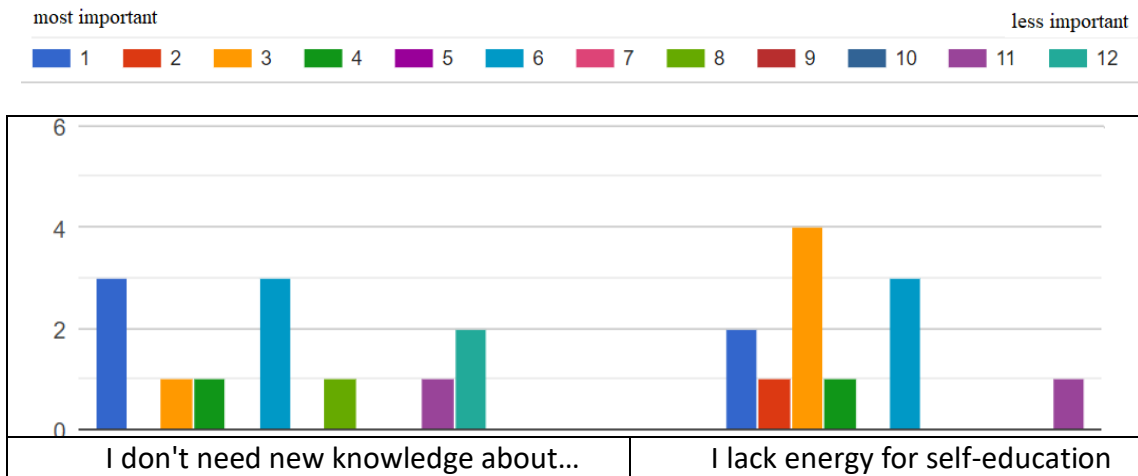


Insufficient information about the course content(4 participants) and Inability to concentrate for a long time(6 participants) has a mix feeling and give a mark of six in a scale of twelve points.





I have insufficient knowledge of Polish / native language (English/foreign language) is very high. 50% mark as a most important, and I have difficulties remembering printed information, four of twelve.



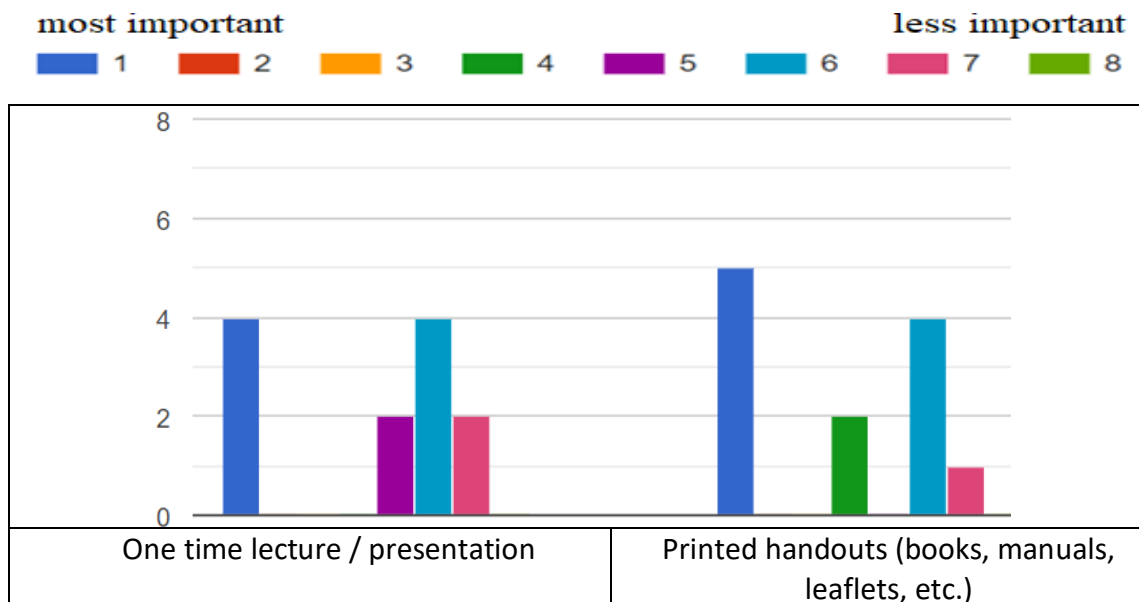


## 7. Preferred ways of learning

We are aware that each trainee has a different way and method to learn. Each of them for years develops certain habits that make it easier to learn in certain situations than in others. Adult people acquire information and knowledge in different ways. Each of them has different learning styles and strategies.

Most of the people develop one or more preferred learning styles from an early age. The preferred style is one that we will probably use when we participate in some formal and non-formal courses. If the teaching methods match our preferred learning style, the learning process is more effective [Jak uczyć się skutecznie?, <https://rosnijwsile.pl/jak-uczyc-sie-skutecznie-fazy-nauki-style-uczenia-sie/>. Retrieved: 23.04.2020]

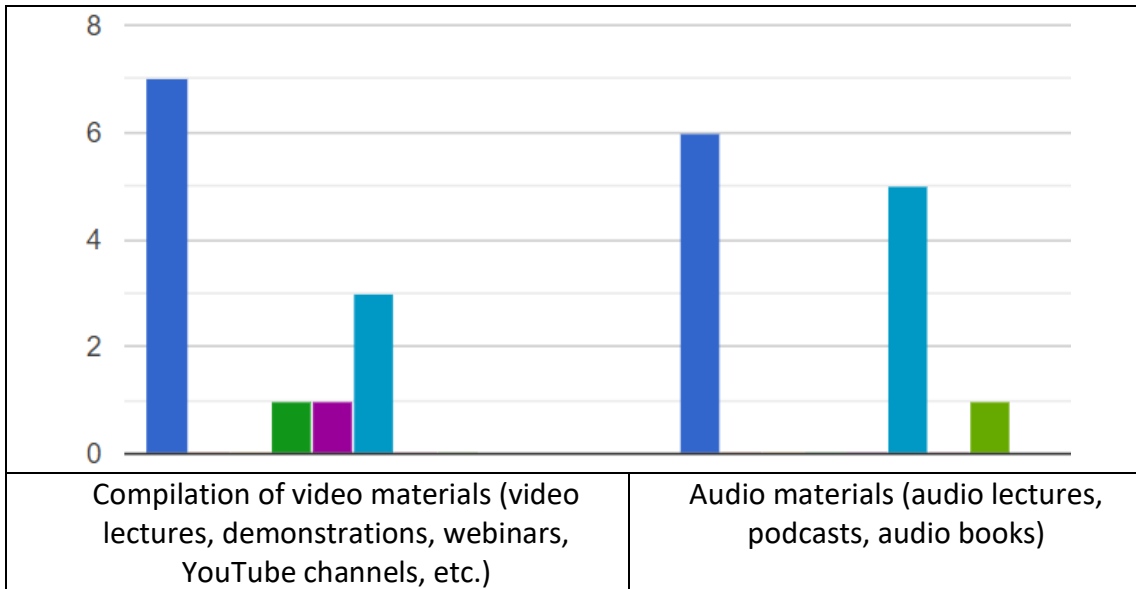
Adult Self-Learning: Supporting Autonomy in a Technology-Mediated Environment [ASL] project try to maximize the level of the learning process in the course participants, and that is why we asked to our target group their preferred ways of learning:





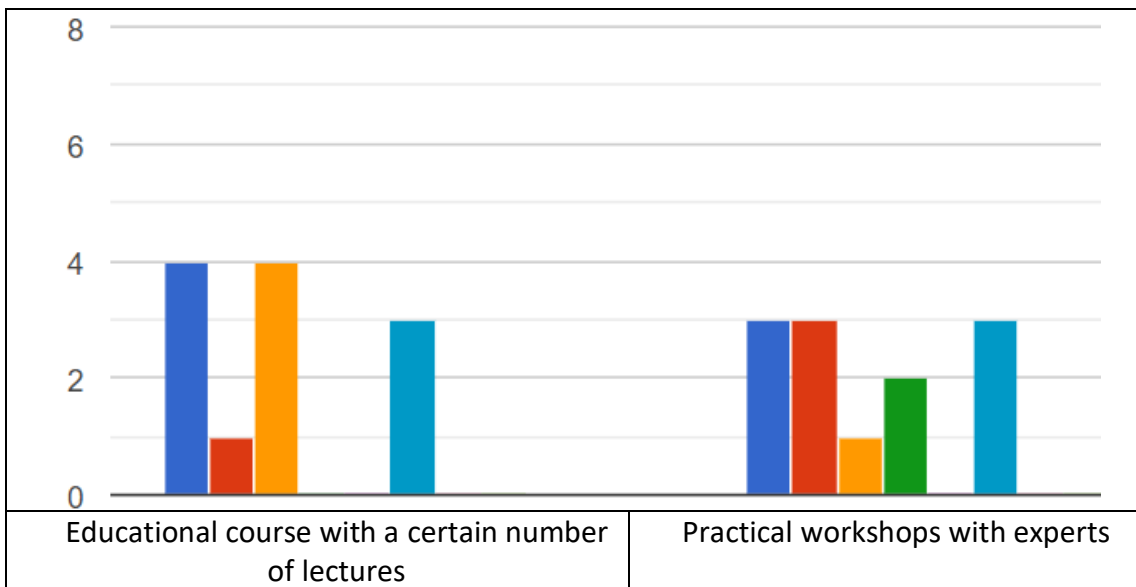
most important

less important



most important

less important





## 8. Conclusion

The objective of the Intellectual Output is to build an operative model for teaching-learning low qualified adults in an online environment. Taking into account this objective the survey has given some important facts to be taken into account when building the operative model based in the needs of analysis of the target group:

- Adult educators in our target group are people 46+ (advent of the World Wide Web in the 1980s)
- 83,3% has average or less than average annual income
- 58,3% of respondents has a master degree
- 83.3% have access to both devices, smartphone and computer / laptop and uses it every day.
- The level of digital literacy of the survey participants is basic – independent (66,7%).
- Ten of twelve Adult educators had a educational event in the last 2 years and eight in the last 6 months.
- The training activities that would like to be involved are foreign languages and Information and Communication Technology.
- Will motivate certificates and low – free of charge courses
- Two lectures hours per week (45x2) are the most chosen within the survey participants (58.3%)
- Time for Self-learning that can be invest is about 45-90 minutes (66.6%)

The most important barriers can be

- lack of money if learning is charged (50%)
- I have insufficient knowledge of English/foreign language

Concerning the preferred ways of learning the target group answered:

- Compilation of video materials (video lectures, demonstrations, webinars, YouTube channels, etc.)
- Audio materials (audio lectures, podcasts, audio books)

