

1976

The Role of Instructional Design in Selected Educational Programs for Senior Citizens

Charles Lee Kauderer
Eastern Illinois University

Recommended Citation

Kauderer, Charles Lee, "The Role of Instructional Design in Selected Educational Programs for Senior Citizens" (1976). *Masters Theses*. 3447.
<https://thekeep.eiu.edu/theses/3447>

This is brought to you for free and open access by the Student Theses & Publications at The Keep. It has been accepted for inclusion in Masters Theses by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

THE ROLE OF INSTRUCTIONAL DESIGN IN SELECTED

EDUCATIONAL PROGRAMS FOR SENIOR CITIZENS

(TITLE)

BY

CHARLES LEE KAUDERER

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

SPECIALIST IN EDUCATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1976

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

4/5/76
DATE

1/3/76
DATE

PAPER CERTIFICATE #2

TO: Graduate Degree Candidates who have written formal theses.

SUBJECT: Permission to reproduce theses.

The University Library is receiving a number of requests from other institutions asking permission to reproduce dissertations for inclusion in their library holdings. Although no copyright laws are involved, we feel that professional courtesy demands that permission be obtained from the author before we allow theses to be copied.

Please sign one of the following statements:

Booth Library of Eastern Illinois University has my permission to lend my thesis to a reputable college or university for the purpose of copying it for inclusion in that institution's library or research holdings.

April 5, 1976
Date

I respectfully request Booth Library of Eastern Illinois University not allow my thesis be reproduced because _____

Date

Author

THE ROLE OF INSTRUCTIONAL DESIGN
IN SELECTED EDUCATIONAL PROGRAMS
FOR SENIOR CITIZENS

BY
CHARLES KAUDERER

FOR
DR. FLOYD LANDSAW
DEPARTMENT OF INSTRUCTIONAL MEDIA
EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

December 1975

TABLE OF CONTENTS

<u>Chapter</u>		<u>Page</u>
I	INTRODUCTION	1
II	REVIEW OF RELATED RESEARCH AND LITERATURE	8
III	METHODS AND PROCEDURES	18
IV	RESULTS	27
V	CONCLUSIONS AND RECOMMENDATIONS .	41
	BIBLIOGRAPHY	53

Chapter I

INTRODUCTION

For many years, United States Census figures have indicated that each generation is better educated than the one preceding it. The opportunities for education have improved with each succeeding generation and the attitudes necessary for the utilization of these opportunities have also improved. This general upgrading of educational participation has provided this country with a large number of older citizens experiencing what might be described as a "crisis in skills". Many older citizens suffer in two ways: their general educational level, attained many years hence is lower than the current national average for younger citizens, and the skills learned at an

early age are now often outdated.

In response to this situation, skills development programs for adult learners have been the subject of many books, monographs, periodical articles, etc., and adult education has become a field apart from the mainstream of childhood education. Pedagogy, derived from the Greek stem paid (meaning "child") and agogos (meaning "leading") has, in fact, been joined by an educational sibling--Andragogy. Andragogy, a newly coined word, is formed by the combination of the Greek noun agoge (meaning the "activity of leading") and the Greek stem andr (meaning "adult"). Through the use of an alternate term, many in the field of adult education have sought to isolate the needs of the adult learner from the needs of the child. One basic need of the child is to prepare for the future--generally by storing information others have found useful.

Psychological maturity or adulthood has been associated, in our culture, with the ability to develop a sense of autonomy. As children mature they lose their concepts of dependence and develop an awareness of their

responsibilities for their own decisions and destinies, pursuing information they find useful.

Andragogy, as an educational field, has sought to help the older learner develop new skills, participate in new learning experiences, and share those skills and experiences derived from the process of living, recognizing them to be resources for learning.

Having defined psychological maturity above, it appears to be a necessary ingredient for any androgical program to succeed. Unlike the child who is preparing for the future, the adult learner is living in the present. That the individual must provide motivation and a desire for learning, therefore, is germane to any adult educational endeavor.

In this study I have tried to examine the basic differences between pedagogy and andragogy. Instructional Design has long been an integral part of pedagogy; it is, however, not yet a fully integrated part of the andragogical process. Instructional Design, based on assumptions of what skills and information children will need in their future lives,

can be readily juxtaposed with testing of what developmental skills they bring to standard educational programs. Adult education, especially programs designed for the older adult or senior citizen, must respond to an infinite variety of skills and levels of expertise, as well as an equally infinite variety of personal experiences and expectations provided by the adult learner faced with many problem solving situations in everyday adult life.

Through an understanding of the needs of adult learners for general upgrading of skills, made desirable because of the general increase in educational level from generation to succeeding generation, the changes in the skills required by the labor market, etc., much can be done to incorporate Instructional Design into the preparation of subject or skill-oriented courses. This field is being examined and the principles of Instructional Design are now being applied in adult education courses throughout the world.

One specific area of adult education, however, has benefited less than others from the

application of Instructional Design. Service courses, those programs designed to assist older adults encounter contemporary society, pose an intriguing problem for the instructional designer because few standard assumptions can be made which apply equally to all older adults. The range of possibilities for course content is vast, the attitudes and skills brought by the participants are as diverse as the experiences of the group members, and the self perceptions of the learners are colored by the strains of living, and not by the attitudes imposed by more dominant personalities, as in the case of younger learners.

The problem to be discussed in this paper is: Can Instructional Design, incorporated into the service units of instruction for Senior Citizens, enhance the process and enjoyment of learning?

Subsidiary questions to be asked are:

a) In what way do service courses differ in instructional technique from regular academic courses?

b) Does there exist a dichotomy between the needs of male and female Senior Citizen learners?

c) If such a dichotomy does exist, how does it affect the use of Instructional Design:

d) In what ways can Senior Citizens be included in the development of courses designed to meet their educational needs?

For the purpose of this study, the following definitions will apply:

a) Senior Citizen--any ambulatory and literate individual over sixty years of age.

b) Instructional Design--those activities which precede the actual development of course content, including the selection of course topics, educational and/or age level of participants, assessment of curricular needs of potential participants, and the assumptions on which these decisions are generally based.

c) Instructional Media--those resources and services involving the use of closed and open

circuit television; photographic slides and prints; graphic arts, taped sound reproductions; 8mm, Super 8mm, and 16mm motion pictures; film loops; programmed materials; filmstrips; realia; field trips and tours; laboratories; computer-assisted instruction; and lectures and discussions.

d) Service Units of Instruction-- those programs involving instruction in social services and community resources, health care, income protection, leisure time activities, and cultural outreach.

Chapter II

REVIEW OF RELATED RESEARCH AND LITERATURE

Yeats, in his poem "Sailing to Byzantium", writes

An aged man is but a paltry thing,
A tattered coat upon a stick, unless
Soul clap its hand and sing, and louder sing
For every tatter in its mortal dress,
Nor is there singing school but studying
Monuments of its own magnificence;
And therefore I have sailed the seas and come
To the holy city of Byzantium.

A story of the loss and regaining of identity, it is one of the central themes of literature. It deals with a hero whose adventures, death, disappearance, and marriage (resurrection) relate to the thousand faces every man wears. In the poem,

the misery of the human condition is exposed and bared in its absurdity and frustration, while, at the same time we read of sacred cities and happy gardens. Early civilizations were concerned with their natural nonhuman surroundings, but as civilization developed, we became more preoccupied with human life and the human condition--how we fit into the structure of society. Literature reflects this, and the more advanced the civilization, the more emphasis we see on human problems, with the process of aging foremost in the array.

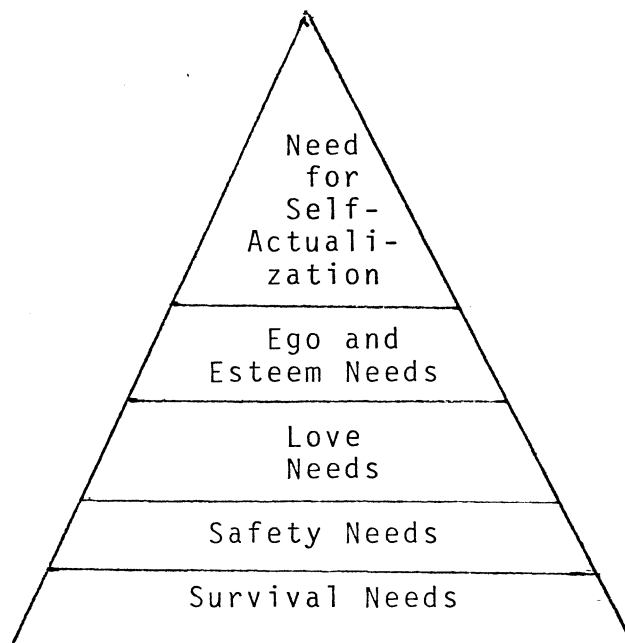
One of the curiosities of contemporary civilization is that, unlike our "uncivilized" forebears we have lost our reverence for age. While more primitive civilizations revered the aged, and used their accumulated wisdom to youthful advantage, our civilization reveres the young, and often relegates the old to positions of low stature, and occasionally, ridicule.

Yeats' poem describes a hero who uses his adventures and experiences as a method of regaining his identity. It is this process of regaining identity that is at the heart of educational programs

for older learners.

Very little has been written about the education of older adults, and, in fact, the entire field of andragogy is new. However, a handful of educators have become interested in this area, and have provided some valuable insights into the topic.

One educator who has contributed to the study of andragogy, through his work in psychology, is Abraham Maslow. Maslow juxtaposed human needs according to their relationship to one another, as humans strive to achieve and fulfill them. His hierarchy of needs is reproduced below.



Applying Maslow's hierarchy of needs to andragogy leads to the implication that unless mature learners can internalize honestly about their situations, relating their experiences and educational needs to honest self-perceptions, the process will not be self-directed and will not produce real learning.

Learning is not likely to occur unless the mature learner motivates himself to learn. When adults are part of the work force the motivation generally stems from that source. When the mature learner is not employed or is retired, the motivation must come from the internalization of his needs based on honest self-appraisal.

Maslow indicated in his hierarchy of human needs that it is inner drives--fed by our own assessment of potentialities--which provide motivation for our actions. He felt that unless basic needs were met, higher, more abstract needs could not be fulfilled and satisfied.¹

¹Abraham Maslow, TOWARD A PSYCHOLOGY OF BEING (New York: Van Nostrand Reinhold, 1962), p. 210.

With young children, whose experiences are fresh, but puerile, motivation can come from dominant personalities--parents, teachers, counselors, etc. With mature adults, internalizing a wide variety of stimuli daily, motivation to learn must come from within. This cannot occur, however, unless the basic human needs are satisfied. If a man is hungry, he will not be able to concentrate on a symphony, and if he is unable to define his position in society, he will be unable to fulfill his ego and esteem needs.

For many adults in society today, personal growth is hampered by interpersonal problems. As was discussed in Chapter One, older adults, handicapped by lower levels of educational attainment, and the diminished need for yesterday's skills, are often isolated in emotional ghettos. Educational programs can help them update their skills, but the development of skills must be accompanied by a re-education of attitude and perspective.

Argyris linked the process of re-education with "interpersonal competence acquisition". He

defines interpersonal competence as the ability to cope effectively with interpersonal relationships, and isolates the acquisition of this competence as a goal of re-education.

He defines three criteria of effective interpersonal coping:

1. "The individual perceives the interpersonal situation accurately. He is able to identify the relevant variables plus their interrelationships.

2. The individual is able to solve the problems in such a way that they remain solved. If, for example, interpersonal trust is low between A and B, they may not have been said to solve the problem competently unless and until it no longer recurs (assuming the problem is under control).

3. The solution is achieved in such a way that A and B are still able to work with each other at least as effectively as when they began to solve their problems."²

Using this information in an educational setting for mature learners would involve activities designed to assist learners:

- a) "communicate with one another in a manner that generates minimally distorted information,

²Chris Argyris, "Conditions for Competence Acquisition and Therapy", JOURNAL OF APPLIED BEHAVIORAL SCIENCE, (1968), v4 n2, p. 148.

b) give and receive feedback that is directly validatable and minimally evaluative,

c) perform these skills in such a way that self-acceptance and trust among individuals tend to increase, and

d) create effective groups in which problem solving may occur."³

Argyris separates this process from therapy by stating, "To give therapy means more than to change behavior. The word, 'therapy', according to the dictionary, means 'to cure'; to cure means to restore to a healthy condition."⁴ To be unhealthy, according to Argyris indicates a closed person prohibiting internalizing on factors other than survival, and this is less than what is attempted in his re-education process.

Communication would appear to be central to the process of re-education. If we desire the adult learner to combine the acquisition of knowledge with the elimination of incorrect images of his personality and position in society, communication

³Ibid., v4 n2, p. 173.

⁴Ibid., v4 n2, p. 168.

must be free and open, between the participants in educational environments. To insure this, some facility should be included in the learning process for the adult learner to assist in the planning and implementation of the learning environment and its formats for instruction/sharing.

Dr. Kurt Lewin prescribed re-education as a resolution for social conflicts, feeling that incorrect stereotypes about life were at the base of many social conflicts involving older citizens. As was stated earlier, an educational gap exists between generations and this feeds the growth of incorrect perceptions of our places in society. Older citizens often feel less well-equipped to cope with contemporary society and need to make a transition to new values and ideas, internalizing new behaviors and thereby reinforcing new values. According to Lewin, to become re-educated, an individual must work actively to discover inadequacies and must have a sense of freedom to accept or reject new values as they are examined.⁵

⁵Kurt Lewin, RESOLVING SOCIAL CONFLICTS (New York: John Wiley and Sons, 1948).

Children, in the educational process, are surrounded with experts; adults are expected to benefit from their experiences, share their expertise, and learn from the processes of living, sharing, developing, cooperating, etc. Whereas children have blocks of time to devote to learning, adults often do not. Thus, the process of sharing knowledge and information becomes more difficult to schedule and often impossible.

Malcolm Knowles suggests that the main reason for the slight impact of educational programs on adults in our society is that schools have continued to try to teach adults as if they were children, using pedagogical techniques.⁶

Educators who have dealt with the problems of adult learners agree that the acquisition of new skills must be accompanied by the development of new attitudes as well. These new attitudes can best be developed when adult learners internalize honestly about their situations and needs, and can share their feelings in non-threatening environments, geared to

⁶Malcolm Knowles, THE MODERN PRACTICE OF ADULT EDUCATION (New York: Association Press, 1970)

the acquisition of skills, and perceptions about how those skills can be utilized personally and by society as a whole.

Chapter III

METHODS AND PROCEDURES

The research techniques used in this study included the use of a questionnaire administered to Senior Citizens in Coles and Champaign Counties, in central Illinois. The questionnaires were used in conjunction with personal interviews, when possible, to determine the amount of prior involvement in educational programs for mature learners, and the existence of mind sets affecting personal responses.

Questions were asked concerning the type of work in which the individual might have been engaged, to determine what percentage of those interested in vocational training desired similar kinds

of skills as those used in their occupations, or new/alternate kinds of skills.

In all the questioning, a nonthreatening atmosphere was attempted, to facilitate the gathering of honest responses and useful information. The interviews were casual and an attempt was made to solicit as wide a variety of viewpoints as possible, within the confines of this study.

The questionnaire is reprinted below:

QUESTIONNAIRE

PAGE ONE

GENERAL INFORMATION

PLEASE CHECK THE APPROPRIATE SPACE -

MALE _____ FEMALE _____

EDUCATIONAL BACKGROUND - GRADES 1 - 8 _____

HIGH SCHOOL _____

BEYOND HIGH SCHOOL _____

QUESTIONNAIRE

1. IF YOU COULD JOIN AN EDUCATIONAL PROGRAM TO LEARN NEW IDEAS OR HOW TO TAKE BETTER CARE OF YOURSELF OR THE THINGS AROUND YOU, WOULD YOU PARTICIPATE: YES _____ NO _____

2. WHAT KIND OF PROGRAM WOULD YOU LIKE BEST?
RATE OUR SUGGESTIONS WITH A 1, 2, 3, 4, or
5, WITH 1 BEING YOUR FIRST CHOICE AND 5 BEING
YOUR LAST CHOICE.

A. SOCIAL SERVICES AND COMMUNITY
RESOURCES _____

B. HEALTH CARE _____

C. INCOME PROTECTION _____

D. LEISURE TIME ACTIVITIES _____

E. CULTURAL ACTIVITIES _____

3. WHICH OF THE FOLLOWING COURSES WOULD HAVE THE
MOST APPEAL TO YOU?

WOODWORKING _____

COOKING _____

INCOME PLANNING _____

TAXIDERMY _____

INVALID CARE _____

APPLIANCE REPAIR _____

INDOOR GARDENING _____

LANDSCAPE GARDENING _____

THE METRIC SYSTEM _____

FOOD AND NUTRITION _____

SAFETY _____

WILLS AND TRUSTS _____

PHYSICAL FITNESS _____

ECOLOGY _____

COMMUNITY PROTECTION _____

INFLATION _____

NEEDLE CRAFT _____

ELECTRICITY _____

ASTROLOGY _____

FIRST AID _____

HOSPITAL SERVICES _____

PHOTOGRAPHY _____

SENIOR POWER _____	ART FOR FUN _____
MUSIC APPRECIATION _____	TRAVELING KNOW HOW _____
READING PLEASURES _____	HOW TO ENJOY RETIREMENT _____
LIVING WITH DYING _____	PUPPETRY _____
TAKING CARE OF YOURSELF _____	SEX AND THE OLDER ADULT _____
MARRIAGE IN LATER YEARS _____	OTHER _____

4. WHICH DO YOU ENJOY MOST?

FILMS _____

SLIDE SHOWS _____

TELEVISION _____

TAKING TOURS _____

CLASS DISCUSSIONS _____

MEETINGS OVER LUNCH OR DINNER _____

READING BOOKS AND MAGAZINES _____

LISTENING TO LECTURES _____

LISTENING TO RECORDS AND TAPE RECORDINGS _____

WATCHING DEMONSTRATIONS _____

WORKING IN A LABORATORY OR WORKSHOP _____

EDUCATION AND THE SENIOR CITIZEN

EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS
Charles Kauderer

The questionnaire was constructed with the assistance of Mrs. Sheila Dunn, Field Representative of the Illinois Agency on Aging. Initially, the document was intended to elicit responses concerning the respondent's interests in participating in adult education programs, hypothetical in nature, but possible through area schools.

The questions were broken into four general categories, to keep the format simple and nonthreatening. The first question dealt with the respondent's interest in any courses, calling for a simple affirmative or negative response. This was intended to give the respondents an opportunity to register negative feelings about any kind of adult education. Nine persons indicated no interest in participating in such programs. Their reasons are reported in more detail in Chapter Four.

The second question was designed to break down service courses into specific kinds of topic-related programs, in an attempt to determine if senior citizens had areas of more intense interest to them, within this general category.

Question three was constructed as a ranking, by interest, of specific courses, all dealing with personal needs or limited interpersonal relationships. Respondents were urged to respond only to those holding general interest for them and to leave blank those holding marginal or minimal interest.

The fourth question calls for an indication of formats for learning which are most appealing. Part of the emphasis of the study was to determine if senior citizens joined educational programs because of specific formats, and how those formats could be identified.

Mrs. Dunn assisted in the validating of the questionnaire by reviewing it and offering valuable suggestions, and by arranging for it to be presented to a small group of officers of the Mattoon

Senior Citizen Council. From their responses, and the ensuing conversation, valuable insights were derived which were later employed in other testing situations.

The questionnaire was administered to three groups of senior citizens, and to various individuals, not part of organized senior citizens groups, in an attempt to elicit responses from "joiners" as well as "nonjoiners".

We cannot minimize the problems of the aged in our society. However, we cannot assume that all senior citizens have identical problems, nor can we assume that all their problems stem from the same sources. It is the very fact of living in a complex society that creates the diversity of experiences and problems senior citizens face. Conversely, it is, in fact, the very process of aging that provides the depth and scope of experiences which create and offer solutions to these problems.

Andragogy recognizes the experiences of adults as resources--and it is on this basis that the

research was conducted. The questionnaire was designed to elicit responses in a general way, leading to further conversations about the expectations mature learners have concerning educational programs and how those programs can be made more pleasant and rewarding, thus indicating feelings about self-perceptions and attitudes regarding society and the contributions senior citizens make to it.

At no time during any interview or conversation was any reference made to the questionnaire being a response to an existing problem situation. It was felt that those interviewed would respond negatively to the suggestion that they or their presence in contemporary society created a problem. In essence, the questionnaire was designed to initiate discussions of attitudes rather than provide fast data on participation in or enjoyment of, specific courses. In all the interviews, stress was given to the concept that the experiences of adult learners need to be utilized better by society and that the values and skills of adult learners need to

be adjusted to facilitate that process.

Because adult education often involves the process of re-education, or the elimination of incorrect visual images or illusions about reality, it is easy to become enmeshed in emotion. For this reason, the administration of the questionnaire was always done personally, with individual attention given whenever possible.

Questions generated by the interviews were answered fully and no indication was given of the possibility of specific courses being offered at the completion of the study.

Attention was given, in the personal conversations with the respondents, to the needs of the groups' male and female members, where differences could be discerned. Questioning was carried on to determine what percentage of the respondents were engaged in full- or part-time work outside the home and this was discussed in relation to their interests in service courses.

Where substantial differences were isolated in levels of interest in specific programs, differing formats for educational presentations were discussed to determine if a format had greater appeal to males or females.

Chapter IV

RESULTS

The questionnaire was completed by seventy-two senior citizens between March and August 1975. Of that group, thirty were male and forty-two were female.

The educational backgrounds of those responding are indicated below:

Grades completed: 1-8	35
9-12	27
12+	6
M.A.	1

Three persons declined to indicate their level of educational attainment, feeling it was too low. One person summed up the feelings of the other

two by saying, "If we tell you how little schooling we've had, you won't want us to fill this thing out."

In response to the first question, "If you could join an educational program to learn how to take better care of yourself or the things around you, would you participate?", thirty-three persons answered "yes" and nine answered "no".

In conversation with the groups after reviewing their responses, I was told that other adult educational programs had been less than satisfying, and many felt that they were treated like children and were made to feel that the school or organization was doing them a favor. One man stated flatly that he wouldn't take any more classes because the school took all the fun out of them and he had to sit and keep quiet like a child. He resented the implication that he had nothing to offer and that the teachers knew all the answers. He informed me that he was an expert on computers and had participated in the building of very sophisticated pieces of computer equipment, and yet he hadn't been asked to share any of his ideas in the classes.

Adults, in the course of living, accumulate experience and expertise in many areas; it has been said, in fact, that we are the sum of our experiences. Children, on the other hand, are new to experience and are unable to draw from this source in educational programs. Adults often feel thwarted when their experiences are considered of no value.

The concerns expressed in discussions following this item are iterated in Ingalls' A TRAINERS GUIDE TO ANDRAGOGY where attention is given to learning environments. Ingalls stresses that one of the most important concerns for andragogy is setting a climate for learning.⁷ Mature learners, bringing their experiences to the learning situation, create learning environments similar to those in which their experiences were gained, i.e., situations in which human beings live and interact.

One of the tenets of Instructional Design is that learning can be stimulated or thwarted by climate. Physical discomfort, anxieties, frustration,

⁷John D. Ingalls, and Joseph Arceri, A TRAINERS GUIDE TO ANDRAGOGY (Waltham, Mass.: Data Education, 1972).

etc., have a negative effect on the learning process, while joy, enthusiasm, comfort, positive self-perceptions, etc., can facilitate learning.

Forty persons declined to answer question one because, they explained, they no longer assumed taking classes would be interesting, or fun, or valuable, as they once had. After some negative experiences they reserved the option to evaluate each program on its own merits, and wanted to be able to participate or not participate at their own choosing. Some felt that by responding to the question in a positive manner, they might be obligated to sign up for a course at a later date, although I had earlier explained that was not the case. The wariness indicated by this kind of response carried through the entire data gathering experience.

The second question asked the respondents to rank, in order of preference, those service courses listed on the questionnaire. In order of preference, they are listed below:

- #1-Leisure Time Activities
- #2-Social Services and Community Resources
- #3-Cultural Activities
- #4-Health Care
- #5-Income Protection

Discussions of this question indicated that many of the senior citizens were very concerned about having a good time and simply enjoying whatever claimed their time. Many people stated that when they get together it is to have fun, and if the sponsoring institution, be it school, church, public library, etc., overly structures the program, or in any way diminishes the amount of possible merriment, their participation decreases in direct proportion.

A close examination of their expectations for the kinds of programs dealing with leisure time activities indicated that they expected programs of this kind to provide instruction in craft skills, general information, occasional food, and opportunities for them to share their skills with others, as well as opportunities for them simply to display their skills and the products of those skills. A recurrent theme of the discussions regarding leisure time activities was that they had skills already, and simply needed places to engage in them, and compatriots to witness and appreciate their expertise.

With regard to social services and community resources, there seemed to be general agreement that, except for new agencies (usually governmental), the senior citizen is well versed in what agencies should do for the general population. I was reminded on several occasions that senior citizens know a great deal about community agencies because they have had the longest time to support financially the agencies. In light of these feeling I took many opportunities to press for explanations of the high ranking this category got, and was informed by a large number of senior citizens (29 persons) that their interest in the agencies was not to find out what the agencies did, but to remind the agencies that they were "around", and still wanted and deserved some consideration from community services. Many felt alienated from community services and wondered where their support funds had been going for long periods of time.

Ranking third in importance was the item dealing with cultural activities. Both counties in which the questionnaires were completed contain major

state universities, and the respondents felt ample cultural opportunities exist for those who desire them. Perhaps this need is satisfactorily met by the universities, more than in the case of other locales.

It is possible that interest in cultural activities can also be linked with the level of educational attainment, and a lower level, as attained by this age group, precludes a lower level of cultural participation.

Health care and income protection, ranking fourth and fifth on the responses, form a curious pattern, since we can assume these to be basic human concerns. The senior citizens responding to the questionnaires often made reference to needs for additional money and, in fact, much humor was generated by discussions of finding "rich old men and women to marry". I chose not to pursue too deeply the concerns for money lest I lose the rapport I had established, through embarrassing someone.

The ranking of possible courses for study and enjoyment constituted the third question, and the

responses are listed below, in order of preference:

- #1 - The Metric System
- #2 - Needlecraft
- #3 - Community Protection
- #4 - Safety
- #4 - Indoor Gardening
- #4 - Landscape Gardening
- #4 - Photography
- #4 - How to Enjoy Retirement
- #4 - Traveling Know How
- #5 - Food and Nutrition
- #5 - Physical Fitness
- #5 - Astrology
- #5 - Art for Fun
- #6 - Income Planning
- #7 - Appliance Repair
- #7 - Senior Power
- #7 - Reading Pleasures
- #7 - Wills and Trusts
- #8 - Woodworking
- #8 - Invalid Care
- #8 - Inflation
- #9 - Marriage in Later Years
- #9 - First Aid

Over half of those indicating preferences on the questionnaire felt that they had sufficient skills in handling household equipment, etc., and wanted to participate in courses or group sessions of entertainment value. It is interesting to note that among the most popular course titles are the abstract offerings, i.e., How to Enjoy Retirement, Safety, Physical Fitness, Astrology, Art for Fun, etc.,

while at the bottom of the scale are more specific courses, i.e., Appliance Repair, First Aid, Invalid Care, Woodworking, etc. This may indicate that lower needs had been satisfied and self-actualization was of greater concern.

Inconsistencies occurred in the interest levels of the course titles proposed, and they created some of the liveliest discussions. The Metric System was of great interest to many of the senior citizens but a suggested course in Ecology elicited almost no response, yet both could be considered of current interest. Hobby courses brought widely varied responses--Needlecraft, Gardening, Photography, and Art were of generally great appeal, but a suggested course on Puppetry brought only one potential registrant, who, to the hilarity of her group, discovered in the ensuing discussion that the suggested course was not on puberty as she had thought, and which she had thought would be fascinating, "if a handsome man would teach it".

A central theme running through the discussions centered around the fact that many senior citizens no longer maintain homes, and are free from

the responsibilities of building and appliance repair, etc.

The last question involved selection of formats for educational programs or social settings involving educational topics. Throughout the discussions with the questionnaire respondents, I stressed that educational issues can be carried on in social settings, such as group meetings, home gatherings, etc., and do not necessarily involve attendance at class sessions in school or academic buildings.

The formats and instructional materials offered for ranking by preference were ranked as listed below:

- #1 - Films
- #2 - Watching Demonstrations
- #3 - Taking Tours
- #4 - Reading Books or Magazines
- #4 - Television
- #5 - Meeting Over Lunch or Dinner
- #6 - Class Discussions
- #7 - Working in a Laboratory or Workshop
- #8 - Listening to Lectures
- #9 - Listening to Records and Tape Recordings
- #9 - Watching Slide Shows

The first selection of films as a format for learning and entertainment is due partially to the

response given to a standard question asked by the respondents. At almost every interview the question was posed, "What's the difference between a film and a movie?" I uniformly answered that they should consider them the same basic item. This allowed me to make a subject for the ensuing discussions, the use of movies (commercially produced entertainment films), in the classroom, and in the educational programs for senior citizens. Almost every person I interviewed espoused the use of films in the classroom and made a special point of registering enjoyment at being invited to see films made for entertainment. The chief use of films, in their minds, seemed to be as spurs to discussions and further conversations, as opposed to films used as terminal educational tools.

A great gap existed between the numbers of respondents indicating an interest in the first three items in the ranking, and those registering interest in the remaining items. By far the most appealing were films, demonstrations, and tours. In discussions, it was apparent that films were considered as springboards to subsequent conversations,

watching demonstrations led to subsequent discussions and had the added feature of being "interruptible" (many respondents felt that one of the prerogatives of age is the ability to interrupt to ask questions and interject personal experiences pertinent to the speaker's topic), and tours provided additional opportunities to see new places, experience new sensations, and engage in other interpersonal activities simultaneously.

The items least preferred by the respondents were those involving solitary activities, and activities leading to the fewest opportunities for personal exchanges.

The questionnaire provided the groundwork for discussions of more abstract attitudes and concepts, and the results of those conversations are recorded below.

Very slight differences in interest levels existed between male and female respondents to the suggested course offerings. Aside from the obvious male preferences for woodworking and the female

preferences for needlecraft, few strong patterns of sex role stereotyping emerged. It was revealing to the interviewer how closely were male and female interests paralleled in the selection of courses and formats for learning.

Slightly more males expressed interest in the solitary activities, but not sufficient to make a statistical difference for recording purposes. All the respondents expressed an interest in leading discussions or teaching courses in areas of their special interests.

There was much less concern expressed for the course content than for the degree of audience participation and interchange, both in the planning and the implementation of potential educational situations.

Those concerned with the development of skills were often actually concerned with the modernizing of skills they already possessed, i.e., translating crochet skills into macramé skills, moving from ceramics into pottery, turning facility with electricity into facility with electronics, etc.

When skills entered the conversation, generally those persons concerned wanted to revitalize skills and make them more compatible with contemporary needs and desires.

Chapter V

CONCLUSIONS AND RECOMMENDATIONS

Confucius, the Chinese philosopher, might be considered an early proponent of adult education, for hundreds of years ago he wrote,

"I hear and I forget
I see and I remember
I do and I understand."

He recognized a fundamental pattern in adult living--the ability to draw from experiences in the process of living and develop understanding and wisdom. Centuries later the new field of andragogy is building on his concept.

Many conclusions can be drawn from the responses given to the questionnaire discussed above,

and correlation of those responses to ideas expressed by leaders in the field of adult education.

The conclusion which is germane to all aspects of adult education is the most simply drawn but the most complex with which to deal. Simply stated, adults are not like children in the habits of living and experiencing and are not like children in the habits of learning. There is a fundamental difference in the amount and quality of the experiences each group brings to the learning process. This must be the first consideration of the Instructional Designer as he prepares to build educational programs for adults. When he is dealing with senior citizens or older adults, he must be cognizant of the added skills and experiences borne of the extra years of living.

Basically there is little difference in the ways adults and children internalize knowledge, but the conditions surrounding their learning differ substantially.

An important consideration in any educational program for adult learners is the possibility

for reviewing and revitalizing existing attitudes. When an educational program can provide some opportunity for older adults to utilize experiences, either in teaching or sharing of skills, knowledge, etc., attitudes can be examined and discussed in non-threatening environments. Older adults enjoy debating, arguing, and thrashing out ideas with one another, and often are not as vulnerable as younger persons, having had many more occasions to defend ideas and opinions. This kind of exchange, kept from becoming personally vindictive or destructive, can provide the vehicle for participants to discover the inadequacies in present situations, and discuss possible avenues to improvement.

Inherent in this kind of educational program must be the implicit guarantee of freedom to accept or reject new values and attitudes.

The self-concept of the child is a vital ingredient in pedagogy. Psychologists know that the child is dependent and looks for leadership, desiring to have external forces establish the perimeters of his existence. The adult's self-

concept is equally critical to the process of learning; however, the mature adult is independent. This fundamental difference implies that as adults become self-directed, motivation for learning can increase and educational programs can take on more positive dimensions. Educational programs for adults must capitalize on that self-direction and motivation. Educational programs must be designed to take the adult learner with whatever experiences he has had and help him to add new experiences and new appreciation of old experiences. Forcing an adult to participate in a highly structured educational setting, with little opportunity for interchange of ideas, will diminish his enthusiasm and lead to resistance to the process of learning.

Service courses for adults must be "living centered" and not "subject centered". Adult learners are not, like children, learning skills to be used at some future point in time. They are developing skills and attitudes to be used in the present. The process of andragogy has been described, by an anonymous writer, as, "Where have we been, where are we now, and where are we going?" Adults

want to develop new techniques for encountering contemporary society, and this must be carried on within a realistic framework of sharing openly with one another and a wide variety of resource people. To be effective, the resource people must listen as much as they speak, because the process of andragogy involves counseling, re-socialization, group dynamics, community development, and education.

Instructional Designers must begin their work by planning a structure for mutual planning, as most senior citizens can contribute, and desire to contribute, to programs planned for their participation. Life experiences often contribute to our skills as competitors and these skills are not of value to the educational program for senior citizens. Throughout this paper, stress has been given to the processes of re-education and socialization, processes demanding keen and honest perceptions. The dynamics of groups engaged in these activities must include the facility for individuals to exhibit collaborative and helping behaviors. The primary task of the adult educational

planner might well be to establish environments where senior citizens can learn to work together in groups so they can benefit to the point of learning individually.

Service courses differ in a fundamental way from skills courses in that they should be designed to assist older adults to operate as social beings in contemporary society. The emphasis must be on attitude adjustment, socialization, and interpersonal relations. Regular academic courses for adult learners should also be designed so that experiences can be shared and the teaching function borne by the learners as much as possible, but the added dimension of re-orienting senior citizens to contemporary society is not always present.

As the responses of the senior citizens polled indicated, informality in educational programs is appreciated by the participants. Andragogy seems to work best in informal settings. This must be accomplished, however, without losing the organizational norm because this would make the setting

seem totally incongruous. Obviously, a fine line exists in this area.

One of the most effective methods of Instructional Design implementation for andragogical programs might be the use of a steering committee of senior citizens, formed to plan and design the educational programs. This group could perform such tasks as selecting the physical surroundings and ensuring the desired environment, arranging for refreshments, handling registration formalities, locating leaders for groups and sessions, advertising, etc. Through the use of such a committee, working with trained educators, service courses could actually carry on work already begun in the socialization process, during planning sessions.

By including the participants in the design process, educational planners can begin early working with the assessment of values and gain valuable insights into the needs of the participants. Educators have recognized for centuries that if a learner places no value on the material presented to him for learning, little learning will

actually take place. In short, if something is going to guide our lives, or otherwise affect our behavior, we must freely choose it. Adult learners who are given alternatives from which to choose can develop values through the process.

The senior citizen, free from the restraints society places on other adults, can make the choice of how to invest his time. Senior citizens, forced into highly structured or formalized educational programs, can simply withhold their participation. How the senior citizen values the program, often determined by whether or not he has been given a chance to participate in its planning, will determine the amount of time he will invest in the program.

Helping senior citizens develop a valuing relationship to educational programs might have an effect on their participation in social programs as well. Projecting a ripple effect, we might see the senior citizen's assessment of his place in education enlarged to include his place in his community, his nation, and his world. The process of clarifying values could begin with selecting learning activities, and lead to assessing group and societal relationships, part of the re-education process.

A technique being used with children, known as the "Inquiry Method", appears to have substantial application for andragogical programs. Adult learners, given assignments or exercises involving the pursuit of information independent of one another or in small groups, could use techniques developed during lifetimes of individual work. The involvement of small groups could aid in the socialization process, and could possibly lead to decisions through consensus relative to the re-orientation of social perceptions.

In conclusion, some basic and relatively simple suggestions for the Instructional Designer of andragogical programs are listed. The field of andragogy, serving experienced and sensitive adults, will make a contribution to education only if the prime consideration is to meet the needs of real people. The following suggestions, offered as concluding remarks, are intended to facilitate that process.

1. Recognize andragogical and pedagogical differences.
2. Whenever possible, allow older learners to share their experiences and expertise.
3. Establish a climate for learning which includes simulated life situations, into which adults can contribute what real life situations have taught, so learning relates to the ways in which they have already learned.
4. Make the environment pleasant and comfortable.
5. Make the learning experiences pleasant. Include provisions for serendipity.
6. Allow for the process of re-education and re-orientation.
7. Include participants in the Instructional Design process. Solicit their assistance in the selection of:
 - a) topics for discussion
 - b) formats for learning
 - c) learning environments
 - d) schedules
 - e) assignments
 - f) activities.

8. Be flexible enough to allow for schedule changes due to illnesses, traveling by the participants, outside commitments, etc.

9. Be creative about selecting resources and resource persons--use a wide variety. Adults are accustomed to receiving information from many sources.

10. When dealing with "life" topics, bring "life" into the program or take the participants to it.

11. Include provisions for instruction/experiences in current topics of interest.

12. Consider both abstract and philosophical programs as well as pragmatic programs.

13. Arrange for a variety of different meeting places, to stimulate interest and enlarge the scope of the experience.

14. Integrate information into the programs concerning what young people are doing. Senior citizens like to keep informed concerning the activities of children and young people without wanting to join or emulate them.

15. Include many opportunities for interaction among andragogical participants.

BIBLIOGRAPHY

- Abrahamowitz, Jack, and Warren Halliburton, *SEARCHING FOR VALUES*. (New York: Globe Book Co., 1973)
- Abt, Clark C., *SERIOUS GAMES*. (New York: Viking Press, 1970)
- Adkins, Winthrop R., "Life Skills for Adult Learners", *ADULT LEADERSHIP*, (June 1973), v22 n2, pp. 55-58, 82-84.
- Argyris, Chris, "Conditions for Competence Acquisition and Therapy", *JOURNAL OF APPLIED BEHAVIORAL SCIENCE*, (1968), v4 n2, pp. 147-77.
- Axline, Virginia, *DIBS: IN SEARCH OF SELF*. (Boston: Houghton Mifflin, 1964)
- Bandura, Albert, *PRINCIPLES OF BEHAVIOR MODIFICATION*. (New York: Holt, Rinehart and Winston, 1969)
- Boocock, S., and E. Schilde, *SIMULATION GAMES IN LEARNING*. (Beverly Hills, Sage Publishers, 1968)
- Boone, Edgar J., "Adult Education: A Quest for Life", *COMMUNITY COLLEGE REVIEW*, (April 1973), v1 n1, pp. 6-13.
- Carlson, Charles R., "Serving the Needs of Retired Persons", *COMMUNITY AND JUNIOR COLLEGE JOURNAL*, (March 1973), v43 n6, pp. 22-3.

- Dave, R. H., and P. Lendgrand (editors), "Lifelong Education and Learning Strategies", INTERNATIONAL REVIEW OF EDUCATION, (1972), v20 n4, pp. 425-537.
- Downey, G. W., "Greying of America: Senior Citizens in Education", NATION'S SCHOOLS AND COLLEGES, (September 1974), v1 n1, pp. 36-43.
- Drazek, Stanley J., and Henry Walker, "The Open University . . . Report on the Transplant", NATIONAL UNIVERSITY EXTENSION ASSOCIATION SPECTATOR, (June 1973), v37, n12, pp. 24-27.
- Dutton, Donnie and Don Seaman, "Audio-Visual Aids in Adult Literacy Education", LITERACY DISCUSSION, (Summer 1971), v2 n3, pp. 27-42.
- Frye, Northrop, THE EDUCATED IMAGINATION. (Bloomington: Indiana University Press, 1964)
- Giroux, Roy F., and John J. Pietrofesa, "Counseling for Life Skills Development in the Disadvantaged Adult: A Review", CANADIAN COUNSELOR, (January 1973), v7 n1, pp. 2-8.
- Goldstein, Kurt. HUMAN NATURE IN THE LIGHT OF PSYCHOPATHOLOGY. (New York: Schocken Books, 1940)
- Gordon, Thomas, GROUP CENTERED LEADERSHIP. (Boston: Houghton Mifflin, 1955)
- GUIDELINES FOR SERVICES TO THE AGING. (The Salvation Army, 1974)
- Hope, Ronald, "Living Well After Fifty: A Seafarer Prepares to Retire", ADULT EDUCATION (LONDON), (January 1973), v45 n5, pp. 293-96.
- Hopkins, Philip, "The Return of Jude", ADULT EDUCATION (LONDON), (July 1969), v42 n2, pp. 90-92+.
- Ingalls, John D., and Joseph Arceri, A TRAINERS GUIDE TO ANDRAGOGY. (Waltham, Mass.: Data Education, 1972)
- Janis, Irving L., VICTIMS OF GROUPTHINK. (Boston: Houghton Mifflin, 1972)
- Knowles, Malcolm S., THE MODERN PRACTICE OF ADULT EDUCATION. (New York: Association Press, 1970)

- Lewin, Kurt, RESOLVING SOCIAL CONFLICTS. (New York: Harper and Brothers, 1948)
- "Lifelong Education", EDUCATIONAL DOCUMENTATION AND INFORMATION, (1972), n185, pp. 9-59.
- Lifton, Walter M., WORKING WITH GROUPS. (New York: John Wiley and Sons, 1961)
- Lindskog, H. C., "A New Approach to Designing and Running Courses", TRAINING OFFICER, (November 1971, v7 n11, pp. 325-26.
- Long, Fern, "Research in the Field of Aging and Its Relation to Public Library Services", LIBRARY TRENDS, (January 1973), v21, n3, pp. 431-40.
- Long, H. B., "Lifelong Learning Symposium", JOURNAL OF RESEARCH AND DEVELOPMENT IN EDUCATION, (Summer 1974), v7, pp. 1-106.
- McTernan, E. J., "Androgogical Education in the Health Services", ADULT LEADERSHIP, (November 1974), v23, pp. 136+.
- Maslow, Abraham H., TOWARD A PSYCHOLOGY OF BEING, (New York: Van Nostrand Reinhold, 1962).
- Montagu, M. F. Ashley, THE DIRECTION OF HUMAN DEVELOPMENT; BIOLOGICAL AND SOCIAL BASES. (New York: Harper and Brothers, 1955)
- Nikelly, Arthur, TECHNIQUES FOR BEHAVIOR CHANGE, (Springfield: Charles C. Thomas, 1971)
- Norris, Eleanor, "Perspective as a Determinant of Attitude Formation and Change", JOURNALISM QUARTERLY, (Spring 1973), v50 n1, pp. 11-16.
- Pattison, Rose Mary, "Senior Citizen Renewal Action Program", ADULT LEADERSHIP, (June 1973), v22 n2, pp. 59-60, 84.
- Qazilbash, Husain, "Guidance and Counseling in Adult Basic Education", CONTINUING EDUCATION, (January 1972), v5 n1, pp. 7, 64.
- Rogers, Carl, THE CHARACTERISTICS OF A HELPING RELATIONSHIP, (Boston: Houghton Mifflin, 1961)

- Ross, A. M., and others, "Continuing Education",
HIGHER EDUCATION, (May 1973), v2 n2, pp. 175-99.
- Saini, B. K., "Use of Audio-Visual Materials in Social
Education in Punjab", INDIAN JOURNAL OF ADULT
EDUCATION, (October 1972), v33 n10, pp. 11-13.
- Smith, Robert, et al, (editors), HANDBOOK OF ADULT
EDUCATION. (New York: Macmillan, 1970)
- Stetar, J. M., "Community Colleges and the Educational
Needs of Older Adults", JOURNAL OF HIGHER
EDUCATION, (December 1974), v45, pp. 717-21.
- Thelen, Herbert A., DYNAMICS OF GROUPS AT WORK.
(Chicago: The University of Chicago Press, 1954)
- Thorpe, Claiburne B., "An Exercise in the Reclamation
of Human Resources: A Study of Manpower Develop-
ment", JOURNAL OF NEGRO EDUCATION, (Winter 1973),
v42 n1, pp. 11-18.
- Waters, Elinor B., "The Peer Counseling Approach to
Adult Counseling", MICHIGAN PERSONNEL AND GUIDANCE
JOURNAL, (Fall 1972), v4 n1, pp. 38-41.
- Wedell, E. G., "Adult Learning and the Media",
PROGRAMMED LEARNING AND EDUCATIONAL TECHNOLOGY,
(March 1973), v10 n2, pp. 57-64.
- Wooley, Alma S., "Reaching and Teaching the Older
Student", NURSING OUTLOOK, (January 1973),
v21 n1, pp. 37-39.