

Learning How to Learn: Implications for Non Traditional Adult Students

Lynn A. Tovar
Lewis University

In this article, learning how to learn for non traditional adult students is discussed with a focus on police officers and firefighters. Learning how to learn is particularly relevant for all returning non-traditional adults; however in the era of terrorism it is critical for the public safety officers returning to college after years of absence from the pedagogy classroom to be successful.

Keywords: Learning, Public Safety Officers, Non-traditional Adult Learner

I want to talk about *learning*. But *not* this lifeless, sterile, futile, quickly forgotten stuff that is crammed in to the mind of the poor helpless individual tied into his seat by ironclad bonds of conformity! I am talking about LEARNING-the insatiable curiosity that drives the adolescent boy to absorb everything he can see or hear or read about gasoline engines in order to improve the efficiency and speed of his 'cruiser'. I am talking about the student who says, 'I am discovering, drawing in from the outside, and making that which is drawn in a real part of me.' I am talking about any learning in which the experience of the learner progresses along this line: "No, no, that's not what I want". "Wait! This is closer to what I am interested in, what I need"; "Ah, here it is! Now I'm grasping and comprehending what I *need* and what I want to know!" (Rogers, 1983, p.18-19)

There is a growing body of literature on adult education with a focus on the non traditional adult returning to college. The traditional barriers, such as the location of the educational site, work and family commitment and tuition reimbursement receive the most attention in the literature. One issue often overlooked is whether or not the returning student is cognizant of their methodology on how they learn. Knowledge about learning to learn surpasses its dissemination, while few adults consistently learn with power, efficiency, and meaning. Decades of research and development have clarified the learning-to-learn concept and have yield strategies for implementation (Smith, 1982). "Learning to learn activates take many forms, including (1) increasing the individual's self-awareness and capacity for self-monitoring and reflection (Stein, 2000, p. 3) when engaged in educational activity; (2) helping people to become more active learners and to assume an appropriate amount of control of learning related activity; (3) broadening the individual's repertoire of learning strategies; (4) preparing people to accommodate the requirements of different delivery systems, methods, and subject area; (5) enhancing learner confidence and motivation; (6) compensating for metacognitive deficiencies (7) improving group inquiry and problem solving skills; (8) helping people to make sound choices among the educational programs and resources available to them; and (9) fostering organizational learning" (Smith, 1990, p. 4).

Usually the content or knowledge of how one goes about the process of learning is presumed to be efficient; however this is not always the case. "Learning to learn implies a continuing process as opposed to an attainment and conveys the meaning that how to learn is necessarily more important than what, why, when, where and whether to learn" (Smith, 1990, p. 4-5). Learning to learn is a concept, but it also represents a goal and a process. As a goal, it challenges teachers to foster learning and for the student to acquire the skills to understand how to learn effectively in the various contexts of the classroom they may encounter. For the teacher the process consist of a set of interrelated activates, intrapersonal as well as interpersonal.

The ongoing debates –andragogy vs. pedagogy, teacher vs. learner centered- may mean there is no single theory which explains how adults learn differently then children (Kerka, 2002) however developing understanding on how one goes about the process of learning will always exist in the classroom. Intrapersonal activates would encourage the student to self-monitor and reflect on their learning. Interpersonal involves deliberate efforts to facilitate the improvement of the student's skills for learning.

Learning how to learn is particularly relevant for the police officer and firefighter who is returning to college after years of absence from the pedagogy classroom. This article will discuss an approach to teaching Learning How to Learn to an audience of police officers and firefighters returning to the classroom seeking their bachelor or masters degree. The approach is premised on the assumption that they will be returning to formal education after

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years in the workforce and little time spent in a classroom since their days in the police or fire academy. “If students can be exposed to concepts of how to learn, rather than just the content of learning; they will gain more from a college education than just facts. They will develop cognitive capacities that can never be taken away from them” (Schlossberg, Lynch, & Chickering, 1989, p. 240, cited in Smith, 1990). Learning to learn is a process which refers to both the acquisition of knowledge but also the fostering of attitudes, understanding, and the development of skills associated with effective participation in education. The student begins to assess their personal learning which includes the values, goals, and assumptions one brings to an educational setting. Together with the instructor’s facilitation the student begins to start the process of “metalearning” one’s learning style and the repertoire of available strategies to learn more efficiently.

Over the last several years there has been an insurgence of police officers and firefighters returning to college in order to obtain their bachelor or masters degree. They realize public safety is now a complex demanding profession. The era of only requiring a high school diploma is long gone and a degree will soon become a requirement for hire and to advance within the organization. However, police officers and firefighters who have returned to the classroom after years of absence are apprehensive about their ability to learn a college curriculum. This study looked at a small sampling of police officers and firefighters who are non-traditional adults, who have returned to college. The study examined their understanding of personal learning styles and learning strategies. The sample population is from Illinois encompassing police officers and firefighters from the City of Chicago, Cook County and Will County. The respondents were all males except for one female police officer. They had various positions within their respected organizations and they ranged in age from twenty-two to fifty-four. In light of the learning how to learn literature it is important to examine the understanding of self awareness to ones learning style and how a learning institution can facilitate the learning process to assist the learner toward acquisition and success. It is important to study the respected fields of public safety due to the influx of non-traditional adult students from the police and fire service returning to formal education.

What the Learner Needs: Requirements for Success

What competencies does learning require? There are four relevant needs to learning: general understanding, basic skills, self-knowledge and the educational process for adult learners.

General Understanding

This kind of knowledge helps provide a foundation for the positive attitude and motivation that the learner requires. Adulthood is prime time for learning. As with the police officers and firefighter who could not pass the sergeant exam, many people still have doubts about their ability to learn. They need to understand and act with conviction that the ability to learn does not decline with age and frequently it increases. It is important for the police officers and firefighter to know that there is a wide variety of options for continuing to learn and change, however change is about us and within us. We all can learn on our own or through a formal education program for credit, personal enrichment or for professional development. It is important to understand that all learning involves a process that can be acquired and enhanced and that anxieties and difficulties are to be expected. What is not often understood is most adults are not aware that they can take control of learning and increasingly become more self directed as learners. Adults have the ability and the responsibility to plan much of their own learning (Smith, 1982).

Basic Skills

People learn much that is valuable by means other than reading, writing and arithmetic such as the ability to listen and the ability to view technology information is now at the heart of the learning process. Of these communication fundamentals, listening and reading stand out as especially significant for success in learning. However, operating a computer is now considered a necessity and a basic skill for learning.

Self Knowledge or Reflective Knowledge

It pays to develop an awareness and understanding of self as a learner. One can gain valuable insight into discovery of personal blocks or barriers to learning, to personal strengths and weaknesses, as well as personal preferences for the method of how they learn and for their preference to a learning environment. All are key elements in understanding your personal learning style. These factors can affect the crucial matter of the attitude one brings to a learning situation. Also, awareness is important to understand what level of autonomy and structure you prefer and the type of educational setting in which is most comfortable.

Educational Process

Adults usually learn in one of three modes: self-directed, collaborative and institutional. Self-directed involves carrying out personal learning projects where one needs planning skills for deciding what, when, how, and where to learn. Setting realistic goals, finding learning resources, implementing learning strategies and overcoming personal blocks to learning is essential for success in self-directed activities. Collaborative learning is most often found in

organizations or educational institutions. Often collaborative learning involves small face to face groups to learn or solve problems by using the experience and expertise of all members to accomplish group tasks and goals. The learner must focus on their helping skills, be sensitive to the group process and discussion leadership and participation fundamentals to be successful. A group that learns with ease usually contains members who are adapt at planning, conducting and evaluating their concerted efforts. When collaborative learning is part of the educational setting, emphasis must be to avoid dysfunctional symptoms such as apathy and destructive group conflicts. In the institutional mode, where credit and degrees become a goal, learners have still other kinds of needs. The learner should have an understanding of the working of the college they are attending and the program they are enrolled in as well as the support services available to returning adults. In many institutions returning adults have an opportunity to prepare a portfolio or write papers to obtain credit for previous experiences in non-formal learning situations.

Developing Learning Skills and Understanding Your Learning Style

As children we all developed learning strategies, and developed the concept of ourselves as learners. Thomas and Harri-Augstein (1985) write that there are a wide variety of personal learning myths that guided us in all sorts of formal and informal situations. "The most easily related myths were usually about what students felt to be the necessary physical or social conditions of learning. Many described how they must have coffee or snacks on hand all the time....Some students knew that they had to sit up 'properly' at a desk if they were to read something and really remember it, whilst others were equally convinced that they could only really concentrate if they were comfortably stretched out on the carpet. Personal beliefs about being 'a morning person' or only being able to work effectively between 1 P.M. and 3 A.M.were held equally by different learners; so were ideas about the optimal length of personal study sessions. Preferences varied from 20 to 30 minutes to 6 or 8 hours" (p. 11). Also, according to Thomas and Harri-Augstein these personal myths about learning are often deeply held so that the learner may not even be consciously aware of them; yet they profoundly influence how people approach learning tasks and, to the extent that they are negative, they may inhibit people's approaches to learning and disable their performance. As people learn specific contents, they also develop their repertoire of approaches to new learning.

What do we mean by learning style? It has always been apparent to educators that people differ in how they go about certain activities associated with learning. People differ as to how they think. They differ as to how they approach problem solving; they also differ as to how they go about "information processing" or putting information through their minds (Smith R., 1996). Adults differ in knowledge, experience, attitude, and aptitude. They also differ with regard to their tendencies toward learning. Some do not like to work in a group or engage in role playing. Others prefer structure while others would rather have more autonomy and freedom to choose their course of handling the learning activity. Let us not forget that the learning environment can come into play---for example some adults like it hot, others like it cold, the lighting, background noise, and mobility of the seating arraignment are relevant factors to consider. Educators should be interested in individual students and their differences and emphasis individualizing instruction for adults and provide parallel learning sequences into their curriculum development. Education experiences that involve constructive self-examination will leave the learner better equipped for further learning because a central task of learning how to learn is developing awareness of oneself as learner. Self awareness links directly to learning how to learn when learners become sensitive to, and in control of, the learning process, they become more aware of themselves. "Learning style can be defined as 'the individual's characteristic ways of processing information, feeling, and behaving in learning situations'" (Smith, 1993, p. 24). "Learning how to learn involves a set of processes in which the individual learner acts at least partially as his own manager of change, and his focus of change is his own self-concept, and learning processes. This requires that the learner be able to conceptualize his own learning process and be able to pay some attention to how he goes about learning..... [and] trust himself to manage this process" (Brundage & MacKeracher, 1980, p. 30 cited in Smith, 1993, p. 57). "The adult education program which gives top priority to the individual, actively involves him in the educational experience and provides him with useful feedback will be helping him learn how to learn" (Jensen, 1970, p. 519).

Crucial Skills

Becoming a more skillful learner usually involves sharpening skills one already possess. Sharpening discussion skills or skills in answering exam questions are needed particularly in the formal educational setting. However, reading and listening play an important critical role in the learning people do. Comprehension and meaningfulness is strongly affected by reading and listening ability.

Active Listening

Active listening involves hearing words that are spoken and going beyond those words. It requires making an effort to get at the speaker's intended message and paying attention to matters nonverbal as well as verbal.

Active Reading

Active readers enter into a transaction with the printed word and employ what they already know in order to learn through reading. They constantly put questions to themselves---What would be an example? Does that relate to any of the stated course objectives? They are alert to bias and propaganda, noting emotional language and unsubstantiated claims. And they watch for opportunities to apply new ideas as soon as possible (Smith, 1993).

Openness to Change

Knowing and possessing learning skills will not amount to much if you are unwilling to venture through change and remain reluctant to expose yourself to a wide variety of resources and experiences. The adult student needs to cultivate curiosity and the experimental attitude that comes natural in childhood. This is an on going process. Exposing oneself to unfamiliar books, viewing different films and engaging in conversations with people whose beliefs are not similar to ours and by visiting strange territories outside of your comfort zone. The more one reaches beyond the usual the more they will find it easier to repeat the growing process.

Working Model: Helping Police officers and Firefighters Learn How to Learn

How can we help people learn to learn? Asking questions about best teaching techniques are analogous to asking which tool is best—a hammer, a screwdriver, a knife, or pliers. In teaching as in construction, the selection of tools depends on the task and the material one is working on. Text books and lectures can be efficient modes of transmitting information for learning, but one should choose other kinds of activities to elicit from their students a level of understanding or to help them use metacognitive strategies to monitor their learning. There is no *best* teaching practice. The point is to acquire a set of learning principles, then select teaching strategies which can be purposeful for the course, the subject matter, or desired outcome (Donovon, 1999). We need to understand learning to learn components and begin to incorporate them into program and curriculum development and instruction. The objectives of learning to learn programs or courses must be to enhance the independence of the learner. Independence does not mean solitude, but rather self-regulation; learning both in the formal educational setting as well as in everyday situations which occur in the content of membership in the police profession.

Designing and Facilitating Learning How to Learn

In formal learning environments, the content is usually chosen by others, the teacher, and presented to the student for learning. The order, pace, and manner in which this content will be learned are also predetermined, together with the criteria for success and the way success will be measured. Most adult students returning to formal education remember learning the content in order to be successful on test and exams, but rarely has a student been taught how to remember or how to organize concepts into a comprehensive structure for long-range recall. "Knowing how to prepare for learning, how to learn from a lesson or lecture, how to conduct exercises and assignments, how to find and summarize important information, how to organize for comprehension and recall, and how to perform well on test and exams" (Smith, 1993, p. 76). It is important from a long-range perspective to make a connection between passionate personal purpose and the content to be mastered. One must be consciously aware and equip to be successful at learning, which means developing a personal style of learning or developing new learning techniques or strategies. What is most important for the adult learner in formal situations is to be determined to be successful and possess the confidence that you can be.

Helping Others Learn How to Learn

According to Bridglall (2001) and Donovan (1999) four important findings emerged from solid research about how people learn for educational practices.

1. *Students come to the classroom with preconceptions about how the world works.* If the student's initial understanding is not engaged, they may often fail to grasp new concepts and information presented in the classroom. This requires teachers to; a) draw out their student's existing knowledge through creation of classroom tasks that reveal students' thinking; b) use it as the foundation for students to further understand the subject matter; and c) use frequent formative assessments to make student's understanding apparent to themselves, their peers, and their teachers. Colleges can promote teachers' ability to work with adult students' preconceptions by helping teachers to: a) identify predictable preconceptions that make mastery of subject matter challenging, b) recognize unpredictable preconceptions, and c) help student to build on their preconceptions by challenging them and replacing them when appropriate.
2. *To develop competence in an area of inquiry, students need a foundation of factual knowledge, an understanding of facts and ideas in the context of a conceptual framework, and the ability to organize them*

in ways that enable retrieval and application. Research by Bridglall (2001) demonstrates the key to expertise in a subject matter is the mastery of concepts that allow for specialized learning and enables the transformation of a set of facts into usable knowledge. The ability to organize information into meaningful patterns that facilitates eventual retrieval for problem solving in their personal and professional lives. The simple acquisitions of factual knowledge, but rather thoroughly understanding concepts facilitate the transfer of learning to new problems. This research suggests in-depth coverage of fewer topics that enables learning of key concepts is preferable to the breadth of coverage of subject related topics. Teachers, need a familiarity with process of inquiry, and understanding of the relationship between information and the concepts that help organize it along with a grasp of the processes in student' conceptual development.

3. *Strategies can be taught that allow student to monitor their understanding a progress in problem solving.* Strategies involved in monitoring are part of a culture of inquiry, and can be successfully taught in the context of subject matter. In teaching these strategies, teachers model both the monitoring questions and observations and facilitate classroom discussion with the ultimate goal of fostering independent monitoring and learning in their students. Teachers must integrate teaching and instruction in metacognitive skills into the curriculum in a variety of subject areas, and explicitly emphasize the internal inquiry process in order to enhance students' ability to learn independently (Bridglall, 2001).
4. *The teaching of metacognitive skills should be integrated into the curriculum in a variety of subject areas.* An emphasis on metacognition needs to accompany instruction in the criminal justice discipline. The integration of metacognitive instruction with discipline-based learning can enhance student achievement and allow the student the ability to learn independently. Developing strong metacognitive strategies and learning to teach those strategies in a formal or on-line environment should be standard features of the curriculum.

Designs Classroom Environments and Activates

The learning how to learn concept develops a framework to help guide the design and evaluation of environments and activates for optimal learning. I will focus on four learning environments that need cultivation within the criminal justice discipline.

1. *Colleges and classrooms must be learner centered.* "Cultural differences can affect student's comfort level in working collaboratively versus individual, and they are reflected in the background knowledge students bring to anew learning situation" (Moll et al., 1993 cited in Donovan, 1999, p. 19). Adult students' perception of what it means to be intelligent can affect their learning performance. According to research conducted by (Dweck, 1989; Dweck & Legget, 1988), shows students who think that intelligence is a fixed entity are more likely to be performance oriented than learning oriented. This is especially true with those adult students involved with the criminal justice profession because much of their professional life is evaluated on performance. Those who are more likely to be performance oriented want to look good rather than risk making mistakes while learning. There is a perception of toughness and being right all the time within the criminal justice profession, therefore these students will be more likely to bail out when tasks become difficult. Teachers in learner-centered classrooms need to pay close attention to the individual progress of each student and create tasks that are appropriate. Learner-centered teachers present students with challenging enough tasks to maintain engagement, but not so difficult as to lead to discouragement. Teachers must have an understanding of their students' knowledge, skill level and interest (Duckworth, 1987).
2. *To provide a knowledge-centered classroom environment, attention must be given to what is taught (information, subject matter), why it is taught (understanding), and what competence or mastery looks like.* "Learning with understanding is often harder to accomplish than simply memorizing, and it takes more time. Many curricula fail to support learning with understanding because they present too many disconnected facts in too short a time. Tests often reinforce memorizing rather than understanding. The knowledge-centered environment provides the necessary depth of study, assessing student understanding rather than factual memory. It incorporates the teaching of metacognitive strategies that further facilitate future learning" (Donovan, 1993, p. 21).
3. *Formative assessment-ongoing assessments designed to make students' thinking visible to both teachers and students are essential.* In the assessment-centered classroom environment, formative assessments help both the teacher and student monitor progress. Assessments should provide criminal justice students with opportunities to revise and improve their thinking help students see their own progress over the course of weeks or months, and help teachers identify problems that need to be remedied problems that may not be visible without the assessment (Vyc et al., 1988 cited in Donovan, 1993). For example, a criminal justice class studying ethical systems might be given a scenario in which a three member undercover drug police

team comes across a drug dealer who is willing to give them a duffle bag of money without anyone outside the team's knowledge. Proposals from students on ethical systems utilized as well as discussion of the problems they foresee in various outcomes can reveal to both teacher and student areas in which student thinking is more and less advanced. The exercise is an indicator of where inquiry and instruction should focus.

4. *Learning is influenced in fundamental ways by the context in which it takes place.* A community-centered approach requires the development of norms for the classroom and college, as well as connections to the outside world, that support core learning values. The norms established in the classroom have strong effects on students' achievement. Teachers should encourage academic risk-taking and opportunities to make mistakes, obtain feedback, and revise on their approach. Teachers must design classroom activities and help students organize their work in ways that promote intellectual camaraderie and attitudes toward learning that builds a sense of community and association. In such an environment, students might help one another solve problems by building on each other's knowledge, by asking questions to clarify explanations, and suggest avenues that would move the group toward its goal. Teachers and colleges need to develop ways to link classroom learning to other aspects of the student's professional and personal lives (Donovan, 1993).

Applying the Design Framework to Adult Learning

This point in the article is particularly important because incorporating the principles in Learning How to Learn into educational practices will require a good deal of adult learning. Especially important is the need to integrate the structure of activities with the content of the curriculum that is taught. In order for teachers to implement learning how to learn activities into their classroom they need opportunities to try things out in their classroom and then receive feedback. Focus is often on change in teaching practices as the goal, but rarely does the teacher take the time to develop the capacity to judge successful transfer of a technique to their students in the classroom and its effect on student achievement. Educators need to understand teaching adults cannot be reduced to a set of rules to be applied in different situations. "The job of the educator is to facilitate the development of the adult learner in accordance with the students' goals and needs" (Barker, 1999, p. 11).

The question of how teaching can be improved by the implementation of learning how to learn into the curriculum is best answered by how does the adult learner feel about learning and whether there is a need to learn along with the impact of learning on their professional and personal life. According to Knowles (1970) "the assumption about learning and teaching using the andragogical approach includes the premise that adults can learn, learning is an internal process, and there are superior conditions of learning and principles of teaching" (cited in Barker, 1999, p. 13). As educators involved with the adult learner we have a responsibility to the student and the environment in which they learn. In order to assist learners adopt positive attitudes toward learning DeBord (1996) cited in Semmar (2004) expressed that it is important to eliminate any negative attitudes directed toward the instructor, the subject matter, learning situations, the learner themselves, or their expectancy for success. DeBord (1996) suggests the following:

- Eliminating or minimizing any negative conditions surrounding the subject; things that frighten or stress learners could cause avoidant behavior-fear, humiliation, boredom.
- Ensuring successful learning through varying teaching strategies, setting clear standards for learning, avoiding competition among learners, breaking down the course into small, manageable units, and using formative evaluation.
- Making the first experience as positive as possible: safe, successful, interesting.
- Positively confronting mistaken beliefs.
- Pairing negative learners with other enthusiastic learners to work towards a goal cooperatively and to use peer models when possible.

Data Results

The respondents represent eleven police officers who are working toward their master's degree in Criminal Social Justice and twenty-three firefighter/paramedics working towards their bachelor degree in Fire Service Administration at Lewis University in Romeoville Illinois. The study examined students learning style, preference to learning, possible barriers and whether they felt they had control over their learning.

The respondents were asked to answer fifteen questions on a Likert Scale with responses of "not at all, not very, no opinion, somewhat, and definitely." Respondents overwhelming indicated (99%) they understand their personal learning style as well as 99% indicated they were visual learners who prefer a certain learning environment. They feel they are self-directed and take control of their learning. An interesting finding was revealed when asked how they prefer to learn either in a group or individual format. One would expect the police officers acquiring their

master's degrees would feel more comfortable in group learning exercises; however the results indicate the firefighters prefer group learning over individual learning. This might be explained by the nature of their respected professions. Firefighters live together in the firehouse and work in teams to fight fires, where else police officers predominately work independently in a squad car and go home after an eight hour shift. Twenty-one of the thirty-four respondents still prefer learning through lectures and unfortunately most have not received any assistance from their college or professors on developing learning strategies to improve their learning. Finally, twenty-five of the thirty-four respondents did not feel their learning declines with age and 100% feel the degree will assist them in their future careers.

Summary

Returning police officers and firefighter students are not so much prone to doubts about their learning ability as to misgivings that they can keep up, meet all the requirements, and follow through to a degree. They are also subject to outside pressures arising from employment, parenthood, community work, housework and possibly reaction of spouses or co-workers to their decision to return. Police officers and firefighters tend to be in possession of the tools for learning, to do considerable learning on their own, especially where job-related learning is concerned. Collaborative learning is not as appealing for them as the traditional and self-directed modes. A leading authority stresses self-directed learning by a professional returning adult student and the opportunity to apply previous experience directly is especially important in adults (Brundage & MacKercher, 1980; Houle, 1964).

Learning how to learn is a valuable concept which must be explored and taught to the returning adult to the classroom. As adults we seldom become fully accomplished learners who know how to learn with power in whatever educational situation we encounter. Especially, for those returning college student who have spent years away from formal educational curriculums. They are often ill-equipped for certain learning task and certain educational setting. According to Smith (1996) the adult who has learned how to learn knows:

- How to take control of his or her own learning.
- How to develop a personal learning plan.
- How to diagnose strengths and weaknesses as a learner.
- How to chart a learning style.
- How to overcome personal blocks to learning.
- The criteria for sound learning objectives.
- The conditions under which adults learn best.
- How to learn from life and everyday experiences.
- How to negotiate the educational bureaucracy.
- How to learn from television, radio, and computers.
- How to learn and participate in discussion and problem-solving groups.
- How to get the most from a conference or workshop.
- How to learn from a mentor.
- How to use intuition and dreams for learning.
- How to help others learn more effectively.

Almost self-evident is the need for the educator of adults to have a working knowledge of the learning how to learn concept—its nature, dimensions, and importance. Adult educators should be aware of opportunities for fostering the knowledge and be able to identify situations in which the learning how to learn factor operates. Learning how to learn activates can be incorporated in the design of courses and they need to seriously take the challenge to devote less time to the development of “content” activities and more time to “process” activities that enable people to become more effective learners (Smith, 1993).

Institutions of higher education can and should encourage and support faculty who are interested in improving teaching. The responsibility for improving teaching ultimately rests with faculty, but the institution must provide support and assistance. An understanding of learning how to learn by the educator is paramount for a successful educational experience for the adult learner. The person who has learned how to learn readily copes with the central task and meaningful activity of life: continuing their education.

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