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LIFELONG LEARNING: THE STATE OF THE FIELD

*The University of North Carolina at Greensboro*

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LIFELONG LEARNING: THE STATE OF THE FIELD

by

ROBERT ALLISON WOOD

A Dissertation Submitted to  
the Faculty of the Graduate School at  
The University of North Carolina at Greensboro  
in Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

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Approved



Dissertation Adviser

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APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at The University of North Carolina at Greensboro.

Dissertation Adviser

*David L. Hall*

Committee Members

*Harold B. Snyder*  
*John W. Hensley*  
*W. Hugh Logan*

January 18, 1984  
Date of Acceptance by Committee

January 18, 1984  
Date of Final Oral Examination

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To the person who lent words of encouragement, support, understanding, and when needed "that kick in the pants" goes a very special word of thanks and admiration. That person is Dr. Dwight Clark, director of this dissertation, teacher, and most of all friend. Under his guidance, I became like Yentl, who said, "why settle for a piece of the sky, when you can fly."

It is to Dwight that this study is dedicated.

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The study defined lifelong learning. The study was needed because of the confusion and conflict existing in the literature and in programming which carries the label of lifelong learning.

The methodology involved a critical analysis of the literature related to lifelong learning. From the analysis, criteria were developed which identified essential elements to be included in the definition. The criteria provided the standards on which the definition was based.

This study includes an up-to-date bibliography on lifelong learning, a review of current definitions for this field, and the development of criteria leading to a statement of the resulting definition. Implications for further research were suggested.

CHAPTER I  
INTRODUCTION

The changing nature of society requires virtually all citizens to gain new skills and intellectual orientations throughout their lives. Formal education of youth and young adults, once thought of as a vaccine that would prevent ignorance later in life, is now recognized as inadequate by itself to give people all the educational guidance they will need to last a lifetime. The obsolescence of knowledge, the rapid growth of new knowledge, the shifts in national priorities, the multiplication and complexity of social problems, and the close relationship between the application of knowledge and social progress lead to the conclusion that lifelong learning is not only desirable but necessary. There is a sense of urgency regarding learning throughout society. There is growing conviction that everyone has a need and a right to learn throughout life.

As one begins to read and study the concept of lifelong learning, one confronts the many alternative terms used to convey the concept. These terms are used synonymously and alternatively with lifelong learning when they actually do not convey the same meaning. Because of the conflicting and confusing number of terms used to convey the concept, it is the purpose of this dissertation

to define lifelong learning. A more concise and precise definition will enable persons to understand and engage in activities that are brought to their thinking through the definition. The action of those who read a definition are determined by their understanding of and reaction to that definition. A definition sets the stage for participation

The path to be taken in the development of the definition will be a review of literature related to the definition of lifelong learning and an examination of component parts of lifelong learning such as motivations, goals, characteristics, and benefits.

While lifelong learning entails learning from cradle to grave, very little will be written concerning the learning opportunities for the young since these are formalized and offer very little opportunity for variance from the formal structure. This dissertation will be focused on adults and the opportunities that should be open to them for lifelong learning.

CHAPTER II  
REVIEW OF LITERATURE

The Learning Dream

Pemican and succotash,  
Leather thongs chewed to a fine consistence--  
Skills past, still passing from age to age.  
From the long houses, igloos and pueblos  
Rose dreams of families, communities of families, nations  
Confronting the elements, rubbing shoulders with friend  
and foe.

The bearers of Good News and powerful arms,  
Of Ten Commandments and restrictive covenants  
Came with confusing aims, bound to each other against the  
unknown, yet knowing; believing, yet searching;  
stumbling, yet certain of their vision.

Teachers became the taught  
In the cruel winters of Cape Cod,  
The mosquito swamps of the South,  
The parching heat of desert sands,  
The howling winds of Rocky Mountain blizzards.

Dreams arrived in many guises--  
Strident Roger Williams,  
The stiff-backed order of Puritan social control,  
The flaming assurance of Spanish monarchy and church,  
Indentured servants and slaves--  
All nurturing hopes for survival and urgently creating  
New Realities  
In the face of a native tribal order--quietly watching.

Family hearth or Dame School,  
Philadelphia dock, slave auction block,  
Each contributed to the fulfillment of hopes--  
Dreams of advancement and adventure, dreams of despair,  
dreams changed and forged from necessity.

Prosperity and time clothed reality in myth for some;  
 For others, the dream struggled to emerge from the nightmare  
 Of days in bondage to cruel masters, coal dust, endless  
     rows of vegetables  
 And the relentless rhythm of assembly lines and steel  
     rails.  
 Slowly hopes frayed.  
 Nudged and buffeted by the will to survive.

But still they learned.  
 Still the dreams remained in cloistered memory and communal  
     liturgy.  
 In frontier seminaries and village grammar schools,  
 In the universities of Europe,  
 In academies and synagogue schools,  
     In fields and slave quarter cells,  
 They labored and learned,  
 Learned to labor and become a part of a bigger dream.

The people affirmed, decided, ruled.  
 The people became US.  
 Brawling frontiersmen, found common cause with powdered  
     landlord.  
 A new covenant, a social pledge was made--  
 Grounded in a search for the common good.  
 All men created equal--the noblest dream!  
 But in the process majority imposed, power counted,  
     knowledge gave power.  
 Order courted new order, crushing dreams.

Nightmare brushed against paradise.  
 The new dream bled into a new reality--darkness for the Jew,  
 The Black, the possessors of accents 'foreign,'  
 Unwanted, unclaimed, uncertified.  
 But still we came--or could not leave--  
 Came not knowing or, knowing, unable to risk more.  
 Caught in an eddy, we met the tide with  
     our own tide--  
 Persistent hopes from east and west, south and north  
 Slipped into the vortex and challenged it.

We learned and we taught.  
 From Mexico, Italy, Ireland;  
 China, Scandinavia, Japan;  
 Germany, Russia, Holland--  
 Pieces of the world  
 People of the world  
 Dreaming polyglot dreams,  
 Nourished in deepest anguish.  
 Though mauled and maimed, we broke forth with stronger  
     dreams,  
 Deferred, but practiced, in long watch of sleepless  
 nights.

We learned in labor hall and sanctuary,  
In storefront and Carnegie Library,  
In ethnic club and ghetto confrontation.  
We learned we have much to learn.  
We learned realizing dreams are hard.  
We learned the struggle is life long.

--Norman V. Overly (1979, pp. 5-70)

What is this concept called lifelong learning?

Definitions are as many as people asked. Lifelong learning is not an educational system but the principle on which the overall organization of a system is founded and which should, accordingly, underlie the development of each of its component parts (Faure et al., 1972, p. 182).

Lifelong education seeks to view education in its totality. It covers formal, nonformal, and informal patterns of education and attempts to integrate and articulate all structures and stages of education along the vertical (temporal) and horizontal (spatial) dimensions. It is also characterized by flexibility in time, place, content, and techniques of learning and hence calls for self-directed learning, sharing of one's enlightenment with others, and adopting varied learning styles and strategies (Dave, 1976, pp. 35-36).

The terms lifelong education and learning (United Nations Educational, Scientific and Cultural Organization, 1976, p. 2) denote an overall scheme aimed both at restructuring the existing education system and at developing the entire educational potential outside the

education system. In such a scheme, men and women are agents of their own education through continual interaction between their thoughts and actions.

According to Green, Ericson, and Seidman (1977, p. 2) lifelong learning is a banner for a movement around which various educational and social interests have rallied.

Gross (1977, p. 16) stated that lifelong learning means self-directed growth. It means understanding oneself and the world. It means acquiring new skills and powers. It means investment in oneself. Lifelong learning means the joy of discovering how something really works, the delight of becoming aware of some new beauty in the world, and the fun of creating something alone or with other people.

Lifelong learning is the distribution of educational opportunity over the entire life experience so as to maximize both the individual and the system interests that are involved, with particular recognition of the potential reciprocal values of education and other human experiences. The distribution and allocation of work, service, leisure, as well as educational opportunities, are to be taken into consideration (Wirtz, 1977, p. 2).

The phrase lifelong learning not only provokes disagreement but its implications for different users are strikingly inconsistent. It is used as a slogan by those who advocate expanding institutional programs and by those who want to "deschool" society. It is used to emphasize recurrent education to help workers adjust to their jobs.



The phrase is utilized to emphasize education as a means of self-fulfillment. Lifelong learning is also used by those who attack overreliance on degrees and credentials and by those who want to expand the system of degrees and credentials via continuing education. It is also used by groups who perceive schools as oriented too little toward the job market and by those who perceive schools as dehumanizing. Lifelong learning is used by those who wish to target educational opportunities toward well-defined age groups and by those who wish to maximize interaction among different age groups within the same classroom setting. To be sure, these positions are not in every case contradictory; but they pull in varying directions (Baldwin, 1977, pp. 23-24).

The Advisory Panel on Research Needs in Lifelong Learning During Adulthood (1978, p. 17) reported that lifelong learning refers to the purposeful activities people undertake with the intention of increasing their knowledge, developing and updating their skills, and modifying their attitudes throughout their lifetimes. This may happen in formal settings such as schools or in less formal settings. The teacher may be a professional educator or some other knowledgeable person. The instructional material may be traditional texts or may include the new technologies. Learning experiences may occur in a classroom or they may be field experiences.

Lifelong education refers to learning activities, including all skills and branches of knowledge, using all possible means, and giving the opportunity to all people for full development of their personalities. Lifelong education considers the formal and nonformal learning processes in which children, young people, and adults are involved during their lifetimes. Lifelong learning is the process by which people acquire knowledge and skills through their lifespan in order to maintain or improve occupational, academic, or personal development. Lifelong learning includes, but is not limited to, adult basic education, continuing education, independent study, agricultural education, business and labor education, occupational education and job training programs, parent education, postsecondary education, preretirement education, education for older retired people, remedial education, special education programs for groups or individuals with special needs, educational activities designed to upgrade occupational and professional skills, assist businesses, public agencies, and other organizations in the use of innovation and research results; and education to serve family needs and personal development (Sell, 1978, p. 183).

Lifelong learning refers to the process by which individuals continue to develop their knowledge, skills, and attitudes over their lifetimes (Lifelong Learning Project, 1978, p. 1).

Lifelong learning (Peterson et al., 1979, p. 277) is used in federal law and guidelines to describe educational opportunities designed to meet the varied needs of Americans past compulsory school age with special emphasis on those not served by existing educational programs.

With this mixture of meanings--sometimes confusing, sometimes conflicting--clarification is needed. Because of these conflicting and confusing definitions, persons may be restricted from participating in activities of interest to them. Richardson (1979, p. 48) seems to sum it all up by stating that lifelong learning and education mean anything one wants the term to mean. In order to bring clarification to this confusion, this review will examine various aspects of lifelong learning which will lead to the development of a new meaning or definition of lifelong learning.

Out of this confusion and conflict, guideposts appear in the literature, which lead one in the proper direction to begin defining lifelong learning.

The idea of lifelong learning is not new. In one form or another, educational opportunities for the lifelong learner have been around for a long time. In an organized form, it has been an American phenomenon since the land grant colleges began offering extension courses to farmers (Gordon & Kappner, 1980). From its early beginnings in this nation, lifelong learning has become increasingly important, reflecting today's highly complex society.

Almost all human activity, according to Dowd (1979), falls within the categories of preparation or education, work and play. Instead of blending and intermingling these activities, we tend to segregate and sequentialize them. First, we go to school for 12, 16 or 20 years. Then we work and finally we retire to the eternal playground, the non-ending vacation, and wait to die. Lifelong learning is the recognition that life is not a boxed affair. Dowd (1979) stated that lifelong learning means that education is regarded as an integral part of the texture of living and thus, like living, extends from birth to death. Lifelong learning is an affirmation that people learn at various times, in different places, and at different paces.

Lifelong learning--appearing on the surface to be a simple, nearly self-explanatory term--is a concept of surprising complexity which describes the involvement of an individual in one aspect of natural human activity from birth to death. However, a review of current dialogue reveals that lifelong education, lifelong learning, adult education, continuing education, permanent education, recurrent education, and other terms are used synonymously or associatively resulting in distortion and misrepresentation of the distinct qualities inherent in lifelong learning (Overly, 1979). This verbal jungle must be eliminated if a commitment to human fulfillment through learning is to be achieved.

Learning is defined as the acquiring of knowledge or skills. However, according to Overly (1979), this definition may be an all-inclusive. By omission it does suggest one very important characteristic: it is not place specific. Learning is a process which takes place in informal and formal settings, day and night, planned and unplanned. There are many conflicting views about what learning is and how it occurs. Two such views are that nearly all humans are capable of some learning, and that learning is a continuous process beginning with a surge of responses and accommodations to one's environment soon after conception and continuing until death.

When the term learning is combined with lifelong, the inherent ability of individuals to be involved in the process throughout life is affirmed. It suggests that learning is not restricted to any particular place, nor is it dependent upon public recognition, certification, or credentials (Overly, 1979).

Lifelong learning is neither a privilege nor a right (Cross, 1981). It is simply a necessity for anyone, young or old, who must live with the escalating pace of change: in the family, on the job, in the community, and in the worldwide society. The learning society is growing because it must. Change is now so great and so far reaching that no amount of education during youth can prepare adults to meet the demands that will be made on them.

The growth of lifelong learning can be attributed to three influences: (a) demographic factors that result in larger numbers of adults in the population; (b) social change--the rising educational level of the populace, the changing role of women, early retirement, civil rights, increased leisure time, and changing life styles; and (c) technological change and knowledge explosion (Cross, 1981).

Cross and Florio (1978) indicated that forces which contribute to the increase in adult education might include the following: (a) national pressure for expanded educational opportunities, which has resulted in learning no longer being tied to a physical location; (b) a combination of decreased emphasis on the credentials of the educational provider and increased emphasis on the credentials of the learner; (c) recognition of the necessity for and pleasure derived from lifelong learning; and (d) the societal shift from the linear life plan to a blended life plan which has been produced, in part, by the job shortage. Educational providers for lifelong learning are a diverse group which includes libraries, museums and television as well as schools. As these providers develop their unique educational strengths, they will continue to provide education with a diversity of options.

#### Lifelong Learning: Social Perspective

Cross (1981) gives what she considers to be the responsibility of society relative to lifelong learning.

Lifelong learning will be increasingly necessary for everyone, and those who lack basic skills and the motivation for lifelong learning will be severely handicapped in obtaining the necessities of life and in adding any measure of personal satisfaction and enjoyment to the quality of their lives. Because of this, voluntary learning for adult learners is the appropriate goal for the learning society. However, since it is known that learning is habit forming and that the more people practice it, the more adept and motivated they become, society has an obligation to provide all citizens with the basic tools for lifelong learning and with an appropriate introduction to the satisfactions to be obtained from learning. Diversity of educational opportunity through multiple providers is a proper goal of the learning society, and all citizens should be provided access to the pertinent learning opportunities for their stage of life.

Lifelong learning is based on three basic terms: (a) life, (b) lifelong, and (c) education. The meaning attached to these terms and the interpretations derived from them largely determine the scope and meaning of lifelong learning.

There is a major difference between learning, schooling, and education (Overly, 1979). Each refers to acquiring knowledge and skills, but only education suggests a general restriction of this acquisition to formal schooling or training. This basic distinction between

learning and education has even greater significance if we consider how these terms are applied. Education is characterized by two underlying assumptions. First, education has referred almost exclusively to schooling. An individual's learning or education level is determined by the number of years he or she has participated in formal schooling. The usual pattern is K - 12, possibly followed by two to six years of college or professional training. This pattern has been altered in recent years. Preprimary and primary education programs have been added at one end, and adult or continuing education programs have extended the other end. Thus, education has taken on a wider meaning in terms of expanded years of participation. However, learning and education have continued to be equated with formal schooling, especially in the minds of the general public. Exceptions can be found. Non-traditional programs and external degree programs have gained more attention. However, even these are encumbered by direction and supervision from educational systems. Consequently, they reflect certain formal and instructional patterns such as a set number of required hours or successful completion of a written examination.

A second inappropriate assumption closely tied to the practice of equating learning, education, and schooling is that of equating learning and education with formal instruction and training.



Additional confusion arises from using similar terms, as has been noted earlier, as though they were synonymous with lifelong learning. To a considerable extent, the problems surrounding efforts to clarify the concept are tied to a historical practice of equating lifelong learning with adult-level learning. Adult education is but one of many important aspects of lifelong learning. It is not even synonymous with adult learning. Adult learning involves more than formal schooling which is characteristic of most adult education programs. Lifelong learning is a more inclusive and complex concept than any of the many terms that would appear to be synonymous.

Peterson et al. (1979), who have made considerable contributions to the understanding of lifelong learning, report that lifelong learning is a conceptual framework for conceiving, planning, implementing, and coordinating activities designed to facilitate learning by all people throughout their lifetimes. Three key lifelong-learning concepts, according to Peterson et al. (1979, p. 5), are that (a) there should be coordinated learning opportunities for people of all ages, (b) that all organizations concerned with the well-being of people should take part in facilitating learning, and (c) that the community should be the locus for planning and conducting learning activities. The definition has several characteristics that need to be emphasized.

First, the word lifelong is taken literally to mean education and learning from cradle to grave. Second, the definition is meant to embrace all forms of learning, both in and outside of school. It sets no limits on what may be learned by whom and for what reasons. Third, it calls for a new configuration of services designed at the onset mainly for poorly served populations. The definition also suggests using the concept of lifelong learning as a philosophical basis for bringing together into cooperative networks a broad range of educational and other organizations concerned about the continuing development of individuals.

Although the precedents for lifelong learning opportunities offered in the community are well established, what is happening today is qualitatively different. This difference is manifested in at least four respects (Gordon & Kappner, 1980, pp. 1-2).

First, the knowledge explosion has created a demand for people to know more and more and to upgrade their knowledge continually. Since the knowledge spectrum has expanded so much, the gap between those with a minimal level of education and those with advanced education has widened dramatically.

Second, the knowledge explosion has been accompanied by growth of organized and competitive learning options: open-access community colleges, YMCA's, museums, churches, in-house industry training, individualized instruction and

contract learning, computerized learning, and television. The options and invitations to learn are everywhere. They besiege people through bus, subway, and taxi ads; in newspapers and magazines; on radio and television; and in the workplace. The persistent message is to come back to learn: register by mail, charge it to Master Card, take it at the office, and study by correspondence.

Third, the adult's concept has changed to accommodate the idea of lifelong learning. Until recently, the popular adult concept was that once one matured one was an adult and there was little further development. Research in adult stages of development by Erickson (1968) and Levinson (1978) has changed that concept. Sheehy (1976) has made commonplace the idea of different stages of growth after 21. Since growth and change now seem an inevitability, lifelong education is even more attractive to adults.

Fourth, there is heightened emphasis on lifelong learning. In fact, it even has its own new and accepted name, lifelong learning, which has had currency for no more than six or seven years. Whether ongoing learning has become fashionable because of the various social and intellectual forces or whether the demographic pressures on higher education--to name only two factors among many--have forced institutions to cater to adults is an unanswered question. The fact is that attention to the adult learner has become a focus of public policy and the

concern of many institutions.

### Understanding of Education

In a nation which already has the world's most elaborate and expensive system of formal education, suggestions for building new systems will fall on deaf ears. According to Hesburgh, Miller, and Wharton (1973) what needs to be advocated is basic changes in the understanding of education so that new learning systems can be built that are in tune with the needs of society. More programs or expenditures may be necessary, but changes in society's understanding are equally important.

According to Cross (1981), nontraditional study, of which lifelong learning is a part, is more an attitude than a system and can only be defined tangentially. This puts the student first and the institution second, concentrates more on the former's need than the latter's convenience, encourages diversity of individual opportunity rather than uniform prescription, and deemphasizes time, space, and even course requirements in favor of competence and, where applicable, performance. It has concern for the learner of any age and circumstance, for the degree aspirant as well as the person who finds sufficient reward in enriching life through constant or occasional study.

The term lifelong education and learning denotes an overall scheme aimed both at restructuring the existing

education system and developing the entire education potential outside the education system. In such a scheme, men and women are the agents of their own education.

Cross (1981, p. xi) noted three basic ideas concerning the nature of lifelong learning: (a) the entire formal educational system, from elementary school through graduate school, should be restructured to develop lifelong learners; (b) it is not just schools and college that are to serve as the targets for improved education--rather, the world is full of people, organizations, and other learning resources that can be marshaled on behalf of lifelong learning; and (c) lifelong learning stresses the importance of helping people become self-directed learners or the active agents of their own education.

Lifelong education should not be viewed only as a potpourri of courses offered by local school districts for adults to help fill their leisure time in ways that are personally interesting or retool their work skills so as to better suit the needs of industry. To cater to the personal needs and interests of individuals is one desirable goal of lifelong education which might help the impositions of technology, but it avoids the massive problems confronting society. We cannot hope to regain control over our destinies if lifelong education is translated only into leisure-related activities.

Wedemeyer (1981) stated that there is a new sense of urgency regarding learning throughout society. There is a

growing conviction that everyone has a need, and a right, to learn throughout life. The idea of schooling, which has been culturally linked to the discrete time-place education of children and youth, is being replaced by the concept of lifelong or lifespan learning unhampered by the place-time barriers and motivated by the changing and maturing needs of more responsible and self-directed learners.

There have been attempts to explore some of the attitudes people have concerning education as related to adults. Hesburgh, Miller, and Wharton (1973) stated three attitudes that seem to be prevalent in society. First, there is an attitude that young people need formal education while adults do not and that the education one receives during his youth is enough to carry one through a lifetime.

An undesirable education is one which produces persons who think they know everything--that an education is finished and left behind when they leave school. One of the greatest by-products of a meaningful education is the intellectual curiosity that leads men and women to continue learning and makes them eager to learn as the experiences of life reveal areas of ignorance. Major objectives for improving formal education should be to instill students with an understanding that education has to be continuous throughout life and to develop their abilities to be self-learners.

Second, there is an attitude that education is the same as schooling. As a result, the length of time spent in conventional schooling grows longer. Society has become conditioned to being ever more acquisitive of degrees and credentials in the conceited expectation that more schooling means better education. Often all it signifies is more time spent in school. There has to be a realization that the goal of all this education is learning and knowledge, not the degrees gained. As this realization grows, it will become even more evident than it is today that much purposeful learning occurs on the job, in the home, and in the business of everyday life. The idea of overextended schooling detracts from the goal of lifelong learning because it assumes that meaningful education is the sole property of educational institutions.

A third attitude is that the business of educators is formal schooling and that educators should not be concerned with education that goes on elsewhere. Some educators feel unprepared to participate in programs and opportunities outside the formal classroom setting. Many people in education, on all levels, forget that they are in education. They are so caught up in their specific work that they miss entirely the broad field around them, the changing world and its demands, which cannot be met merely by what they have to offer. The center of educational importance in society is shifting away from

educational institutions toward informal learning, continuing education outside of school in the community, and self-learning without formal structures or conventional teachers. Since schools and colleges can do only so much, and since lifelong learning is important, improved articulation is needed between what the schools and colleges do in the formal education system and what other learning situations and institutions can do to provide opportunities or continuous learning.

The social responsibility of the educator has always existed throughout history, back to the first parent. It is as new as today's citizen protesting local or national priorities (Hesburgh, Miller, & Wharton, 1973). Can we, through lifelong learning for all, build a new and broader educational system that will give a deeper meaning to the quality of life and more urgency and wisdom to the improvement of social needs? Society must ask instead a more important question: Can we afford not to do so? The learning system we already have is good, but it is not nearly good enough.

The changing nature of our society requires virtually all citizens to gain new skills and intellectual orientations throughout their lives. The obsolescence of knowledge, the rapid growth of new knowledge, the shifts in national priorities, the multiplication and complexity of social problems, and the close relationship between the



application of knowledge and social progress all lead to the conclusion that lifelong learning is not only desirable but necessary. The learning society described by Hutchins (1968) is based on the concept of lifelong learning and refers to a universe of purposeful learning opportunities found both within and outside the formal academic systems. Lifelong learning is a vast enterprise involving many millions of citizens who may never enter a college door or who may never return after once enrolling. In the learning society, formal education would be spread throughout one's lifetime.

Wedemeyer (1981) quoted Jonathan Swift: "For to enter the Palace of Learning at the Great Gate, requires an expense of time and forms; therefore men of much haste and little ceremony are content to get in by the back door" (p. 18). The concept of lifelong learning is largely a back door opportunity to learn. Swift's words seem to have anticipated today's yearning for learning--a yearning that has compelled millions of men and women, with much haste and little ceremony, to try to get into the palace of learning by the only gate available to them--at the back door.

Human learning preceded the institutions and proceeds with or without institutional sanction and guidance. Backdoor learners sometimes make use of institutions or of institutionalized processes.

Initiative and motivation reside with them, not the schools.

In a society in which education is dominated by traditional institutions, methods, and practices, the lifelong learner knows loneliness, not so much in a social sense, as in the sense of identify as a learner.

Carl Sandburg's (1936) advice to a youth coming of age is relevant to back-door learners:

Tell him to be alone often and get at himself and above all tell himself no lies about himself whatever the white lies and protection fronts he may use amongst other people. Tell him solitude is creative if he is strong and the final decisions are made in silent rooms. Tell him to be different from other people if it comes natural and easy being different. Let him have lazy days seeking his deeper motives. Let him seek deep for where he is a born natural. Then he may understand Shakespeare and the Wright Brothers, Pasteur, Pavlov, Michael Faraday and free imaginations bringing changes into a world resenting change. He will be lonely enough to have time for the work he knows as his own (pp. 18-19).

For an adult to survive and develop in our rapidly changing society he must continue to learn. What he learns, and how he does so, depends upon the stage he occupies in his life cycle and upon the suitability of the learning situation to the learning potentialities and learning handicaps he has at that stage. The strategies for learning in the adult years require consideration of their individuality, commitments which may aid or obstruct learning, adult time perspective, transition through critical periods of life, acquired roles which may aid or obstruct learning, and adult requirement that the learning

be relevant to their needs (McClusky, 1971).

Because lifelong learning carries the implication of add-on learning after the learner has left school and because there has been little attention given to the development of a holistic view of the sequence of learning from birth to death, Wedemeyer (1981) suggested the term lifespan learning.

According to Wedemeyer, lifespan learning brings about four ideas: (a) human beings learn throughout life from birth to death; (b) their learning experiences are a blend of formal/informal, traditional/non-traditional; (c) the sequence of learning experiences throughout life is jumbled and not as integrated as it could be; and (d) the traditional views of learning as schooling should be supplanted by a more holistic concept of learning throughout life.

Why lifespan rather than lifelong? Lifelong learning seems fixed in usage as learning after formal schooling. The second element, long, of the compound, lifelong, seems to throw emphasis on learning that occurs after a long period of living. Span, on the other hand, symbolizes the inclusion of everything that is spanned. It means a portion of time, especially the period of one's life on earth (Wedemeyer, 1981).

Lifespan learning connotes all the learning that occurs during life, including that which is natural or self-motivated and directed; initiative or developmental;

other-directed and continued; and purposeful whether the learner pursues it, consciously or subconsciously, or whether it is other directed from the outside.

Whether called lifelong or lifespan, learning represents a great hope. That hope rests upon faith in man and his ability to become an adult responsible for his thinking, his feelings, and his options, granted always that his creative powers have not been whittled away from the outset, either by a hostile world or by modes of training which pay no respect to man's originality and thrust. The true subject of education is man in all his aspects, the diversity of his situations, and the breadth of his responsibilities. In lifelong education or learning everyone finds his own road to development since it offers a series of different kinds of education and training which cater to each one's individuality, originality, and calling.

#### Summary

The changing nature of our society requires virtually all citizens to gain new skills and intellectual orientations throughout their lifetimes. Formal education of youth and young adults, once thought of as a vaccine that would prevent ignorance later in life, is now recognized as inadequate by itself to give people all the educational guidance they will need to last a lifetime. The obsolescence of knowledge, the rapid growth of new

knowledge, the shifts in national priorities, the multiplication and complexity of social problems, and the close relationship between the application of knowledge and social progress all lead to the conclusion that lifelong learning is not only desirable but necessary.

There is a sense of urgency regarding learning throughout society. There is growing conviction that everyone has a need, and a right, to learn throughout life. The idea of schooling, which has been culturally linked to the discrete time-place of children and youth, is being replaced by the concept of lifelong learning unhampered by place-time barriers and motivated by the changing and maturing needs of more responsible and self-directed learners.

As one begins to read and study the concept lifelong learning, one confronts the many alternative labels used to convey that concept. These terms are used synonymously and alternatively with lifelong learning while they actually do not convey the same meaning. Examples of such terms are lifelong education, adult education, continuing education, permanent education, and recurrent education.

Because of the conflicting and confusing number of terms, it was the purpose of this dissertation to define lifelong learning. The intent was to provide a more concise and precise definition of lifelong learning. This definition will enable persons to understand and engage in activities that are brought to their thinking

through the definition. The actions of a person who reads a definition are determined by his understanding and reaction to that definition. A definition set the stage for participation by people.

CHAPTER III  
DEVELOPMENT OF CRITERIA

In the review of literature definitions were examined to determine their common elements and those elements that were not common. These elements become the criteria upon which a definition of lifelong learning will be based. However, the case for lifelong learning must first be established.

While lifelong education and learning are gaining favor in numerous foreign countries, there are signs of slackening progress in this country. This slackening affects numerous public services besides education and can in large part be attributed to the general mood of fiscal conservatism in this nation.

It is a critical time for education. Public esteem for public education has been declining for several years. Public funds are being reduced. In the future we as a nation, as well as individually, may be forced to rethink entirely our conceptions of how and to what ends education and learning in this country are to take place. Once this reassessment has taken place, there may be new understandings regarding education as a national priority and possibly also the basic outlines of educational policy and practice in this country. If this reformulation of educational principles is to be guided by those principles

related to lifelong learning, educators and others concerned about human development must join together in planning for the future. Educators and others in the education business cannot stand back and let new priorities for public policy be made by those with the tax-cutting authority.

The case for the importance of expanded learning opportunities for all individuals to the well-being of the nation must be forcefully presented. A convincing analysis of the educational needs, relevant social trends, and likely benefits to individuals and society can be a key part of any study.

Outlined are some main lines of reasoning that may be used to advocate expanded lifelong learning services. They range in order from the most apparent to the most conjectural. Together they constitute a very convincing case for lifelong learning (Peterson et al., 1979).

#### Increasing Numbers of Older People

The case for lifelong learning usually begins with the observation that the population is aging. The average age of Americans will continue to rise in the decades ahead. This means that there will be substantially greater numbers of older people who will compose an increasingly larger proportion of the total population. Their political power will grow. Their learning needs will have to be met.



### The Education-More Education Law

The American population is increasingly better educated. Recent generations have had higher secondary school and college completion rates than earlier ones. Cross (1978) noted that the more education people have, the more they want. Education is addictive.

### Societal Demands for Professional Competency

There is an insistence on quality of professional services. More and more states are requiring professionals of all kinds to be relicensed on the basis of evidence of continued competency. Continuing learning for professionals will be necessary and proper.

### Technological Change

Technological change, by modifying or eliminating numerous types of jobs, renders many worker obsolete. Training and retraining opportunities are clearly needed by the individuals affected. For society, such labor force retraining may be viewed as a national investment. Job upgrading, which usually means higher pay for the individual, also means larger tax revenues for government.

### Careers in Transition

A rather large number of adults report being in transition: either undergoing or anticipating a job or career change. Financial considerations were most often

cited as the motivating reason. Many such people, in order to make the transition successfully, are seeking further education.

#### The Quest for Self-Fulfillment

Many individuals, particularly with some higher education, are seeking sources of personal meaning and fulfillment outside the traditional domains of work and family. Development of talents, cultural interests, and recreational pursuits can be both an antidote to an otherwise unsatisfying existence and a stimulus to fuller development. If life is as dull and alienating as it would appear to be to some, the fact of pleasant involvement in some outside learning activity may be a benefit of no small consequence.

#### Individual Competency Needs

The concept of lifelong learning emphasizes that reduction of illiteracy among people of all ages must be a high-priority goal. Without literacy, existence in modern society is difficult at best, and lifelong learning cannot take place.

Two other types of competency can be advanced by lifelong learning. Many people need to become more competent as parents. There is evidence that this competency can indeed be learned. Many need to become more competent as citizens. They need to understand

political institutions and processes and the skills necessary for participation in them.

### Social Equity

Lifelong learning opportunities can be instrumental in bringing about economic equity: a more equal distribution of the nation's wealth. Widely available and effective job training programs have the potential for enabling employment and breaking cycles of poverty and welfare dependence.

Lifelong learning opportunities also have the potential for reducing racial, educational, and gender barriers to career advancement. These opportunities offer a second chance for people who for any reason have dropped out of school or college.

The case for lifelong learning having been established, criteria for developing a definition of lifelong learning need to be examined. These criteria come from an analysis of literature related to lifelong learning and from the experience of this writer. Criteria upon which the definition will be based are (a) motivation, (b) goals, (c) basic characteristics to be considered, (d) barriers, (e) teaching methods, (f) technology, and (g) benefit. Each of these criteria will be examined and supporting evidence which will emphasize the importance of that criterion to the definition will be presented.

### Motivation as a Criterion

In order to begin defining lifelong learning, motivators that make it desirable for an adult to learn should be examined. Motivation is the trigger which leads an individual to attempt to satisfy some need. The simplest model of the relationship between motivation and learning assumes that, when a need exists, it will lead to a drive which energizes behavior so that the individual will engage in some appropriate activity in an attempt to satisfy the need. If this activity does lead to a reduction in the drive, then the activity will be reinforced or strengthened so that it will be more likely to occur on future occasions. The reinforcement that results from the drive reduction causes learning to take place (Lovell, 1980).

In some instances, the need which leads to learning may be easy to recognize and have its origins in biological processes such as hunger or thirst. In other instances, the need may be much more complex and have its origins in social processes or the view which the individual has of himself as a person.

Peterson et al. (1979, pp. 112-116) presented the following typology of learning motivation:

1. Desire to achieve practical goals such as getting a new job or the improvement of income.
2. Desire to achieve personal satisfaction and other inner-directed personal goals such as

personal development and family well-being. Educational activities falling into this category are often considered luxury items, and it is frequently adults who have no particular desire for economic or career advancement who cite personal satisfaction as a major motive.

3. Desire to gain new knowledge, including the desire to learn for its own sake. In one sense, this idealized motivation for learning is so socially acceptable that it is offered by most people as an important motivation for learning.
4. Desire to achieve formal educational goals including degrees or certification. The pursuit of degrees is strongly associated with level of educational attainment and with desire for job advancement. This desire to use education to better one's status in life is in keeping with the pragmatic orientation of most adult learners.
5. Desire to socialize with others to escape from the everyday routine. A surprising number of adults are frank to admit that escape is a reason for pursuing course work. It is rarely offered as the primary motivation. There are certain groups of people for whom education serves as an escape and opportunity to meet new people.

The overall image that emerges from the study of adult motivations for learning is that adults are

pragmatic learners who pursue education for its practical utility to them. A frequently ignored observation is that whereas young people learn more or less what they are told to learn, adults usually learn for a purpose that is clear to them.

Individuals differ in their motivations to learn. One person may give up what to many would seem a successful career, and at considerable material sacrifice, attend a university to work toward a degree. Another may go out regularly two nights a week after working all day in order to study a subject. A third person may be reluctant to attend a short course to train for a new career even though his skill is no longer in demand and he has been unemployed for three years. Individual differences in motivation are plainly a very potent influence upon adult learning.

Houle (1961, p. 13) presented a related view when he stated that there are three classes of adult learners: (a) the goal-oriented, (b) the activity-oriented, and (c) the learning-oriented. The goal-oriented use learning to gain specific objectives such as learning to speak before an audience, learning to deal with particular family problems, learning better business practices, and similar concrete objectives. For the goal-oriented, learning is a series of episodes, each beginning with the identification of a need or an interest. Such learners do not limit their learning activities to any one institution or method

but select whatever will best achieve their purpose.

The activity-oriented learners participate primarily for the sake of the activity itself rather than to develop a skill or learn the subject matter. These learners may take a course or join a group to escape loneliness or boredom or an unhappy home or job situation, to find a husband or wife, to amass credits and/or degrees, or one of many other reasons.

The learning-oriented pursue learning for its own sake. These learners seem to possess a fundamental desire to know and to grow through learning, and their activities are constant and lifelong.

Related to Houle's typologies, Morstain and Smart (1974) showed factors that indicate why adults learn or participate in a learning activity:

<u>Factor</u>	<u>Reason for Learning</u>
I	Social Relationships
II	External Expectations
III	Social Welfare
IV	Professional Advancement
V	Escape/Stimulation
VI	Cognitive Interest

Houle's typologies fit very nicely within these factors. The goal-oriented learner could fall within both Factor II and Factor IV. The goal-oriented learner could be (a) the self-motivated individual who sets a goal and pursues it because of a personal desire to attain the

goal--job advancement, personal improvement, or some other goal or (b) the person who pursues the goal at the suggestion of someone else, frequently an employer who may suggest or require job-related learning.

The activity-oriented learner could fall under Factor I and Factor V. These learners might be those who participate in learning activities in order to escape from something boring or unpleasant, as opposed to those who participate for more positive reasons such as seeking social relationships. In either case, it is the activity that is sought rather than learning or what it might lead to.

The learning-oriented person could fit into Factor VI. These learners are learning just for the sake of learning and seek knowledge for its own sake.

The implication from Houle's typology is that people are consistently motivated by characteristic orientations to learning throughout their lives. Morstain and Smart indicated multiple reasons exist within the same individual for lifelong learning and his motivations may change from time to time.

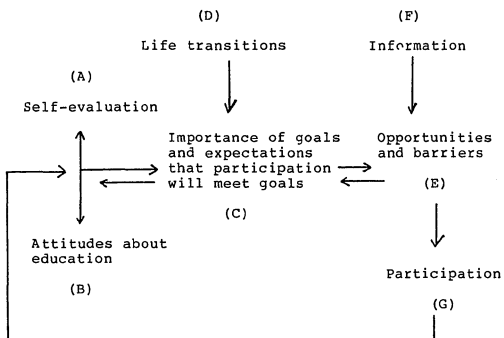
To explain why adults become motivated for any one or more of these reasons (goal, activity, or learning), Houle (1961) pointed to several requirements: ". . . the recognition of a need or interest, the will to do something about it, and the opportunity to do so" (p. 57). While acknowledging the importance of a need or interest



brought on by external events, greater significance on "the internal process which makes the event when it occurs crucial is changing the pattern of life" (Houle, 1961, p. 57).

To carry the idea of need or interest farther, Cross (1981, pp. 124-151) offered what she calls the chain-of-response (COR) model. This model assumes that participation in a learning activity, whether in organized classes or self-directed, is not a single act but a result of a chain of responses: each based on an evaluation of the position of the individual in his or her environment. This model shows behavior as a constantly flowing pattern rather than a series of disjointed events. This model implies that forces for participation in adult learning activities begin with the individual and move to increasingly external conditions. However, it should be understood that in any interaction situation, forces flow in both directions. Participation in adult learning changes self-perception and attitudes about education.

Chain-of-Response (COR)  
Model for Understanding Participation  
in Adult Learning Activities



--Cross (1981, p. 124)

Regarding Point A, self-evaluation is where the chain of responses leading to participation begins. Persons who lack confidence in their own abilities avoid putting themselves in a learning situation which might present a threat to their self-esteem.

Attitudes toward education, Point B, come directly from the learner's own past experience and indirectly from the attitudes and experiences of friends and others that they have associated with.

In linking Points A and B, it is suggested that there is a relatively stable and characteristic stance toward learning that makes some people eager to seek new experiences with a potential for growth while others avoid challenges to their accustomed ways of thinking and behaving.

Point C, the importance of goals and the expectation that goals will be met come from the expectancy-valence theory of motivation. This theory of motivation has two components: valence, the importance of the goal to the individual, and expectancy, the individual's judgment that pursuit of the goal will be successful and will lead to the desired reward. If a goal that is important to a person is likely to be achieved through further education, then the motivation at Point C is strong. If the goal is not especially important or the likelihood of success is in doubt, motivation decreases accordingly.

In the literature of lifelong learning, attention is given to life's transitions, Point D, as periods of change calling for adjustment to new phases of the life cycle. Along with gradual transitions of life come more sudden dramatic changes which may trigger a latent desire for education into action.

Once an individual is motivated to participate in some form of learning activity, barriers and opportunities for learning, Point E, play an important role. If adults reach this point in the model with a strong desire to participate, it is likely that the force of their motivation will encourage them to seek out special opportunities and to overcome modest barriers. For the weakly motivated, modest barriers may prevent participation, while the awareness of new opportunities for adults may enhance the motivational force to participate.

Point F, accurate information, is critical in that it provides the information that links motivated learners to appropriate opportunities. Without accurate information, Point E is weak because opportunities are not discovered and barriers become large. Point G, participation, takes place if the other points are successfully passed.

Following the COR model, Houle (1961) proposed several factors that lead adults to lifelong learning: (a) family background, (b) teachers and schools, (c) public libraries, (d) occupations, and (e) the exchange of information by friends. Lifelong learners have strong relationships with their parents, have had positive exchanges with previous teachers and schools, have used public libraries as an important resource during their development, wanted to change their occupations, and were

often stimulated by others to continue.

Cross (1978, p. 9-14) found that adults who continue learning are those who are already among the better educated. As a consequence, she offers possible explanations. Cross stated that there are three hypotheses for the consistent and positive relationship between educational attainment and educational interest. One is that education has done such a good job that the more people experience it the more they like it: either for its intrinsic or extrinsic rewards. A second hypothesis is that those who have been successful in the fairly narrow demands of the educational system stay in it longer and also wish to return to the scene of their earlier success. A third hypothesis is that human beings are basically curious and enjoy learning, but that the "have's" possess the information and financial ability to pursue learning that interests them. The "have-not's" are handicapped and thwarted in attaining what all people basically desire. In short, Cross (1978) suggested:

Those who have high motivation, high past success, good information networks, and adequate funds get more and more education while those already dragging in the educational race fall farther and farther behind. . . . The same things that led to relatively early school leaving undoubtedly contribute to lack of interest in returning (p. 12).

Although Houle's three-way typology of adult learners has been neither proved nor disproved by subsequent and sophisticated statistical studies, it appears to provide a reasonably good practitioner's handle for

thinking about individual motivations for learning. Some people may engage in continuous lifelong learning simply because they have a desire to learn. Others may participate when they have a need to know or when a specific reward for the learning effort is clear to them. These two motivations account for what might be termed intrinsic and extrinsic rewards for learning. Houle's third motivation appears unrelated to the reward for learning subject matter but is related to the activity involved--for example, getting out of the house or meeting other people.

Most adults give practical, pragmatic reasons for learning. Most reasons are what Houle would call goal-oriented. They have a need which may be as broad as the desire for a better job or as narrow as learning to raise better roses. Many goal-oriented learners are apparently responding to transitions in which needs for new job skills or knowledge pertaining to family life serve to initiate learning activity.

Learning that will improve one's position in life is a major motivation. Just what will improve life varies with age, sex, occupation, and life stage in rather predictable ways. Young people are primarily interested in education for upward career mobility; adults with a good job want a better one. Older people and those reaching career levels where additional education promises few extrinsic rewards are often interested in learning

that will enhance the quality of life and leisure.

The answer to the question of why adults participate in learning activities will probably never be answered by any single formula. Motives differ for different groups of learners and at different stages of life. Most individuals have not one but multiple reasons for learning. Whether there is a general tendency for people to have a characteristic stance toward learning--a learning orientation compelling them to seek learning opportunities to grow personally and vocationally--is a question worth further study. If we are to serve the adult learner, there is a need to better understand the real motivations of adult learners.

#### Goal as a Criterion

A goal states the objectives to be attained, the ends to be reached, and the results to be achieved. In order to establish educational goals, one must ask questions: e.g., what do we expect to accomplish? When should this be done? One should state specific intentions. Goals vary in significance from such an all-encompassing goal as the belief in the pursuit of excellence in order to achieve the good life to less weighty objectives such as to learn to read Spanish within the next year. In each situation where some accomplishment is to be realized, a goal has to be considered carefully and stated understandably.

Much lifelong learning takes place without any recognizable or state goal. Such random learning apparently occurs as a result of the mass media a person is exposed to, the general conversation he engages in, and other unplanned learning experiences.

Goals vary with different people, different situations, and different things to be done. In the case of the lifelong learner, the goal is education toward creative fulfillment of one's life in a free society. Certain goals are designed to further the social views that exist in this society.

Tied very closely to motivation are goals. In order to attract learners, motivators that encourage participation in learning should be considered as well as the goals of those who have entered into the learning experiences hope to achieve. The primary goal of lifelong learning is to give each person the opportunity, the encouragement, and even the obligation to realize his or her unique powers as a human being.

To attract learners, goals must be developed for lifelong learning. In order to provide programs for potential learners and to better meet identified needs of the population of learners, providers need to develop and test learning programs involving new combinations of services and organizational arrangements.

Lifelong learning programs should assist all adults to become literate and otherwise competent to function in



society. While assisting adults, lifelong learning should also assist all individuals--particularly school-age children and youths--to become resourceful, autonomous, and continuous learners in their various future roles.

According to Bergevin (1967, pp. 30-31), the following are goals that are applied to lifelong learning:

1. To help the learner achieve a degree of happiness and meaning to life.
2. To help the learner understand himself, his talents and limitations, and his relationships with other people.
3. To help the learner recognize and understand the need for lifelong learning.
4. To provide conditions and opportunities to help the learner advance in the maturation process spiritually, culturally, physically, politically, and vocationally.
5. To provide, where needed, education for survival in literacy, vocational skills, and health measures.

Cross (1978) and Houle (1961) indicated that the better educated are more likely to be lifelong learners than those who leave school at an early age or complete their formal education with only a high school education or a limited amount of postsecondary education. To combat this tendency, lifelong learning activities and programs should be developed to attract and to serve those persons with relatively little education. Nonschool organizations

should be encouraged to participate in the planning and administration of these activities.

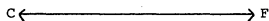
#### Basic Characteristics to be Considered

Through an analysis of the concept of lifelong learning, some basic characteristics are ascertained. Because the process continues throughout one's life, it cannot be identified with any specific age group. Therefore, it must be identified with all groups. This leads to a second characteristic. As it is not associated with a single age group, it cannot be defined in terms of a single program. Instead, it must be defined as many programs that are pursued during a lifetime. Some have even suggested a third characteristic that is even broader than the system idea. Lifelong education is not an educational system but the principle on which the overall organization of a system is founded and should underlie the development of each of its component parts. Lifelong learning tends to be a philosophy, which acts as an organizing principle for all learning.

What is suggested is an operational definition of the concept that should be based on the locus of control for making decisions regarding the goals and means of learning. One of the distinctive characteristics of adulthood is the willingness of individuals to assume responsibility for decisions that affect their lives.

If control is a key characteristic of adulthood,

then one way of conceptualizing lifelong learning is to use the idea of control as the basis of classifying various forms of lifelong learning. Using this rationale, all planned or deliberate learning can be located on a continuum. At one end is the form of learning over which the individual has virtually no control, and at the other end is the type of learning for which the learner has almost total control. A conceptual model for freedom-control might look like the following:



C = Control

F = Freedom

In applying this model to lifelong learning activities, the control end of the continuum would represent those required activities for learners who must maintain professional certification. The freedom end of the continuum would represent those learning activities that the learner would enter into for the sole enjoyment of learning.

If control over one's learning is the key organizing principle, then what are the dimensions of that decision-making process? There are two major decisions that a learner should make about any learning episode. The first is identifying what should be learned. In formal learning, this is most commonly referred to as the objectives or goals. The second decision is to identify how to learn. In formal schooling, this is referred to as

the plan of instruction.

Lifelong learning is a system that is composed of four generic forms of learning. The first is formal learning. Obvious examples of this type of learning are found in elementary and secondary schools, colleges and universities, and the military. The decisions as to what and how to learn are not made by the learner; thus he or she has little control over the process.

The second form of lifelong learning is nonformal learning. Here the learner decides what is to be learned, but the how is decided by the instructor. In nonformal learning the individual has partial control over the method of learning.

The third form of lifelong learning is informal learning. In this type of learning an individual other than the learner decides what is to be learned while the learner decides how it is to be learned. Like nonformal learning, the individual has partial control in the decision-making process.

The final form of lifelong learning is self-directed. The learner makes virtually all decisions regarding the what and how of learning. In self-directed learning, the individual has almost total control over the learning process.

Houle (1961), Cross (1978 and 1981), Dave (1976), and Peterson et al. (1979) outlined several characteristics

that should be examined. Three basic terms upon which the meaning of the concept is based are (a) life, (b) lifelong, and (c) education. The meaning attributed to these terms and the interpretation given to them largely determine the scope and meaning of lifelong education. Basic to the concept is the fact that education does not terminate at the end of formal schooling but is a lifelong process. Lifelong learning covers the lifespan of an individual. Lifelong learning is not confined to adult education but rather includes and brings together all stages of education--preprimary, primary, and secondary--and seeks to view education in its totality. Lifelong learning includes formal, nonformal, informal, and self-directed patterns of education.

Institutions of education such as schools, universities, and training centers are important, but only as one of the agencies for lifelong learning. They no longer enjoy the monopoly of educating the people and no longer exist in isolation from other educational agencies in society. The home plays the first, most subtle, and crucial role in initiating the process of lifelong learning. This process continues throughout the entire lifespan of an individual through family learning. The community also plays an important role in the system of lifelong learning beginning with the time a child begins to interact with the community and continuing

throughout his life.

Throughout the history of this nation the argument has existed as to whether education should be for the elite or for everyone. Contrary to the elitist form of education, lifelong education and learning is universal in character. It represents democratization of education.

While lifelong learning and education represent the democratization of education, there are discrepancies in the participation of some socioeconomic groups. The concern about the alleged white, middle-class bias of adult education seems to be justified. The bias appears to be more towards class than color. If educational attainment is equated, the participation rates of whites and nonwhites are roughly equal, especially at the extremes of the educational attainment scale (Peterson et al., 1979, p. 79). It is well established that socioeconomic indicators are strongly related to participation in educational activities. Low educational attainment, low job status, and low income have a great deal more relationship to low educational participation than race.

While this nation endorses the concept that education is available to everyone regardless of social standing, this availability is in actuality only for the elite: financial, academic, and social elite. Persons at the lower social strata are often prevented from pursuing

## Lifelong Learning Model

What  
(Objectives)

		Institution	Learner
	Institution	Formal Learning	Nonformal Learning
How (Means)	Learner	Informal Learning	Self-directed Learning

Formal Learning

Learners have no control over the objectives or means of their learning.

Nonformal Learning

Learners control the objectives but not the means.

Informal Learning

Learners control the means but not the means.

Self-directed Learning

Learners control both the objectives and the objectives.

Source: D. Mocker & G. Spear(1982), Lifelong learning: Formal, nonformal, informal and self-directed. Columbus: Ohio State University.

education. Lifelong learning programs that permit all people to become involved in learning activities are the open doors to improved life situations for all people. The availability of learning activities in nonschool settings provides the impetus for the less educated to participate in a nonthreatening environment.

Lifelong learning is characterized by its flexibility and diversity in content, learning tools and techniques, and time of learning. Lifelong learning is a dynamic approach to education which allows adaptation of materials and media for learning when new developments take place. Lifelong learning allows alternative patterns and forms of acquiring education. Lifelong learning has two broad goal areas: general and professional. These areas are not completely different from each other; they are interrelated and interactive in nature. Lifelong learning carries out a corrective function: to take care of the shortcomings of the existing system of education.

While learning occurs throughout the lifespan in different places, under different circumstances, and in different relationships with others, the only true constant is the learner. The learner is central. What, when, and where is the environment for learning?

Educators find it appealing to think of themselves as the center of the teaching-learning process in an environment set up to maximize schools. This is based on



the assumption that learning is the result of teacher, school, and environment acting on the learner as the object. The learner is dependent; he is unable and unwilling to learn by his own volition.

The history of learning outside of schools, nontraditional learning, suggest that the learner himself and his surroundings at any moment are the significant environmental elements always present in lifelong learning. This does not imply that schools should not be improved. But it does imply that it is more important to free the learner from the dependency created by teachers, schools, and special learning environments, and encourage him perceive himself as the crucial environment for learning. This means that more encouragement should be given to learners to maintain, through life, attitudes and surroundings conducive to learning. Learners should be helped to contrive the surroundings they need to enhance their learning wherever they may be in a lifetime of learning. The enhancement of individual surroundings is common for the purposes of play, music, recreation, and sports. Common media link learners to happenings and resources anywhere which, for the moment, become part of the surroundings that can enhance learning.

Perhaps most important is that learners realize that they are the center of learning and need not depend upon others except as resources to enhance lifelong learning. Enhanced home surroundings can be shared by all in the

family setting patterns of learning and relationships that continue to encourage learning as a natural and provocative way of meeting the needs and problems of life.

#### Technology as a Criterion

Technological media provide access to opportunity, resources, teachers, experience, and reality beyond oneself to dreams and aspirations and to the wider learning that can mean better living. Nontraditional learners have always had to use whatever technology and media were available to them to advance their learning. They learned to accept, use, and depend upon writing, reading, books and other printed matter, correspondence courses, libraries, museums, church, neighborhood, community study centers, university extension, and community college courses. More recently the electronic media of radio, television, telephone, satellite, and computer have been employed in learning, multiplying the senses that give power and immediacy to communication in learning. This acceptance and use of technology was and is practical. Some way had to be found to compensate for the schooling that went to others. Lifelong learners have to use whatever means they can for improvement.

Teachers in traditional institutions have been reluctant to accept and use technology. The difference of technology acceptance between teachers in traditional schools and nontraditional teachers and learners sheds

light on the academic disparagement of nontraditional learning. Academically oriented professionals have not been able to identify with learners at a distance, active, independent, involved, making choices, assessing learning from practical and personal goals, and communicating along low or high technology media. Locked into a teaching-learning model, the classroom, that determines space and place for learning according to the required communications mode, oral speech, academics have consistently put down nontraditional learning.

Technology has theoretically been an equalizer of opportunity for learners. Practically, technology has provided learners with access to learning opportunities essential for effective self-improvement and the democratization of society.

#### Benefits as a Criterion

Lifelong learning offers benefits for individuals engaging in learning activities as well as for the societies in which these individuals live. These benefits may be classified in two types for the individual: personal development and economic development. Personal development benefits fall into three broad groups, intellectual, personality, and cultural. Intellectual benefits for the individual are literacy; skills or knowledge for effective living as a consumer, as a parent, and as a participant in politics; the obtaining of a

general education; and a capacity for continuous learning. Personality benefits include a sense of self-reliance, personal autonomy, self-esteem, self-worth, meaning, fulfillment, social attitudes, tolerance, mutual respect, values, and ethics. Third, individuals through lifelong learning hope to gain avocational and cultural benefits.

Economic benefits for the individual might be categorized into four areas. First, entry-level training; second, on-the-job advancement, increased responsibility and status, and increased earnings are benefits. Third, vocational renewal such as job-upgrading or retraining and training for a new or different vocation are available to the individual. Fourth, occupational flexibility is offered to the individual who engages in lifelong learning.

Societal benefits for members engaging in lifelong learning might be classified into three areas. First, society receives direct benefits such as a literate population; informed and skilled citizens in the marketplace, in the family, in political life; generally educated people; many lifelong learners; citizenry not dependent on institutions; social morale or lack of anomie; harmonious, trustful social relations; a humane culture; population actively pursuing diverse interests; and a culturally sophisticated and vital society. The second group of benefits to society would be indirect such as reduced welfare dependency, reduced crime, improved

general health, more equitable distribution of wealth, and more equal distribution of other life amenities. The third group of societal benefits is the development of the economy: for example, availability of trained manpower, increased job satisfaction, increased general standard of living, increased tax revenues, high employee productivity, relatively low unemployment rate despite rapid technological change, and employees capable of readily moving among related jobs.

The ultimate goals of lifelong education are to maintain and improve the quality of life. Drawing from these goals, maintenance and improvement of life, what is lifelong learning? Lifelong learning means self-directed growth. It means understanding oneself and the world. It means acquiring new skills and powers: the only true wealth which one can never lose. It means investment in oneself. Lifelong learning means the joy of discovering alone or with other people how something really works, the delight of becoming aware of some new beauty in the world, or the fun of creating something. To become a lifelong learner or a better lifelong learner is to become more alive. Each day becomes an adventure in discovery, challenging a person to add to his or her experiences and knowledge. Rather than a struggle within well-worn ruts, the passing weeks and months become milestones in constant exploration, inquiry, and development (Gross, 1977).

Lifelong learning is a plea for interaction among the many facets of today's society. It is not a world of credit courses and degrees. It is world of interdependence.

It is a world where the practitioner and the theorist walk hand-in-hand and change roles occasionally. It is a world where the philosopher has seen the factory and has learned as much from the experience as he has taught. It is a world where sales people relate to Arthur Miller; where the vocational teacher meets Aquinas; where the engineer converses with Machiavelli; where the medical doctor has an intimate relationship with Aristotle; and where the professor finds reality (Downes, 1980, p. 34).

Lifelong learning is not consciously studying or having to memorize something someone tells you to or pursuing a certain set of subjects which schools consider important.

If a person is indeed a lifelong learner but has not realized it, that is probably because society has "schooled you up," in Ivan Illich's phrase, so that learning is equated only with what is taught in educational institutions. Many people have trouble at first with the concept of self-directed learning. They cannot see that independent, unconstrained, non-institutionalized learning is real education. They assume that the right way to learn is in a classroom, from a teacher and texts, through listening to expert authorities and doing assigned reading, and taking tests and getting grades. The lifelong learner is liberated from these superstitions about education and, therefore, free to pursue his or her own growth in an infinite variety of ways.

Understanding the basic truths about learning and growth can liberate a person from overreliance on schooling and strengthen a person for the adventure of lifelong learning (Gross, 1977). Adults who take command of their own learning often master more things, master them better, have greater zest, retain more of what they have learned, and make better use in life of what they have learned.

#### Teaching Methods as a Criterion

Adults learn in different ways than children do. They have a different sense of themselves, their time, and what is worth learning and why. No one can learn for someone else. To learn is an active verb, and each learner is unique. A person's education is something that must be tailored to that person, not something that can be obtained ready-made.

There is no ideal method of teaching. The choice of methods that the instructor makes will depend upon the aims and objectives for the course, the nature of the subject matter and its sequencing, and the characteristics of the students.

The lifelong learner should remember that no particular way of learning is in itself superior to another. Procedures should be designed that meet the learner's convenience and taste. How a person learns is dependent on temperament, circumstances, stage of life, as

well as the person's needs, tastes, and ambitions. Success in learning depends not on the subject itself or the conditions of learning but basically on the learner's fascination and concern for the subject.

There is no prescribed curriculum that everybody must, should, or can learn in order to be well educated. In fact, a narrow restrictive curriculum can block the growth of a learner. The scope of lifelong learning stretches far beyond the subjects taught in schools or colleges. The worth of any particular subject for a person is for that person to decide and should be based on terms agreeable to that person. Virtually every aspect of a person's life--work, leisure, personal relationships, and community activities--has the latent power to enhance a person.

The prime time to learn is when a person's need, curiosity, taste, or hunger impels that person in a particular direction. Growing older may change what, why, and how one learns, but it should not diminish one's capacity to learn. Sometimes a person becomes immersed in a new situation, this can be a prime way to learn. Often people find that their most effective acquisition of knowledge, skill, or understanding comes either as the by-product of work or as a spin-off from something entered into as a diversion. A person devising his own curriculum can tap an extraordinary array of resources at home, work, and in the community.



### Barriers to Participation

It is just as important to know why adults do not participate in learning activities. It is possible to examine why certain adults fail to participate in learning activities.

Obstacles or barriers can be classified under three headings: (a) situational, (b) institutional, and (c) dispositional (Cross, 1981). Situational barriers are those arising from one's situation in life at a given time. Lack of time due to job or home responsibilities deters numbers of potential learners. Lack of money, child care, and transportation are situational barriers for various groups of learners.

Institutional barriers consist of all those practices and procedures that exclude or discourage working adults from participating in educational activities: inconvenient schedules or locations, full-time fees for part-time study, inappropriate courses of study, lack of information about offerings, too much red tape, and others. Dispositional barriers are those related to attitudes and perceptions about oneself as a learner. Adults with poor educational background frequently lack interest in learning or confidence in their ability to learn.

## Perceived Barriers to Learning

### Situational Barriers

1. Cost
2. Not enough time
3. Home responsibilities
4. Job responsibilities
5. No child care
6. No transportation
7. No place to study or practice
8. Friends or family don't like idea

### Institutional Barriers

1. Don't want to go to school full time
2. Amount of time required to complete program
3. Courses aren't scheduled when I can attend
4. No information about offerings
5. Strict attendance requirements
6. Courses I want don't seem to be available
7. Too much red tap in getting enrolled
8. Don't meet requirements to begin program
9. No way to get credit or a degree

### Dispositional Barriers

1. Afraid that I'm too old
2. Low grades in past, not confident of my ability
3. Not enough energy or stamina
4. Don't enjoy studying
5. Tired of school, tired of classrooms
6. Don't know what to learn or what it would lead to
7. Hesitate to be too ambitious

(Cross, 1981, p. 99)

Reflecting back to the COR model presented earlier, the need for proper motivation and the removal of barriers for the learner are indicated. At each step of the model, there is the possibility of motivation to succeed or a barrier. Programs must be developed to provide the motivation needed so that learners can hurdle those barriers that occur.

### Summary

This chapter has taken the concept of lifelong

learning and through analysis of the related literature identified criteria that need to be considered in the definition.

The case or need for lifelong learning was established through the following points:

1. Increasing number of older people
2. The education-more education law
3. Societal demands for professional competency
4. Technological change
5. Careers in transition
6. The quest for self-fulfillment
7. Individual competency needs.
8. Social equity

Each of these individually and collectively form the basis for lifelong learning and begin the examination of criteria established through the literature.

Criteria examined and which will be used to formulate the definition are as follows:

1. Motivation
2. Goals
3. Basic characteristics to be considered
4. Benefits
5. Barriers
6. Teaching methods
7. Technology

Each of these criteria, based on the related literature and experience of the writer, allow for the

development of the definition of lifelong learning as guided by the analysis and combining of these criteria into a new understanding of lifelong learning.

CHAPTER IV  
DEVELOPMENT OF DEFINITION

A key issue in this dissertation is the absence of a widely accepted definition. No one knows exactly what lifelong learning is. Some take the term in its literal sense to mean the learning process from cradle to grave. Some use the term to describe educational opportunities designed to meet the varied needs of persons past compulsory school age, with special emphasis on those not served by existing educational programs. Sometimes confusion arises from the fact that the same phrase is used to refer to both a broad philosophy of education and to a set of statutory provisions.

The purpose here is to develop a definition of lifelong learning that will adequately describe and provide guidance to lifelong education.

To develop the definition, the criteria which were discussed in the previous chapter must be considered in such a manner that the person reading the definition will know what lifelong learning is as well as the avenues to follow to reach the goals which that person has established. Those criteria again are (a) motivation, (b) goals, (c) basic characteristics to be considered, (d) benefits, (e) barriers, (f) teaching method, and (g) technology.

Motivation plays a vital role in lifelong learning. Motivation must be considered because motivation leads to the satisfaction of a need. Lifelong learners have needs, based on both intrinsic and extrinsic motivators, that must be met. Some of the motivators might include the desire to achieve practical goals, a desire to achieve personal satisfaction and other inner-directed goals, the desire to gain new knowledge, the desire to achieve formal educational goals, or the desire to socialize with others. Each of these is a valid motivation to learn. These individual differences are very potent influences upon lifelong learning. If the lifelong learners are to be served, there is a need to understand their real motivation. Any definition must address the issue of motivation.

The second criterion to be included in the definition is that of goals. A goal states the objective to be attained. While goals need to be established, much lifelong learning is self-directed and goals have not been carefully delineated. Some of the goals proposed in the previous chapter are (a) to help the learner achieve a degree of happiness and meaning to life, (b) to assist the learner in understanding himself, and (c) to help the learner recognize the need for lifelong learning. The primary goal of lifelong learning is to give each person the opportunity, encouragement, and obligation to realize his or her uniqueness as a human being. Goals must be

developed for the lifelong learning activities and programs entered into by the learner. For this reason, the definition of lifelong learning should be reflective of the goals to be strived toward by the learner.

The third criterion discussed is called the basic characteristics of or options open to lifelong learners. Within this criterion are several parts. The first part is that lifelong learning is open to all age groups. The second is that lifelong learning is not limited to only one program. Tying these parts together is the idea that lifelong learning is not a system but rather the principle on which the educational system should be based. Lifelong learning tends to be a philosophy.

Also found in the basic characteristics is the idea of control. While control is an issue in lifelong learning, the learner has the decision to make as to how much or how little control he wishes to maintain in his learning activities. This control is demonstrated in the four forms of learning: (a) formal, (b) nonformal, (c) informal, and (d) self-directed. Again, the learner has the choice of which form of learning he or she wishes to enter. Inherent in the issue is the fact that formal educational institutions no longer have a monopoly on the provision of education. Lifelong learning is characterized by flexibility, diversity, and availability.

Perhaps the basic characteristics can be summed up in the idea that lifelong learning is an organizing principle

for all education and that it provides a total system of education. The definition of lifelong learning should certainly consider and reflect these characteristics.

Another criterion that becomes evident is that of benefits, both to the individual learner and to society in general. Benefits to the individual are grouped into two types of development, personal and economic. Personal development benefits fall into three broad groups: (a) intellectual, (b) personality, and (c) avocational/cultural. Economic benefits for the individual can be categorized into four areas: (a) entry-level job training, (b) on-the-job training, (c) vocational renewal, and (d) occupational flexibility.

Benefit to society involves three areas: (a) direct, such as a literate population; (b) indirect, such as improved general health; and (c) the development of the economy in such areas as trained manpower and increased general standard of living. The idea of benefit needs to be included in the definition statement so that the reader better understands what is in store for the future.

Barriers to learners need to be considered in the definition of lifelong learning. Barriers were referred to in Cross's COR model and were characterized as institutional, situational, and dispositional barriers.

Despite the talk and clamor over lifelong learning being available to any citizen, it is known that most learning opportunities are offered to traditional



learners: those who are predominately well-educated, white, middle-class, and with professional jobs. However, if lifelong learning is to become a reality, it will have to be extended to all citizens and be reorganized and structured to meet the needs of the diverse populations in our society.

Barriers that exist and prevent a potential learner from actively taking part in learning activities of his or her choice must be overcome and must be addressed in the proposed definition.

Another criterion offered is that of teaching methods. Because of varying development stages in adults and because adults learn differently than young people do, teaching methods must be altered to meet these needs. Lifelong learning programs and activities must be tailored for the particular learner or learners taking part. The formulation of the definition must consider this idea of teaching method and how to meet the needs of learners.

The final criterion is that of technology. With changing technology in the various job areas and in general, lifelong learners have the capability to remain active and current in their particular fields. Technology is an equalizer of opportunity for learners. Technology has provided learners with access to learning opportunity essential and effective for self-improvement and for the democratization of society. The definition of lifelong learning must consider and include this criterion.

The overriding conclusion to this section is the promise that comes from lifelong learning. It is a promise that anyone can participate, opportunities are available, and the learner is not relegated to one station in life. In short, lifelong learning means the availability to all of the opportunity to become a better person.

To develop a definition of lifelong learning, the premise that has been taken is that lifelong learning is an ideal that should be striven for by all persons. Inherent in this ideal are several factors. The changing nature of society required virtually all citizens to gain new skills and intellectual orientations throughout their lives. Formal education of youth and young adults, one thought of as a vaccine that would prevent ignorance later in life, is now recognized as inadequate by itself to give people all the educational guidance they will need to last a lifetime. The obsolescence of knowledge, the rapid growth of new knowledge, the shifts in national priorities, the multiplication and complexity of social problems, and the close relationship between the application of knowledge and social progress all lead to the conclusion that lifelong learning is not only desirable but necessary. There is a growing conviction that everyone has a need and a right to learn throughout life.

Also included in the premise is the idea that

lifelong learning must be provided by the collective group of organizations and agencies in the society. The center of educational importance is shifting away from educational institutions toward informal learning, continuing education outside the formal institutions in the community. All nonschool organizations should be involved in the planning and implementation of lifelong learning opportunities which are open to all persons in the community. Lifelong learning is not the sole responsibility of the formal educational institutions.

A vital element in the formulation of the definition is the premise that lifelong learning is exactly that: lifelong. Lifelong learning centers on the idea that human beings learn throughout life from birth to death. Lifelong learning also centers on all the learning which occurs during life, including that which is natural or self-motivated and directed, intuitive or development, other-directed and continued, and purposeful whether the learner pursues it consciously or subconsciously or other-directed from the outside. Lifelong learning should be centered on the idea of cradle-to-grave opportunities for learning experiences.

Another element to be considered in developing the definition is the idea that the concept of lifelong learning must be instilled in each person as he passes through the formal education processes. A major aim of formal education should be to instill students with an

understanding that education has to be continuous throughout life. At the same time, students should be led to develop their abilities to be self-learners. One of the greatest by-products of a meaningful education is the intellectual curiosity that leads men, women and young people to continue learning and make them eager to learn as the experiences of life reveal needs that must be satisfied.

To complete the building of the definition, the idea of lifelong learning as a principle or a philosophy should be examined. As stated previously there is some acceptance on the part of writers in the field that lifelong learning is not a system but rather a philosophy or principle that exist in society and pervades the thoughts and actions of each person. Lifelong learning is a desire to search for information and pursue knowledge. Lifelong learning is a philosophy that permits a person to believe in himself and to know that opportunities are available for continued learning and experiences that allow for learning for various reasons.

Lifelong learning offers hope to those who are mired in stagnant or disadvantaged circumstances: the unemployed, isolated elderly, women, minorities, youth, and workers whose jobs are obsolete. All of them can and should be brought into the mainstream of life. Lifelong learning is a necessary step toward making the lives of all people more rewarding and productive.

### Why a New Definition

A key issue is the absence of a widely accepted definition: No one knows exactly what lifelong learning is. A definition should be based on criteria relevant to the concept defined. The criteria discussed previously--motivation, goal, benefit, characteristics or options, barriers, teaching method, and technology--form the base for this definition. This definition will enable persons to understand and engage in activities that are brought to their thinking through the definition. The actions of persons who read this definition will be determined by their understanding of and reaction to the definition. This definition will set the stage for participation in lifelong learning by the reader.

### Statement of Definition

Lifelong learning is an attitude, which results from lifelong opportunities to expand one's horizons to meet one's goals. In addition, lifelong learning is an assurance that exists in our society that encourages each person to develop those skills and interests that are important to him. This assurance is inherent in the earliest provisions for education found in this country. Throughout history, education has been seen as the avenue to take for advancement in all area of life.

While lifelong learning is a philosophy as well as an assurance underriding society in general, provisions must

be provided to insure one's participation to the fullest extent. To provide for these learning opportunities, provisions for the varying motivational factors found in learners must be made. Learners participate for different reasons and these reasons must be met. Learners have varying goals that they wish to meet. These goals must be considered and addressed through varying teaching methods, technologies, places of instruction, and allow for individual differences. Barriers must be eliminated to insure that all who wish to participate are permitted to do so.

Lifelong learning is an attitude found in our society that allows each person to make those efforts to improve his station in life. Lifelong learning is the chance and an assurance found in this society that allows each person to become whatever he wishes to become.

CHAPTER V  
IMPLICATIONS FOR FURTHER STUDY

Out of this dissertation areas of further research have become apparent. These implications for research appear to be in two basic areas: (a) those dealing with the learners and (b) those dealing with the teachers of lifelong learners.

Additional areas of study related to the learner follow:

1. The determination of any general tendency for people to have a characteristic stance toward lifelong learning as mentioned in Houle's typology.
2. Study related to the freedom-control model discussed in Chapter III. Do learners have or even want the freedom to control the types of learning in which they wish to participate?
3. The evidence presented in Chapters II and III suggested a lack of consensus as to the motivational factors of adults. A study to determine and understand better the motivational factors is needed in order to provide programs and activities to meet the needs of learners.

Areas of possible study related to the teachers and institutions of lifelong learning and learners might

include the following:

1. There is a need for teachers of adults and all lifelong learners to be trained in those learning patterns peculiar to adults. Adults have different interests and styles of learning than do children or youths. Teachers of adults need to be aware of these differences and provide those activities needed by adults. Research needs to be conducted to determine those competencies required by teachers of adults.
2. Institutions (both school and nonschool), which wish to provide for the lifelong learner, need to determine their capabilities to provide those activities to meet the needs of the lifelong learner. Mission statements, goals, or charters might possibly need to be changed to incorporate provisions for the lifelong learner. Studies need to be completed to determine whether these institutions are committed to the concept of the lifelong learner or whether they (the institutions) are only paying lip-service to the concept in order to gain enrollment (school) or additional funding (nonschool) based on participation in programs and activities.



### Implications of Teachers of Lifelong Learning Programs

The following are programming principles that apply to the total lifelong learning programs which are cooperatively planned by all educational agencies in a community.

Diversified Learning Opportunities. In terms of subject matter, level of difficulty, and learning methods, the range of lifelong learning opportunities in a given locality should correspond as closely as possible to the learning interests, levels of sophistication, and preferred learning modes--lectures, workshops , or independent work--or the population of learners in the community.

Program Openness. Services should be essentially open, in the sense that there should be no age or sex restrictions anywhere in the program and minimum use of aptitude, ability, or previous education requirements.

Credit and Noncredit Options. Students should be able to take courses for high school or college degree credit or, if they choose, noncredit courses. It should be possible for students to obtain credit for learning acquired in noncollegiate settings.

Aids to Independent Learners. A comprehensive lifelong learning program should provide assistance to the large numbers of independent learners. Libraries, museums, and other community agencies are particularly suited for this service.

Financial Accessibility. Fees should be as low as possible and consistent with instructional quality.

Geographical Accessibility. Program components should be deployed throughout the locality in such a way that transportation problems are minimized and convenience and safety are maximized.

Temporal Accessibility. Program components should be scheduled at various times during the day and evening and throughout the week and year to fit the various schedules of the potential learner population.

Simplified Bureaucratic Routines. Most learners are put off by cumbersome, time-consuming, inefficient administrative procedures: many are intimidated by them.

Avoidance of Paternalism. The experience of most educators has been with young people. Paternal and patronizing attitudes must be resisted in conducting lifelong learning programs. It would be well to view adult learners as partners in learning; the last thing they need is to be treated like children.

Planning groups should know about and draw upon existing programs. At the same time, planners should strive to be visionary and creative as well. Innovation--invention of new types of services or methods of delivery--may not only better meet learners' needs; it is the lifeblood by which the lifelong learning movement will progress.

What might be some of the broad consequences were

lifelong learning to become the master concept for education and learning in this country? For education scholars, lifelong learning principles should become the basis for a thorough intellectual reformation of education in this nation. Lifelong learning concepts would be the fundamental principles for understanding and evaluating the totality of this nation's educational efforts. Such a reconceptualization was proposed in Public Education in 1976 by Lawrence Cremin. Cremin offered a new formulation in which the central assertion is that "the theory of education is the theory of the relation of various educative interactions and institutions to one another and the society at large" (p. 24). Cremin urged the need to recognize "the multiplicity of individuals and institutions that educate--parents, peers, siblings, and friends, as well as families, churches, libraries, museums, fairs, factories, radio stations, and television networks" (p. 29). While Cremin's main thesis was that we need to think comprehensively, in the sense of embracing a diversity of educative agents, he was concerned also with the lifelong nature of learning: "Education must be looked at whole, across the entire life-span, and in all the situations and institutions in which it occurs" (p. 59).

For education officials in government, lifelong learning principles could be used as the conceptual basis for organizing, or reorganizing, federal, state, and local education bureaucracies. Lifelong learning could in time

become the basis for a coherent national policy for education and learning.

For public school staff, lifelong learning as public policy would mean radical changes. Some changes that might be anticipated are (a) less fragmentation of education, (b) fewer categorical programs, (c) increased attention to early childhood learning, (d) instructional emphasis on learning how to learn, and (e) options to begin higher education at any age with additional options to leave and return at any time. Schools including colleges would need to cooperate closely and share resources with all community organizations interested in education. The schools or colleges would become just one instrumentality for learning in the community, subject to the general plans of a cooperative body created to ensure needed, efficient, and effective learning opportunities for all ages in the community.

For individuals, lifelong learning concepts would mean a host of new life options. Initial schooling could be shortened or lengthened, and all graduates would have learned skills and attitudes requisite for pursuing further learning, as well as a sense of the advantages and disadvantages to them of various career or life options. Full-time work could begin early or late. Work could be combined or alternated with learning: either school-based or self-directed throughout the middle years. In later years, full-time work and formal learning could give way

to independent learning and increased recreational activities.

For the society, lifelong learning as public policy could in time lead to new social norms and cultural values. Continuous, serious learning would be valued and socially rewarded; all institutions in society would facilitate it. Families would increasingly become agents for continuous learning. The media would be able to assume more responsibility for educating the public. Business and industry would move to integrate better working and learning for their employees. Thus, in time, a genuine learning society would begin to emerge.

#### Implications of the Definition

To emphasize the importance of adhering to the definition as stated earlier, the following illustrations are provided.

A small private college, located in an urban area with a population of over 200,000 provides lifelong learning programs for segments of the population made up of its graduates and benefactors. Programs feature such activities as concerts and lectures on particular subjects or themes that are geared toward the affluent of the community. While the lifelong learning program being offered is of high quality and designed to meet the needs of the college and its graduates, the cost to participate is prohibitive. While programs are being offered, the

needs of the community at large are not being addressed. Why does this type of programming not adhere to the definition? If the definition is followed, lifelong learning programs should reflect the interests and needs of the entire community. This college has not completed a needs assessment to determine what types of learning activities should be provided to meet the needs of the community. This college is limiting its community to its graduates and benefactors. Another barrier exists in the programming at this college; because of the high cost to participate, large segments of the population are excluded. According to the definition, any costs that might exist, must be kept to a minimum so as to encourage participation by the maximum number of persons. According to the definition, this college is "practicing" lifelong learning in theory only. The actual application is for the elite of the community at large, and therefore it violates the definition of lifelong learning.

A second illustration of the definition is the community that has various community agencies and institutions offering the same programs. Activities are provided by the agencies and institutions to persons in the community without regard to which agency or institution can do the better job with that activity. No attention is given to the learning styles of the learners so as to determine which agency or institution can best meet the specific needs and styles of the learners. While

lifelong learning requires the participation of the maximum number of persons and institutions and community agencies, there does need to be coordination of efforts so as to insure that the most appropriate agency or institution delivers the activity. An essential element in the definition is the coordination of effort, without which unnecessary duplication exists. Because of this lack of coordination, this community's lifelong learning programs do not adhere to the definition.

Based on this study, in order for programming to be lifelong learning, all the criteria must be met.

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