

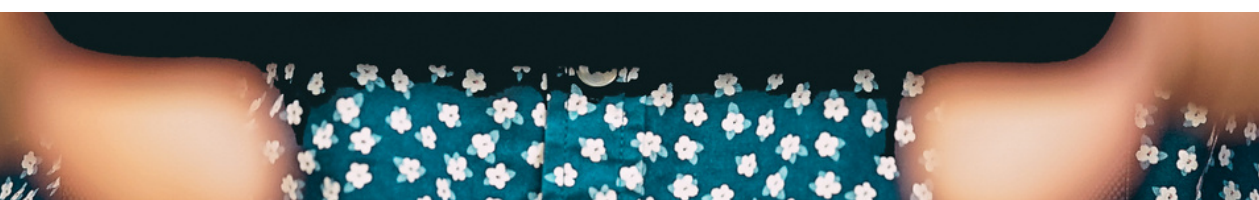


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2.1. Understanding the ageing process

MODULE 2 - What you should know about working with seniors





1. UNDERSTANDING THE AGEING PROCESS

- Objectives of this section:
 - Be able to understand the "ageing of Europe" demographic phenomenon.
 - Be able to explore the role of lifelong learning in ageing societies
 - Be aware of the changes of ageing
 - Be able to understand the positives of ageing
 - Be able to identify the main principles of andragogy
 - Be aware of the three major types of learning styles



1. a. AGE-RELATED CHANGES

- Most typical age-related changes:
 - Physical and sensorial changes.
 - Cognitive changes
 - Psychological changes.
 - Social changes.
- There are challenges to ageing, as there are positives:
 - Neuroplasticity goes on after 55
 - Crystallized intelligence and improved concept-linking
 - Vocabulary may improve
 - Skills and executive control continue improving.

1. a. AGE-RELATED CHANGES

- Better decision-making and completion of tasks.
- Better mental resilience, emotional regulation and stress management.
- More connection to spirituality, altruism, creativity.
- Happier and increased well-being.

1. b. TEACHING OLDER ADULTS



- Andragogy: set of principles, methods, and practices for teaching senior learners.
- Differentiate from pedagogy

Differences Between Children and Adults as Learners:

| CHILDREN | ADULTS |
|--|--|
| Rely on others to decide what is important to be learned. | Decide for themselves what is important to be learned. |
| Accept the information being presented at face value. | Need to validate the information based on their beliefs and experience. |
| Expect what they are learning to be useful in their long-term future. | Expect what they are learning to be immediately useful. |
| Have little or no experience upon which to draw – are relatively “clean slates.” | Have much experience upon which to draw – may have fixed viewpoints. |
| Little ability to serve as a knowledgeable resource to teacher or fellow classmates. | Significant ability to serve as a knowledgeable resource to trainer and fellow learners. |

From: [Teaching Adults: What Every Trainer Needs to Know About Adult Learning Styles](#)





1. b. TEACHING OLDER ADULTS

- Four principles applied to adult learning:
 - Involvement in planning and evaluation.
 - Experience provides basis for activities.
 - Most interest in subjects with immediate relevance in their job/personal life.
 - Problem-centred rather than content-oriented (Kearsley, 2010)

1. C. CONCLUSIONS AND TIPS

- Learners achieve more when motivated.
- Facilitators must focus on understanding how seniors learn when planning an educational experience.
- Three major types of learning styles:
 - Visual learners: remember best by seeing.
 - Auditory learner: learn best by hearing and listening.
 - Kinaesthetic learners: learn best through touching, feeling and experiencing.
- Some tips:
 - Make learning relevant
 - Assess seniors' interest and experience
 - Use seniors' life experience as a resource.