



A New Educational Model in Adult Learning

Feelings of worth can flourish only in an atmosphere where individual differences are appreciated, mistakes are tolerated, communication is open, and rules are flexible -- the kind of atmosphere that is found in a nurturing family.

The International Foundation for the Advancement of Reflective Learning and Teaching (ARLT Foundation) is a non-profit organisation which promotes a new model of education in the 21st century.

The elements presented by the International Foundation ARLT in this framework are indispensable for not only participation and competitiveness in the global economy but for the future of humanity. Education in the 21st century requires fundamental changes from the 19th century one. Despite the many new innovative ideas which have been incorporated into educational institutions, education remains predominantly an industrial model. The way schools and colleges educate students have fundamentally not changed in decades, yet the world has changed tremendously. The requirements of the global economy require dramatically different approaches and education systems at all levels are failing to respond. The action we take now in responding individually & collectively will determine our success in creating a better world for future generations. The International Foundation for the Advancement of Reflective Learning and Teaching recognises that action has to be taken at all levels of education but that adult

education is a unique position to immerse individuals in experiences that have meaning for them. Education is always personal, and only when we are enlightened by it ourselves will we be able to pass this on to future generation.

The International Foundation for the Advancement of Reflective Learning and Teaching believes education needs to be grounded in:

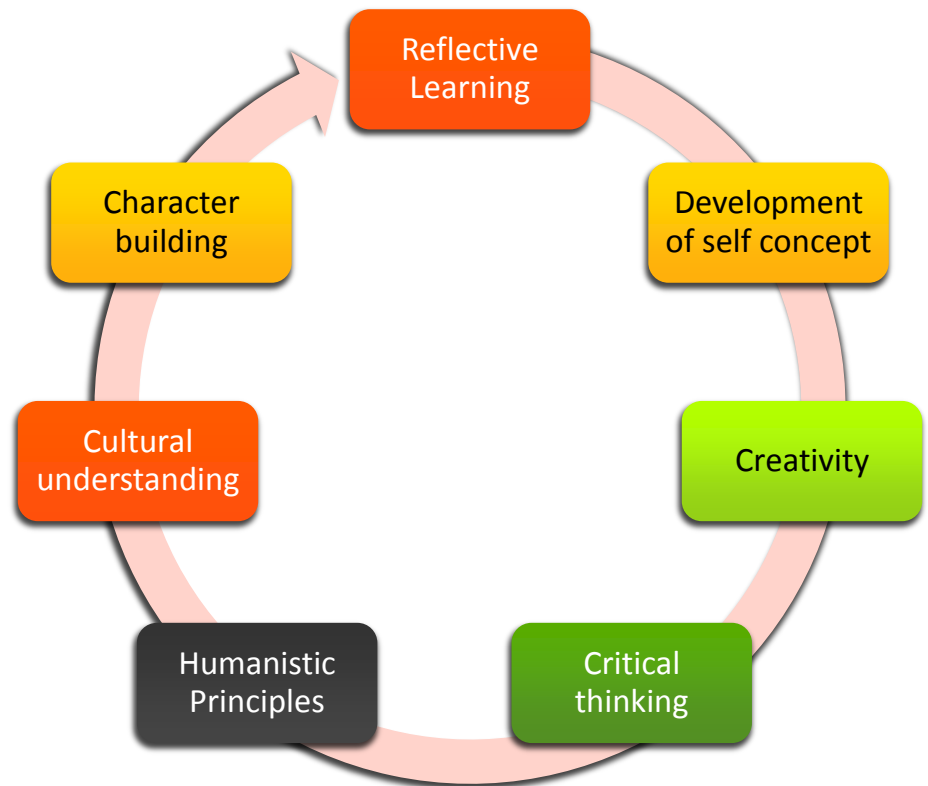
- ❖ Reflective Learning
- ❖ Creativity
- ❖ Critical Thinking
- ❖ Humanistic Principles
- ❖ Character Building
- ❖ Cultural Understanding
- ❖ Development of Self Concept



What will a 21st Century educated student need to be?

- Aware of the immense diversity of human talent
- Creative and innovative
- Emotionally Intelligent
- A critical thinker
- Cross-culturally cognizant
- A problem solver
- An effective communicator
- An effective collaborator
- A self-directed learner
- Aware of the salience of seeking a passion and developing the talents necessary for growth
- A member of an exciting learning and teaching community

To live a creative life we must lose our fear of being wrong.



Reflective Learning. The purpose of reflection is to assist students develop a reflective mind and to develop their talents and intelligence through thoughtful introspection. The ARLT FOUNDATION wishes to caution educators who tend to treat intelligence as a fixed, measurable and stagnant entity. Many of us grow up thinking mistakes are evidence of our incapacity undermining the learning process instead of viewing our mistakes as opportunities for learning. If we believe our capacity for learning is fixed then we are likely to seek positive evaluation of our ability and fear or even dread a negative evaluation. Countless students drop out of university each year simply because of negative evaluations and a belief that this defines their intelligence. Many more adults avoid educational institutions because they fear they will be faced with a negative self-image. Reflecting on learning experiences and on our life experiences encourages insight and liberates learners. Reflection transcends all other learning aims or outcomes and all subject matter. When learners of all ages are given the opportunity and guidance for reflective thinking they draw on emotional feelings to assist them in understanding and in maintaining a deep and meaningful connection with what they are learning and why they are learning. All educational goals at all levels need to be grounded in reflection to ensure meaningful engagement and to strengthen a positive internal voice in all learners.

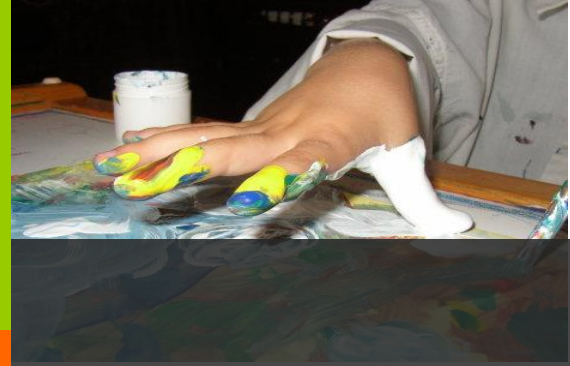
Creativity is an essential part of education. It is of vital importance in allowing individuals to find meaning and success in their lives. It is recognised that creativity and innovation contribute economic prosperity as well as to social and individual wellbeing. Education systems can limit the student's capacity for

creativity when there is too much emphasis on a single right answer. We are all born with fertile minds and rich imaginations and yet by the time we enter college we are lacking passion. With increasing pressure on everyone to perform on standardised tests, a culture of expediency combined with a very narrow view of human intelligence, many of us never realise our full potential. Education at all levels needs to encourage individuals to develop their natural abilities and find their passion and in doing so the opportunities for innovation and creativity are infinite.

The development of a **Positive Self Concept** is an integral element of the ARLT FOUNDATION framework. The image an individual has of him/herself affects approach to and performance in education. The self concept needs careful encouragement if we are to open our minds to lifelong learning. If we are fortunate the self-image we develop during childhood will be positive and facilitate successful learning. We will feel encouraged to learn, to think, to expand, develop and mature which will lead to happiness and fulfilment of our potentialities. But this is not always the case. For many of us, school has done little to get us to value ourselves positively. We may be very reluctant to risk our "self image" in formal education. When we do we will be over sensitive to any hint of a reflection of a lack of our self-worth. If we have been conditioned by school and sometimes family in a way that inhibits us from striving towards a full potential and realisation, we will need careful help and encouragement so we can move towards realising our potential and become the person we are capable of becoming. Developing and repairing a self concept requires patience, care and compassion. With careful and sensitive encouragement individuals can develop higher levels of self esteem and greater level of self clarity.

If we ignore this crucial role of education in **Character Building**, the result will be the exacerbation of problems not only for individuals but for humanity. Problems such as stress, unhappiness, irresponsibility, apathy, drugs and alcohol abuse and suicide will continue to increase. By incorporating the fostering of virtues in non-intrusive way in education, the result is enlightenment of not just the mind but of the heart or spirit. Graduates need to go out into the world with a strong sense of responsibility for whatever his/her role in the world is likely to be. We need doctors, teachers, social workers, leaders in government, business managers, police, bankers, health and social welfare administrators, nurses, engineers etc. with ethical values whose prime goal in life is not only to assert their entitlements but to work for a better world for everyone. Strengthening virtues and character building are basic building blocks of learning, motivation and self-discipline.

Critical-thinking is a major priority. Critical thinkers can reason in an open-ended manner that allows for an unlimited number of solutions. Education in critical thinking and other high-level skills such as oral and written communication are requirements for all jobs in the 21st century. A child born today will be faced as an adult with problems of global interdependence, problems of peace, food, pollution, scarcity of resources. It is our responsibility to enlighten our children and to educate them of the type of world in which they will be living in. Critical thinking is "fair-minded," and "reflective" with clarity about the nature



"Persons of high self-esteem are not driven to make themselves superior to others; they do not seek to prove their value by measuring themselves against a comparative standard. Their joy is being who they are, not in being better than someone else." —Nathaniel Branden



ARLT
FOUNDATION –

"Worship without sacrifice,
Politics without principles.
Wealth without work,
Pleasure without conscience,
Knowledge without
character,
Commerce without morality,
Science without humanity, ."
The Roots of Violence: —
Mohandas Gandhi



"We do not
learn from
experience...we
learn from
reflecting on
experience."
—John Dewey

Your fears are not walls, but hurdles. Courage is not the acceptance of fear but the conquering of it.

of a problem, the way generalizations are made, the way evidence is presented, and how conclusions are drawn. Instruction in critical thinking is for everybody. No society can compete in the global economy if it does not prepare its for the future. When people are trained in critical thinking they are taught to move purposefully toward a desired goal. It is the sort of thinking that is used when solving problems, formulating inferences and making decisions. With proper training in critical thinking, people can understand better the challenges in their world and society at large. Too often, memorization is stressed in typical standards-based assessments. To prepare future generations for an increasingly uncertain world, more focus must be shifted away from didacticism and toward more active participation by students in the learning process. In traditional classrooms, students are treated as passive receptacles in which an instructor places knowledge for later recall. True education consist not of storing information in a note book but of assimilating some important concepts in the mind.

Education that is **Humanistic** in nature cultivates the individuals for their own and society's good, promotes respect for human dignity, and seeks to help learners attain the highest goals possible. The roots of humanistic education can be traced to Plato, whose educational principles included improving human beings' self-awareness and nurturing the expansion of knowledge and critical thinking abilities. By providing these learning opportunities, Plato believed students would become lifelong learners, allowing them to able to live and learn to their full potential, as well as to contribute to a strong and cultured society. Educators need to display attitudes of care, trust, empathy, positive regard, and respect for the learner to promote meaningful learning. This extension of the humanistic ideals suggests that in order for students to develop the abilities to be sensitive and caring members of society, students should be taught such values by teachers who themselves demonstrate the ability to care. Present literature indicates that students value teachers who care, develop relationships, and build trust and the ARLT FOUNDATION success in leading people to lifelong learning in no small part due to the commitment of tutors who are committed advocates of the benefits of humanistic learning.

It is essential that education fosters ideals of **Cultural Understanding, peace and tolerance** in future generations. Children are not born with hate, jealousy or spite. Adults mould the environment for them. It is from adults that children learn prejudices. By helping adults to respect diversity and harmony we are working to create coexistence. In this era we are faced with street crime, domestic violence, ethnic hatred, vicious assaults and each day we are bombarded with violent images on our TV screens. It is a crucial role of adult education not just be to promote peace or stop violence but to instil a desire for a better peaceful world.

ARLT FOUNDATION believes that it is not simply enough to encourage individuals to participate in lifelong learning programme but that it must encourage them to create and develop an image of humanity in the future and provide the skills and means that can be drawn upon on to get there.

Bringing lectures, learning and one to one support into your home and life to inspire and make dreams come true for lifelong learners.



