



Co-funded by
the European Union

International training for adult educators on the phenomenon of life well-being (Activity 3)

Methodology of teaching about life well-being among adults

Rijeka/Croatia, 22-24 października 2024 r.



The purpose of learning is to permanently change a person -

- what information he or she has,
- how he or she views the world,
- how he or she copes with tasks and what tools he or she can use, etc.

BUT...

BUT...



How to change people?



How to make them think and look at the world differently?



How to get them to make different decisions?



How to get them greater agility in life?



WHAT ADULT EDUCATORS NEED TO KNOW



THREE STAGES OF ADULT DEVELOPMENT

by developmental psychology

20-30/40 years (early adulthood) - highest level of ability to acquire knowledge and skills

30/40 - 50/60 years (middle adulthood) - stable level of knowledge acquisition, tendency to seek reflection in experience

Important! Individualisation of education.

55/66 years (late adulthood) - decrease in innate intelligence, possible increase in social intelligence

More at: www.e-mentor.edu.pl



Co-funded by
the European Union





BUT... the belief that intellectual abilities decline with age is false.

It has been confirmed that adults with higher than average IQ (so-called gifted individuals) can develop their mental abilities with excellent results into old age

BUT... they learn more effectively at their own pace than under time pressure

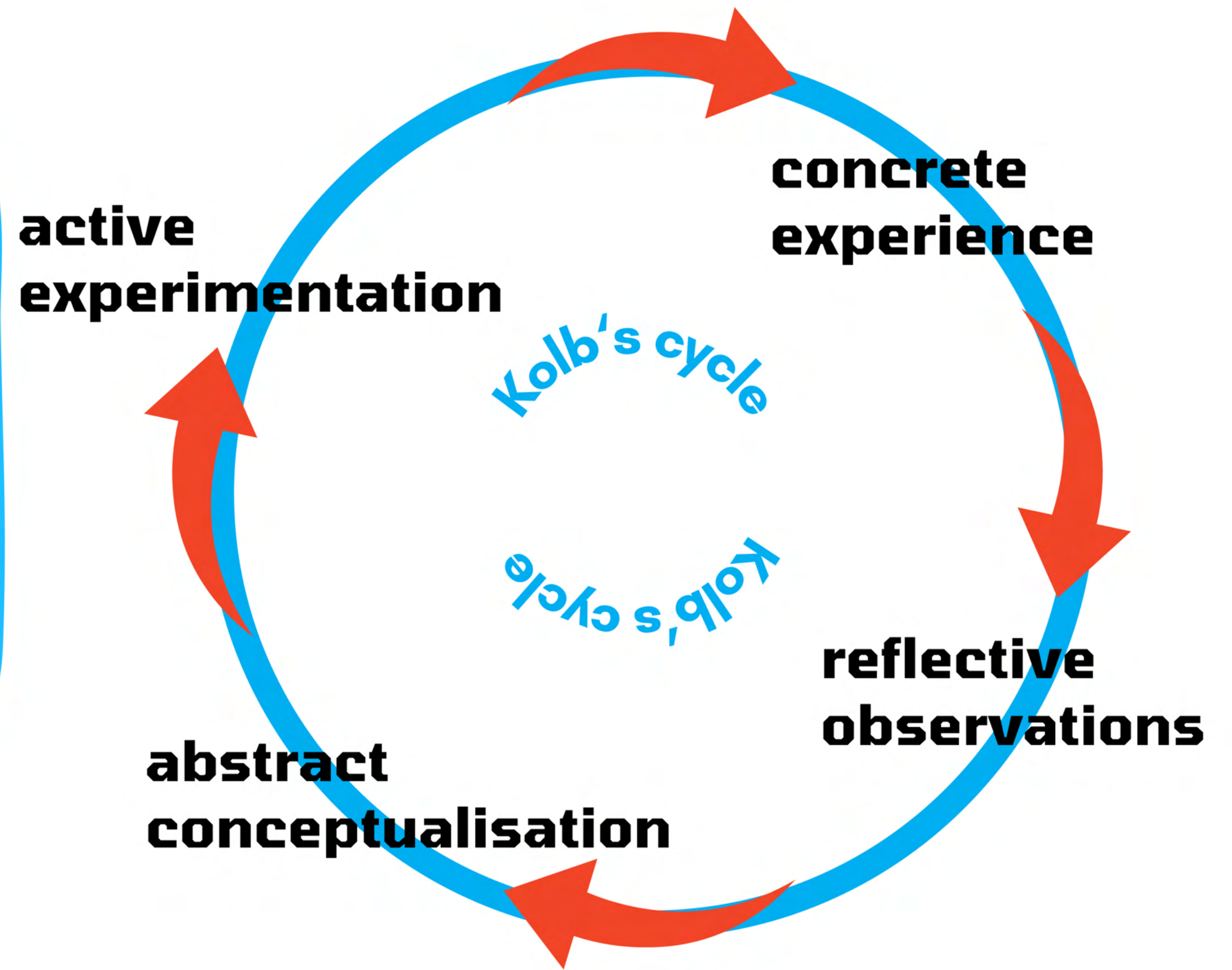


More at: www.e-mentor.edu.pl



Co-funded by
the European Union

EXPERIENTIAL LEARNING MODEL BY DAVID KOLB



EXPERIENCE

Something is happening,
I am participating in something,
I am observing something,
some data is coming to my senses.

REFLECTION

I pay attention to what has happened or is happening,
process the data coming into my mind,
compare it with what I have in my memory,
put it into words.

EXPERIMENTATIONS

Using my own conclusions, I try
to put them into practice.

CONCEPTUALISATION

I am putting together what I have noticed.



Life Wellness
For Busy People



Co-funded by
the European Union

That is by David Kolbe → FOUR BASIC LEARNING STYLES

- odczuwanie (feeling)
- obserwacja (watching)
- myślenie (thinking)
- działanie (doing)



Co-funded by
the European Union

Basic adult learning styles (4 styles)

among others: David A. Colb on experimental learning
<http://www.infed.org/biblio/b-explrn.htm>, [29.08.2005].

Converger (30% of the population)

- likes to ask questions like “how”?
(How does it work? How did it happen?)
- his strength is the practical use of ideas,
- can focus on deductive reasoning,
- definitely unemotional,
- has rather narrow interests.



Co-funded by
the European Union

Basic adult learning styles (4 styles)

Diverger (15-20% of the population)

- likes to ask questions like “why”?
- his strong point is his rich imagination,
- creates new ideas easily,
- can see things from different points of view,
- is interested in people,
- has broad cultural interests.

Basic adult learning styles (4 styles)

Assimilator (35-40% of the population)

- likes to ask questions like “what”? (What is the cause and what is the effect?)
- has the ability to create theoretical models
- is good at inductive reasoning
- is more interested in abstract ideas than people

Basic adult learning styles (4 styles)

Accommodator (15-20% of the population)

- likes to ask “if...” (If I change something, what will the consequences be?)
- his strongest point is concrete actions, undertakings
- has the ability to take risks
- excels in unexpected situations
- uses intuition, reacts intuitively



Co-funded by
the European Union

Honey and Mumford Learning Styles

by P. Honey i M. Mumford "The Manual of Learning Styles"

ACTIVIST (BASIC EXPERIMENT)

Prefers learning by doing over reading instructions;
Enjoys new experiences and activity;
Often chooses to work in a group;
Values exchanging ideas and revising ideas;
His strength lies in his open-mindedness and enthusiasm.
Reflector (analysis)

THEORIST (SYNTHESISING, HYPOTHESISING)

Prefers to adapt and integrate all observations into a theory or framework for action;
Easily finds connections between individual observations and insights;
Combines new knowledge with his own theories, asking how they fit together;
His strength is that he uses existing information step by step when trying to solve a new problem.

REFLECTOR (ANALYSIS)

Prefers to stay in the shadows and observe;
Seeks to gather as much information as possible before making a decision;
Rather than reacting violently, he prefers to get an overall picture of a situation that is the sum of his own past experiences and the insights of others;
His strength lies in the meticulous collection of data and its analysis in order to reach a conclusion.

PRAGMATIST (APPLICATIONS)

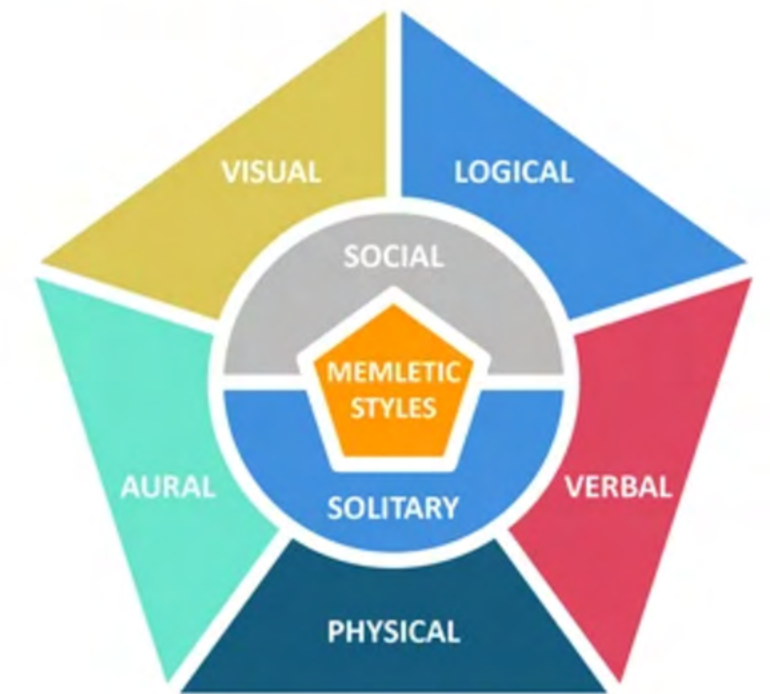
He is always looking for new ideas that he can put into practice;
The primary criterion for evaluating theories is their potential practical application;
The strength of this type of person is the ease with which he can use new ideas and incorporate them into his daily work.



Co-funded by
the European Union

Memletics Learning Styles (seven basic learning styles)

hybridgesolutions.com



Visual (spatial) - preference for images and spatial understanding;

Aural (auditory-musical) - preference for sound and music;

Verbal (linguistic) - preference for spoken and written word;

Physical (kinesthetic) preference for use of body, hands, touch;

Logical (mathematical) - preference for the use of logic and rational reasoning;

Social (interpersonal) - preference for learning in groups or with other people;

Solitary (intrapersonal) - preference for independent learning, self-directed learning.



Co-funded by
the European Union

Memletics® Learning Styles Inventory (version 1.2.)

© Advanogy.com 2003. All rights reserved. Except for allowances of “fair use,” and the “Free Use License” below, you may not copy, modify, store or transfer this publication, in part or full, without the prior written permission of the copyright owner.

Free use license:

Advanogy.com grants you a non-exclusive, revocable license to distribute this publication as long the following conditions are met:

- No part of the publication may be modified or deleted.
- The publication may not be sold or associated with another commercial product or service.
- The entire publication must be provided to anyone using the test.

Published by Advanogy.com.

For all copyright, publishing, permission, and licensing enquiries, please visit <http://www.memletics.com> or email admin@memletics.com

“Memletics®” is a trademark for worldwide use.

“Memletics Terms of Use” agreement. You must accept this agreement to read this book.

Your use of this publication is subject to the terms of use agreement available at the Memletics.com website. This is a legally binding agreement between readers and Advanogy.com and its agents. If you do not agree to any of the terms of use, do not read this publication. If you do not understand this agreement, seek professional legal advice.

Key terms of the agreement include:

This publication contains ideas, opinions, tips and techniques for improving learning performance. The author and publisher intend to provide helpful and useful material on the subjects addressed in this book. The author and publisher are not providing you with medical, health, or any other personal professional service. You should seek the advice of your medical practitioner, health professional or other relevant competent professional before trying or using information in this book.

You agree to not hold, nor attempt to hold the author, publisher or their agents liable for any loss, liability, claim, demand, damage, or expense (including legal fees) whatsoever in connection with the purchase, use, misuse or inability to use this material. You also indemnify the author and publisher from the actions of others affected by your activities. This includes the cases where the author or publisher has omitted information or included wrong information.

In jurisdictions that exclude such limitations of liability, liability is limited to the greatest extent





THE IDEA OF LIFELONG LEARNING

What is it

How to introduce
the concept
into adult education



More at:

[*Lifelong learning, czyli rozwój przez całe życie - Wszechnica UJ*](#)



Life Wellness
For Busy People



Co-funded by
the European Union

WHY DOES LIFELONG LEARNING MATTER?

The premise of **lifelong learning** is to enable all people to broaden their competences and qualifications. Especially those who are at risk of exclusion.

In order to meet the challenges of today, **it is necessary to constantly develop and improve one's competences.**

More at: [Lifelong learning, czyli rozwój przez całe życie - Wszechnica UJ](#)



Co-funded by
the European Union

What you need to know on lifelong learning

Last update: 6 September 2024

Summary

- Why does lifelong learning matter?
- What does lifelong learning mean?
- What is the current situation of lifelong learning?
- How does UNESCO promote lifelong learning?

Why does lifelong learning matter?

In a rapidly changing world, where technology, globalization, climate change, growing polarization of societies, and demographic and social dynamics are reshaping every aspect of our lives, education is undergoing a transformational journey. Education is no longer confined to traditional school-based education for children but has expanded to encompass lifelong and life-wide learning.

People can no longer navigate their life course using only the skills and knowledge acquired at school, college or university. They need to learn



REASONS

In a rapidly changing world, where technology, globalization, climate change, growing polarization of societies, and demographic and social dynamics are reshaping every aspect of our lives, education is undergoing a transformational journey.

Education is no longer confined to traditional school-based education for children but has expanded to encompass lifelong and life-wide learning.

People can no longer navigate their life course using only the skills and knowledge acquired at school, college or university.

They need to learn throughout life. Lifelong learning is an effective and transformational means of tackling current global challenges.

More at: <https://www.unesco.org/en/lifelong-learning/need-know>



Co-funded by
the European Union



BENEFITS

- **improves employability** through reskilling and upskilling of workers in a changing world of work;
- **enables individuals** to master the digital revolution;
- **empowers learners** of all ages to take climate action;
- **supports health and well-being** across communities;
- **helps countries** respond to aging societies, with the global population of people aged 65 or older expected to outnumber youth by 2050;
- **promotes tolerance and democratic values** in the face of deep social and economic changes.

More at: <https://www.unesco.org/en/lifelong-learning/need-know>



Co-funded by
the European Union



LIFELONG LEARNING:

- helps to develop of natural abilities
- opens the mind
- creates curious
- increases wisdom
- makes the world a better place
- helps adept to change
- helps finde meaning in our life
- helps find new friends and develope valueable relationship
- improves memory
- other (what do you think?)

SELF-DIRECTED LEARNING, OR MANAGED LEARNING

What questions are worth answering?

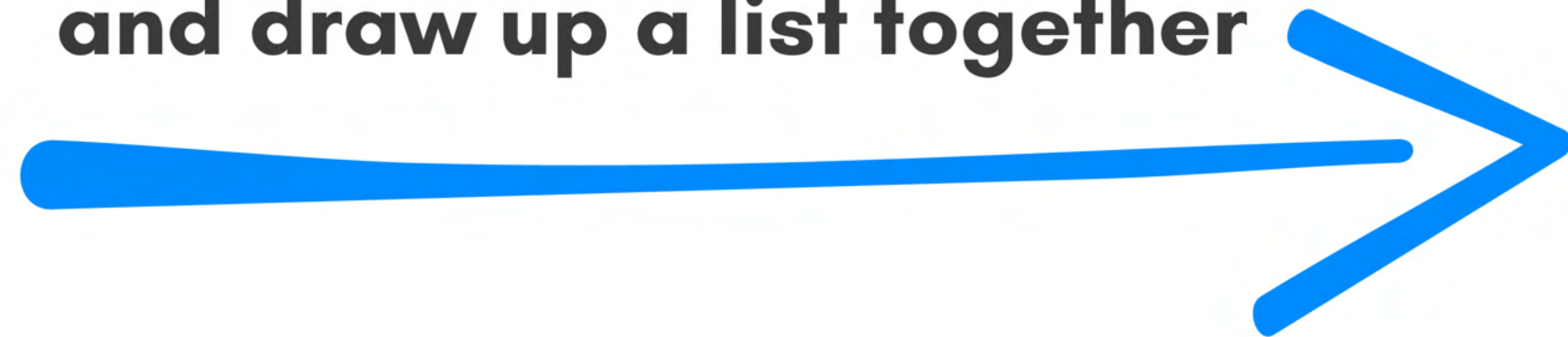
- What do I find interesting? What do I like to do? What would I like to try?
- How do these activities fit into my life? Which ones are possible at this stage?
- Where do I start? What will give me the most joy or benefit?
- What will this process look like? Will I learn on my own or with someone? How often? How long? What specifically will I be doing?
- When will I complete a particular stage? How will I evaluate the results? How satisfying will the outcome be for me?
- What will I engage in in the long term? What do I need to get started?



I INVITE YOU TO DISCUSSION IN PAIRS OR GROUPS OF 3 ON THE TOPIC:

- ✓ How to teach other adults about life well-being?
- ✓ What tools to use?
- ✓ How to motivate?
- ✓ Where to start?

and draw up a list together





Our list of helpful tips for working with adults i n the areas of personal well-being

- _____
- _____
- _____
- _____

Thank you!



Agnieszka Piestrzeniewicz

a.piestrzeniewicz@msk.lodz.pl

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Life Wellness
For Busy People



Co-funded by
the European Union