

TAILORED OFFERS FOR ADULTS – FINGERPRINTS LEARNING

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The project enables the exploration of the topic Fingerprints Learning as the adjustment of education to the individual needs of the elderly. The justification of the project is the need to take into account differences in the non-professional adult education.

The aim of the project is the exchange of practices in terms of the learning of the elderly, taking into account individual differences, as well as the development of long-lasting cooperation between organizations involved in adult education from Spain, Sweden, Portugal, and Poland.

The materials will benefit people who work with the elderly.

Fingerprint Learning is an innovative approach to the understanding of different learning styles and is the key in Lifelong Learning.



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MODULE I

THE MEMORY OF THE ELDERLY; VIEW AND PERCEPTION

OUR PROJECT TEAM



FINGERPRINT LEARNING

Knowing your unique learning 'fingerprint' can transform your future
at every stage of life.

Three major challenges as we age are social isolation, depression and dementia
and they all involve the health of our brains.

4 KEY GOALS AS YOU AGE

BEING HEALTHY

-staying healthy with appropriate exercise and dietary choices

BEING SOCIABLE

-staying connected through your social networks

BEING STIMULATED

-keeping stimulated with progressive new learning

BEING RELAXED

-looking after your sleep patterns and stress levels as both of these are known to have
negative impacts on your brain.



To change the learning of older people it is necessary to find a way how to prepare special
program and special methods for each person.

The project wants to help teachers and trainers of older people by information how to
personalise learning .

The teaching methods must take into account the perception of students especially the
older.

OLDER PERSON

Defining the 'older person' Most developed countries have generally accepted the chronological age of 65 years as the definition of an 'older person'.

Defining old

"The ageing process is of course a biological reality which has its own dynamic, largely beyond human control. However, it is also subject to the constructions by which each society makes sense of old age. In the developed world, chronological time plays a paramount role.

The age of 60 or 65, roughly equivalent to retirement ages in most developed countries, is said to be the beginning of old age. In many parts of the developing world, chronological time has little or no importance in the meaning of old age.

In addition to chronological age, the age of a person can be defined in many ways, encompassing biological, psychological and socio-cultural processes.





THE MEMORY OF THE ELDERLY

What is memory?



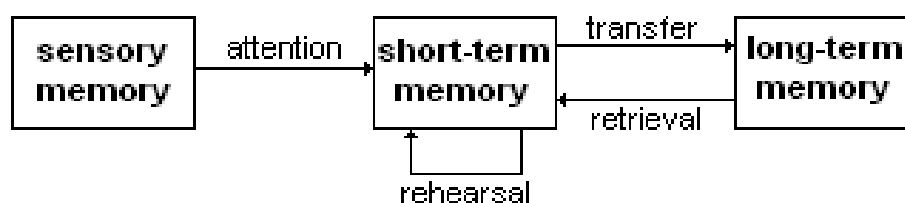
Memory is our ability to encode, store, retain and subsequently recall information and past experiences in the human brain.

It is the store of things learned and retained from our activity or experience, as evidenced by modification of structure or behaviour, or by recall and recognition.

Memory is the sum total of what we remember, and gives us the capability to learn and adapt from previous experiences as well as to build relationships.

Memory is the faculty of the mind by which information is encoded, stored, and retrieved

MULTI-STORE MODEL





FORGETTING

Forgetting information from short term memory (STM) can be explained using the theories of trace decay and displacement.

Forgetting from long term memory (LTM) can be explained using the theories of interference and lack of consolidation.

AGE-RELATED MEMORY LOSS REASONS

- The hippocampus, a region of the brain involved in the formation and retrieval of memories, often deteriorates with age.
- Hormones and proteins that protect and repair brain cells and stimulate neural growth also decline with age.
- Older people often experience decreased blood flow to the brain, which can impair memory and lead to changes in cognitive skills.



MEMORY PROBLEMS IN THE ELDERLY

- hardly remember a new, just given information,
- shows problems with concentration,
- they can not remember who they just talked to,
- they are not able to reproduce the information overheard.

IMPROVING MEMORY

Physical activities

Sleeping and resting

Proper diet

Stay social

Manage stress



Train memory by:

- Playing instruments
- Solving crosswords or puzzles
- Read books that challenge you



THE PERCEPTION OF THE ELDERLY

Perception (from the Latin perceptio, percipio) is the organization, identification, and interpretation of sensory information in order to represent and understand the environment.

Perception is not the passive receipt of these signals, but is shaped by learning, memory, expectation, and attention.



The perception can be:

- the perception of oneself
- the perception of knowledge
- the perception of new skills

The perception of oneself can create the following barriers in older:

- the perception of oneself as too old,
- the perception of oneself as poor health,
- the perception of oneself as lack of time,
- the perception of oneself as mobility problems,
- the perception of oneself as lack of companionship.

The perception of knowledge depends on:

- age: III age (young old – 65-80) or IV age (old old – 81 and more)
- sex,
- someone is married,
- education level,
- health: physical health, mentality health, mobility
- someone still learns,
- someone still working mentality,
- what someone has an attitude to the world and to the people
- faith in God.

Executive functioning refers to higher-level skills, such as conceptualizing a problem, making appropriate decisions, and planning and carrying out effective actions.

Older adults tend to be slower in conceptualizing problems and less ready to change strategies when circumstances shift.

LIFELONG LEARNING

Lifelong learning and continued education are essential for older people who want to stay involved in a rapidly changing world.



However, in the later years of life, it may be even more important to acquire the timeless and universal knowledge of wisdom. Whereas intellectual knowledge enables elderly people to stay involved in worldly affairs, wisdom-related knowledge helps them to prepare for the physical and social decline of old age and ultimately their own death.



Intellectual knowledge and wisdom-related knowledge differ in goals, approach, range, method of acquisition, and effects on the knower. Intellectual knowledge tends to decrease with age. The relationship between wisdom and aging is potentially positive if not impeded by cognitive deterioration.



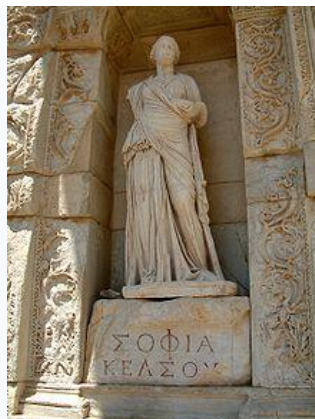
Wisdom or sapience is the ability to think and act using knowledge, experience, understanding, common sense, and insight.

Wisdom has been regarded as one of four due to Petross cardinal virtues; and as a virtue, it is a habit or disposition to perform an action with the highest degree of adequacy under any given circumstance with a limitation of error in any given action.

This implies a possession of knowledge, or the seeking of knowledge to apply to the given circumstance.

This involves an understanding of people, objects, events, situations, and the willingness as well as the ability to apply perception, judgement, and action in keeping with the understanding of

In short, wisdom is a disposition to find the truth coupled with an optimum judgement as to what actions should be taken.



*Personification of wisdom (in Greek, **Σοφία** or *Sophía*) at the Celsus Library in Ephesus, Turkey.*



DIFFERENCES BETWEEN INTELLECTUAL AND WISDOM-RELATED KNOWLEDGE

While intellectual and wisdom-related knowledge share certain characteristics, such as the search for answers to difficult life problems and a quest for truth, they are the complete opposite of each other in many areas.



THE WISDOM OF THE AGED

Elderly people help us to see human affairs with greater wisdom, because life's vicissitudes have brought them knowledge and maturity. They are the guardians of our collective memory, and thus the privileged interpreters of that body of ideals and common values which support and guide life in society.

To exclude the elderly is in a sense to deny the past, in which the present is firmly rooted, in the name of a modernity without memory. Precisely because of their mature experience, the elderly are able to offer young people precious advice and guidance.



THE VIEW OF THE ELDERLY

Visual perceptual abilities, principally the ability to understand spatial relationships, also show decline with age, especially after age 80.

LANGUAGE AND VOCABULARY

Language and vocabulary are well retained throughout the lifespan. In fact, vocabulary continues to improve into middle age.

Recall of general knowledge acquired at a young age and well-practiced skills like arithmetic also peak in middle age and are resistant to age-related decline. In general, these age-resistant cognitive skills have been strengthened by experience, including situations that require reasoning and judgment.



LETTER OF HIS HOLINESS POPE JOHN PAUL II TO THE ELDERLY

Dear brothers and sisters, at our age it is natural to revisit the past in order to attempt a sort of assessment. This retrospective gaze makes possible a more serene and objective evaluation of persons and situations we have met along the way. The passage of time helps us to see our experiences in a clearer light and softens their painful side. Sadly, struggles and tribulations are very much a part of everyone's life. Sometimes it is a matter of problems and sufferings which can sorely test our mental and physical resistance, and perhaps even shake our faith.