

Educación de personas adultas y mayores

Idioma: EN

EXAM STATEMENT:

This exam consists of 4 questions. The use of any materials is not permitted. Remember that spelling mistakes and illegible handwriting will lower your score and may result in the exam being voided. Answer what is being asked in a concise and reasoned manner, in accordance with the contents presented in the basic materials for the course. Completing the questions with information that has not been requested will have a negative impact on your grade.

Question 1: Explain what life histories are and what they consist of.

Question 2: Explain two competencies necessary for an adult educator.

Question 3: Briefly explain the differences between adult learning and the learning that occurs in childhood and youth.

Question 4: Explain associationalism as a current trend for adults and older people from the perspective of healthy leisure.

Question 1

Explain what life histories are and what they consist of.

STUDENT RESPONSE:

Life histories are a qualitative socioeducational research and intervention technique that reconstructs and interprets a person's lived experience over time through their own narrative. They are used to understand how individual trajectories are shaped by social, cultural, historical and institutional contexts, and how the subject gives meaning to what has been lived, learned and decided across the life course.

They consist of collecting and organizing biographical accounts (mainly through in-depth, semi-structured interviews, complemented when appropriate with personal documents and other sources) and producing a coherent narrative that links significant events, transitions, roles, relationships and learning experiences. The process typically includes: eliciting the autobiographical story from the participant; identifying key life stages and turning points (education, work, family, migration, health, participation, etc.); situating these experiences within their context; and synthesizing them into a narrative text that preserves the person's voice while providing an interpretive structure. In adult education, life histories also function as a reflective tool that promotes self-knowledge, recognition of prior learning, and empowerment, by making explicit the meanings and learning derived from experience.

Question 2

Explain two competencies necessary for an adult educator.

STUDENT RESPONSE:

Two key competencies for an adult educator are:

- 1) Andragogical competence (didactic-methodological competence adapted to adulthood): the ability to design, facilitate, and evaluate learning processes according to adult characteristics. It involves diagnosing prior experiences and knowledge, identifying needs and motivations, agreeing on realistic and relevant objectives, selecting active and participatory methodologies (problem-solving, case studies, projects, cooperative learning), and ensuring immediate applicability to personal, social, and occupational contexts. It also includes flexible planning (pace, schedules, resources), continuous formative assessment, and feedback oriented to autonomy and self-directed learning.
- 2) Socio-communicative and relational competence: the ability to establish an educational relationship based on respect, horizontal dialogue, and recognition of adult identity. It includes empathic listening, assertive communication, facilitation of group processes, management of diversity (age, culture, educational level), and mediation of conflicts to maintain a safe and inclusive learning climate. This competence also entails empowering participation, reinforcing self-esteem and perceived self-efficacy, and promoting social support networks, especially relevant in interventions with older adults and in non-formal or community settings.

Question 3

Briefly explain the differences between adult learning and the learning that occurs in childhood and youth.

STUDENT RESPONSE:

Adult learning differs from learning in childhood and youth mainly in purpose, motivation, prior experience, self-direction, and the conditions under which learning is effective.

In adulthood, learning is usually intentional and goal-oriented, linked to immediate needs in personal, social, or work life. Motivation tends to be predominantly internal (improving quality of life, autonomy, competence, participation), although external factors (employment, certifications) may also operate. In childhood and youth, learning is more strongly shaped by compulsory schooling and external regulation, with objectives often defined by curricula and adult authority.

Adults enter learning situations with a broad repertoire of accumulated experiences, roles, and knowledge that act as a resource for understanding and as a filter that can facilitate or hinder new learning; therefore, learning often involves reinterpreting, reorganizing, or unlearning previous frameworks. By contrast, children and young people generally have fewer consolidated experiences and cognitive/identity frameworks, so learning is more oriented to acquiring basic competences and constructing foundational knowledge.

Adult learners tend to demand greater autonomy and participation in decisions about what, how, and when to learn (self-directed learning), preferring collaborative, dialogic, and problem-based approaches. In childhood and youth, learning is usually more teacher-directed and structured, with stronger dependence on guidance, sequencing, and external evaluation.

Finally, adult learning is conditioned by specific constraints (time, family and work responsibilities, fatigue, anxiety about returning to study) and requires flexible, meaningful, and contextualized methodologies that respect the learner's dignity and adult status. In childhood and youth, availability of time and institutional supports is typically greater, and pedagogical strategies often prioritize gradual progression, habit formation, and socialization into academic routines.

Question 4

Explain associationalism as a current trend for adults and older people from the perspective of healthy leisure.

STUDENT RESPONSE:

Associationalism is the voluntary participation of adults and older people in organized groups (associations, clubs, neighborhood entities, cultural or sports groups, senior centers, NGOs) created to pursue shared interests and collective objectives. From the perspective of healthy leisure, it represents a current trend because it structures free time in meaningful, regular and socially recognized activities that contribute to well-being and active ageing.

As healthy leisure, associationalism provides:

- Social and relational benefits: it reduces loneliness and social isolation by creating stable networks of belonging, mutual support and intergenerational contact, strengthening social cohesion and perceived quality of life.
- Psychological and emotional benefits: it increases self-esteem, sense of usefulness, life satisfaction and motivation; it offers opportunities for enjoyment, personal identity reconstruction after retirement, and coping with life changes.
- Cognitive benefits: participation in cultural, educational and creative activities stimulates attention, memory and learning, supporting lifelong learning and helping to maintain autonomy.
- Physical and health benefits: many associations promote physical activity (walking groups, adapted sport, dance), health education and routine habits that improve functional capacity and prevent sedentary lifestyles.
- Civic and community benefits: associationalism facilitates participation, empowerment and active citizenship through decision-making, volunteering and community projects, reinforcing autonomy and social responsibility.

In summary, associationalism channels leisure toward healthy, inclusive and participatory experiences, functioning as a protective factor for active ageing by combining social participation, purposeful activity and the maintenance of physical, cognitive and emotional health.