



Andragoški center Republike Slovenije
Slovenian Institute for Adult Education

7th Adult Education Colloquium:
**CURRENT ISSUES IN ADULT LEARNING AND
MOTIVATION**

Ljubljana, October 17-18, 2003

ABSTRACTS

Edited by:

Marko Radovan

**7th Adult Education Colloquium:
CURRENT ISSUES IN ADULT LEARNING AND MOTIVATION**

Published by:

Slovenian Institute for Adult Education - SIAE
Represented by: Vida A. Mohorčič Špolar, directress

Edited by:

Marko Radovan

Language editing by:

Alan McConnel Duff

Printed:

150 copies

Ljubljana, October 2003

This publication contains abstracts of the presentations at the 7th Adult Education Colloquium: Current Issues in Adult Learning and Motivation, 17 to 18 October, 2003, Ljubljana (Slovenia). The conference was financially supported by the Ministry of Education, Science and Sport of the Republic of Slovenia.

CIP - Kataložni zapis o publikaciji
Narodna in univerzitetna knjižnica, Ljubljana

374.7(082)

ADULT Education Colloquium (2003)

Current issues in adult learning and motivation : abstracts /
7th Adult Education Colloquium, Ljubljana, October 17-18, 2003 ;
edited by Marko Radovan. - Ljubljana : Andragoški center
Republike Slovenije = Slovenian Institute for Adult Education,
2003

ISBN 961-6130-56-0

1. Gl. stv. nasl. 2. Radovan, Marko
126500096

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Friday, October 17, 2003

Jyri Manninen

ADULT PARTICIPATION IN DREAM SOCIETY - IMAGES OF EDUCATION AS MOTIVATIONAL BARRIERS

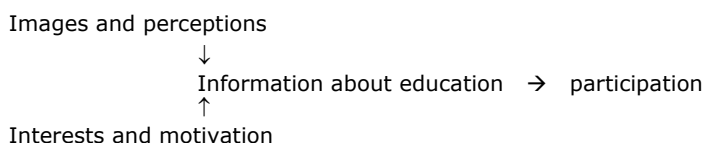
Participation in adult education has been an actively researched area during the past 30 years. Adult participation has been researched mainly from three perspectives. The **psychological** approach seeks explanations from individual attributes such as motives, traits, genome, personality, early childhood school experiences etc. (e.g. Garrison 1987). The **sociological** explanation model is based on characteristics of the society, policy, work organisations, qualifications etc. (eg. Rinne et al. 1992). A more **interactive** model suggests that participation is a socio-psychological process of interaction between the individual and the external environment (eg. Rubenson 1979).

More research is needed from a different perspective, in order to understand the post-modern nature of participation and non-participation. In this paper the theoretical perspective is based on the assumption that in post-modern society decisions of participation are based more or less on the **image of education** the individual has created in his/her mind. This approach has been adopted from marketing and imago management literature (Karvonen 2000). Image can be defined as a personal conception of reality. Images have become more important, because in the post-modern society people are looking for **experiences**, and decisions are more often made based on 'soft' values and feelings. The concept of "Dream Society" (Jensen 1999) is based on the assumption that, for example, consumer behaviour is nowadays based more on emotional issues and feelings than on quality, facts and reliability. As proposed by Jensen (1999), in "Dream Society" images, stories and shared experiences become more and more important as sources of reality construction. For example, in a recent analysis friends and work-mates were found to be the most important source of primary information about learning opportunities.

This paper will analyse what kind of **images** learning and training represent in the social reality of people with different educational backgrounds. Phenomenography will be used as the methodological framework for this study. The empirical qualitative data is based on interviews (n = 24) and on analysis of open questionnaires (n = 134). The results show what kind of images adults with different educational background have about the central keywords such as **Learning, Lifelong Learning, Training**, etc.

Images of learning and training act as mediators of motivation and participation. They are likely to influence the way individual adults perceive the available learning and training opportunities. Even more important is the influence these factors are likely to have on individuals' readiness to receive any information concerning adult learning opportunities. Those who have positive conceptions and attitudes towards adult education and who attach positive images to adult learning are more likely to spot marketing campaigns, and read leaflets.

The theoretical concepts and their relation to participation can be summarised as shown in the next model:



Dr. Jyri Manninen
University of Helsinki
Palmenia Centre for Research and Continuing Education, Finland
e-mail: jyri.manninen@helsinki.fi

Marko Radovan

CURRENT TRENDS IN MOTIVATIONAL RESEARCH: REVIEW OF THE PAST DECADES

The purpose of the presentation is to explore the development of motivational psychology from the mid 1970s until the end of the 1990s. I chose this period because some research findings at that time happened to change the focus of the future motivational research in many ways. The seminal work on this area was Weiner's, who argued that those with high or low need for achievement (he was referring to McClelland's achievement motivation) were likely to think differently about their success and failure. Slowly the central points of study of motivation became thoughts and meanings rather than the person's needs or drives. In the presentation an overview of several different approaches to the concept of motivation will be provided and a number of issues will be presented that indicate the trends in motivational research in the 1990s. They include the shifts: (1) from passive to active definition of an individual; (2) from conceptions of cognitive, motivational or social aspects of learning in isolation from one another to a multidimensional understanding of learning; (3) from mostly cognitive theories to theories that include emotions as an integral part of motivational and learning processes (4) from a study of de-contextualized individuals, processes etc. to a study within real-life social and cultural contexts; (5) from predominantly self-report survey methods toward the inclusion of qualitative methods. In the presentation the significance of those developments for the future research will also be stressed.

Marko Radovan, M.ed.
Slovenian Institute for Adult Education, Slovenia
e-mail: marko.radovan@acs.si

Philippe Carré

SOCIAL COGNITIVE THEORY OF MOTIVATION AND ADULT EDUCATION PARTICIPATION

This paper will focus on motives for engagement in adult education and motivational processes as relevant to adult learning. It will use material obtained through a 2-year, qualitative and quantitative research project entitled "*From motivation to performance in adult training*". This research effort was undertaken in collaboration with three French companies and three major training organisations. Altogether 61 adults of all walks of life participated in the qualitative survey, and a further 1548 adults filled in the 70 item questionnaire that followed. The paper will focus on three phases of the research project:

1. Qualitative results: motivational orientations and motives
2. Quantitative results: roles of gender, age, SPC, organisation, etc.
3. Implications for trainers.

A book has been published on this research: Carré, P. (Ed.) *De la motivation à la formation (From motivation to training)*, Paris: L'Harmattan, 2001. The conference will allow for more general exchange on current theories of motivation and their relevance to adult education and training.

Dr. Philippe Carré
Université Paris X, France
e-mail: pccarre@wanadoo.fr

Sabina Jelenc Krašovec

TEACHER OF ADULTS – FACILITATOR AND MOTIVATOR OF ADULT'S LEARNING AND CHANGES

In my paper I am emphasising the role of a teacher in the process of learning and education of adults. The role of teacher in the learning process depends strongly on his/her philosophy, defining the role of various learning subjects and means (teacher, participants, learning sources) and organization of the process (use of learning methods, accepting adults as competent and independent learners, etc.), which results in different roles of teacher as a motivator. Teacher of adults can act in different ways such as stimulating critical thinking or obstructing it, liberating the participants or making them conform to the teacher, facilitating autonomy of thinking in the process of learning of adults, or breaking it.

Basic topics of my paper:

- changing the role of the teacher and consecutively his activity as the result of the influence of a new trends in the process of teaching;
- the role of teacher in processes of learning, education and teaching from the position of enabling adult participants to become lifelong learners;
- teaching style and the style of leading groups as an important factor of facilitating independence and decision making in the process of the adult's learning (influence on learners behaving in the learning situation);
- impact of educational goals on defining the role of teacher;
- teacher of adults as a facilitator of further participation of adults in education in learning.

Dr. Sabina Jelenc Krašovec

Faculty of Arts, Department of Education and Adult Education, University of Ljubljana, Slovenia

e-mail: sabina.jelenc@guest.arnes.si

Milka Atanasova

COUNTERACTING STUDENT PASSIVITY IN A TEACHER TRAINING COURSE "ANDRAGOGY"

The motivation of students is becoming an increasingly difficult task for teacher- trainers. The passive participation in the training process, i.e. listening to lectures and reproducing material learned during the examinations, does not allow them to realize their cognitive, social and personal deficits. This is why purposeful efforts are needed to extend their self-knowledge and change their adjustment. To that end, the following methods for indirect influence on students in the subject "Andragogy" can be used:

1. Implementation of practical activities;
2. Oral presentation and summarizing the data and information by each student;
3. Creation of Mind Map;
4. Introduction of working groups.
5. "Expert assessment".

Goals:

- to build up a positive adjustment and development of cognitive, social and meta-cognitive skills;
- to collect data about the learners' needs in order to change the program and instruction design;
- to create the basic preconditions for interactive training and active learning;
- to stimulate the upgrading of students' skills for problem solving, team working, development of projects and assessment of the achieved results;
- to facilitate the establishment of a positive ethos and further development of the relations between the students.

The results are as follows:

A/ for the students:

- learn more about their positive and negative attitudes by using practical tasks, diagrams and tests;
- develop skills for design of own work and management of the learning process and time;
- upgrade their skills to deliver oral presentations and to defend their opinions;
- extend their interactions with people who have richer worldly wisdom;
- acquire important techniques for learning and assessment of their personal achievements;
- change their learning adjustment: knowledge is not a goal in itself, but an instrument for goal achievement.

B/ for the teacher:

- upgrading personal skills and updating the program design;
- carrying out qualitative analyses on the students' reports which are published and accessible for the colleagues interested;

Dr. Milka Atanasova
Sofia University "St. Kliment Ohridsky", Bulgaria
e-mail: atanasovam@fnpp.uni-sofia.bg

Barica Marentič Požarnik

THE MODEL CONNECTING LEARNING ORIENTATION, MOTIVATION AND LEARNING STYLES AND THE ROLE OF THE LEARNING ENVIRONMENT

The model of learning approaches/styles (Ramsden; Entwistle; later also Vermunt et al.) is potentially important for understanding and improving education in young people and adults. It explains the connections between learning orientation (for example orientation toward meaning, reproduction, achievement and vocation), motivation (extrinsic – intrinsic, positive- negative, achievement motivation) and learning approach or style (surface, deep, strategic; holistic – atomistic). To achieve high quality results, it is important to encourage a deep approach/style in learning.

The basic question is to what extent learning style is influenced by personal characteristics and/or by situational or context variables. Most probably we can speak of an interaction, learner's perception of the learning environment representing the link between the two. So the important task of the teacher remains to design a learning environment that encourages and sustains a deep approach and meaningful orientation to learning. We still do not know enough about the influence that the (not always optimal) learning environment during formal schooling has on learning styles in adults.

Dr. Barica Marentič Požarnik
Faculty of Arts, Department of Education and Adult Education, University of Ljubljana, Slovenia
e-mail: barica.pozarnik@uni-lj.si

Monne Wihlborg & Lennart Svensson

TEACHERS' UNDERSTANDING OF TEACHING AND LEARNING. INTERNATIONALISATION IN SWEDISH NURSE EDUCATION.

This study presents a phenomenographic didactic approach used to reveal the understanding that 18 university teachers, within higher education, in the Swedish nursing program had of internationalisation. Deep dialogue interactive interviews were conducted in autumn, 2002. The results revealed that: there was no developed collective idea shared among the teachers about the phenomenon of internationalisation within the educational context; there was no developed didactic theoretic awareness of how to teach and learn about the phenomenon; teachers took for granted that internationalisation rested on an humanistic and democratic ideology; the educational content which teachers connected to internationalisation were above everything else based on their own personal experiences. In the guidelines for higher education in Sweden it is said that education shall be based on scientific knowledge (in a broad sense) and approved of experience. The meaning of approved of is that the experience is collectively shared as representing valid common sense knowledge. In nurse education, as pictured through the results, there is no clear scientific knowledge and no approved of experience forming the basis for internationalisation. This is most certainly not specific to nurse education, but probably quite common to the whole field of higher education. It actualises the question of how the basis for internationalisation could be improved for it to build on both scientific knowledge and approved of experience and this is the theme for the last comments in relation to the results presented in this paper.

Monne Wihlborg, M.Sc. & Dr. Lennart Svensson
Department of Education, Lund University, Sweden
e-mail: monne.wihlborg@pedagog.lu.se

Tanja Vilič Klenovšek

GUIDANCE ACTIVITY IN ADULT EDUCATION AND MOTIVATION OF ADULTS FOR LEARNING

With guidance in adult education we wish to contribute to the quality of all the processes, being part of education and learning of adults and in a broader sense of the learning society. The role of adviser is to support the participant's learning. In the guidance process the adviser offers guiding to the adult in the decision making for learning choice and selection of form or area of education, in assuming suitable solutions for possible issues, related to his/her learning or education. He/she offers guidance for individually designed planning of learning and for looking for ones own solutions. He/she also tries to increase the participants' confidence in their competence to develop further their learning abilities. All these activities of the adviser engender an important contribution to every phase of guidance (before, during and after the completed learning) – a contribution to establishing an initial motivation for learning, to increasing the motivation for learning and to maintaining it at the level, ensuring the individuals a successful conclusion of their learning, and simultaneously stimulating them to plan new learning and therefore develop and realise their own concept of lifelong learning (and/or to the realisation of the concept of the 'learning individual').

Tanja Vilič Klenovšek, M.ed.
Slovenian Institute for Adult Education, Slovenia
e-mail: tanja.vilic.klenovsek@acs.si

Kristine Smalcel Pederson

EXPLORING STANDARDS OF DISTANCE EDUCATION ACADEMIC ADVISING AND ITS ROLE IN ADULT EDUCATION MOTIVATION AND LEARNING

"A primary goal of distance education is to provide an environment in which learning occurs at the time, location, and pace of the individual learner." (NACADA, 1999) Flexible distance education, in any delivery format, can be a wonderful, self-directed educational option for adults. It can also be an isolating and disappointing experience. Quality academic advising is one of the most important continuous threads in the successful learning journeys of adults, and this is particularly critical in distance education programs for adults.

Technology and curriculum design are two of the most prominent distance education topics in the field of distance education practice and research. These are engaging and important topics, but their predominance often overshadow other important and overarching themes. I propose to highlight in this paper quality standards for distance education academic advising as set by various international educational organizations in relation to promoting adult motivation and learning. I will address how these distance education standards relate to the relationships between adult learners and advisors and advising tools, including how advising is an important part of the teaching and learning aspect of education. In summary, advising of students should be seen as critical motivating and learning components of the adult educational experience in addition to the supporting role with which academic advising is normally identified.

Kristine Smalcel Pederson
Coordinator, Student and Customer Services
British Columbia Open University, Canada
e-mail: kristines@bcou.ca

Monika Rehl, Hans Gruber & Marion Bagusat

IS "SELF-DIRECTED LEARNING" A POWERFUL CONCEPT FOR ENHANCING PROFESSIONAL LEARNING?

Self-directed learning is deemed to be a "megatrend" in educational fields of research and practice. The term "megatrend" indicates that this concept refers to all educational systems including primary, adult and professional learning. Self-directed learning concerns the regulation of the complete learning process: (1) the self-employed objective target, (2) the self-planning of time, location, speed, and strategies, and (3) the self-directed evaluation of the learning process. Probably due to these all-embracing attributes problems arise of a precise scientific definition of the term „self-directed learning“. In particular, numerous practical applications of this theoretical construct can be found in the field of professional learning. Advocacies and critics bring forward arguments and problems of "self-directed learning": Positive connotations emerge from humanistic and constructivist groundings: Self-directed learning should assure increasing intrinsic motivation for learning at the workplace. Furthermore self-regulated learning should guarantee long-term transfer success by (self-)reflecting and evaluating goals and strategies of learning processes. Thus, increasing self-determination as individual improvement for workers can also result in economisations in costs for professional education. In contrast, critics of the concept claim that (old) humanistic ideals are (now) abused by establishments of professional education to give out responsibility for learning success to individual workers. In the critics' view, the main goals of fostering self-directed learning are financial affairs and reduction of the number of trainers required. Both advocacies and critics take up a partial position. In our study, we present an integrated perspective. Since the Pro and Contra of self-directed learning can only theoretically be separated, the implementation of learning environments necessarily has to find a balance. This is demonstrated with the example of the computer-based learning platform „ALF“, which is applied in further education of the assurance company „Allianz“ (Germany). Despite all critics, one benefit can be identified. Computer-based realisations of self-directed learning help to decrease the number of superfluous and obsolete professional learning contents and provide a more demand-oriented offer of courses. Both individuals and organisations profit from such a characteristic.

Dr. Monika Rehl & Dr. Hans Gruber
University of Regensburg, Institute for Education, Germany
e-mail: monika.rehl@paedagogik.uni-regensburg.de
Marion Bagusat
Allianz AG München, Germany
e-mail:

Darja Zorko Mencin

EFFECTIVE LANGUAGE EDUCATION

Language learning was our priority in the training activity in our bank after the merger with French bank Société Générale Group. English is the official language; therefore it is necessary that employees have very good language knowledge. In our research we analyzed qualities aspects which are very important for effective training. In recent years there have been an increased number of language schools in Slovenia. The common objective mission of various language schools is to reach a good knowledge of foreign languages with an easy atmosphere. In the performer's analysis we explain the main similarities and differences among the languages schools in Slovenia training market products. Quality aspects are researched regarding the methods of learning, materials, participants, teachers and prices. Some of advantages of competition have been described, as well. We describe our practical experience according to managing learning processes in the SKB bank. In the comparison of different schools according to different kinds of courses we try to research the main components which are important for the participants. We investigate the level of participants' satisfaction in the bank regarding different elements of training. In conclusion, we propose some recommendations that we have to take into consideration for the effective language training process. Every learner can learn foreign language differently on the basis of his/her learning style, motivation and time. Nowadays, it is very important that participants transfer their theoretical knowledge to the daily life.

Darja Zorko Mencin, M.A.
HRD Sector, SKB Bank, Slovenia
e-mail: darja.zorko-mencin@skb.si

Mateja Geder

INTERNET BASED COMMUNICATION AND COLLABORATIVE LEARNING

The latest information communication technology (ICT) developments and the implementation of ICT in education have changed the concepts of teaching and learning.

The article covers some important social, pedagogical, organisational, technical, and economical aspects of the potentials and limitations of asynchronous communication for collaborative learning. Internet based communication enables creation of a non-authoritative social environment, where learners freely and equally share their knowledge and ideas. As a result of group interaction they acquire new knowledge, skills and attitudes. Permanent interaction between a teacher and learners, who are regarded as equal partners in the process of learning, text-based, asynchronous communication, and creation of a permanent data base of contributions enable collaborative learning and consequently construction of new knowledge.

The key note of the article is not a comparison between collaborative learning within a traditional and virtual context, but using the potentials of asynchronous communications to create a group process that is actually better than face-to-face group communications. The first and most important principle for designing virtual learning environments (VLE) are the characteristics of a target audience including its computer and Internet infrastructure. Ignoring the principles for VLE design can cause a negative learning experience with learners. The key roles in a VLE are played by teachers, who instead of transferring information and knowledge actually facilitate learning. Since collaborative learning in the context of internet based communication in a VLE demands and also develops some new characteristics and skills of a learner, such as: constant activity, self-discipline, self-initiative, time management, team work, result orientedness, etc. it is comparable with the daily practice of an adult learner at work.

Mateja Geder
DOBA, European Business Education Centre, Slovenia
e-mail: mateja.geder@doba.si

Nadja Dobnik

E-LEARNING AND HIGHER EDUCATION: CREATING E-LEARNING OPPORTUNITIES AT THE LEVEL OF HIGHER EDUCATION AS BASIS FOR LIFELONG E-LEARNING AND PROFESSIONAL SUCCESSFULNESS

Professional successfulness and excellence are nowadays inseparably connected with computer and information literacy. However, we are not always sufficiently aware of the fact that students' degree of computer literacy depends considerably on how ICT is integrated into their studies. Generally students' familiarity with ICT and ability to use it depends above all on their social status and opportunities they have at home and in their environment. In which way students meet ICT during their studies and how ICT is integrated in the study process influences considerably students' ability to use ICT in further professional situations and as a tool for further learning and acquisition of new knowledge.

Since 1995 the Faculty of Economics, University of Ljubljana (FELU) has made a considerable investment in building the web infrastructure, since we are aware that our students' future career depends not only on a good understanding of economics and business, but also on their capacity of coping with new communication technologies. FELU's web pages are designed as a learning and communication environment enabling access to all relevant information and serving as a platform for flexible and distance learning.

Nadja Dobnik, M.A.
The Teacher Development Centre at the Faculty of Economics, University of Ljubljana, Slovenia
e-mail: nadja.dobnik@ef.uni-lj.si

Barry Sponder

TECHNOLOGY AND ADULT LEARNING: NEW TOOLS FOR NEW EXPERIENCES

In several ways, the field of adult learning is at a crossroads. In many countries the percentage of adult learners either equals or outnumbers all students in public schools while in other regions, the large majority of the population is under 25 with only a cursory collective memory of the recent past. For the most part, children of the digital age are as technologically different from their elders as INTERNET communications are from conventional mail systems. Fortunately, the evolution of educational media with its impact on consumer technology-AND THE REVERSE-has made it possible for powerful instructional tools to be employed that offer new possibilities for adult learning that were unthinkable less than a decade ago. However, educational institutions, instructional designers and adult learners are struggling to utilize these technologies to make a significant impact upon adult learning outcomes.

What are these new tools?

Along with the obvious technologies such as computers, CD-ROMs and the INTERNET, an entire range of new media systems have appeared-both hardware and software-almost unnoticed by educators. Technologies such as digital cameras, hand-held computers, DVD players, digital camcorders, cellular communications, MP3 gadgets, printing machines and other devices have permeated the consumer-market at a dizzying pace. In fact, their use in several areas such as public health, basic research, business, sports, art and entertainment have revolutionized those endeavours and many of these technologies offer the same opportunities for adult education. To go along with this hardware is an equally impressive array of software that has taken the development and use of modern multimedia manipulatives out of the realm of computer scientists and into the hands of the public. In fact, the consumerization of digital technologies is part of an emerging educational paradigm that is obvious in almost every area except education!

This presentation will focus on ways that decision-makers, instructional designers and teachers can use media and multimedia technology more effectively in the creation and delivery of adult education. In addition, several important motivational strategies that are vital to technologically-assisted instruction will be offered.

Dr. Barry Sponder
Central Connecticut State University, USA / Faculty of Education, University of Ljubljana, Slovenia
e-mail: sponderb@mail.ccsu.edu

Guy Arquembourg

DEVELOPING AND USING MULTIMEDIA HYPERDOCUMENTS - NEW TASKS FOR THE LEARNERS, NEW ROLES FOR THE TEACHERS

The interest in technology in language teaching and learning is no new phenomenon but one cannot but note that the evolution of information and communication technologies has undeniably had a repercussion on research in the last few years. As far as Computer Assisted language Teaching and Learning are concerned, it is necessary to consider the role which can be played by authoring tools apart from enabling editors to design more or less elaborate learning environments. A new issue is to consider in which way these tools can be used by teachers to create their own pedagogical material but also by learners themselves to construct their knowledge of the language they are learning within a collaborative learning context.

In the various experiments led by teachers, and studies carried out with groups of young learners or university students using a user-friendly authoring tool in order to create multimedia hyperdocuments, special emphasis has been put on the heuristic approach based on directing the learner's attention and making him/her reflect on the language, as a mean to raise language awareness. Particular attention has been given to the impact of pictures on language awareness and to the specific role which could be assigned to a hypertext generator for the learning of procedures in relation to the other materials available, whether didactic or authentic. The hyperdocuments presented, whether they have been designed by the teacher or by the learners, take part in a pedagogical process based on the solution of problems and the construction of knowledge.

Such a learning process however raises the issues of the learners' autonomy and of the teacher's adaptability and these issues lead to a re-definition of the tasks of the learner and of the roles of the teacher.

Dr. Guy Arquembourg
SU FCEP Université Charles de Gaulle Lille 3, France
e-mail: arquembourg@univ-lille3.fr

Sergij Gabršček, Jelka Piškurić, Metka Uršič & Pavle Golob

COMPUTER LITERACY PROGRAMME FOR OLDER ADULTS

Determination of programmes, selection of content, methods and forms of training, characteristics and particularities of adult education, have to be taken into account when planning adult education. In the ROP project, Computer literacy for adults, the concept and programme for computer literacy for older adults are being developed. During the concept preparation, needs and activities generated by the use of information technology in everyday life were taken into account. Besides using the computer for communication with different institutions and organisations, not just with the state, there is a number of procedures and activities that have some elements of electronic communication, the use of which often causes problems for individuals.

The programme was developed following different steps: analysis of conditions and potential participants, analysis of needs for education and training, development of educational programme's goals, definition of content and curriculum, and planning of programme implementation. During the development phase, up-to-date literature and the results of new developments in the field of education and training of adults were taken into account, as well as particularities for the education of older adults, in particular the results of neurological research into the learning of adults and older adults. Programme will take into account the needs, characteristics and educational particularities of individual learners.

An important part of the project is also public relations. Analysis of different forms of access gives us ways and means to inform and attract groups from different social levels, and to motivate them for training in this particular field. Information activities will be carried out with a broadly planned action.

The paper will present our approach in preparation and conceptualisation of the curriculum, content of the programme and challenges being met during the implementation of the programme.

Dr. Sergij Gabršček, Jelka Piškurić & Metka Uršič
CPZ-International Centre for Knowledge Promotion, Slovenia
e-mail: sergij.gabrscek@quest.arnes.si; gabrscek@uclink.berkeley.edu
e-mail: jelka.piskuric@quest.arnes.si

Dr. Pavle Golob
Jozef Stefan Institute; Centre for Information Science and Extracurricular Education, Slovenia
e-mail: pavle.golob@ijs.si

Lea Bregar & Margerita Zagamajster

PORTALS AS MEANS FOR INNOVATING EDUCATION

Rapid development of ICT in the few last years has opened up new possibilities for enhancement of efficiency and effectiveness in learning and teaching. The use of up-to-date ICT, especially the Internet, has influenced not only traditional education settings but also distance education. This could be seen from the growing number of on-line courses and educational web portals.

Web portals have become an important information source in supporting the development of education, and their importance is still growing. In the first part of the paper the meaning of educational portals, its definitions, various types of educational portals and its functions will be presented. In addition, some evidence will be given as to what might be the services offered by portals, how the portal content could be managed and how the personalisation of portals might be achieved.

In the second part of the paper, the development of an e-learning portal in Slovenia will be presented. The development of an e-learning portal is one of the sub-projects within the project Distance Learning in Slovenia, started in 2002 and financed by the Ministry of Education, Science and Sport. This project aims to elaborate comprehensive national e-learning strategy, targeting on all educational levels. Within this frame, the role and the concept of the e-learning portal in Slovenia will be discussed and the initial working version will be presented.

Dr. Lea Bregar
University of Ljubljana, Faculty of Economics, Slovenia
e-mail: lea.bregar@uni-lj.si

Margerita Zagamajster, M.A.
Slovenian Institute for Adult Education, Slovenia
e-mail: margerita.zagamajster@acs.si

Marjan Prevodnik

BELIEFS ABOUT BEING (NON-) COMPETENT FOR A DEFINED ARTISTIC ASSIGNMENT AND THE INFLUENCE OF THESE BELIEFS ON MOTIVATION FOR THIS ACTIVITY

The purpose of this contribution for the colloquium workshop is threefold. It firstly intends to introduce some findings from the small scale empirical study concerning examining Slovenian art teachers' beliefs and motivations for drawing and designing activity. Secondly, some theoretical background for this study will be presented, briefly focused on the motivational beliefs theory in general and on the chosen Model of Self-Efficacy Beliefs from Bandura. Thirdly, the already motivated participants will test their drawing abilities in a short assignment based on Betty Edwards' drawing methods for adults. They will discuss their personal beliefs and motivations about competency in drawing.

One of the main reasons for choosing this topic is derived from our belief that only well motivated art teachers are guarantors for realising the aims and objectives of curriculum reform in general and art curricula in particular. Our thesis is that an art teacher firmly convinced of her/his competency in practical artistic activities (drawing etc.) is highly motivated for: 1) personal creative work, and 2) for art teaching. We believe the influence of these motivational beliefs is an important factor of art teacher's motivation. Empirical data are collected on a small sample which gives some answers to our thesis and at the same time indicates new research possibilities.

Marjan Prevodnik
The National Institute of Education, Slovenia
e-mail: marjan.prevodnik@zrss.si

SATURDAY, October 18, 2003

Peter Jarvis

LEARNING AS AN EXISTENTIAL PHENOMENON

Over the past fifteen years I have been continually modifying my model of the learning processes, as further research has built upon my original empirical research – first published in *Adult Learning in the Social Context* in 1987. At that time I implicitly recognised the existential nature of learning but was too orientated to a more sociological understanding in contrast to the prevailing psychological theories of learning. Now I recognise that learning is an existential phenomenon, and in this presentation I want to demonstrate that some of the major theories of learning (behaviourist, cognitive, social and experiential) all emphasise different aspects of our existential being. In addition, I want to argue that the instrumentalism underlying much policy about learning fails to recognise that the instrumentality of learning is ultimately existential. Hence learning throughout the whole of life is basically about being and becoming who we are.

Dr. Peter Jarvis
Department of Educational Studies, University Surrey, United Kingdom
e-mail: p.jarvis@surrey.ac.uk

Linden West

WHY PEOPLE LEARN: ADULT LEARNING IN A CHANGING WORLD

In this paper I explore why and how adults engage and progress in learning, in the sense, that is, of significant transformations in their understanding of the world, their place in it and their sense of self. What is it that enables some people to compose, however marginally, greater agency in their lives, even in the most oppressive of situations? We need to understand more of why such people, in Sean Courtney (1992) words, become 'life-spacers': better able to engage with new experience and compose their lives on more authentic terms while other people may remain stuck and resistant to learning, escaping into fundamentalism, perhaps, as a solution to their problems. A basic premise of the paper is that our understanding of adult learning has to be located within a wider understanding of a culture of profound change and uncertainty, in which lifelong learning, in the sense used in this paper, has become a kind of survival necessity.

Dr. Linden West
Canterbury Christ Church University College, United Kingdom
e-mail: lrw4@cant.ac.uk

Knud Illeris

WHAT IS SIGNIFICANT FOR ADULTS' LEARNING?

In contrast to children's learning, which is fundamentally uncensored and confident, the most significant feature of adults' learning is that it is selective. To be an adult both legally and psychologically means that one is expected and able to take responsibility for one's own behaviour. This is at the core of our celebrated concepts of freedom and democracy, and also applies to adults' learning: Adults learn what they want to learn and what is meaningful for them to learn, in their learning, adults draw on the resources they have, they take as much responsibility for their learning as they want to take (if they are allowed to), and they tend to avoid, reject, reduce or distort any learning in which they see no meaning or interest. Therefore effective and meaningful adult learning presupposes that learners have accepted the learning tasks in question. Pressing or forcing adults into learning courses against their interests or conviction is a waste of public and personal resources, whereas respectfully guiding adults into subjectively meaningful learning is at the core of the concept of lifelong learning. This issue will be illustrated by experiences from a three-year research project in the popular Danish adult education systems.

Dr. Knud Illeris
Roskilde University, Denmark
e-mail: knud@ruc.dk

Ekkehard Nuisl von Rein

FURTHER EDUCATION IN REGIONAL COOPERATION

The contribution describes the options to improve the learning possibilities in the region with the help of cooperative team work. These cooperative regional networks, often called "learning regions", focus on consulting, demand analysis, quality assurance, information and coordination of offerings. The basic question is to what extent synergy effects are being generated in regard to trans-sectoral cooperations (between education and employment, between education and administration, between culture and education). The other question is how institutions can improve their net-work within the field of education to measure up to the demands of lifelong learning. The contribution is based on the results of pre-operating studies in regard to regional networks that run in Germany and some other European countries.

Dr. Ekkehard Nuisl von Rein
German Institute for Adult Education (DIE), Germany
e-mail: nuissl@die-bonn.de

Jane Simmons

LIFELONG LEARNING IS IT A MODEL OF PRODUCTION OR CONSUMPTION?

The focus of this paper is the perspectives of those who are engaged in lifelong learning. It will put forward the view that lifelong learning may be viewed as a process of production, providing skilled workers whose skills and knowledge are consumed by the economy. Smith and Spurling (1999 p.4) discuss what learning actually is and suggest that 'learning is a process carried out by individuals and groups. What is learnt, i.e. the outputs, counts as knowledge or skill.' Indeed Field (1994, in Raggart et al, 1996 p.137) refers to the education of adults in relation to consumption. Over the decades, since the end of the Second World War, the strength of the UK economy has fluctuated, as a result of which the structures and patterns of employment have changed. Smith and Spurling (2001, p.104) hold the view that in the 'current economy short-term shareholder value dominates corporate strategy, reclassifying any sentimental attachment to the specific labour force...as a luxury.' Longworth and Davies (1996) put forward four value systems in relation to lifelong learning, viewing it as a form of investment. These are firstly organisational learning as an investment in survival, where the model is one of creating and sustaining learning in order that people are empowered to cope with the changing external environment. The second is national, where learning is viewed as a national investment; the agenda here centres on creating national programmes for enabling and stimulating lifelong learning. The predominant discourse being that of government think tanks. In considering the concept of the learning society Boshier (1998, in Holcroft et al, 1998, p. 8) hold that 'lifelong learning is a key instrument to foster economic development.' Longworth and Davies (1996) third value system is societal with learning as an investment in wisdom and social harmony. The agenda here is one of creating and sustaining learning societies both in communities and globally. Their final categorisation is individual, with learning as a personal investment in the future encouraging personal growth and developing potential, possibly to ensure continued employment.

Dr. Jane Simmons
Liverpool Hope University College, UK
e-mail: simmonj@hope.ac.uk

Keith Percy

MOTIVATION AND PARTICIPATION IN LEARNING BY ADULTS: EVIDENCE AND CONCEPTS FROM EMPIRICAL STUDIES OF LEARNING BY OLDER ADULTS

The paper considers three empirical studies for which the author has been responsible - 1) a qualitative study of experiential learning among groups of older people in Hungary and the UK; 2) a qualitative study in the UK of self-directed learning among disabled adults and adults with caring responsibilities most of whom were older adults; 3) an evaluation of learners and learning in experimental learning programmes for older people in Lancaster University devised by the author and colleagues.

From these three studies, and from the theoretical literature on adult self-directed learning among adults (e.g. Tough, Spear and Mocker, Watkins and Marsick) on the one hand and on the learning and education of older adults (e.g. Knowles, Moody, Finger) on the other, the author draws out a number of concepts which might be used to advance our understanding of adults' lifetime learning experience. One feature of studying learning among older adults is that such adults can not only evidence their current motivations to, and participation in learning, but also reflect upon several decades of adult life.

The paper elaborates the concepts of "learning environment", "organising circumstance", "energy to learn" and "self realisation" and discusses whether, taken together, they constitute a viable model from which to consider adult motivation to, and participation in, learning throughout life. The paper concludes with some thoughts on the extent to which these concepts, and the model of adult learning to which they lead, can contribute to current debates on the deinstitutionalisation and individualisation of learning.

Dr. Keith Percy
Lancaster University, United Kingdom
e-mail: k.percy@lancaster.ac.uk

Per-Olof Thång & Gun-Britt Wärvik

INTEREST AND MOTIVATION TO PARTICIPATE IN ADULT EDUCATION. A STUDY WITHIN THE SWEDISH ADULT EDUCATION INITIATIVE

In Sweden, due to the rapid increase in unemployment in the 1990s, the government launched the Adult Education Initiative, which among other things included an expansion of adult education and a new form of study financing. The main target group was unemployed who completely and partially lacked three-year upper secondary schooling. The aim of this paper is to discuss issues concerning interest and motivation among adults to participate in educational activities. The main data consists of interviews with participants in adult education from two municipalities. The participants describe the entering process in different ways. Some have entered because they wanted to participate in education. Others have entered because they wanted to change their situation in life. Both groups describe the contextual changes as important for their decision.

The Swedish Adult Education Initiative has a strong focus on employability and economic growth. Another aspect of adult education is to help people strengthen their situation in life and to reduce the educational gap between generations and social classes in society. During the latest four decades, Swedish adult education policy has emphasised either one of the two positions during different periods. Our result is discussed against this background. Adult education and motivation for learning is also discussed from a theoretical point of view.

Dr. Per-Olof Thång & Gun-Britt Wärvik
University of Göteborg, Sweden
e-mail: per-olof.thang@ped.gu.se

Slavica Černoša

MOTIVATION FOR IN-SERVICE TEACHER EDUCATION

Constant professional further education, education and training of specialist workers in upbringing and education is necessary due to the rapid development in the professional as well as the pedagogical and andragogical fields. Not only are individual parts of the social system changing, the system is changing as a whole, so this calls for a lot of strength, will-power and knowledge to transform and accept news brought by such change.

So the basic education is absolutely not sufficient for the whole working time, but needs to be constantly renewed and supplemented the whole life long, especially in upbringing and education which are particularly sensitive to all kinds of change, and at the same time are of vital importance for the development of every society.

In spite of the fact that further education is a right and a moral duty for every teacher, and that participation must be optional and not compulsory, it was the system of promotion linked to the system of constant professional further education that brought the positive movement towards a higher demand for professional further and additional education. This means consequently that also the range of different programs for professional further education, the methods and designs as well as the number of organisers had to rise, which in turn enhanced competitiveness and indirectly influenced the quality of all forms of education including basic education. In this way the purpose of this system is partly accomplished. In order to achieve higher motivation of the teachers to participate in further education and ensure a positive effect of this further education in the classrooms, their participation should be optional. This is why the whole educational system together with the system of further education will need to develop to such a level that optional participation will indeed be the case.

Dr. Slavica Černoša
Ministry of Education, Science and Sport, Slovenia
e-mail: slavica.cernosa@guest.arnes.si

Bogomir Novak

TEACHERS' MOTIVATION TO LEARN, AND EDUCATION

Teachers are included in the lifelong learning process for many reasons: increasing demands for their complex professionalism, the changing school paradigm, i.e. from transmissive to transformational, increasing needs for quality teaching, the changing programmes of teacher education, and the fact that school is turning into an educational institution of central importance for information society. Teachers have to teach pupils and themselves how to learn.

Teacher education partially does not follow the trend of school development in Europe, nor does it follow the objectives of curricular reform (1996 – 1999). Factors positively influencing teacher education include flexible organisation of school work (in contrast with the rigid timetable system), help of colleagues, cooperation of a team of teachers teaching at the same level, understanding of the school management, possibility of extended periods of study leave, susceptibility to didactic alternatives and innovations. Nonetheless, self-motivation remains the most important factor. The transmissive model of a closed (i.e. inert) public school with familiar characteristics restrains education and learning to a large extent.

In the last ten years, the idea of a good teacher and of quality teaching has also been developing in Slovenian schools. The programmes of teacher education are now larger and better. The motives of teachers are to acquire new knowledge, attain promotion to a higher grade, achieve the complex educational objectives of their own subject matter and of the school, personal growth and understanding of globalisation trends as well as active participation in making the school part of its environment, and to promote themselves as intellectuals or reflective practitioners.

Dr. Bogomir Novak
Educational Research Institute, Slovenia
e-mail: bogomir.novak@pei.si

Maja Mezgec

PROVISION AND PARTICIPATION IN ADULT EDUCATION AMONG THE MEMBERS OF THE SLOVENE MINORITY IN TRIESTE AND SURROUNDINGS

The research is representing the first part of a current research project aiming to analyse the possibilities and the conditions for continuing education and personal development among the Slovene population in area of Servola -Škedenj (a suburb of Trieste -Trst, Italy). The purpose is to investigate the level of readiness and the attitude towards lifelong learning, the stimuli from the surroundings, the possibilities available in the environment, the different types of formal and non formal learning, and the way individuals gain new knowledge and skills, how they update their knowledge in a formal or informal way. For the data collection a questionnaire is used. The questionnaire includes questions regarding the family background and wider social background.

The ethnical composition of the population of Škedenj has undergone large changes due to the high assimilation pressure on the Slovene population and the urbanisation process of the area. The first part of the questionnaire aims to analyse the reasons for living in Škedenj, the ethnical and linguistic structure of the environment, the ethnical affiliation the family members, of the use of Slovene or Italian language. Data on individual education and the education of family members are included. Due to its influence the questionnaire includes questions measuring the following variables: work environment, learning needs, linguistic features of the work environment, spare time activities, active citizenship participation, non formal learning and plans for the future. We plan to complete the data collection by the end of April and by the end of June the first results will be available.

Maja Mezgec
Slovene Research Institute (SLORI), Italy
e-mail: maja_mezgec@hotmail.com

Mirosław J. Śmiałek

EDUCATIONAL ACTIVITY AND INDEPENDENCE OF ADULTS

Activity, involvement, participation and action- these are all terms recognized as synonyms in a common language. However, in social studies they mean and describe different states and essences. Researchers theoretically see those differences in meanings but very seldom do they give precise definitions of the word. It is also difficult to establish all the factors determining activity, due to their big quantity. Some authors define activity very broadly, not only as a participation and serving in certain positions, but also as a desire to search for new solutions. According to psychologists, it depends on certain personality features whether a person presents less or more intense activity and its special guidance towards the aims which he or she tries to achieve. Among all the personality factors, which have the biggest influence on the activity and action of a person, are desires, aspiration, self assessment, attitudes and the value system. Besides the aspiration visible in contemporary actions, there are also far-reaching and long-term aspirations. They influence the direction and intensity of activity and are the inner source of motivation. Aspirations establish the level of a person's desires to reach goals. Low self assessment and the feeling of lack of ability to complete tasks lower a person's activity and sometimes even lead to passivity. Such a person does not see a reason to make any efforts. Educational activity and the independence of adults is connected with their amount and level of humanistic knowledge. Z. Kwieciński wrote about "the need of education in humanistic wisdom". He said that: 'the need of humanistic,... education is not specific for any type or profile of universities. It is... the need, or necessity of educating the contemporary intelligentsia, apart from the scientific or vocational profiles of this education. Pedagogy is one of them and it is located across all the humanities. But it can only be a place for teaching humanistic wisdom and sensitivity if it can treat other fields of science as sources and build on their basis, important for itself, questions and answers. The humanities develop and deepen universal, intellectual possibilities, prepare for social roles, which an adult takes up. The task of the humanities is to create a human's personality through offering various worlds of values, where words such as freedom, equality, solidarity, tolerance, law have their properly understood meaning.

Dr. Mirosław J. Śmiałek
University A. Mickiewicza, Poland
e-mail: miraur@wp.pl

Christian Harteis, Johannes Bauer, Dagmar Festner, & Hans Gruber

SELF-DETERMINATION IN DAILY WORKING LIFE

Modern enterprises structure their working organization in such a way, as supports employees of all inner-firm hierarchical levels developing their individual competencies during daily working life. A positive learning culture can be seen as a prerequisite for that aim. The learning culture includes all inner-firm influences on the employees' learning. This contribution focuses on those aspects of the learning culture, which regard motivational conditions of individual competence-development. Particularly, the approach of the Self-Determination-Theory of Motivation has been applied to inner-firm daily working life. A sample of 52 superiors and 108 staff members from German industrial and service enterprises have been tested for differences in the perception of the learning culture at their workplaces. The results show no significant differences between superiors and staff members, which can be seen as a hint at a positive learning culture. From a theoretical perspective the Self-Determination-Theory has proven its fitness for inner-firm working contexts, because all assumed correlations could be found.

Dr. Christian Harteis, Johannes Bauer, Dagmar Festner, & Dr. Hans Gruber
University of Regensburg, Institute for Education, Germany
e-mail: christian.harteis@paedagogik.uni-regensburg.de

Hans Gruber & Stefan Degner

WHY DO SOME COMMIT THEMSELVES IN DELIBERATE PRACTICE FOR MANY YEARS - AND SO MANY DO NOT? UNDERSTANDING THE DEVELOPMENT OF PROFESSIONALISM IN MUSIC

Deliberate practice has become a core concept in theories about the acquisition of expertise in professional domains. Convincing evidence shows that experts were more involved than others in effortful training activities over a long period of time. Such activity that solely has the purpose of improving performance is called *deliberate practice*. Spontaneously, individuals only rarely engage in deliberate practice, although they recognize that it would improve their performance. From the perspective of adult learning and instruction, a basic problem is how to predict that subjects will commit themselves to a substantial amount of deliberate practice. A study within the domain of professional music playing (here: jazz guitarists), addressed this question. Six expert musicians and 12 semi-experts (1) were asked to retrospectively report about their career in an intensive biographical interview, and (2) filled in a questionnaire about working behaviour. In contrast to studies in the domain of classical music, it was found that today's experts did not start their career earlier than other individuals; neither did they have more committed teachers. In jazz, the role of a teacher in the domain of classical music seems to be transferred to listening to, and analysing recordings of famous musicians. This allows for the interpretation that it is not teaching and instruction per se that initiates expertise acquisition processes in many domains, but rather the function of teachers to support students to become members of a community of experts. In jazz, this function seems to be substituted by different mechanisms. These mechanisms were effective as well: jazz music experts indeed spent a large amount of their time in deliberate practice activities. Most strikingly, experts, and semi-experts differed in the amount of practicing while studying their instrument ($M=43.2$ vs. $M=17.4$ hours per week). This phenomenon is positively correlated with interest in jazz music. However, it is negatively correlated with wide-spread performance motivation variables like "motivation for success". The results are integrated in a model of the role of motivational aspects, and deliberate practice during the acquisition of expertise.

Dr. Hans Gruber
University of Regensburg, Institute for Education, Germany
e-mail: hans.gruber@paedagogik.uni-regensburg.de
Stefan Degner
Hochschule für Musik Würzburg, Germany

Marian Marcinkowski & Alla Danilenko

THE LEVEL OF EDUCATION AND MOTIVE ACTIVITY AS THE DETERMINANTS OF A CREATIVE AND HEALTHY LIFESTYLE

The appearance of some signs of consumerist lifestyle leading toward the deteriorating quality of life of the increasing portion of post-soviet societies is a characteristic feature of the system transformations ongoing in the post-soviet world. While the mass-media propagate consumerism and hedonistic lifestyles, low education and income levels make the propagated values unreachable for a significant part of the society. One of the most important consequences of the resulting frustration is the growth of multiple manifestations of social pathology. To withstand some serious dangers threatening social stability, it is necessary to undertake activities aimed at improving material living conditions and popularizing active and creative lifestyles. Healthy lifestyle promotion should be accompanied by investments in the material, cultural and educational, sporting and recreational bases and by educative influences.

Education is the factor limiting "from the inside" the repertoire of individually possible behaviors and determining a lifestyle variant. It appears that along with an individual's education the range of his/her socially acceptable opportunities widens. The individual understands of other lifestyles, their advantages and disadvantages increases as well as does the understanding of the consequences of a lifestyle choice. The arising cultural needs are attributed to the level of education, too.

One issue of the aging population is widely discussed nowadays. An "early retirement" tendency might remain, however, it won't necessarily mean for a retired person the complete withdrawal from work. It is assumed that a significant portion of the post-industrial generation won't feel fatigue after 30 or 40 years of full-time employment and will preserve the ability to work mainly for extra-income generating purposes to maintain appropriate life standards. The issue of "parallel career" is connected to this problem. The only individuals capable of responding to this challenge will be the ones maintaining a healthy lifestyle, characterized by a certain level of motor activity.

Dr. Marian Marcinkowski & Alla Danilenko
University A. Mickiewicza, Poland
e-mail: mmarcink@wp.pl

Anthony P. Donajgrodzki

OPENING DOORS: LONE PARENTS AND CARERS LEARN TO EARN

"OPTIMISE has opened a door that was previously closed to me"

A key concern of modern post-industrial societies, including the EU and its individual member states is to ensure fair access of groups considered at risk of social exclusion to education and workplace opportunities. Lone parents and carers constitute a significant and growing at-risk group of this kind. They present many challenges to adult education: practical, pedagogic and financial. In 1998 the University of Leeds secured ESF funding to work with this group. Since then, the OPTIMISE project has supported over 200 lone parents and carers in an integrated pattern of University level work-related learning, personal and career guidance and work experience at a level permitting use of their academic learning. This paper uses the successful experience of this project to illustrate the range of challenges presented by this group and emerging strategies developed to overcome them. It will:

1. Outline examples of innovation in recruitment practices, learning skills support, guidance and supported work experience.
2. Provide an evaluation of the achievements and limitations of the initiative.
3. Contextualise the data, relating it to current theoretical discussion in adult education.

The outcome will be a factually grounded but theoretically-informed study with conclusions that are transferable beyond the subject and national boundaries of OPTIMISE.

Dr. Anthony P. Donajgrodzki
Office of Part-Time Education, University of Leeds, UK
e-mail: opead@adm.leeds.ac.uk

Angela Ivančič

THE ROLE OF NON-FORMAL AND INFORMAL LEARNING IN SHAPING AND RESHAPING ACTIVE CITIZENSHIP

The paper is concerned with effective learning for active citizenship and governance in Slovenia in the European context. It is based on the results of the project Education and Training for Active Citizenship and Governance in Europe (ETGACE) conducted in six European countries (Belgium, Finland, England, the Netherlands, Slovenia, Spain). The main rationale of the study was that formal education for (active) citizenship (i.e., in schools) has faced uncertainties as 'modern' conceptions of citizenship have been displaced or eroded by social change. The recent emphasis on a 'learning society' perspective has highlighted the role of informal and non-formal learning contexts in learning key attitudes and skills.

The findings from life histories of 16 active citizens from each participating country confirm that in Slovenia as well as in countries with long established democracies active citizenship is not taught at school. The attitudes, skills and behavioural patterns which equip individuals to participate actively as citizens, and to conduct tasks of governance and social and economic regulation, are not learned simply – not even primarily – through formal or targeted educational provision. They are constructed – learned incidentally – in socio-institutional and cultural processes. Learning environments that enable democratic learning processes and mobilise individual capacities have proved to be most effective. Capacities and connections built in one domain can lead to commitment in another domain.

Dr. Angela Ivančič
Slovenian Institute for Adult Education, Slovenia
e-mail: angela.ivancic@acs.si

CONFERENCE PROGRAMME

FRIDAY, October 17, 2003

08:00 - 09:00	Registration at GZS
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PLENNARY SESSIONS <i>Chair: Vida A. Mohorčič Špolar</i>	
09:00 - 09:05	Welcome address <i>Vida A. Mohorčič Špolar, directress SIAE</i>
09:05 - 09:25	Adult participation in dream society: images of education as motivational barriers <i>Jyri Manninen</i>
09:25 - 09:45	Current trends in motivational research: review of the past decades <i>Marko Radovan</i>
9:45 - 10:05	Teacher of adults – facilitator and motivator of adult's learning and changes <i>Sabina J. Krašovec</i>
10:05 - 10:30	Discussion

10:30 - 11:00	Coffee Break
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PAPER PRESENTATIONS	
THEME 1: FACILITATING ADULT LEARNING <i>Chair: Livija Knaflič</i>	
11:00 - 13:00	Counteracting student passivity in a teacher training course andragogy <i>Milka Atanasova</i>
	The model connecting learning orientation, motivation and learning styles and the role of the learning environment <i>Barica Marentič Požarnik</i>
	Guidance activity in adult education and motivation of adults for learning <i>Tanja Vilič Klenovšek</i>
	Exploring standards of distance education academic advising and its role in adult education motivation and learning <i>Kristine Smalcel Pederson</i>
	Is "self-directed learning" a powerful concept for enhancing professional learning? <i>Monika Rehr, Hans Gruber & Marion Bagusat</i>
	Effective language education <i>Darja Zorko Mencin</i>

PAPER PRESENTATIONS	
	THEME 2: NEW TOOLS FOR ADULT LEARNING <i>Chair: Jyri Manninen</i>
11:00 - 13:00	Internet based communication and collaborative learning <i>Mateja Geder</i>
	E-learning and higher education: creating e-learning opportunities at the level of higher education as basis for lifelong e-learning and professional successfulness <i>Nadja Dobnik</i>
	Technology and adult learning: new tools for new experiences <i>Barry Sponder</i>
	Developing and using multimedia hyper documents-new tasks for the learners, new roles for the teachers <i>Guy Arquembourg</i>
	Computer literacy programme for older adults <i>Sergej Gabršček, Pavle Golob, Jelka Piškurić, Metka Uršič</i>
13:15 - 15:00	Lunch Break
	WORKSHOP
15:00 - 17:00	Beliefs about being (non-) competent for a defined artistic assignment and the influence of these beliefs on motivation for this activity <i>Marjan Prevodnik</i>
20:00	Dinner at ŠESTICA <i>Restaurant in the centre of Ljubljana</i>

CONFERENCE PROGRAMME

SATURDAY, October 18, 2003

PLENNARY SESSIONS <i>Chair: Milka Atanasova</i>	
09:00 - 09:20	Learning as an existential phenomenon <i>Peter Jarvis</i>
09:20 - 09:40	Why people learn: adult learning in a changing world <i>Linden West</i>
09:40 - 10:00	What is significant for adults' learning? <i>Knud Illeris</i>
10:00 - 10:20	Further education in regional cooperation <i>Ekkehard Nuissl Von Rein</i>
10:20 - 10:40	Discussion

10:40 - 11:00	Coffee Break
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PAPER PRESENTATIONS	
THEME 1: INQUIRIES IN ADULT MOTIVATIONS AND LEARNING <i>Chair: Marko Radovan</i>	
11:00 - 13:00	Lifelong learning is it a model of production or consumption? <i>Jane Simmons</i>
	The motivation for in-service teacher education <i>Slavica Černoša</i>
	Teachers' motivation to learn, and education <i>Bogomir Novak</i>
	Different aspects of motivation for learning of adults in Romania <i>T.M. Alexiu & Simona Sava</i>
	Provision and participation in adult education among the members of the Slovenian minority in Trieste and surroundings <i>Maja Mezgec</i>

PAPER PRESENTATIONS	
THEME 2: BROADER CONTEXT OF ADULT LEARNING <i>Chair: Peter Jarvis</i>	
11:00 - 13:00	Self-determination in daily working life <i>Christian Harteis, Johannes Bauer, Dagmar Festner, & Hans Gruber</i>
	Why do some commit themselves to deliberate practice for many years – and so many do not? Understanding the development of professionalism in music <i>Hans Gruber & Stefan Degner</i>
	Opening doors: lone parents and carers learn to earn <i>A.P. Donajgrodzki</i>
	The role of non-formal and informal learning in shaping and reshaping active citizenship <i>Angelca Ivančič</i>

13:00 - 15:00	Lunch Break
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	V I D E O P R E S E N T A T I O N
14:00 - 15:00	Lifelong learning of adults with moderate, severe and profound deficiencies in mental development <i>Alenka Golob</i>

	W O R K S H O P
15:00 - 17:00	A biographical approach in research of adult learning. <i>Linden West</i>

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