



Climb – From Learning to Success

Learning Activities in the Second Half of Life

Activities and Interests of Older Employees

Prof. Dr. Bernhard Schmidt-Hertha



■ Learning and ageing

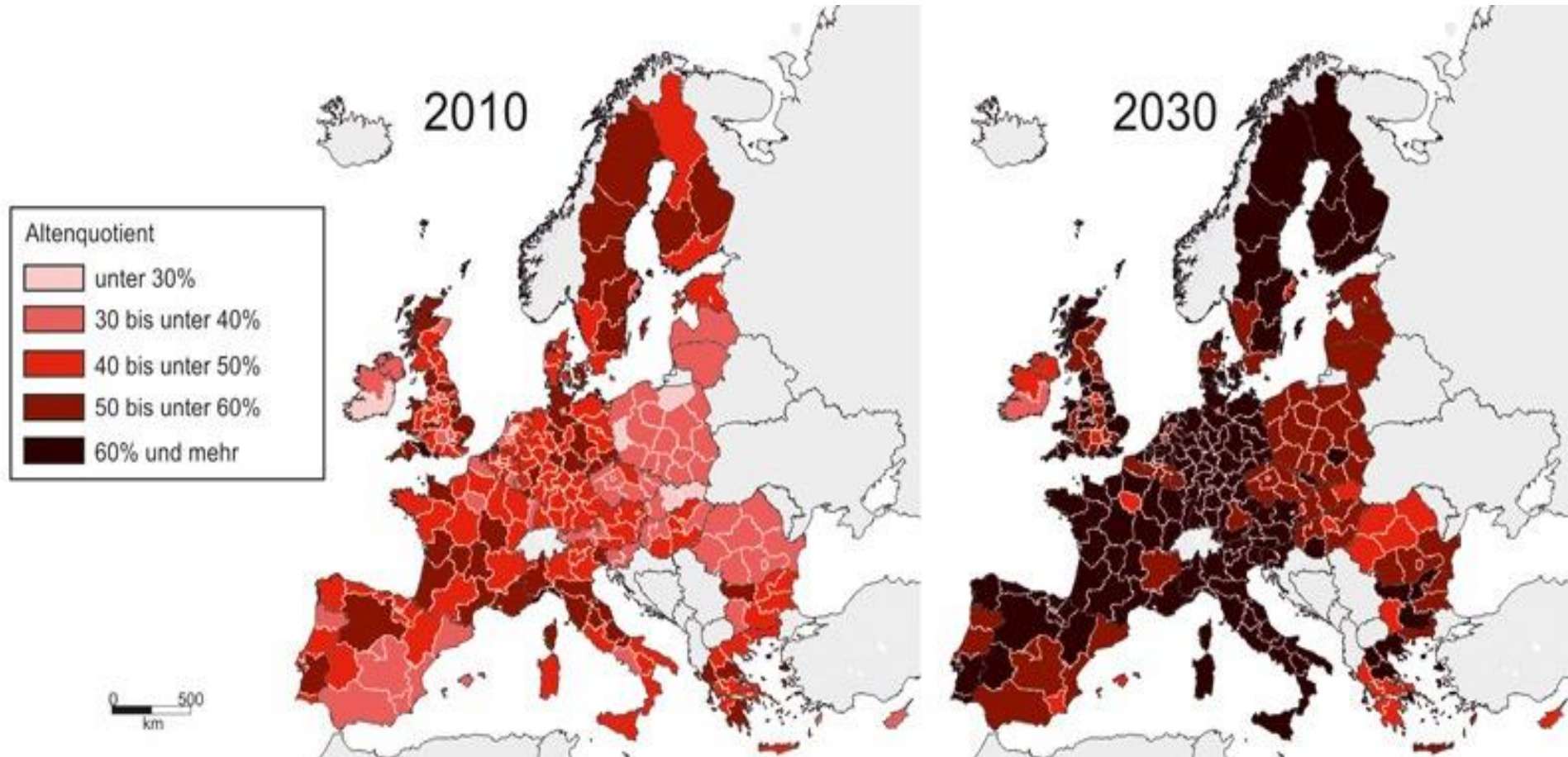
■ Educational activities of older workers

■ Informal learning

■ Older workers motivation to learn



Demographic change in Europe



Source: Gans/Schmitz-Veltin 2010

Percentage of people 60+ in relation to the 20-59 year olds



Terms of Age

Chronological age

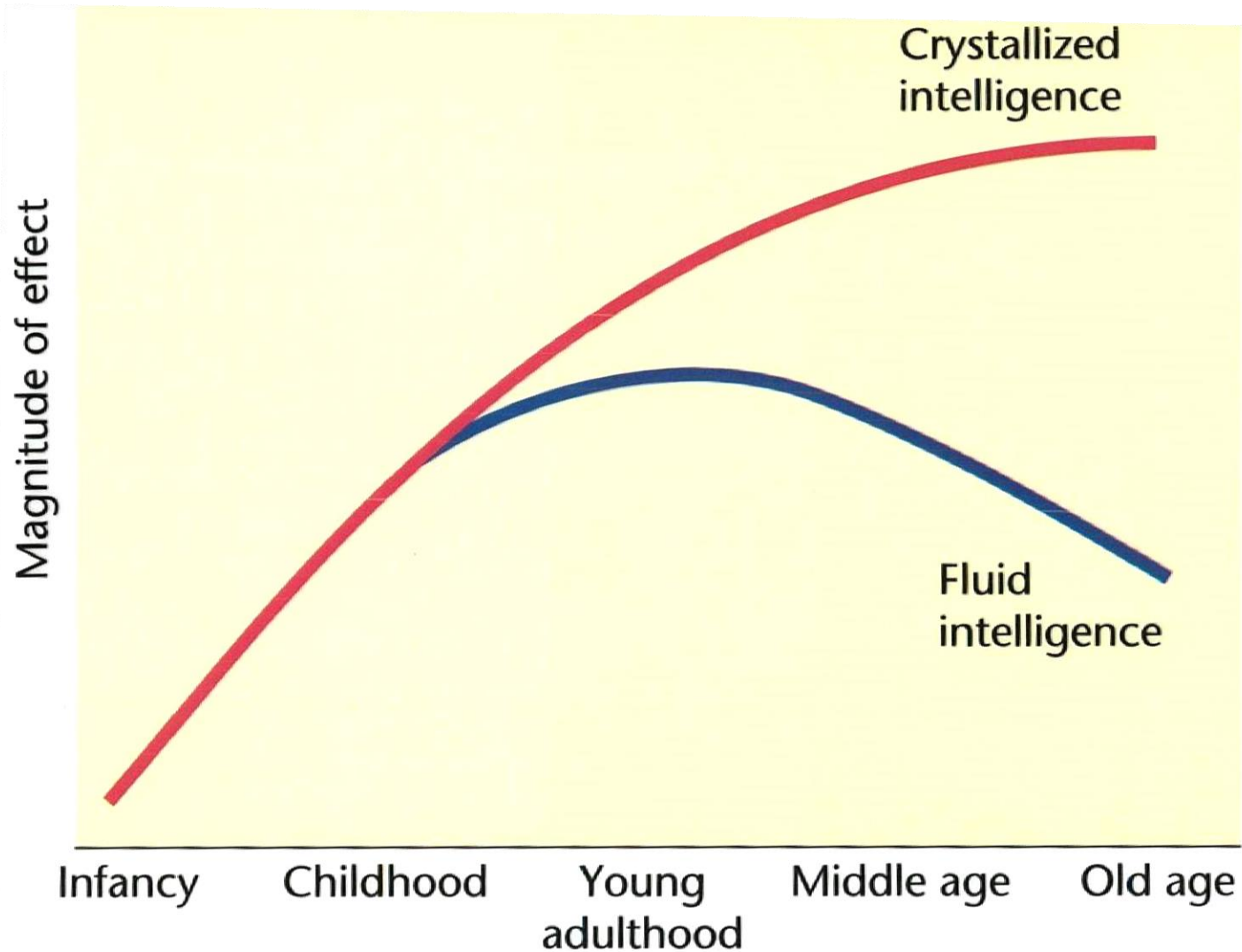
Biological age

Psychological age

Social age



Learning abilities of older workers





Promoting a realistic image of ageing

- Plasticity of cognitive development
- Simultaneity of developmental gains and losses
- Baltes: **S-O-C-Model**
 - Selection
 - Optimisation
 - Compensation

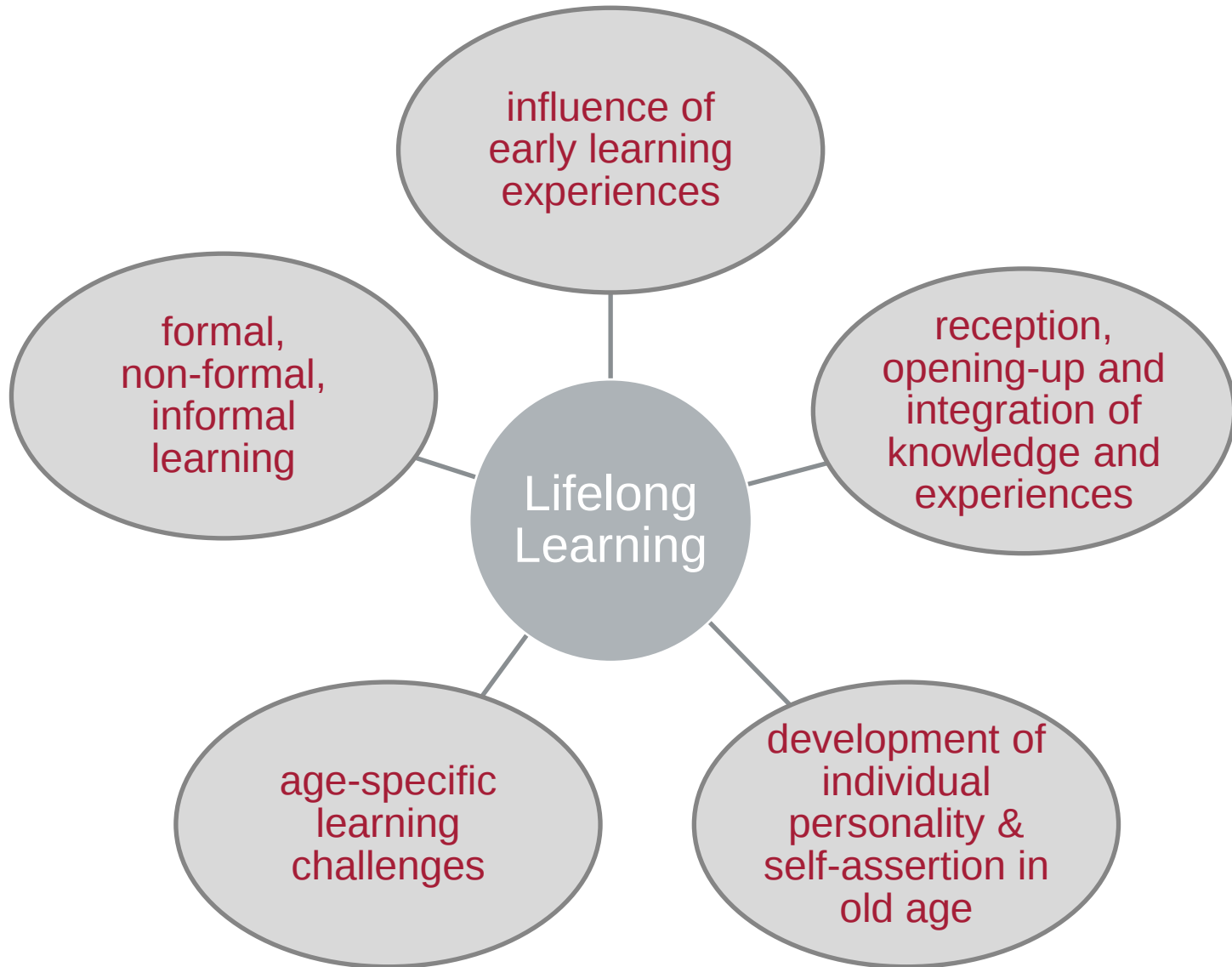


- innovative potential could be developed by adult education
- older learners agree with the idea of lifelong learning
- even the very old are able to learn new things

**BUT:
seniors $\neq$ seniors**

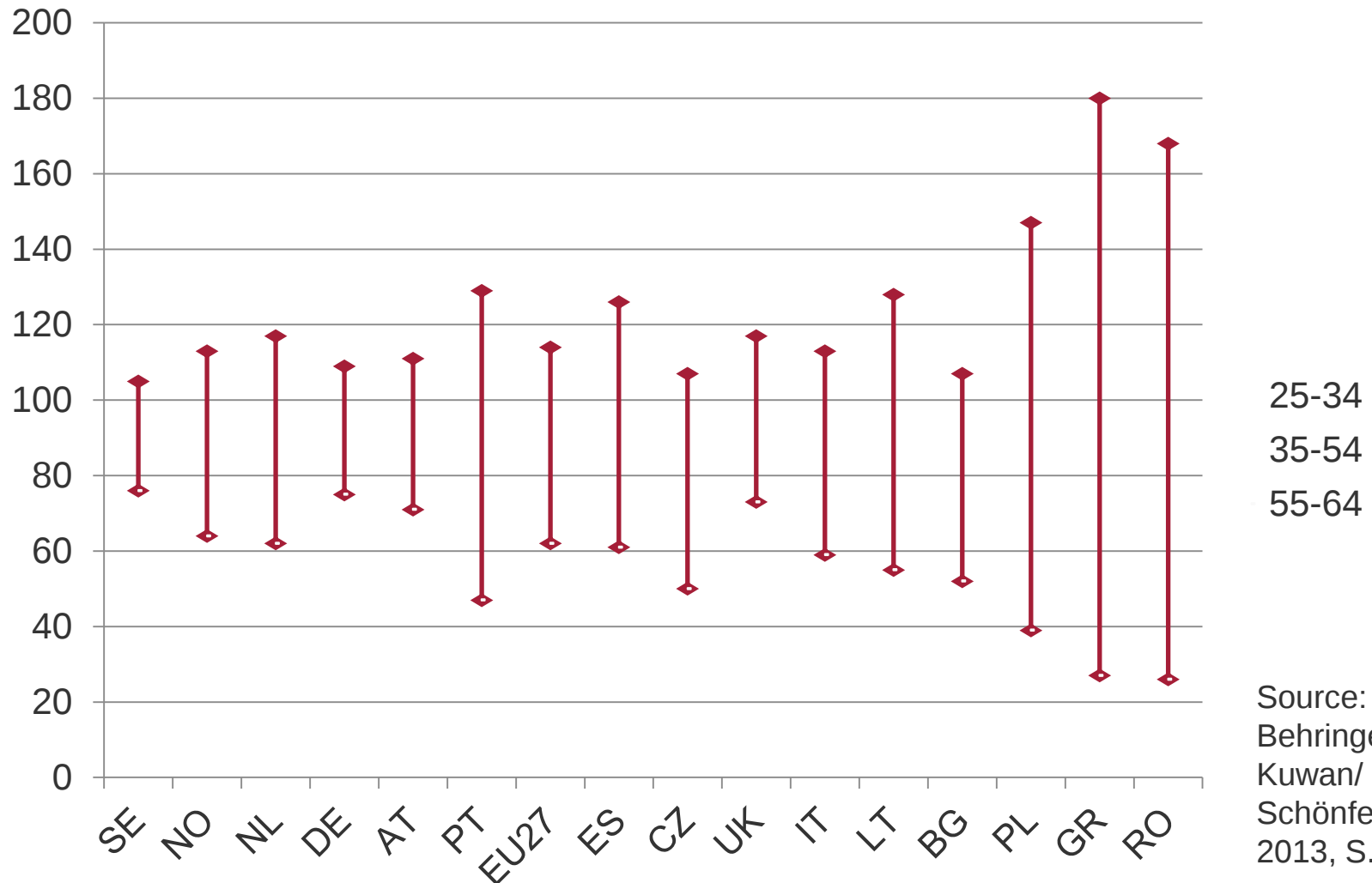


Lifelong Learning





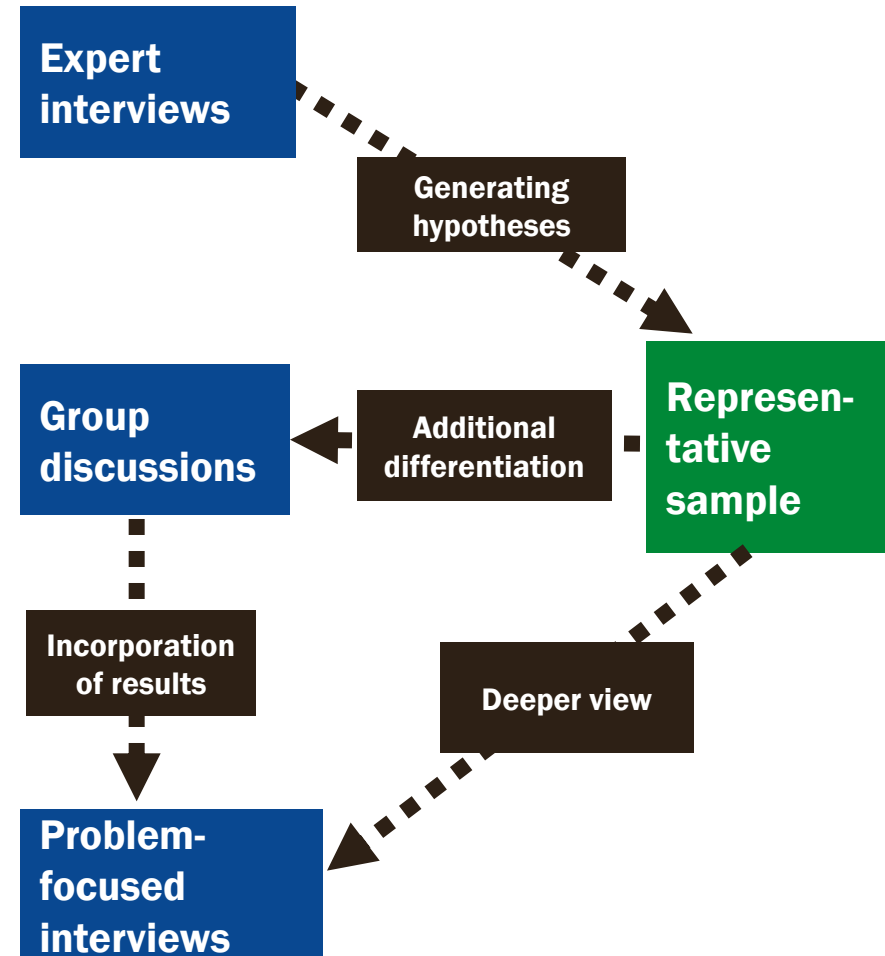
Adult education participation in different age groups



Source:
Behringer/
Kuwan/
Schönfeld
2013, S. 239



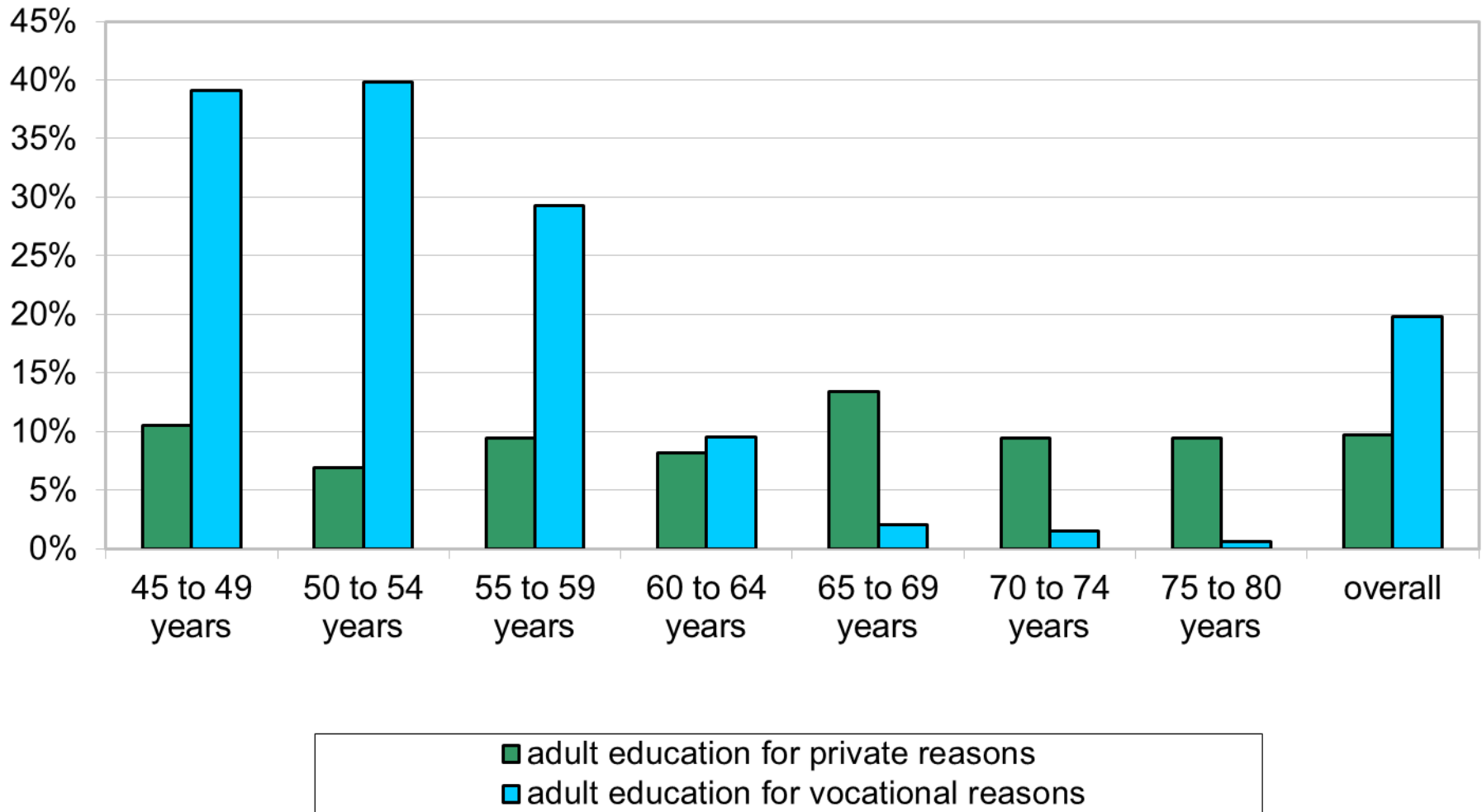
- ✓ 13 Interviews with experts in gerontology and adult education
- ✓ Representative sample of 4909 adults between 45 and 80 years of age
- ✓ 16 discussions with different focus groups
- ✓ 60 problem-focused interviews



see Tippelt et al. 2009

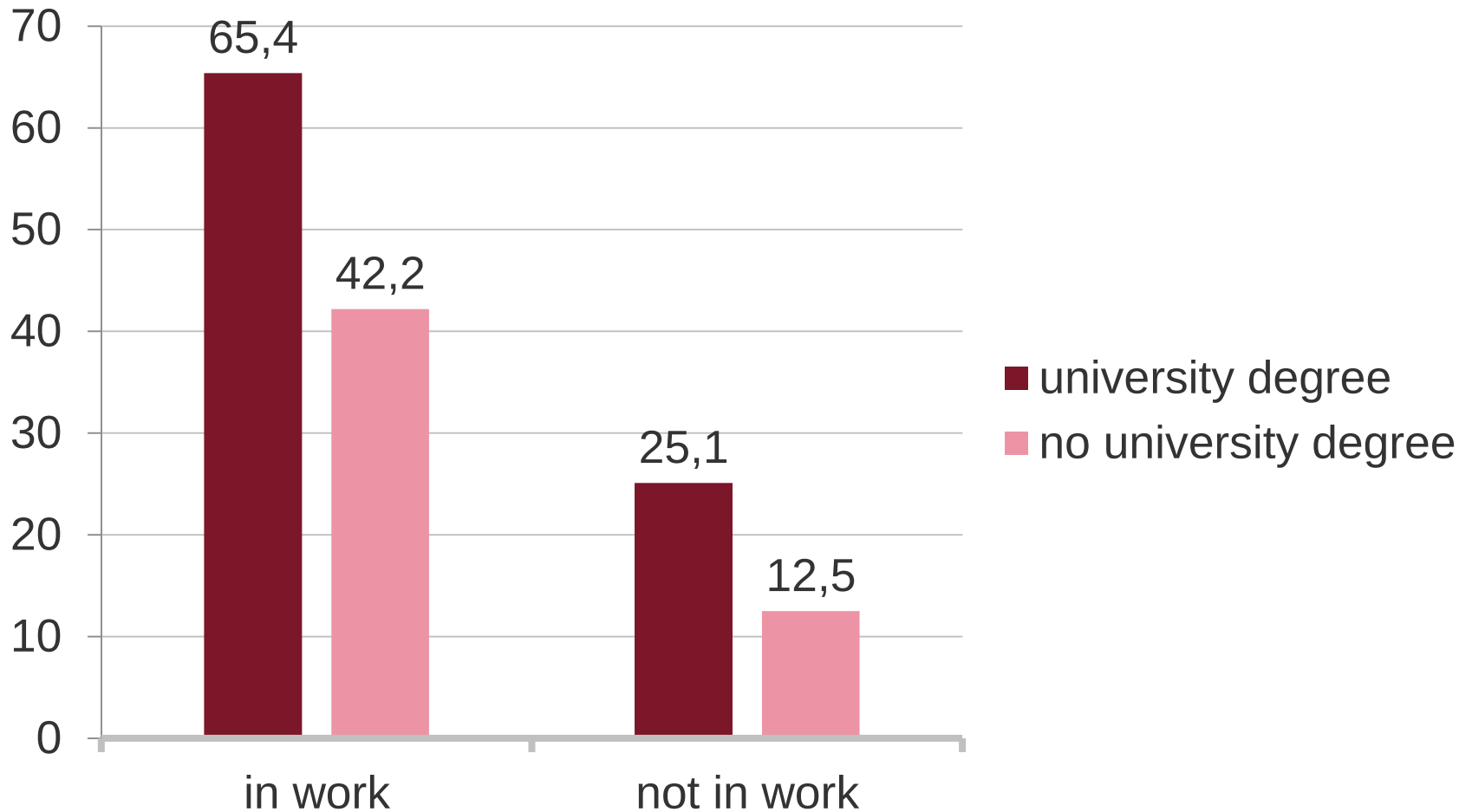


Reasons for learning



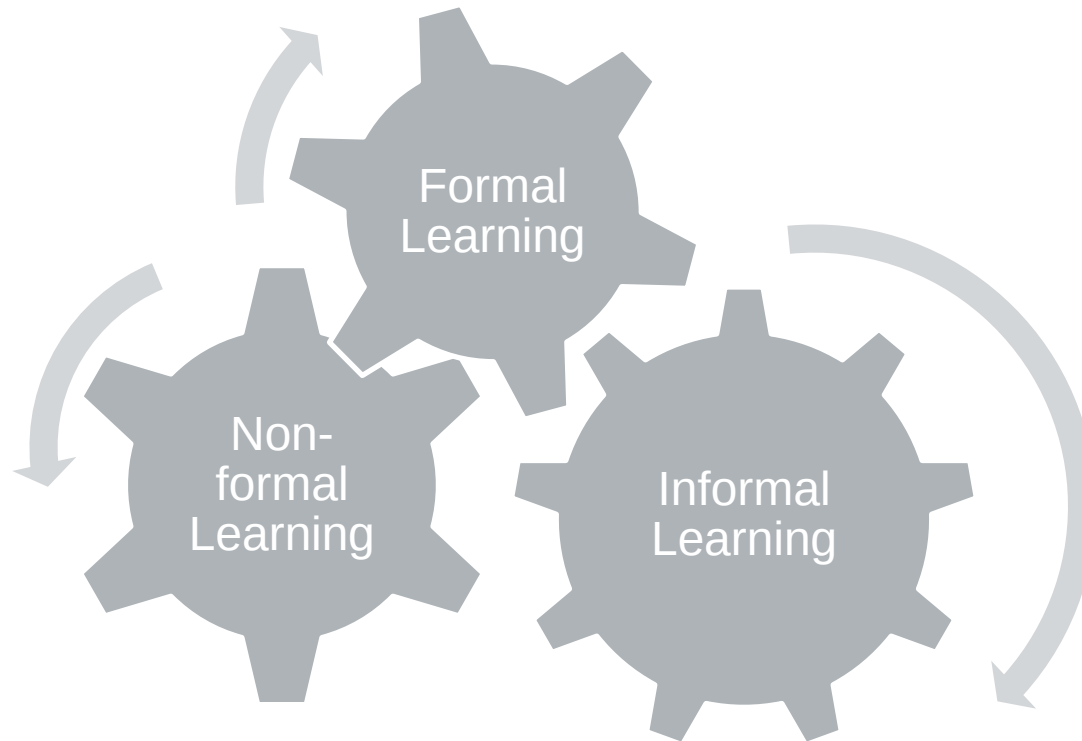


Participation in all kind of non-formal education





Informal Learning



Source: www.langevin.com

- Informal learning does not compete formally organized education
- Challenge: relate all areas of lifelong learning to one another



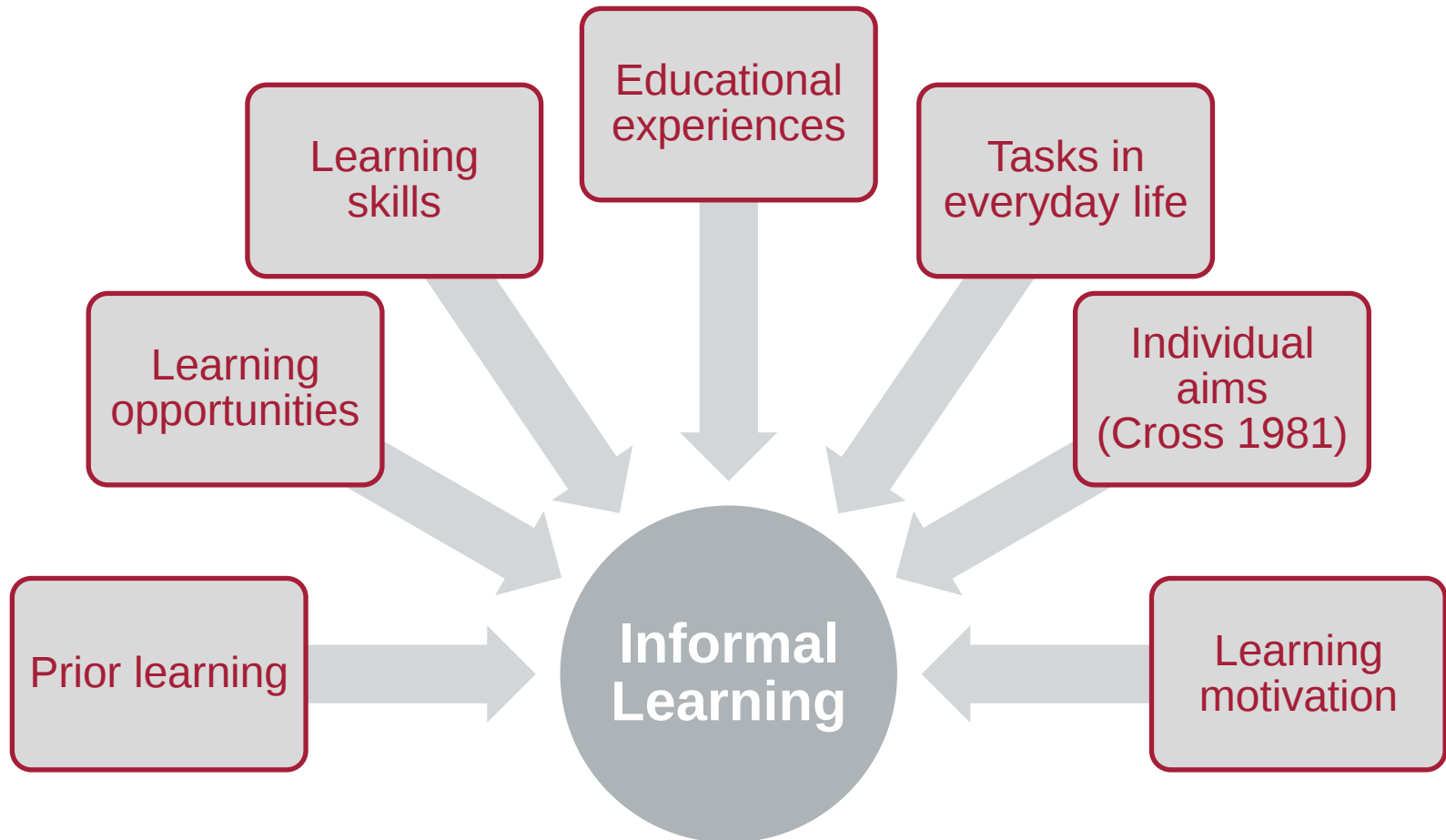
Example: Learning about digital media

	strong efficiency pressure and high level of prior knowledge	low efficiency pressure or low level of prior knowledge
intention to learn high	instruction/ course/ technical literature <i>(targeted use of „efficient“ sources of information)</i>	approaching the problem <i>(persistant attempts, „need to make notes“)</i>
intention to learn low	quick problemsolving <i>(implicit learning, Making use of well-known sources of information)</i>	resignation/ delegation <i>(procrastination, putting off to experts)</i>

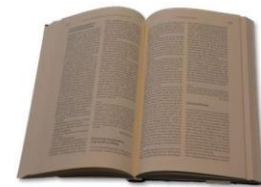
see Schmidt-Hertha/Klein in press



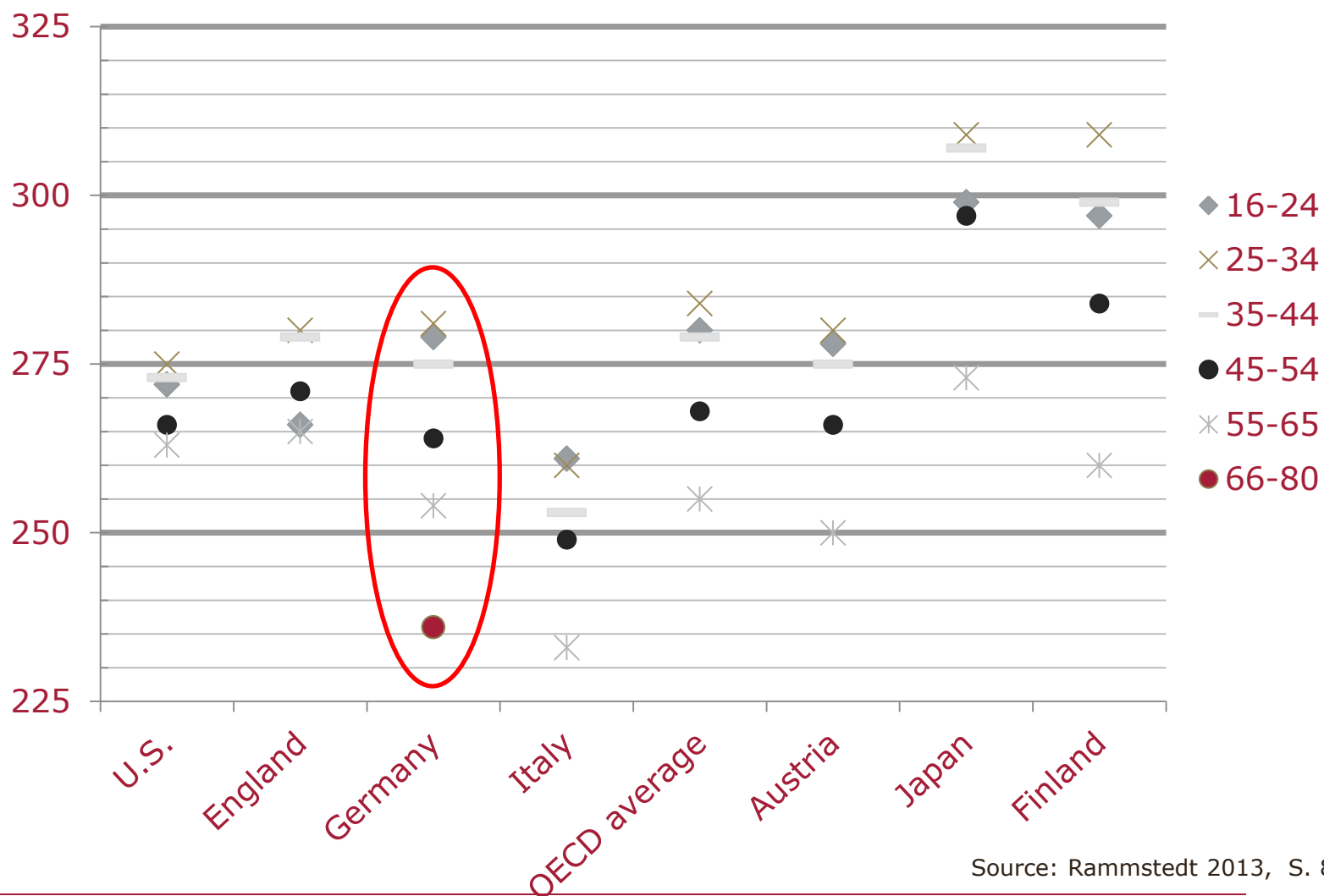
Predictors of Informal Learning



see Schmidt-Hertha 2013



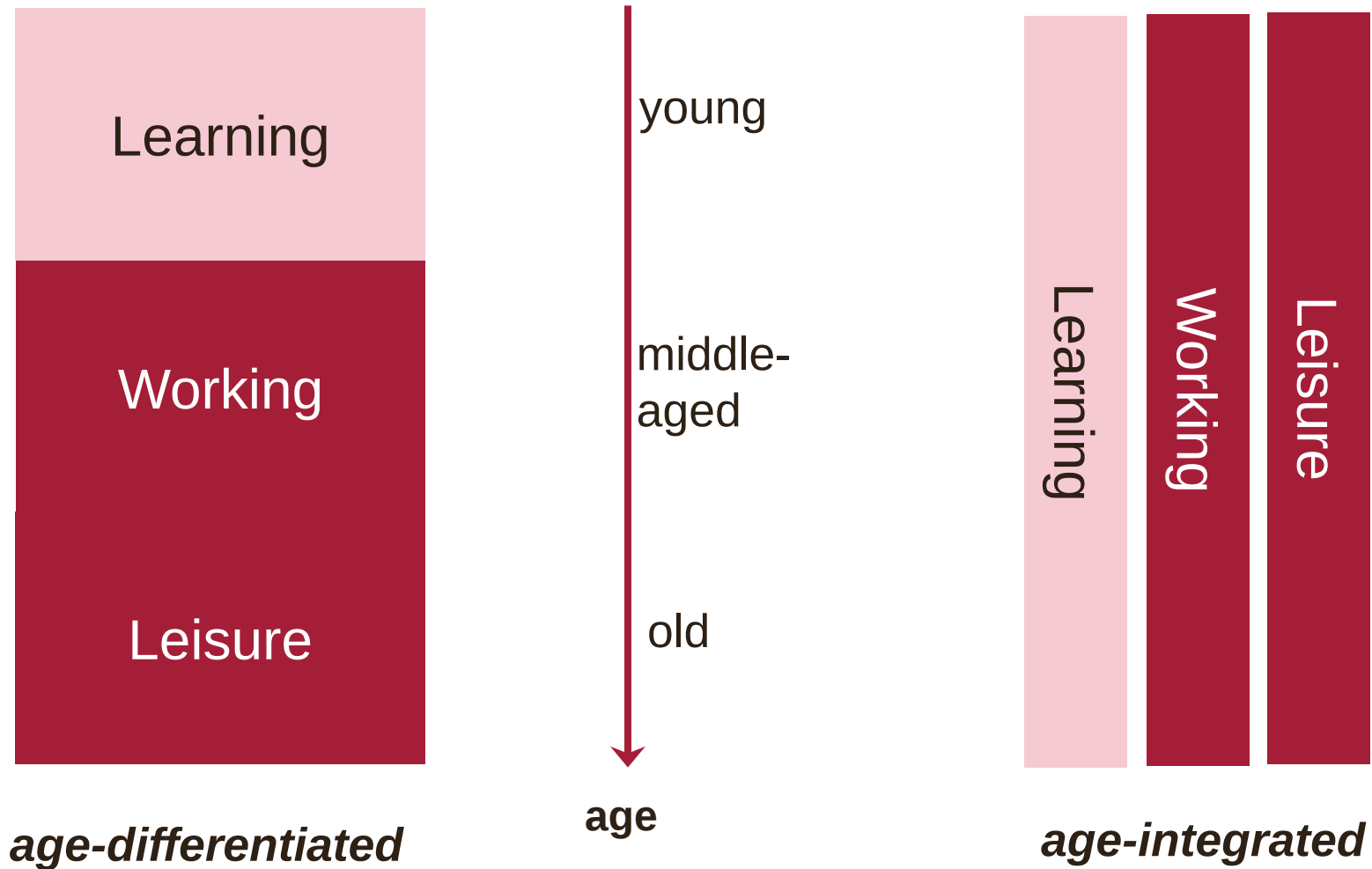
AGE – PIAAC and CiLL



Source: Rammstedt 2013, S. 86



The Idea of Lifelong Learning





Learning motivation of older workers:

An interview study (Schmidt 2009)

1. Habitual learning-oriented type:

Adult education as a natural part of daily life

2. Utilitarian target-oriented type:

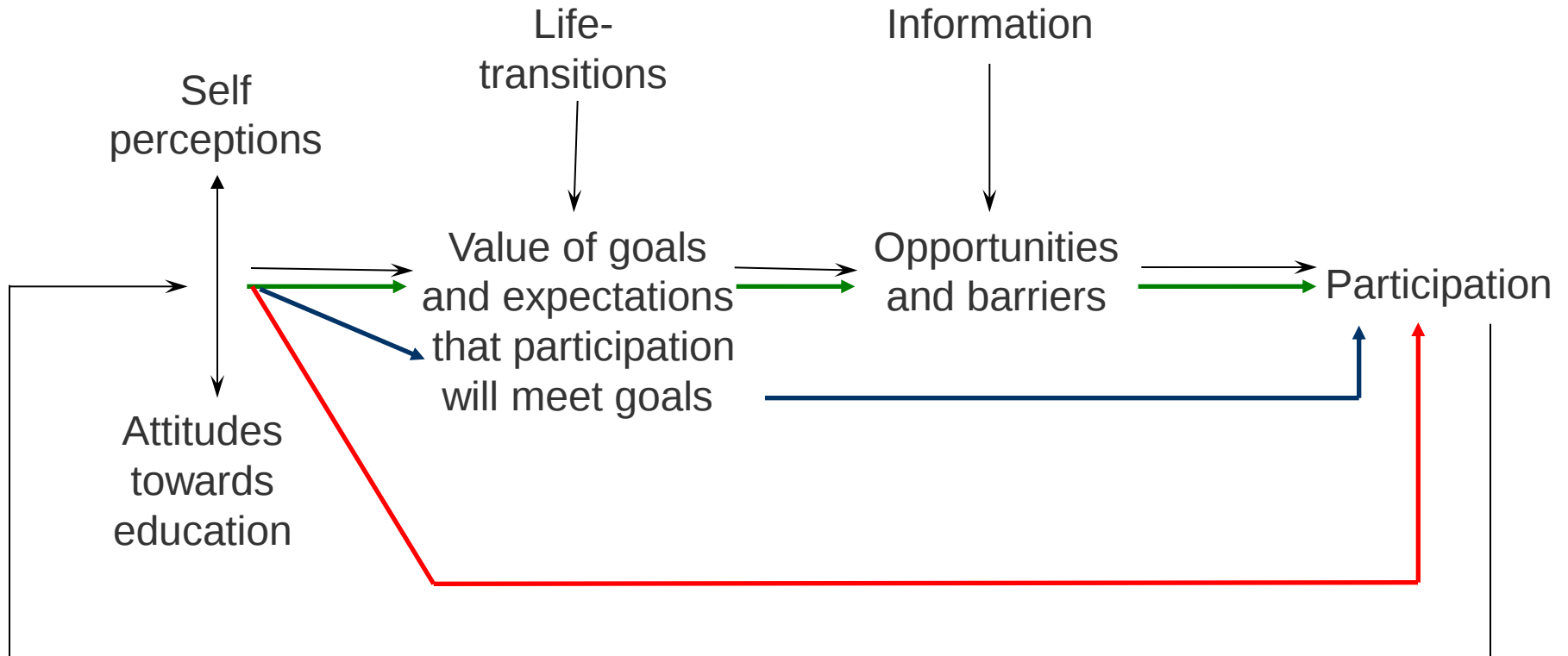
Adult education as a purposeful action

3. Barrier-centered type:

Adult education as something, that someone is supposed to do



C-O-R Model (Cross 1981)



- Barrier-centred type
- Utilitarian target-oriented type
- Habitual learning-oriented type



- Learning and education is not a matter of age.
- Older workers learn different:
 - different than younger people
 - different than other older workers
- Vocational training for older adults has to...
 - ...respect their different educational interests;
 - ...comprise the learners' prior knowledge;
 - ...show personal profits coming out of educational participation;
 - ...make use of the learners (informal) learning habits;
 - ...should not only focus on the older ones but on intergenerational learning.
- **Older workers become more and more important for the labor market and organizations will depend on them.**

Thank you!

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