



change oriented adult education



Co-funded by the
Erasmus+ Programme
of the European Union



UNIVERSITY OF
EASTERN FINLAND

What is change-oriented adult education

- and why do we need it?

Workshop on adults and digitalisation - How can we manage the challenges of digitalisation by using change-oriented adult education?

Jyri Manninen, professor, School of Educational Sciences and Psychology, UEF

#FutureLabAE

UEF // University of Eastern Finland

Manninen, J., Jetsu, A. & Sgier, I. (2019). Change-oriented adult education in the fields of democracy and digitalization. FutureLabAE Project Intellectual output O1. Brussels: EAEA.

Structure of the presentation

1. Concrete examples of different types of ICT courses
2. What is change-oriented adult education?
3. Why and when is it needed?
4. How it differs from regular adult education
 - has different aims
 - fosters different type of learning
 - require different kind of teaching and learning methods
 - mainly organized outside (in the margins of) official system

UEF // University of Eastern Finland

2

Examples of ordinary, not-change-oriented adult education courses on digitalization

A. Social Media Courses Online on Udemty for Facebook, Instagram and LinkedIn

1. 10 Facebook Marketing Strategies That Make Me 6-Figures

2. Instagram Marketing 2019: A Step-By-Step to 10,000 Followers

3. Social Media Marketing MASTERY | PPC on 10+ Platforms

4. The Complete Instagram Marketing Masterclass

5. Facebook Ads & Facebook Marketing MASTERY 2019

Windows 10 ja Office 365 perusteet

H195836 24 t/38 € OPINTOKESTEL

3.9.-8.10. ti 17.15-20.30

Malmitalo/Annika Saarikoski/

Opettajan materiaali

H195120 24 t/38 € 29.10.-3.12. ti 17.15-20.30

Vuotalo/Jouko Kivinen/Opettajan materiaali

Resurssienhallinta – kuvat talteen ja järjestykseen

H195375 15 t/27 € + monisteet 3 €

OPINTOKESTEL

7.10.-11.11. ma 9.15-11.45

Kannettalo/Eeva Peltonen/Opettajan materiaali

28072 Kurssimaksu: 50.00 €

TIETOKONEEN KÄYTÖN JATKOKURSSI

Paikka: Sampola, 211

Opettaja: Heikki Laakso

Kevätlukaus: 4.3.2020 - 25.3.2020 (Tunteja: 16.00)

Päivä ja kello: Ke: 10.00 - 13.15

Ilmoittautuminen alkaa: 4.12.2019 12.00

Kurssilla on tilaa

28073 Kurssimaksu: 34.00 €

INTERNET

Paikka: Sampola, 211

Opettaja: Heikki Laakso

Kevätlukaus: 1.4.2020 - 8.4.2020 (Tunteja: 16.00)

Päivä ja kello: Ke: 10.00 - 13.15

Ilmoittautuminen alkaa: 4.12.2019 12.00

Kurssilla on tilaa

27029 Kurssimaksu: 24.00 €

SÄHKÖINEN VEROILMOITUS

Paikka: Sampola, 408

Opettaja: Leila Haapaniemi

Kevätlukaus: 19.3.2020 - 2.4.2020 (Tunteja: 9.00)

Päivä ja kello: To: 16.15 - 18.30

Ilmoittautuminen alkaa: 1.8.2019 12.00

Kurssilla on tilaa

How to make money using social media \$€

ICT-courses in Finnish adult education centers:

- Basics of Windows 10 and Office 365
- How to organize digital photos
- How to fill in digital tax return form
- Internet
- Email

One example of change-oriented adult education course on digitalization

Innostu ja innosta sosiaalisessa mediassa

Kansalaisfoorumin Wikiisto-sivun pääsivulle

Avaa koulutuksen esite

Sisällysluettelo [pilata]

1. Mitä?

2. Kenelle?

3. Tavoitteita

4. Koulutuksen rakenne ja työskentelytapa

5. Dokumentointi

6. Kurssin kulu

Mitä? [muokkaa]

Innostu ja innosta sosiaalisessa mediassa on Kansalaisfoorumin tuottama opintojakso, jossa tutustutaan sosio-kulttuurisen innostamisen periaatteisiin ja yksinkertaisiin sosiaalisen median välineisiin.

Opintojaksoita pohditaan yhdessä sosiaalisen median hyödyntämismahdollisuuksia yhteisön tai yhdistyksen arjessa ja määritellään innostamisen periaatteita noudattaen kehittämissuunnitelmaa hyödyntäen omaa yhteisön toimintaa.

Kenelle? [muokkaa]

Sinulle, joka olet sosiaalisen median hyötykäytöstä kiinnostunut yhdistystoimijaksi.

Sinulle, joka näet sosiaalisen median lisäarvona yhdistystoiminnalle.

Sinulle, joka tunnet sosiaalisen median, mutta et osaa yhdistää sen viihde- ja hyötykäyttöä.

Citizens' Forum is a nationwide liberal adult education institution and an expert on civic engagement and peer learning. We aim at promoting active citizenship, community values and democracy through non-formal adult education and cultural projects. Citizens' Forum provides educational, cultural and developmental services to civil society organizations and individuals interested in personal growth and life-long learning.

Our educational activities include courses, seminars, study groups and discussion events. In our trainings, we highlight the importance of participation, dialogue and peer learning.

<https://kansalaisfoorumi.fi/english/>

[https://fi.wikiversity.org/wiki/Innostu ja innosta sosiaalisessa mediassa](https://fi.wikiversity.org/wiki/Innostu_ja_innosta_sosiaalisessa_mediassa)

"Become inspired and inspire others in social media". Course for adults working in associations, based on socio-cultural animation, organized by Citizens' Forum.

KANSALAISS-FOORUMI

yjri.manninen@uef.fi, +358-50-3815359

<https://eaea.org/project/future-lab/>

www.vapausjavastuu.fi

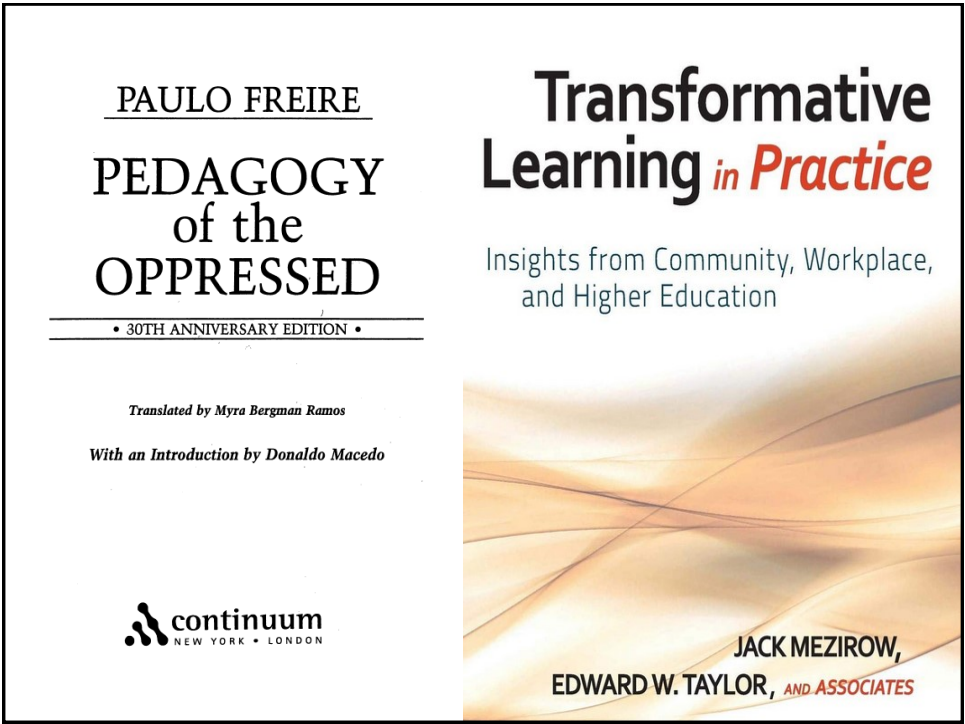
www.uef.fi/en/web/opinsauna

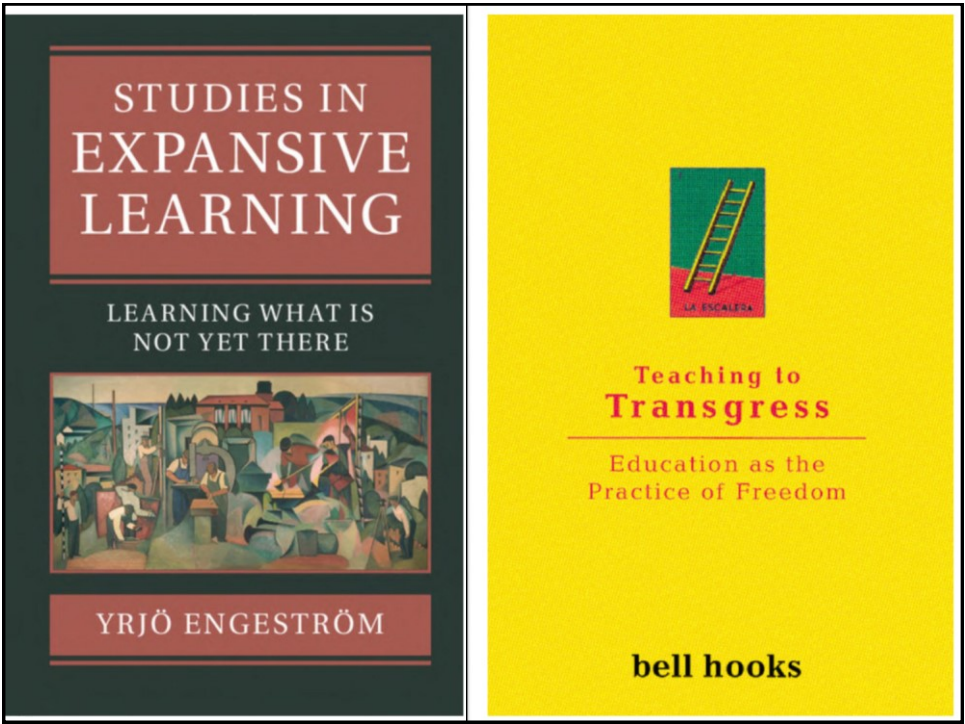
www.uef.fi/en/web/line

2

In policy documents education is mainly seen as a reactive tool = helping adults to adapt in changes:

- “... improve everyone’s capacity and ability to *cope with life*” (LLL-policy, Estonia) WHY NOT: “... improve everyone’s capacity and ability to *change their life - and develop the society*”
 - However, many adult education theories see adult education as a transformative, change-oriented activity
 - Eduard Lindeman: AE as *a tool for community change*
 - bell hooks: *teaching to transgress*
 - Jack Mezirow: *transformative learning, critical consciousness and change of meaning perspective* → individual change
 - Paulo Freire: “*conscientization*” → change in society
 - Yrjö Engeström: *expansive learning* in organizations
- There is a gap between what (1) policy makers think and majority of adult education providers do, and (2) what AE could do to make world a better place
- **should change-oriented adult education be used more?**





POLITICAL OPTIONS FOR ADULT EDUCATION
(Picon 1991)

‘From our historical experience we have learned that the actors involved in adult education do not have a neutral posture. They have ideologies and fundamental interests which they are attempting to legitimize [...] these actors are guided by and support one of the following basic political options:

- 1. **Maintenance and conservation** of the traditional ordering of the society, however unjust and unequal it may be;
- 2. **Reform to improve the system** and make the necessary adjustments for more equity;
- 3. **Structural transformation** leading to a new national order, whether by progressive steps or radical changes through revolutionary processes.’

UEF // University of Eastern Finland

Example: Alternative options how adult education could solve the digitalization challenges

- 1. Maintenance and conservation of the traditional ordering of the society
 - Real-life and digi-example: courses to make individuals more skilled users of Facebook; basic ICT-skills; how to use online bank; how to send email etc.
- 2. Reform to improve the system
 - Real-life example: Nordic folkbildning system since 19th Century (to educate the common people so that they can become active citizens of the democratic, parliamentary system) → Nordic democratic welfare states
 - Digi-example: courses where adults learn to recognize fake news and act as responsible social media users
- 3. Structural transformation
 - Real-life example: Civil rights movement in the USA in 1950-60's (Highlander Folk High School; Rosa Parks, Martin Luther King)
 - Digi-example: development program where adults learn how to contribute to development of new kind of "Facebook", which is based on "bursting the bubbles" instead of strengthening them ("transformative citizenship"; Banks 2017)

UEF // University of Eastern Finland

Why change-oriented AE is needed?

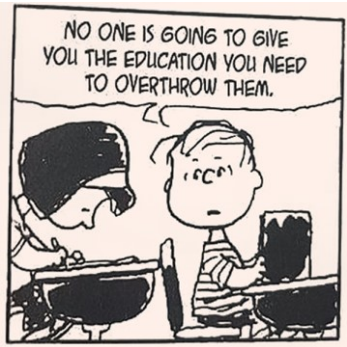
- The aim is to develop "better individuals" and/or make communities, organizations, society or world a different and – hopefully – a better place.
- Change can take place at different levels...
 - individual (attitudes, perceptions...), community (structures, social cohesion...), organization (activity system, culture...), society (equality, policy...), and world (climate, global challenges...)
- Need to organize change-oriented AE can be based on...
 - experienced or observed social problems (here: problems caused by digitalization)
 - political systems which are undemocratic or open to dangers of populism (Brexit?)
 - poverty, austerity policies, economic and gender inequalities
 - destructive ways of behaving and thinking (hate speech, lack of media literacy skills, climate change denial..)
 - or on political objectives; not necessary "good" (for example the "civic education program" in Nazi Germany) or supported by majority of people
- A fundamental question is, how and by whom the need for change (peaceful or radical) is defined.

UEF // University of Eastern Finland

10

Organized by whom?

- The “ruling” groups and people are not likely to promote radical changes through education, and focus therefore mainly on
 - Option 1 (general education, training for jobs, basic civic education, “transmission of culture”)
 - Option 2 (peaceful development of individuals, organization or society)
- Option 3 is **organized mainly outside the official education system** and often organized by individuals themselves
 - “renewal from the margins”, “do-it-yourself learning spaces” (Kirchgaesser 2019b)

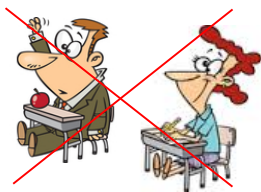


UEF // University of Eastern Finland

11

Require learning and teaching methods which...

- Facilitate **dialogue** between people who have different world views, and critical **reflection**
- → Helps to **become aware** of own and other people’s attitudes, beliefs, values, and (meaning) perspectives
- → **Challenge** the existing conceptions and attitudes
- → Help seeing things in **alternative** ways
- → Encourage to **do things differently**
- → Lead to concrete **action** and shared **responsibility**



UEF // University of Eastern Finland

Different political options require different types on individual learning			
Picon	Bateson/Sterling (types of learning)	Potential courses	
Option 1	First order change (cognition)	<i>Doing things better</i> (effectiveness; conformative learning)	Basic ICT-skills, How to use Facebook
Option 2	Second order change (meta-cognition)	<i>Doing better things</i> (changing assumptions; reformative learning)	Courses enabling adults to become active and proactive actors of their "digital life". For example, user-oriented ICT-development projects where people can participate and contribute on planning of new technology.
Option 3	Third order change (epistemic learning)	<i>Seeing things differently</i> (paradigm change; transformative learning)	Courses for "digital activists" who want to break the current digital order dominated by the few global companies (Facebook etc.) and to develop more equal and people friendly digital society.

UEF // University of Eastern Finland

13

Examples of "change-oriented" learning methods	
<ul style="list-style-type: none">• Serious games (Connolly, Boyle, MacArthur, Hainey & Boyle 2012)• Social sculpture (https://www.artistsofsociety.com)• Fishbowl (a collaborative, dialogical alternative for panels; https://en.wikipedia.org/wiki/Fishbowl_(conversation))• Photovoice (Akther & Dirckinck-Holmfeld 2018)• Participatory action research (PAR; Kemmis, McTaggart & Nixon 2013)• Liberative walks (Raisio & Ehrström 2017)• Change laboratory (Sannino & Engeström 2017)• Teaching methods that can be applied to develop <i>transformative citizenship skills</i> (Banks 2017, 372 – 374)<ul style="list-style-type: none">– Culturally Responsive and Culturally Sustaining Pedagogy– Civic Action Programs (participatory action research, service learning etc)• See also this toolbox: https://www.collaboratiohelvetica.ch/toolbox	
UEF // University of Eastern Finland	Manninen, Jetsu & Sgier (2019)

Concrete example: alternative ways how ICT courses for aging adults could be organized

- Mainstream education for older adults (like basic ICT-skills courses, liberal arts, hobby related activities etc.) satisfy mainly so called
 1. coping needs (managing online bank, sending email etc.)
 2. expressive needs (taking pictures, writing memories etc.)
- but fail to satisfy
 3. contributive and influence needs such as how older adults could become useful contributors to society and agents for social change
 - for example courses and development programs where they can participate user-centered design projects to develop more user-friendly software and gadgets (→ to adapt technology for people, not people to technology)
- → Critical educational gerontology
 - based on critical pedagogy and Freire’s model
 - aims to emancipate and empower older adults as **active and critical citizens** able to **contribute on their social reality and choices in their lives** (Findsen 2007; Formosa 2012; Hachem, Nikkola & Zaidan 2017).