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

Adults to engage in education activities

SHEM Field Research Report

IO1: An operative model for teaching – learning low qualified adults in an online environment

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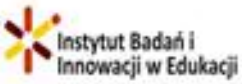

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Project information

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11.05.2020	1	Yeliz Nur Akarçay	Gathering of answers
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Executive Summary

In the framework of Intellectual Output 1: An operative model for teaching-learning low-qualified adults in an online environment partners must submit a questionnaire to 10 key persons, e.g. educators, adult education managers, policy-makers, etc. with the view to compare 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.

The pilot study of 'Questionnaire for Adults to Engage in Education Activities' was conducted in May 2020. The questionnaire was sent to the participants through a link and they were asked to fill in the questionnaire for piloting. The questionnaire was filled out by twelve participants (8 females and 4 males). The majority of the participants were full-time educators in adult learning, and the other two participants were policy makers.

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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 (IO1) [ASL project, Application form, p. 74].

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

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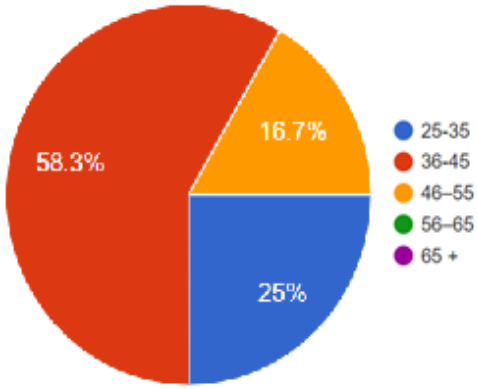
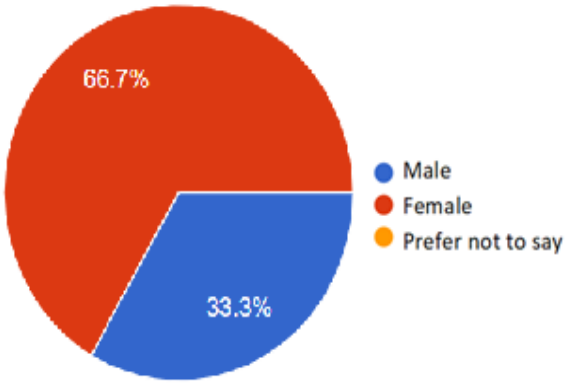
- to teach learners to acquire new skills and competences using learning innovative practices and digital technologies;
- to develop a functioning collaborative learning environment to help them identify skills gaps and needs and to collaborate locally and independently for joint capacity-building.

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



1. Age



2. Gender

The age of the participants are divided in three groups. More than half of the respondents were aged between 36-45 (58.3%). Three participants were aged between 25-35 and two participants were aged between 46-55.

The majority of the participants was women with 66,7% while men were 33,3%. As for the place of residence all participants live in Adana, Turkey's sixth largest city with a population of 2.5 million.

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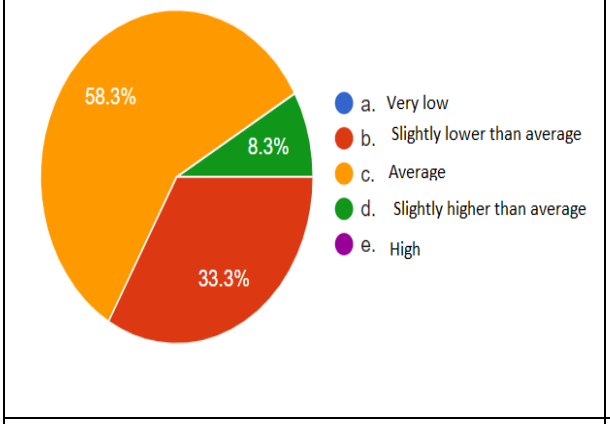
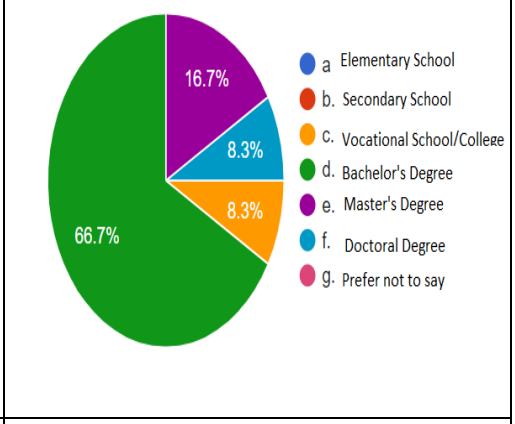


Annual income

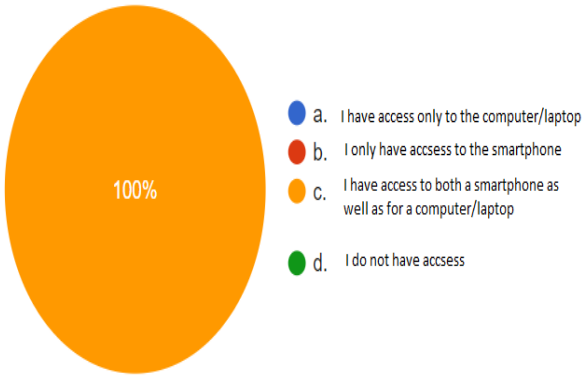


Education level

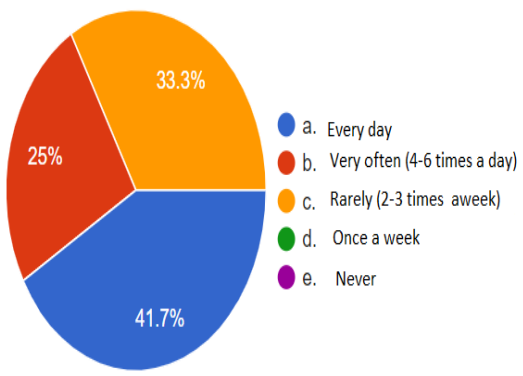
The participants were asked to cite their income. Most of the participants had an average income level (58.3%) , 33.3 of the participants had income slightly lower than the average (33.3%) and 8.3% of the them had income slightly higher than average (8.3%).

Regarding the education level, the majority of the participants have Bachelor's Degree (66.7%), and then follow Master's Degree (16.7%), Doctoral Degree (8.3%) and Vocational School/College (8.3%).

3. Level of digital awareness



Access to computer / laptop/ smartphone



Use a computer/laptop

All of the participants had internet access from their computers, smartphones and tablets.

As for the frequency of using computers and smartphones;

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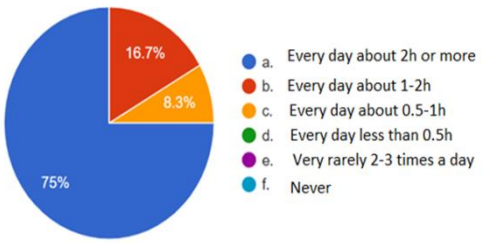
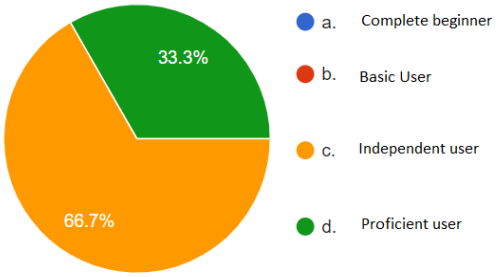
- Every day 41.7%, 5 participants
- Very often (4-6 times a week)25%, 3 participants
- Rarely (2-3 times a week) 33.3 %, 4 participants



Use of a smartphone



level of digital literacy

Regarding the time spent on smartphones, 75% of the participants stated that they use their smartphones for about 2 hours or more every day. While 16.7% of the target group use smartphones for approximately 1 -2 hours a day, 8.3% use them for about 0.5-1h each day.
All of the participants reported that they use internet to search information.

Regarding the level of digital literacy, all participants can use internet and computer tools to access information from online sources. 66.7% of the respondents classified themselves as independent users which means they are able to use different search engines to find information online and use online services. 33.3% of the participants reported that they are proficient users who are 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.

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. Therefore, it is very important to evaluate the effectiveness of actions taken and the lesson. Constant modification of plans based on results and recommendations from self-evaluation will increase the effectiveness of the educational process.

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

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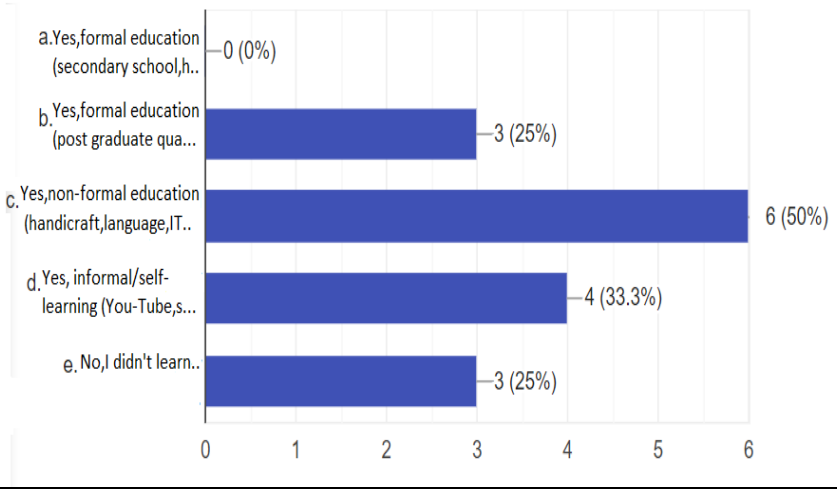
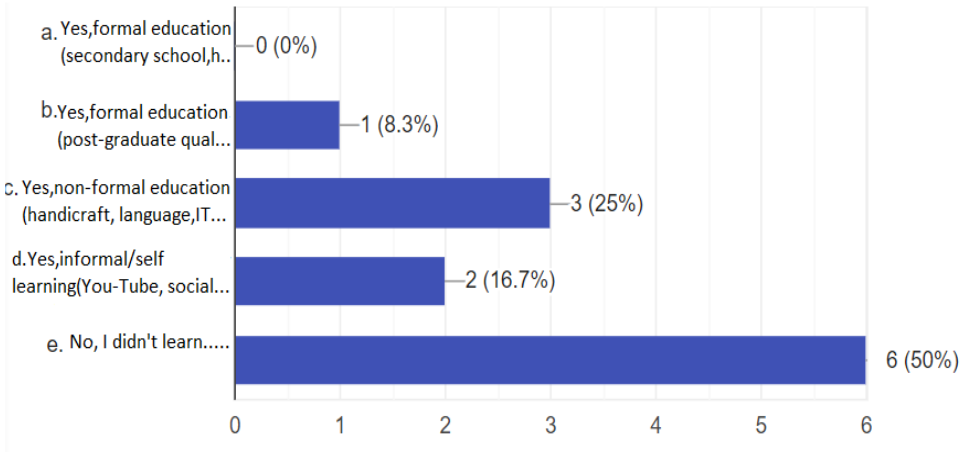


Participation in an educational event in the last 2 years

To the question of whether they participated in an educational event in the last 2 years, 50% of the participants reported that they participated in non-formal education activities and 33.3% reported that they were involved in informal/self learning activities. 25% participated in some formal education activities while 25% reported that they weren't involved in any events. It should be noted that it was possible to give more than one answer in this question, so this is the reason why we get a total of 16 answers from 12 participants.



Participation in an educational event in the last 6 months

As for the question of whether they participated in an educational event in the last 6 months, 6 out of 12 participants reported that they were not involved in any educational activities while 3 participants cited that they participated in non- formal education activities. 2 participants were involved in informal/self learning activities and 1 participant received formal education due to her/his post-graduate education.

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

When participants were asked to write what kind of new knowledge they would like to learn, the answers were:

• Science and history

• Using technology more effectively

• Technical skills

• Something related to new methods and techniques to enhance success in career

• Technology and art

• Learning music

• Computer skills and foreign language

• Scientific information that aims to be developer, inquisitive, open to differences

• Professional development courses and personal development

• Software and web design

• I would like to improve myself in the programs that my profession requires in order to adapt to the developing technology (computer mold, design programs etc.). I would also like to improve myself in web design.

• Technology

The answers were diverse as for the question ‘‘what would motivate you to acquire new knowledge?’’

• Science and history

• Effective use of technology

• Internet-telecommunications

• Communication

• Technology and art

• Already motivated to learn new information

• Better job opportunities and free courses

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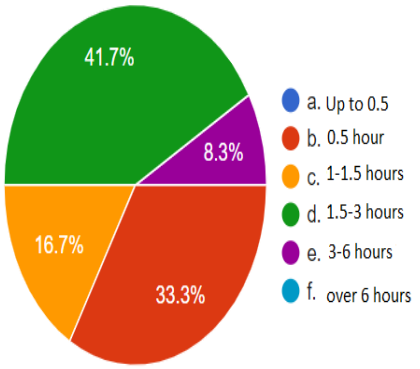
• Daily life, children, animals and nature

• Teacher well-being, professional development of EFL teachers

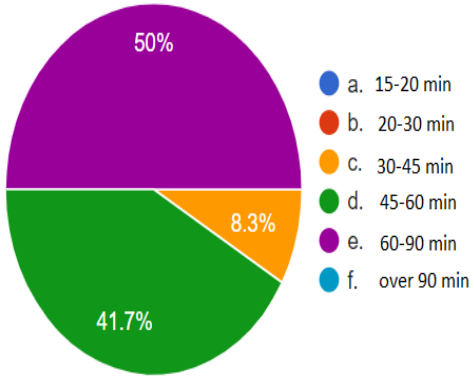
• Software and web design

• Improving foreign language knowledge and to do research without the need for any program in searches from foreign sources

• Technological issues



Hours per week available



Time available for self-learning every day

In the question of how many hours per week participants would be available for learning activities, 5 participants reported to spend 1.5-3 hours. While 4 participants said that they could spend 0.5 hour, 2 participants reported to spend 1 to 1.5 hours, and only 1 participant 3-6 hours.

Regarding the time available for self-learning every day, the answer with the highest percentage (50%) was from 60 to 90 minutes while the rest answers were 45-60 minutes (33.3%) and 30-45 minutes (8.3%).

6. What are the barriers to acquire new knowledge?

The acquisition and continual updating of knowledge is an indispensable component of the professional development of adult educators. The trainers and mentors of adults who want to acquire new knowledge are exposed to various problems and obstacles that affect the speed and effectiveness of their development in the process of professional development.

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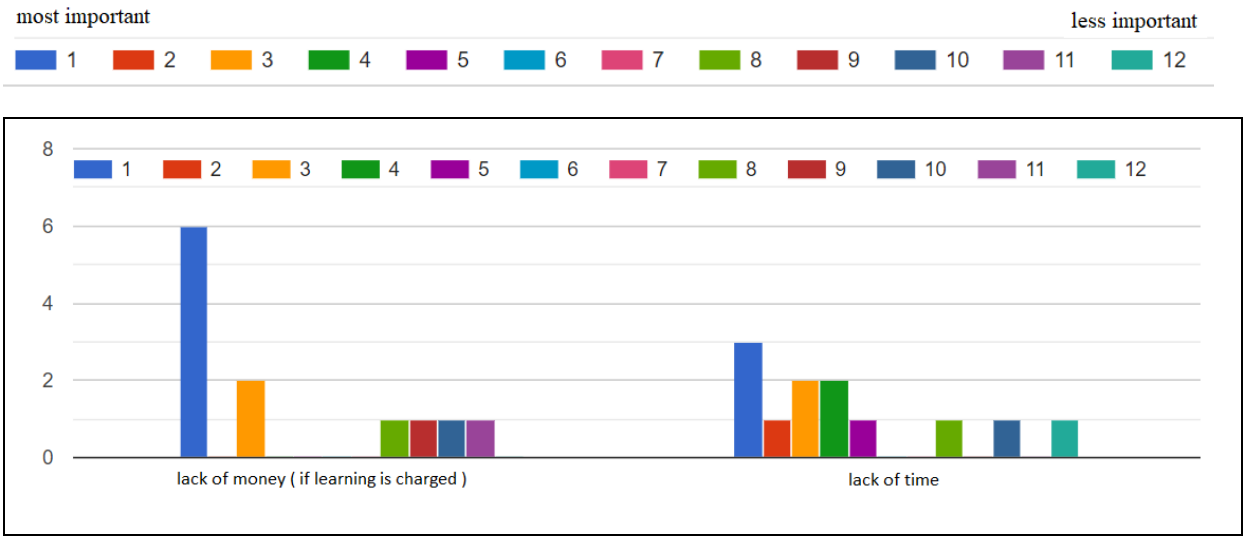
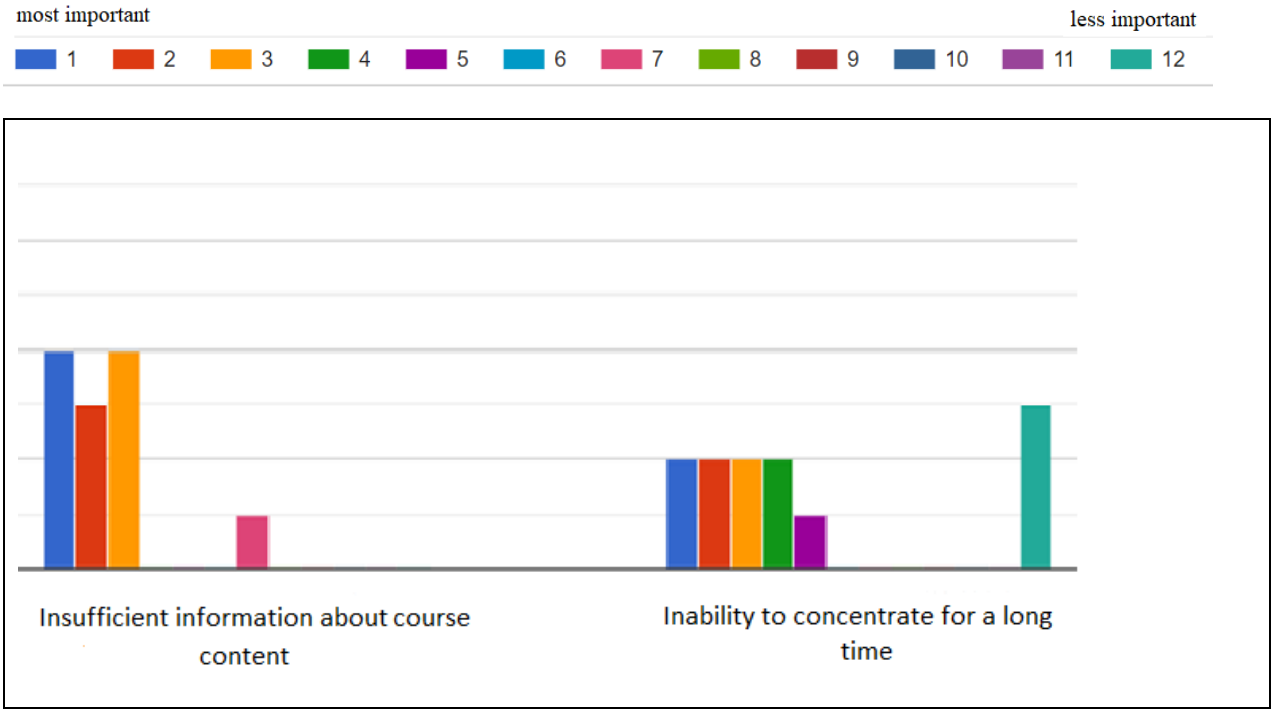
As for the question about the barriers to acquire new knowledge, the options with the most answers were the insufficient information about the course content (66.7%), insufficient knowledge of native/foreign language (58.3%) and lack of money(50%).





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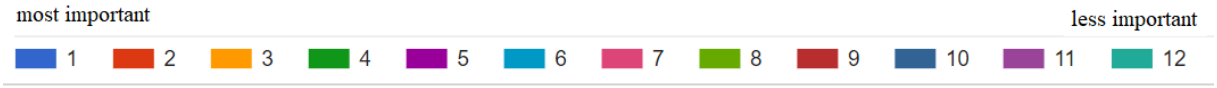

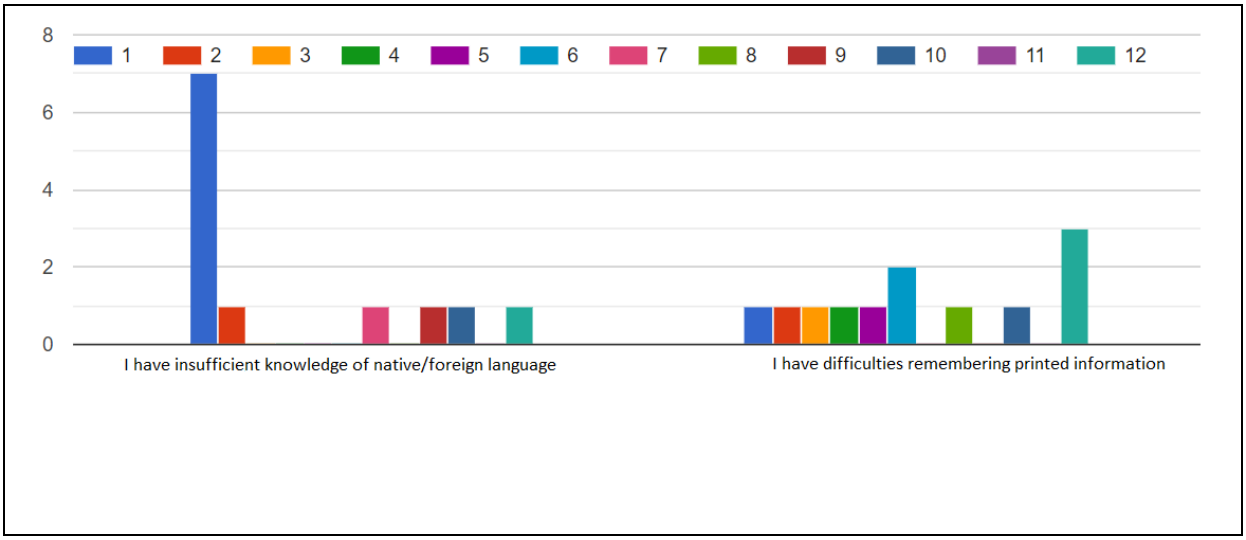

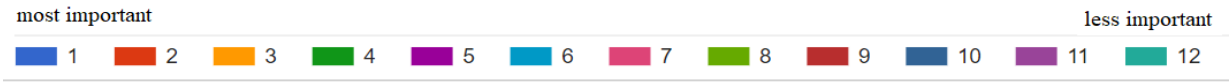

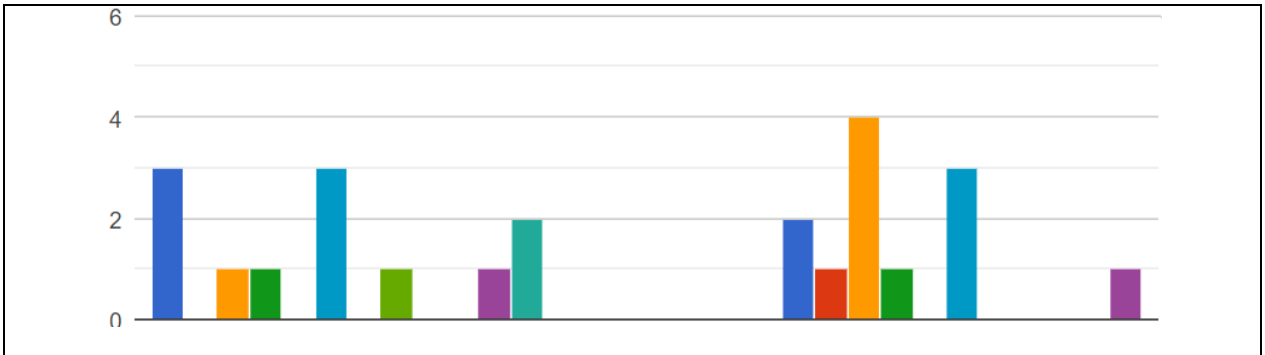

No interesting educational material	Insufficient information on self-education opportunities

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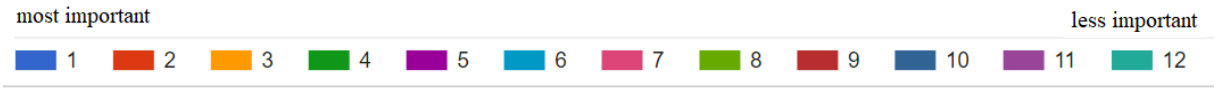

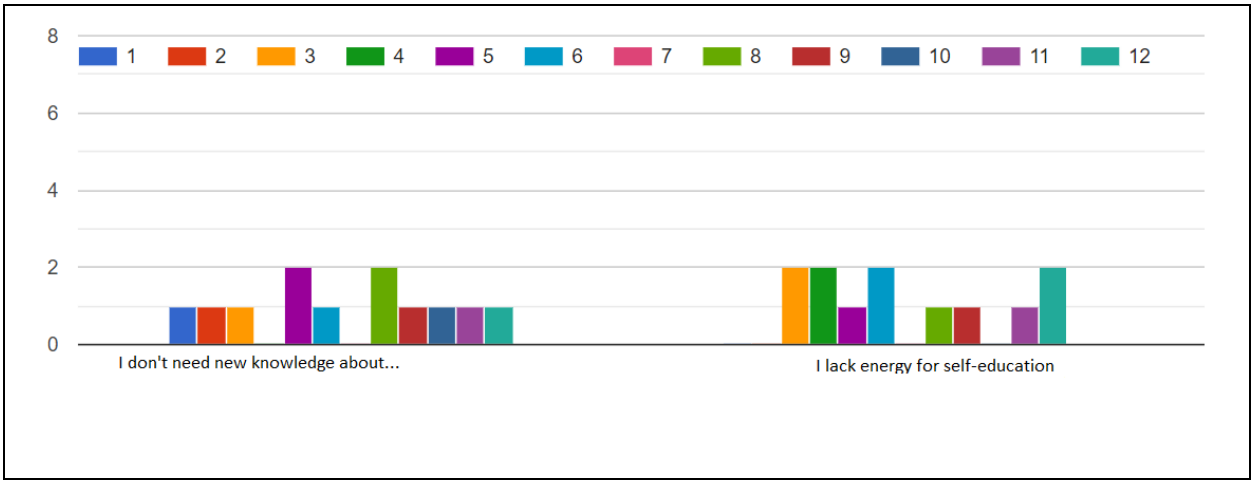

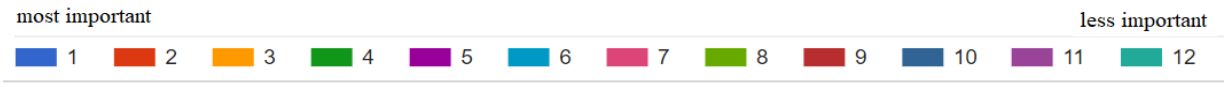

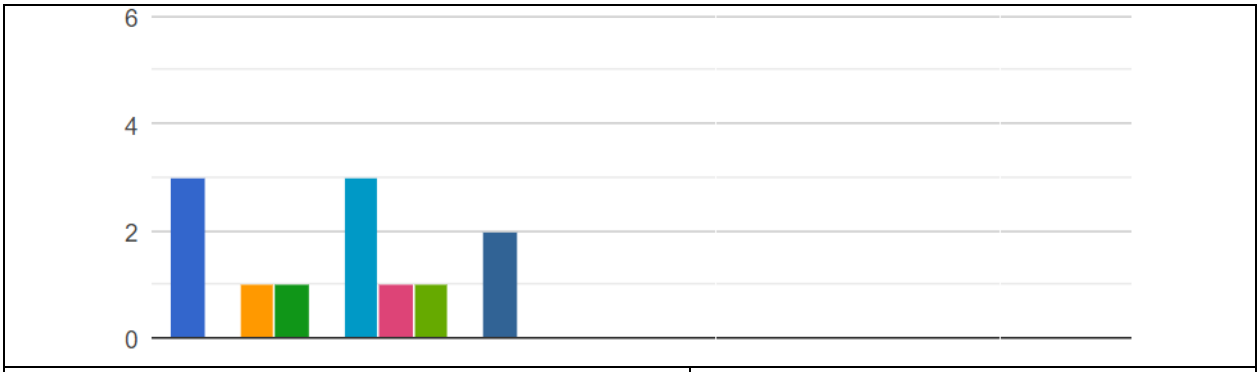

I am not confident in my ability to acquire new knowledge	Other

7. Preferred ways of learning

Regarding the most preferable ways of learning, the majority of the participants chose practical workshops with experts as the top priority ways of learning. The other most preferred items were the compilation of video materials, individual expert consultation as well as audio materials and educational course with certain numbers of lectures.

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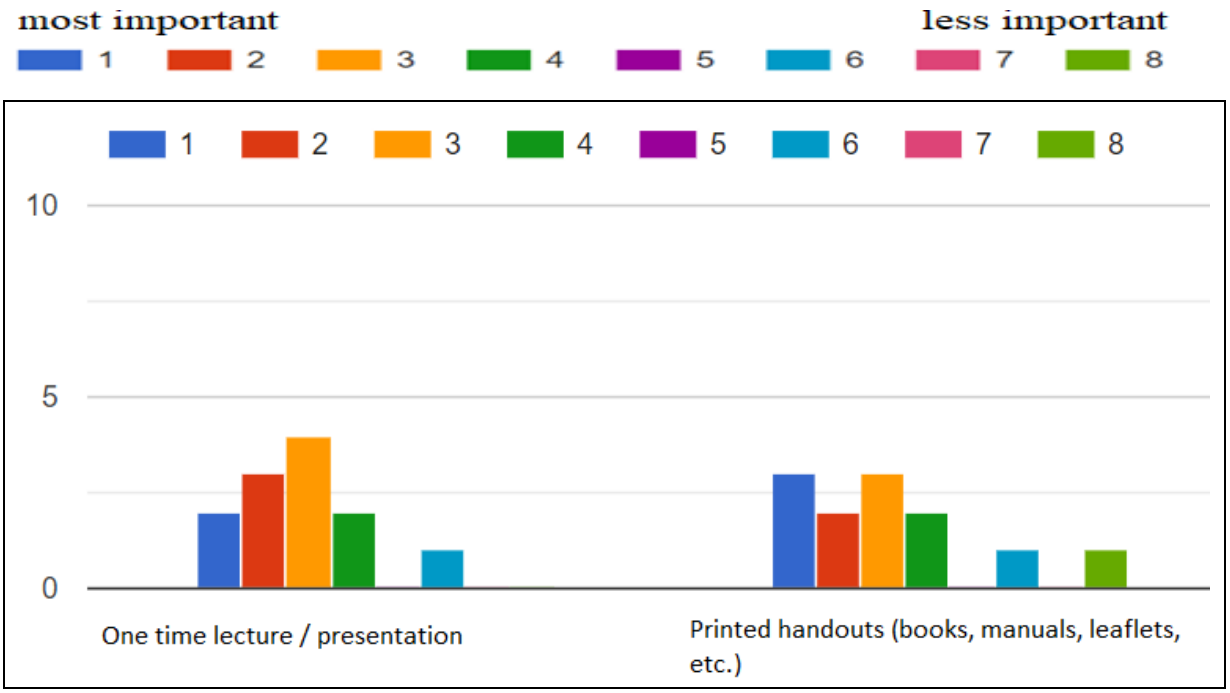

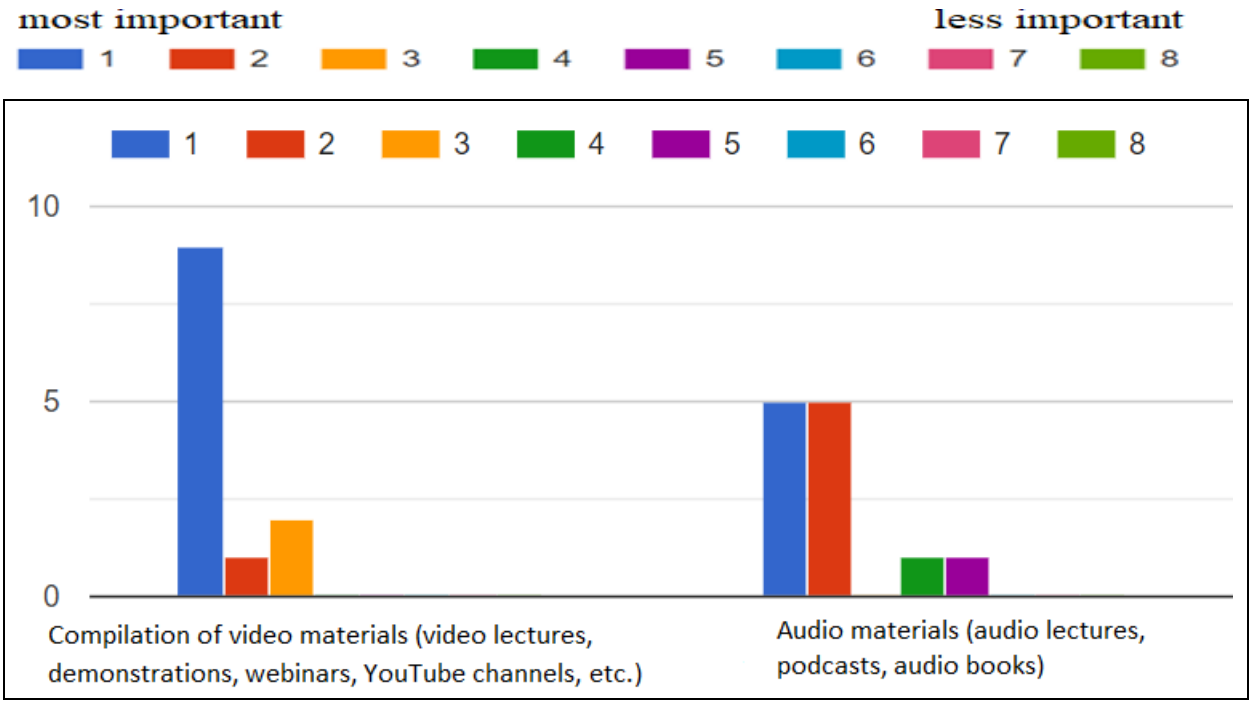

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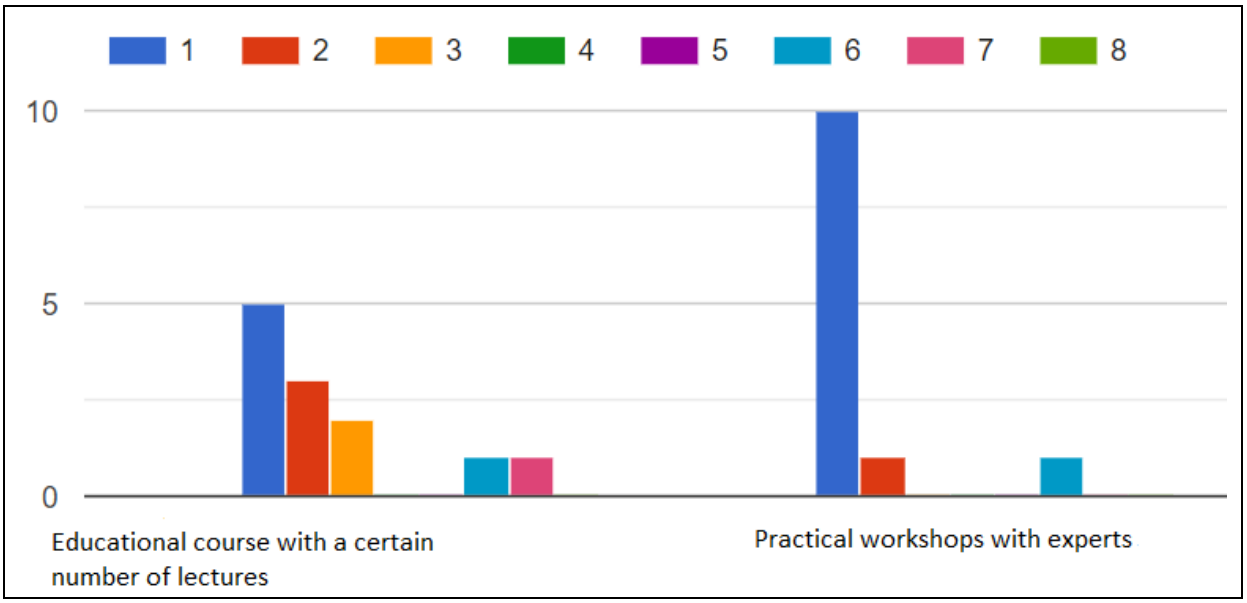

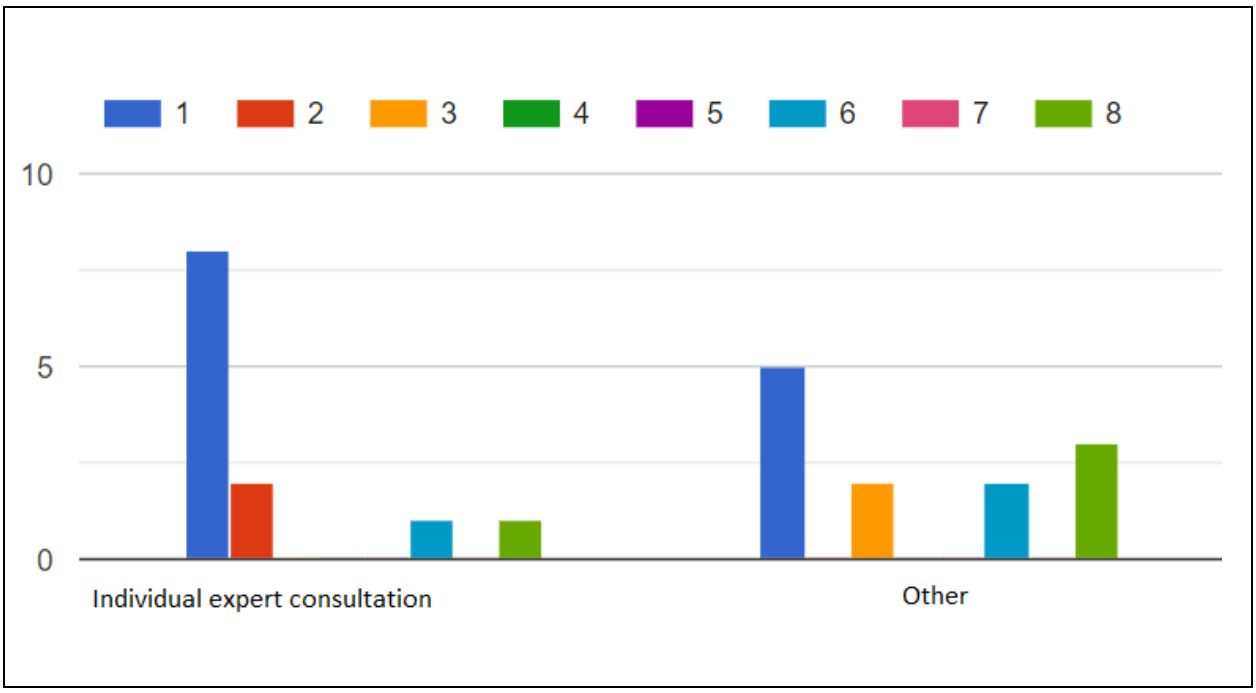

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8. Conclusion

The objective of the survey was to contribute to realize the Intellectual Output 1 to build an operative model for teaching-learning low qualified adults in an online environment.

Given the answers we collected through the survey, it is clear that the need for learning activities and every adult's desire to learn something new, but there are barriers that affect the speed and effectiveness of their development in the process of professional development. Insufficient information about the course content, insufficient foreign language knowledge and lack of money were the most important barriers to acquire new knowledge for the target audience of this survey.

Although all participants had access to internet from various sources and used it frequently, the most preferred ways of learning were practical workshops with experts and then compilation of video materials (video lectures, demonstrations, webinars, YouTube channels, etc.)

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