

Motivational Challenges Experienced by Senior Students in Non-formal Educational Settings.

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We want to dedicate this research to the thousands of senior learners who must bravely face the new challenges of a rigid and intolerant society that sometimes has not focused on a deep technological literacy program to enable everyone's access to new resources and information.

Also, we highlight our relatives' efforts to support us every time we feel our strengths are shutting down, especially our parents, couples, and siblings, who always had the correct word to make us believe in the idea that it is possible to put technology within everyone's reach.

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Abstract

Education has had to face the great challenges posed by the “COVID-19” pandemic, including the normal development of face-to-face classes in educational institutions. This study examines the personal experiences regarding the use of technology and its emotional effect, on a group of people from the Senior Citizen Program of the municipality of Facatativá, who had to move from face-to-face classes to emergency remote teaching. Through a qualitative approach and a phenomenological methodology based on direct contact with the chosen population, their narratives being the fundamental input, the research team reviews the information collected employing surveys, informal interviews, diagnostic, and exercise tests to identify individual skills related to the topic of study. As a result, it is expected to recognize the main difficulties faced by senior adults in the technological field and how these affect their state of mind.

Key words: motivational challenges, senior adults, ICT.

Resumen

La educación ha tenido que afrontar los grandes retos que plantea la pandemia “COVID-19”, incluido el normal desarrollo de las clases presenciales en las instituciones educativas. Este estudio examina las vivencias personales sobre el uso de la tecnología y efecto emocional en un grupo de personas del Programa de Personas Mayores del municipio de Facatativá, quienes tuvieron que pasar de las clases presenciales a la enseñanza remota de emergencia. A través de un enfoque cualitativo y una metodología fenomenológica basada en el contacto directo con la población elegida, cuyas narrativas fueron el insumo fundamental, el equipo investigador revisa la información recolectada empleando encuestas, entrevistas informales y pruebas diagnóstico y de ejercicios para identificar habilidades individuales relacionadas con el tema de estudio. Como

resultado, se espera reconocer las principales dificultades enfrentadas por adultos mayores en el campo tecnológico y cómo estas afectan su estado anímico.

Palabras clave: adultos mayores, desafíos motivacionales, TIC.

Chapter I: Introduction

Over time, senior students who, according to Savina (2015), are interested in acquiring new skills rather than new qualifications, have faced different educational challenges. However, they had never faced a motivational challenge similar to that produced by the arrival of COVID-19 and thus the implementation of emergency remote teaching, defined by Hodges et al. (2020, cited in Ferri et al., 2020) as a temporary shift of instructional delivery to an alternative mode due to crisis circumstances. It should be noted that among the challenges that senior people experience in the educational field, one of the most prominent and important is motivation; for example, Kim (2009) affirms that student motivation is key to effective instruction, and essential to creating a successful learning environment. All in all, these challenges have required comprehensive monitoring and action depending on the circumstances.

Based on the aforementioned, this study was carried out with a group of senior students from the municipality of Facatativá (Cundinamarca). This population belongs to middle-class families, the majority live with their children and are caregivers of their grandchildren, which reaffirms what was said by Thompson and Porto (2014) when stating that adults have multiple roles as spouses, parents, colleagues, and students, each of which means additional responsibilities and workloads. Having said that, this study aims to analyze the narratives of a group of senior students, in order to identify the motivational challenges that have impacted their educational experience due to the implementation of emergency remote teaching with the arrival of COVID-19. In this document, you will find first, the statement of the problem; second, the literature review; third, the design of the investigation, which includes the type of study, instruments, instructional design, and the population; and finally, the findings of our study guided by data analysis are presented.

Statement of the problem

A high percentage of senior adults have not had the opportunity to learn and/or make effective use of technology because of different situations, which have become more evident with the current conditions due to the COVID-19 contingency. Especially in the educational field, this emergency forced not only to resort to virtual education methodologies but also made the use of Information and communication technologies: (ICT) to interact and receive information more useful and necessary. Nevertheless, for this population, it generated new emotional and intellectual challenges due to their lack of knowledge or low self-confidence to face these changes. According to Kim (2009), personal characteristics also affect motivation in terms of the individual's need for achievement and uneasiness; the emotional situation that affects the mental health of people in general, especially older adults, is striking; the frustration caused by these circumstances diminishes their self-esteem and provokes feelings of anxiety and insecurity. To verify these statements, a group of people from the Senior Citizen Program of the municipality of Facatativá (Cundinamarca) was contacted to identify their experiences on the research topic. All this is to analyze the main difficulties that underlie the motivational challenges experienced by this group of senior adults.

For the population previously mentioned, facing the challenges of the use of technology has been a great difficulty. The search for adequate spaces, opportunities, and investments is insufficient as if it occurs in other population groups (Savina, 2015). On the other hand, the difficulties of access to equipment that provide possibilities focused on the requirements to develop effective and meaningful learning processes are evident (Guan, 2015). Another important aspect is facing the use of technological tools without having the necessary preparation or prior opportunity to do so with greater security and confidence, “The pedagogical challenges are principally associated with teachers’ and learners’ lack of digital skills, the lack of

structured content versus the abundance of online resources, learners' lack of interactivity and motivation and teachers' lack of social and cognitive presence" (Ferri et al, 2020).

In addition, our research will show the academic context according to the scholar process in the senior adult population. This population requires other strategies to adapt them to the new technologies, especially during the pandemic of COVID-19. With these circumstances, senior adults have faced new challenges because in some cases the possible issues are unknowing the adequate use of technological tools, just as mentioned by Ferri et al, (2020); likewise, they argue that the increase in the usage of technological resources in a globalized world generates new advantages for people of all ages, such as the accessibility and easier communications among cultures. In terms of time and efficiency, technology provides scenarios to approach the free access tools online; furthermore, the challenge that humanity have faced regarding this instance is generating equity for everyone to interact with the new ways of education through new software; for instance, people who had to face the new way to education without knowing or being trained. In Facatativá municipality, where we started our research, it is not the exception with these challenges, not only with the right usage of the technology but also with aspects linked to the emotional state. It means that senior adults in addition to their problems with technology, have to face personal issues such as lack of motivation, depression, among other things. As Kim (2009) said in his article Motivational challenges of adult learners in self-directed E-learning, it is necessary to generate theories and practical guidelines for the design of motivating online learning environments. It is argued that it is not only necessary to have tools to participate in virtual classes but also to design strategies to contribute to the emotional formation to refer to an excellent educational process. Finally, it is important to emphasize the needs that senior students require within their academic process, considering that for this population the

methodology and educational tools should be different from other populations such as children, teenagers, or adults. Savina (2015) manifested senior students needing appropriate teaching techniques because learning, especially language, becomes progressively more difficult with age.

In short, senior adults could be affected by the different aspects that contribute to their education process, thus the main effort of this project should be to identify strategies to lead to a possible solution for this population, based on their own point of view.

Thus, the following research question was posed: What do the narratives of a group of senior learners tell us about the motivational challenges they have experienced due to the implementation of an emergency remote teaching in their classes since the arrival of the COVID-19 pandemic? and our general objective is to determine the perception of people in the Older Adult Program of the municipality of Facatativá regarding the motivational challenges they have faced in their virtual digital literacy classes as a result of the COVID-19 contingency.

Rationale

Identifying the main needs and difficulties of senior adults and their emotional impact regarding the use of technology, becomes a purpose that for some people is not relevant. For this reason, it is proposed to establish contact with a representative group of this population to prioritize their narratives regarding this topic of study. As a result of the COVID-19 contingency, people had to adapt to new conditions, among them the need to use technology, which for many displayed a difficulty and for the elderly, a great challenge, mainly because this situation has been downplayed in comparison with other population groups (Ferri et al, 2020). In general, senior adults present several motivational challenges using technology, which became more evident during the pandemic.

This research benefits the educational setting from different starting points. Mainly, it understands the complexities of elderly people in the emotional area, which generates a starting perspective for other studies that, at the same time, encourages the search for mechanisms to improve the education of these people in the country. On the other hand, it reveals the reality experienced by a specific group of senior adults in a local context, but which may transcend the feelings of other groups at a general level. Finally, the population group study is strongly favored since, from this research, the existing difficulties are reflected and thus, people interested in the application of meaningful activities for this community can carry out the respective processes.

Likewise, a study reveals the main difficulties that senior adults have experienced when interacting with digital resources. It is stated that this population has had very few opportunities to develop processes that require the use of technology and shows existing stereotypes that generate prejudices by pointing out that it is not the appropriate age to learn (Sin et al., 2020). Furthermore, action research conducted at the University of Minnesota, notes that because of the COVID-19 contingency, many senior adults have been affected in terms of their physical and mental health, which has generated physical problems that cause a lack of motivation. However, the research team proposes the implementation of virtual reality as a strategy to balance these difficulties (Gao et al., 2020). Based on the above, the present project contributes significantly and relevantly to the existing literature because it shows statements and facts through direct contact with senior adults, demonstrating the motivational challenges that they have experienced during the pandemic so that in other research, strategies or methods applied to the solution of this problem can be developed.

To conclude, it is indisputable that older adults have faced different inconveniences, particularly on the emotional side when using technology, all this because of the lack of devices

or the necessary knowledge to execute processes in the digital environment. Therefore, this research project aims to give an account of what a group of senior adults expresses regarding this situation. It constitutes an input to generate expectations and awareness about the need to implement strategies that contribute to improving the conditions of this population group.

Chapter II: Theoretical Framework

In this study, we have considered three main constructs that supported and were the main axes of our research: emergency remote teaching, motivational challenges, and senior learners.

Emergency Remote Teaching

Due to the arrival of the COVID-19 pandemic and its spread throughout the world, educational environments faced an enormous global challenge. This is why countries looked for different alternatives to ensure and continue providing education to their citizens. In Colombia, in order to give access to the different educational environments to its population, the government and other entities opted for the alternative of emergency remote teaching, seen as an experience that allows reflection on the different approaches and lessons learned in different countries and also provides the opportunity to find new solutions (Ferri et al., 2020). This alternative has different characteristics that make it relevant in this particular historical moment. These characteristics include modality, pacing, student-instructor ratio, pedagogy, role of assessment, role of instructor, role of student, communication channels, and source of feedback (Fuchs & Karrila, 2021).

Emergency remote teaching is a sudden temporary change from face-to-face teaching to an online delivery mode as a result of an immense catastrophe, where due to urgency and top priority, rapid access to education is attempted (Mohammed et al., 2020). Within this alternative, there are two types of sessions; on the one hand, the synchronous ones, where everyone involved in an educational environment interacts at the same time; on the other hand, the asynchronous ones, where students are allowed to get involved in the learning process at the time they want. Likewise, the combination of both sessions can be carried out, which is known as bichronous

session, which is "the blending of both asynchronous and synchronous online learning, where students can participate in anytime, anywhere learning during the asynchronous parts of the course but then participate in real-time activities for the synchronous sessions" (Martin et al., 2020, para. 7). All in all, since the pandemic began, this third model is the one experienced by students in the educational environment that has been studied.

Moreover, although emergency remote teaching is a temporary term since it assumes that teaching will revert to its original format once the crisis has passed (Iglesias-Pradas et al., 2021), it has been considered a high-impact strategy which guarantees continuity in the teaching-learning processes in educational settings. This is because emergency remote teaching can be implemented in any type of education, that is, it can be carried out in formal, non-formal and informal education. Likewise, it breaks barriers of time and space, which allows students and teachers to configure their rhythms and places of study. In addition, with the arrival of emergency remote teaching, the use of new technologies and other current resources offered by the web has increased greatly, which is considered an important factor of quality in the new educational models since it encourages the use of a wide variety of management systems and web applications, which are key for students to achieve their goals (Crisol et al., 2020). This last aspect being the reason for great difficulties in senior learners who are the protagonists of this study.

Likewise, considering that emergency remote teaching emerged suddenly, it was perceived as an unknown and challenging aspect for those involved in the teaching-learning processes. For example, not having the necessary electronic means to access online classes was one of the most discussed problems, since "many challenges have been observed in different countries and the most evident and widely discussed by experts and legislators is that socially

disadvantaged groups face difficulties in meeting the basic conditions required by online learning" (Ferri et al., 2020, p. 76). Similarly, the dependence on the internet that this alternative has is one of its main drawbacks since access to a network is the main axis of educational environments for online learning. Additionally, the lack of knowledge about the use of ICT and the lack of advice regarding them have been obstacles in educational environments for both students and teachers, since teachers also felt overwhelmed and unprepared to use remote teaching strategies and tools, they also struggled to adapt their pedagogy to such changing situations (Trust & Whalen, 2020). In short, the aspects mentioned above are considered the main drawbacks that have managed to unbalance emergency remote teaching.

Taking into account the aforementioned, the emergency remote teaching alternative that emerged from the arrival of the COVID-19 pandemic has been one of the solutions so that the teaching-learning processes in which the citizens of each country were immersed did not stop; in the same way, over time the different advantages and disadvantages that this alternative brings have been evidenced and the continuous fluctuation that it presents both globally and locally has also been experienced.

Motivational Challenges

The learning process involves emotional factors that affect or contribute to the student's performance. Motivation becomes one of the most relevant aspects and differs in turn from other social situations considering that this is defined as something in particular that encourages a person to perform some specific action or activity with willingness and interest and that, in addition, in the virtual environment, there are a series of motivational challenges that allude to complex difficulties to face and require specific motivation. Consequently, in a digital learning

environment, it is necessary to have methods and strategies that encourage motivation in students and favor the satisfactory interpretation of the contents and topics addressed. Kim (2009) argues that “Learner motivation is a key to effective instruction and is critical to creating a successful online learning environment; yet there is a paucity of theory and empirical research on how to create a motivating online learning environment” (p, 3)”. It is therefore complex to establish an effective learning pipeline because the information is scarce.

Accordingly, techniques are needed to increase the student's confidence and emotional factor to adjust this population to virtual learning, notably during the COVID-19 epidemic. With these circumstances, learners must confront new societal challenges. For instance, senior adults have to face difficulties such as a lack of understanding of how to use technological tools effectively. However, there is controversial information from several sources, where we must address the obstacles, such as people who were forced to face a new style of schooling without knowing or being taught. In addition to the development of technological skills, an evident reason that interferes with student motivation is the creation of adequate and conducive environments for the learner, since this way it is possible to encourage interest in learning and develop different cognitive skills that allow generating greater flexibility and mental progress. In other words, the main task of the educator is to look for strategies that guide students to challenge complexities and that these become possible meaningful experiences in the short, medium, and long term. The above becomes even more necessary when it becomes evident that the motivational challenges experienced by adults are the lack of time, knowledge, and tranquility due to the concerns and interests of this population (Wolcott, L.L., & Burnham, B.R,1991). Other techniques are needed to adjust this population to new technology, notably during the COVID-19 epidemic.

Likewise, identifying the primary requirements and challenges of older adults, as well as their emotional influence on technology use, becomes a goal that is irrelevant to some. People had to adjust to new conditions as a result of the COVID-19 pandemic, including the need to use technology, which was difficult for many and a major obstacle for the elderly, owing to the fact that this scenario had been overlooked in compared to other demographic groups (Ferri et al, 2020). Senior people, in general, have a number of motivating hurdles when using technology, which became increasingly apparent during the epidemic. In virtual education, there are greater concerns and difficulties in achieving successful learning. It is pertinent to point out that motivation is the reason why many students drop out, especially older adults due to lack of security and self-confidence. Older adults require constant support and accompaniment to execute and understand the digital environment, so motivation in this population is the key factor to avoid dropout. In this way, persistence in continuous motivation is the daily work of the teacher as facilitator and guide of the learning process.

It is vital to establish theories and practical recommendations for the creation of inspiring online learning environments, as Kim (2009) said in his essay *Motivational problems of adult learners in self-directed E-learning*. It is believed that, in order to refer to an ideal educational process, it is not only important to have instruments to engage in virtual classrooms, but also to devise ways to contribute to emotional formation. Finally, it is critical to stress the demands of senior students in their academic process, given that the methodology and educational instruments used with this group must differ from those used with other populations, such as children, teens, or adults. Senior students, according to Savina (2015), require proper teaching strategies since learning, particularly language, becomes increasingly challenging with age.

To conclude, the primary motivation challenges that senior adults have encountered while dealing with internet resources are revealed. It is claimed that this group has had little opportunities to develop processes that necessitate the use of technology, and it has demonstrated preconceptions that lead to bias by stating that this is not the proper age to study (Sin et al., 2020). Furthermore, according to an action study undertaken at the University of Minnesota, many elderly individuals have been affected in terms of their physical and mental health as a result of the COVID-19 contingency, resulting in physical difficulties that produce a lack of motivation (Gao et al., 2020).

Senior Learners

The challenges in the senior learners' education through COVID-19 pandemic addressed autonomous and virtual education. First of all, it is imperative to define the concept about senior adults, which in some investigations are considered as Third Age. Linda George (2011) explains the phenomenon of the Third Age, setting the discussion about the existence or not of a concept that may include a bridge that links advanced adulthood with the last years of life. "Third Age is the stage of life that occurs after the termination of paid work (i.e., retirement) and before the onset of health problems sufficiently disabling to restrict activities."(George, 2011, p. 246). According to her, Senior learners are the people that culminate their paid labor period and start earning the salary for retirement. In terms of a concrete age, the author does not mention the age that is classified in this period of time because the concept refers to an abstract idea that is currently being discussed and instead refused.

Due to the recent pandemic around the world, education has had big changes that have increased the difficulties of the learner, especially with the senior student, generating in them,

frustrated feelings that make more crucial the definition of parameters for bilingual education for adults in order to access the knowledge of a second language. One of the changes that the recent events linked to the pandemic due to COVID-19 has motivated is the possibility to interact with online tools, thus, senior adults may experience difficulties getting in touch with tools and resources online.

In senior education it is important to recognize the previous knowledge, and to compare it with other populations in the education as children, teenagers, and adults; this with the purpose to identify the exact needs that each student in senior age has. Regarding this research, Savina (2015) did a study in Russia demonstrating that lifelong learning has been useful due to the usage of practical concepts applied to concrete scenarios, adapting the traditional methodologies to the age and requirements of the students in adulthood.

As well as the concept of lifelong education was introduced, it is necessary to define it. With the purpose of providing meaning, Savina mentions that: “also personal development which takes place under the motto “learn at all ages” (Savina, 2015, p. 2607). In this case, the educational process is not linked with age and all of the adults’ development is dependent on the engagement and the strategies that the students create during the lessons term. Besides that, we noticed lifelong is a principal factor to generate autonomous learning from the existing conceptualizations within each student, with the purpose to obtain the class goals.

In the same way, the education strategies require to be adapted in the senior high school, focusing on the students’ comfort about the participation in the educational process, not only with the corresponding topic but with the entire procedures. So, one efficient routine is the practice “senior people realize that in order to preserve intellectual skills they need to practice

them” (Nizegorodcew, 2016, p. 89). According to Nizegorodcew’s investigation, for senior adult education, it is more important to strengthen the communicative skills for learning a language with practice activities than involve the education with ludic or recreational activities. In consequence, senior adult education is addressed to identify the use of some skills such as grammar, writing, and reading through activities related to the adults’ environment, generating communicative abilities for life and motivating the students to develop their knowledge.

Most frequent answers given by the respondents to the questions concerning senior students’ motivation and expectations stress the role of foreign language study for the preservation of intellectual skills and its usefulness in traveling abroad and communicating with family and friends abroad. (Nizegorodcew, 2016, p. 89)

Nizegorodcew (2016) in her study with senior adults from Germany linked the education to generating life expectancy, which is an educative model propagated by the European Union that consists of “selection and compensation strategies lead to human beings’ optimal functioning during their whole lifespan” (Nizegorodcew, 2016, p. 90). The link between these two concepts (lifelong learning and lifespan) is given by the age and the strategies that lead to knowing about a topic that is useful for the entire life of each student in adulthood.

Barbeito and Sanchez (2018) argued the importance of emotions and motivation in senior and adult education “expectation that positive psychology-based interventions would help our first-year students” (Barbeito and Sanchez, 2018, p. 19). In accordance with the previous argument, one advantage in education for senior and adult students is the relationship between the emotions with the curriculum, generating an environment that develops not only the

communicative skills but the interaction with their context and the expression of their emotions, in an academic framework.

The expected results regarding education in adulthood are the lifelong comprehension, the adaptation of basic abilities to interact with concepts, and the motivation to investigate and apply the knowledge to concrete situations during the lifespan, so the target keeps in generating an environment for adults to research and appropriate theoretical and practical skills for the rest of their lives. Kyong (2009) studied learning for adulthood. She introduced the following quote “These findings indicate that the low pressure on achievement or performance of the learner can be conducive to creating a positive learning climate and make a positive psychological influence on him or her.” (Kyong, 2009, p. 330) to clarify the possible misunderstandings that may arise by the fact that education in advanced ages requires a different focus that reaches the suggestions and diverse necessities for the participants according to their ages.

Chapter III: Research Design

Qualitative research is an analysis of a population who faced issues in their context, generating spaces of conversation where the participants share their experiences in front of that event. Then, qualitative design implies a feedback compilation where the most important is the population's inputs. Creswell (2012) considers: "Qualitative researchers tend to collect data in the field at the site where participants experience the issue or problem under study. They do not bring individuals into a lab, nor do they typically send out instruments for individuals to complete." (Creswell, 2012, p. 234). This investigation of senior learners in non-formal education requires the usage of qualitative methodology, to summarize the students' experiences in a hermeneutical style, based on the construction of one narrative product that results from the participants' own perspectives.

Moreover, employing the hermeneutical style through this research results in addressing the qualitative design of the phenomenological way. It allows identifying the central aspect to be dealt with as a phenomenon involved with the population mentioned previously. This design is useful to find the essential issue because the research is focused on the individual experience through their participation in the technology literacy course, with the assistance of tools to collect information: "the researcher describes the lived experiences of individuals about a phenomenon as described by participants." (Creswell, 2012, p. 42).

To start, this project assumes the position of considering the learning of a language as crucial for everybody and focuses on the argumentation of a sectorized population: People of Senior age that live in a municipality in Colombia and who are interested to develop their communicative skills through the usage of technological devices.

Likewise, to support the research process about the teaching of the usage of technological devices in the senior population it is necessary to understand that the motivational facts are relevant for people of advanced age that decide to have reinforcement for their academic process. Under this precept, the qualitative research about strategies and challenges faced from education in the senior age must guide to identify and stimulate the wish of each student, to stay and dedicate time and resources to improve their abilities in the domain of technological devices within a scholar role.

There is a sequence that this research intends to follow: first, the target is to identify the population, intending to know their specific features. The most important information about the geographical context is that the municipality is in the center of Colombia, near the Capital City of the country, the estimated population is 17 people of senior age (over 60 years old).

Second, to characterize the population, and attending to their requirements, that had been previously found, means that the particular features of the population are the origin, and the circumstances in their economic and social aspect, for mentioning some of them.

The third phase is to identify the resources or amenities to work with the population at the facilities, and also, to find pedagogical theories that may assist the labor of educating senior adults, specifically in the Spanish language. The fourth step is to establish schedules to work, and finally, the fifth part consists in collecting feedback. These previous aspects will be developed more rigorously throughout the investigation advances.

To close the research, it is mandatory to mention that education for people of advanced age or senior is a field of studies that requires attention by the authorities, the facilities, and all the actors involved in the process of educating for lifelong, to provide or generate new strategies

that reinforce the praxis already in usage. This research expects to reach the qualitative requirements of people in the age for advanced education in the Spanish language to promote access to sources and new environments of academic knowledge that benefit more people and fills the necessities of sociopolitical development that the municipality of Facatativá, in Colombia may have. For this, it was necessary to take into account the ethical considerations present in this study where it was necessary to protect the identity of the participants in each of the planned activities and also to attempt to show the relevance and veracity of the information in this project.

Description of the procedure

Setting and Participants

The project seeks to benefit seventeen (17) members of one of the groups of the senior adult program of the municipality of Facatativá, Cundinamarca (ten (10) women and seven (7) men). These older adults range in age from 60 to 80 years old and make up the literacy group of the Secretary of Culture of the municipality, which promotes cognitive, physical, and emotional processes of senior adults residing in the Municipality of Facatativá.



Image taken from session 3, September 21, 2022

These senior adults have a socioeconomic stratum of 1 and 2, they belong to middle-class families where most of them live with their children, and a large part of them are caregivers for their grandchildren. In addition, the majority do not have a pension; they are financially dependent on their families.

It is important to highlight that this program started in 2012 and 75% of the participants continue with the process. However, many of them have died due to the contingency and other diseases.

Instruments and Procedures for Data Collection

For this study, 3 instruments will be used for data collection. In the first place, some structured interviews will be carried out as they evoke students' experiences of a previous event that, according to Gill, et al., (2008) are useful to explore the opinions, experiences, beliefs and motivations of the interviewees. These interviews were conducted in group sessions and recorded with the purpose to identify the main characteristics that are included in the answers given by the population interviewed.

In the second place, there will be some logs that the participants will write. Taking into account that the logs are documents that contain reflective records of the experiences of individuals and that the data recorded there comes directly from the participant, without being filtered by the researcher (Friesner & Hart, 2005); they will be very useful to complement and clarify the information provided during the interviews.

Finally, given that the field notes are personal ideas and interpretations of the researchers regarding their observations and interviews (Phillippi & Lauderdale, 2018); these will be taken

into account and their main objective will be to describe what the participants say and how they say it; for example, it will be analyzed if any feelings or emotions arise when the participants share their experiences.

In short, the instruments mentioned above helped us determine the motivational challenges experienced by a group of senior learners during Spanish classes in times of pandemic. The interviews, logs and field notes were coded to systematize the information.

Data Collection Timeline

Regarding data collection, it was carried out in 8 sessions, which was composed of the following aspects. In the first place, there were recreational activities that allowed us to make the participants put aside the thoughts that distract them and prepare to concentrate both individually and as a group in the activities that follow. Secondly, focus groups were held, where open questions were raised to be discussed and socialized during 4 of the 8 sessions. Third, writing activities were taken into account where the senior learners expressed the different experiences and anecdotes they have lived, as well as answer a series of open questions posed by the researchers that complemented and clarified the information provided during the focus groups. Finally, content such as fables and personal experiences were shared to generate spaces for reflection and thus, the participants can establish relationships and find similarities between what the researchers shared and their own experiences. In short, what was shared and done during the sessions aims to identify the motivational challenges that the participants experienced in their virtual Spanish classes in times of pandemic.

Implementation of activities

The activities proposed for this research were designed based on previous information

received from the counselors of the senior adult program in the municipality of Facatativá. Additionally, each of the activities was planned with the purpose of generating greater motivation and disposition in each session, taking into account the particularities and possibilities of the population (Annex 5). Finally, it was necessary to take into account that the most productive and effective activities in senior adults are reading, reflection, socialization, adaptation of physical activity for the promotion of motor skills and interest in the use of digital devices.

Chapter IV: Data Analysis and Findings

The objective of this research was to identify the narratives lived by a group of older adults in non-formal educational contexts, as a result of the COVID-19 contingency. To carry out this study, the researchers designed 8 session plans, taking into account triangulation between the obtained results, with the instruments to gather the information, as a process of corroboration of evidence in qualitative research (Creswell, 2012) where information was collected during interviews, logs, field notes from the researchers to then proceed to execute the data analysis and answer the research question: "What do the narratives of a group of senior learners tell us about the motivational challenges they have experienced due to the implementation of an emergency remote teaching in their Spanish classes since the arrival of the COVID-19 pandemic?".

The reason that led the researchers to be interested in carrying out this study was to determine that older adults showed different motivational challenges when facing the development of activities in non-formal educational environments. Considering the learning process of the students, it was decided to implement activities in fragments of the sessions they attended on a regular schedule. The participants demonstrated interest and willingness to carry out the proposed exercises since each of these was proposed by implementing the topics covered in their classes and it was necessary to redesign the methodological strategies addressed in the planning of each session to generate motivation and obtain information in a voluntary manner. In each class lesson and as a parallel accompaniment of the learning of older adults, the implementation of Information and Communication Technologies (ICT) was the strategy used during the whole process, through the use of different electronic devices in order to strengthen the so-called digital literacy in this population while collecting the necessary data.

During the implementation of this study in the digital literacy classes and bearing in mind the participation of older adults, essential characteristics underlying the participants' interventions were identified in order to establish an optimal organization, classification, and interpretation of the information collected. Furthermore, according to the contributions of the Universidad Javeriana (n,d) the categories serve as divisions that organize the project. For this reason, this study is presented within four categories that are determined to guarantee an accurate analysis of the data.

These categories were selected from an analysis of the key words and common ideas among the participants' answers, such as, usage of the technological devices, interaction with other people through the technology, classmates' support, and following directions. As a consequence, this classification of the information allowed us to adapt the results addressed to each senior learner's requests in order to generate pedagogical strategies.

First, the implementation of activities based on the development of information and communication technologies (ICT). Secondly, socialization as an opportunity for interaction and expression of one's own thoughts. Subsequently, the transmission of confidence to achieve optimal development of the process. Finally, the assimilation of the explanations of each activity in terms of its understanding and adequate development. The categories mentioned above were organized through specific indicators to allude to the samples; they all start with the letter S (student), followed by the student's number, the name of the instrument, the initials of the type of sample in capital letters and the name of the sample, all of the above in italics and bold. (Example: ***SI. Log. W-M, Whatsapp Message***). In the case of a field note from the researchers, the initial will be a R (researcher) followed by the same indicators (Example: ***R. Field note. C-A, Classroom activity***). On the other hand, it is pertinent to note

that all samples were collected in Spanish (native language of the participants) and the researchers made the translations into English.

Implementation of Information and Communication technologies (ICT)

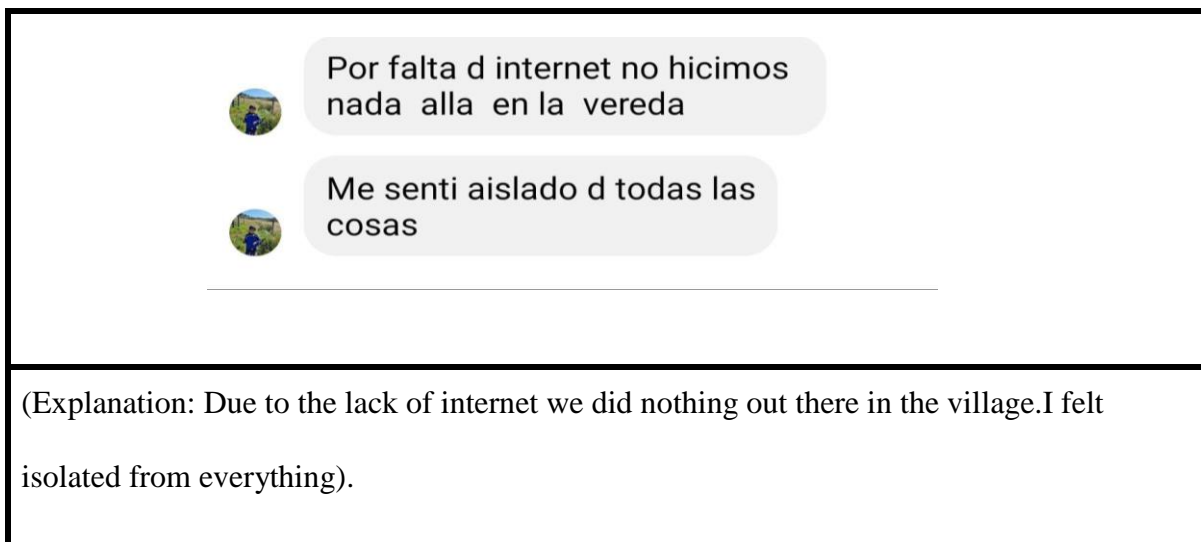
ICTs become the main strategy for promoting practical exercises since they allow interaction with technology and promote the development of motor and cognitive skills. Likewise, the digital literacy course is the process in which older adults have the opportunity to learn about the proper use of different electronic devices. In this way, relating technology with the objective of the classes that students attended was a timely solution to integrate the contents with the expected evidence of each as emphasized by Callari, T. C., Ciairano, S., & Re, A. (2012) when they mention that the use of the technology promotes motor and cognitive training.

During the progress of the activities, the concepts were integrated into four social networks: Gmail, Facebook, Messenger and Whatsapp. In order to carry out each of the activities, it was necessary to describe and provide previous indications to understand how each of them worked. Consequently, in addition to a general explanation, participants had the opportunity to receive individual guidance on the correct handling of each digital tool on electronic devices such as cell phones, tablets and computers. On the other hand, bearing in mind the economic and social difficulties, the *Casa de la Cultura* of the municipality provided the proposed devices to carry out the activities without complications. However, regarding cell phones, which was the minimum resource suggested by the program to be able to participate, it was necessary to provide motivation and tranquility due to the low processing capacity of the cell phones that some older adults had.

For the execution of the sessions, different specific aspects such as time, space and resources were stipulated. In this way, evidence was measured by the aspects mentioned

above based on the implementation of ICTs. In the following sample we can notice the implementation of the social networks where it can be evidenced the fulfillment of the objective of this study which was to determine the perception of older adults around the motivational challenges in non-formal education during times of pandemic.

Excerpt 1: S7. Log. M-M, Messenger Message



According to the previous example, it is possible to affirm that the use of Information and Communication Technologies (ICT) allowed and facilitated the interaction with social networks, which caused interest and a greater willingness to develop the exercise. In addition, most of the older adults showed various difficulties regarding their experiences in non-formal education. As well as Messenger, as already mentioned in this category, more tools were presented that strengthened the analysis of motivational challenges such as Whatsapp.

Excerpt 2: S3. Log. W-M, Whatsapp message

La formal es muy buena porque le ayudan a aclarar algunas dudas y esta uno pendiente de la actividad mientras que en la no formal por utilizar otros medios ej los celulares o el computador le quedan muchas dudas

5:04 PM

(Explanation: The formal one is very good because they help to clarify some doubts and one is pending of the activity while in the non-formal one by using other means such as cell phones or the computer many doubts remain).

Regarding the previous example, we can notice how the use of Whatsapp allowed us to show the preference for formal education, since many doubts arise. On the other hand, this type of communication generated diverse feelings and perceptions regarding the experiences of non-formal education that we can also evidence in the following audio recording sent via Whatsapp.

Excerpt 3: S14. Interview. A-R, Audio recording

Sec 1:12- 1:47

Question 2

¿Para usted es mejor la educación formal o la educación no formal?

Sobre la educación formal... Para mi es lo mejor porque se aprende más, puede hacer uno preguntas y aprendemos mejor. La no formal, hay retraso en la educación por falta de atención, conocimiento y acompañamiento familiar.

(Explanation: About formal education... For me it is the best because you learn more, you can ask questions and we learn better. The non-formal, there is delay in education due to

lack of attention, knowledge and skills).

This audio recording showed how the greatest challenges for older adults were presented; the lack of knowledge, attention, and family accompaniment as mentioned by the student 14. As in the previous case, most of the participants claimed to have several difficulties facing non-formal education.

According to the evidence taken during the development of this study and specifically, in the 8 sessions applied, the research group was able to analyze that implementing the electronic devices was the most appropriate way to obtain the samples: this due to the exchange of interest and the promotion of motivation. The aforementioned taking into account that the older adults were attracted to learn the operation of electronic devices.

Socialization as an opportunity

In this research, another category that was found is socialization as an opportunity to increase the academic process. The people's interaction with their context is an essential factor that generates a significant influence on the academic process. As Kim (2009) argues in her research “The motivational quality of self-directed e-learning courses can potentially affect millions of learners worldwide in various education and training settings. Thus, it is essential that research studies be conducted to improve the motivational quality of the such type of courses.” (p, 319) In this case, the author mentions the importance of creating an adequate academic environment where students can interact with the information and material that are brought by the teacher, with the purpose of guaranteeing the quality of the classes.

Besides, the population who participated in this research did not have a formal education. The lack of socialization with their partners produced communicative and educational limitations that counter their academic process, opening spaces to questions that

could be solved by their teacher and classmates, through face-to-face classes. Likewise, the lack of communication with their context influenced the senior learners to look for communicative alternatives that helped them to look up solutions to questions according to their classes.

As we can see in this part of the interview done with one of the adults who participated in this research, she manifests her opinion about the limitations of some topics worked during the classes and she could not answer because she did not know how to use electronic devices.

Excerpt 4: S12. Log. M-M, Mail Message

Siempre de la mano de Dios por lo bueno por lo regular, y por lo no tan bueno. Se sentía mucha desolación, tristeza por no poder visitar a los seres queridos así estuvieran cerca. También perder familiares y amigos y ni siquiera poder ir el último día, eso fue lo más duro. Y de pronto si hubo un poco de dificultad por no saber mucho de tecnología, y no sabía comunicarme con todos.

(Translation: In this email, the participant revealed that her experience with the usage of technology to interact with her classes was hard and difficult because she did not know a lot of things about technology, and she did not know how to communicate with everyone through these technology devices.)

Probably the lack of knowledge about the new technologies increases the gap between the new developments in communication and the generations of Senior learners that live in the municipality where this research was done.

Excerpt 5: S14. Log. W-E, Written experience

2) Cuales fueron las mayores retos enfrentando la virtualidad en epocas de la pandemia
 ⇒ sobre esta situacion es donde nos vimos lo mal que nos sentimos por la falta de conocimientos para poder elaborar con todas las tareas y preguntas que quedaban sin poder responder.

(Explanation: In this activity, the student shares how his interaction with the classes was according to the usage of the technology. In addition, he talks about his common issues for don't know how to use virtual communication methods)

On the other hand, in the previous text about their experience, this senior student shared the situations that he had to face related to the new way to participate in his virtual classes, in this fraction he argues that sometimes he could not send and be part of the class for did not know how to use the technology devices. In her investigation, Savina (2015) says that the “Traditional lexical and grammatical approach does not seem productive because, in this case, it is quite difficult to keep learners interested in the subject.” (p, 2609) this part argues education has to pass a transformation process to bring a better quality of education.

Furthermore, one of the most important factors that were influenced by the new education way was motivation, which made the adult students search for their family support to face virtual education with the usage of technology devices.

Excerpt 6: S8. Interview. A-R, Audio recording

Sec 1:55 - 2:35

Question 5

¿Cómo califica el acompañamiento familiar que tuvo durante este período de tiempo? Indique del 1 al 5, siendo 1 el más bajo y 5 el más alto. Luego, explique el porqué.

Qué pondría yo, no mucho, porque yo pensaría que por ahí un dos y medio porque la verdad en la casa no manejábamos tecnologías ni nada entonces eso sí fue cómo más de uno mismo poner cómo el empeño para aprender lo poquito en las cosas que se escuchaban, más que una persona estando ahí diciéndole las cosas.

(Explanation: During this interview the participant manifested that she felt frustrated because she did not receive help from her family because they did not know how to use the technology devices. Also, she mentioned that some of the things that she could learn was from her teacher and interaction with technology tools).

Regarding the previous argumentation, motivational skills are crucial to raise awareness about education in Senior learners, in this way, the academic process must contain a strong lifelong phase that links the theoretic concepts with each learner's daily life. For instance, feedback received from a senior learner indicated that the classes were useful for her to connect herself with the world through communication, especially by increasing her skills with the usage of technology devices such as WhatsApp, Gmail, Facebook, etc; this is surely the way to reach more possibilities to interact with their context.

Senior adult learners face several challenges in the technological alphabetization process, they interact with new machines that require from the users some new knowledge that probably a Senior did not learn during their life, until their advanced age. The technological alphabetization implicates also a dimension of socialization, where each learner starts belonging to a machine studying circle, there the student surely will find same-aged people to exchange the educational way step by step. Additionally, the motivational factor raises the interest of Senior learners to participate by doing their best effort in order to approach technology for the first time in some cases.

Transmission of confidence

Generating confidence in the students was essential to achieve optimal development of the process. It is necessary to establish comfortable and safe environments for the participants to avoid pressure and encourage the collection of data voluntarily and attractively. At the beginning of the application of the research, some older adults showed abstinence and disinterest due to the lack of knowledge of the research group. However, it was decided to improve the communication between the students and the process counselors based on the values, and in this way, the meanings guided by the teachers and the answers given by the participants were expanded. The aforementioned category alludes to the relevance that creating enabling environments for students not only increases their security and self-confidence to express their emotions or opinions but also promotes the quality of their participation.

Trust also becomes a transforming axis where the development of communication skills is fostered. It is important to establish good relations between each entity that integrated the study. For this reason, we started from the contextualization with the teacher in charge of the program to carry out activities that benefit the progress of the thematic contents proposed

during the course and support the general understanding by making use of the spaces without harming the process.

Another important aspect is to keep in mind the humanistic aspect, which integrates the acceptance and integration of man's attitudes as innate characteristics of the human being. According to the Team of Experts in Health Sciences of the University of Valencia (2017), humanistic psychology affirms and justifies that the behavior and instantaneous behaviors of man are reflections of the eagerness of realization of the self, which contributes significantly to these arguments raised since it determines that every behavior of man measured by respect and healthy coexistence must be accepted. To emphasize the descriptions previously provided, the following fragment shows the confidence that the students had when participating in each of the activities and the precise relationship with the contents and purposes of each session.

Excerpt 7: R. Field note. R-T, Reflection time

Durante cada parte del desarrollo de la clase, pudimos evidenciar las dificultades emocionales respecto a la educación no formal y los retos que vivieron los adultos mayores durante la pandemia. Tan solo tres estudiantes expresaron sentimientos positivos y los otros doce reflejaron sentir intranquilidad, frustración, soledad, desespero, entre otras. Mientras cada estudiante socializaba sus experiencias, pudimos identificar tristeza, resiliencia y dolor, debido a que muchos tuvieron complejidades físicas, económicas y emocionales. Además, la mayoría de ellos perdieron seres queridos, lo que ocasionó mayor desestabilidad emocional. Sin embargo, todos mostraron gratitud y confianza frente a nosotros como docentes y manifestaron sentir comodidad y tranquilidad al socializar sus vivencias.

(Translate: During each part of the development of the class, we were able to evidence the emotional difficulties regarding non-formal education and the challenges experienced by older adults during the pandemic. Only three students expressed positive feelings and the other twelve reflected feelings of uneasiness, frustration, loneliness, and despair, among others. As each student socialized their experiences, we were able to identify sadness, resilience, and grief, as many had physical, economic, and emotional complexities. In addition, most of them lost loved ones, which caused further emotional instability. However, all of them showed gratitude and confidence in front of us as teachers and expressed comfort and tranquility when socializing about their experiences).

Regarding the previous extract, we can see different emotions in that message. In the first place, the feelings that the students experienced during the pandemic and in the second place, the gratitude towards the research group. In this way, we can take the opportunity to affirm that it is necessary to create moments of relaxation that allow the participant to be motivated by the activities of the project and, at the same time, to feel safe to express their thoughts. The following sample is another example of the relationship between trust and the development of the objective of this study.

Excerpt 8: S8. Interview. I-C, Interview conversation

Sec 3:40 - 7:34

Question 6

¿Cómo se sintió durante la ejecución de las actividades y cuáles fueron sus mayores dificultades?

Me sentí contenta y me removió muchas cosas que tenía en tristeza , alegría. Aprendimos cosas nuevas como controlar las emociones y a hacer una telaraña de lana muy interesante. Gracias a los dos, los felicito. Mi mayor dificultad durante el aprendizaje en la pandemia fue aprender a estudiar en ese tiempo con mi nietecita Dannia que tenía Síndrome Down y con ella tuvimos clases virtuales y se nos dificultó. A la final aprendimos a manejar el computador con gran esfuerzo.

(Translate: I felt happy and it moved me a lot of things that I had in sadness, joy. We learned new things like how to control emotions and how to make a very interesting wool spider web. Thank you both, I congratulate you. My biggest difficulty during the learning process in the pandemic was learning to study at that time with my granddaughter Dannia who had Down Syndrome and with her we had virtual classes and it was difficult for us. In the end we learned to use the computer with great effort.

The above sample shows that some students had the opportunity to relive moments from the past that are significant for them today. In the case of this student, she argues to have been happy and the importance of controlling emotions at the moment of reminiscing. In addition, she also claims to have had several difficulties, mainly facing virtuality with her

granddaughter. On the other hand, in the next sample it was possible to identify similar difficulties.

Excerpt 9: S1. Log. M-M, Mail Message

Dado al encierro me ví en la necesidad de explorar las redes sociales con dificultad puesto no sabía utilizarlos, recibí curso de guitarra que recibía de la casa de la cultura por teen u otro de acuerdo a lo que a regañadientes me orientaban los hijos.

(Translation: Due to the confinement I had to explore the social networks with difficulty since I did not know how to use them, I received guitar lessons from the house of culture because I had another one according to what my children reluctantly guided me).

This text message demonstrated how the biggest challenges for older adults were presented, which in the case of this older adult was the lack of knowledge and family support. As in the previous case, most of the participants claimed to have several difficulties facing the pandemic because some families did not support them properly, which caused a lack of reassurance. For this reason, it is necessary to transmit confidence to the participants to generate meaningful samples.

As was observed in the previous examples, it is necessary to adapt the activities to the interests of the population to achieve motivation in the development of the project. Generating recreational environments and encouraging student participation are one of the most important aspects. In addition, the relationship of motivation to actively participate in the practical exercises could be evidenced, reflecting in the first place, the greatest challenges that emerged in non-formal education, as mentioned by Kim (2009) that argues that motivation is the most specially aspect to generate a better environment in the educational process, specifically in self-directed E-learning. .

Assimilation of the explanations

Finally, one of the most common issues that this population manifested during this research was the difficulty to identify the main information given by the teachers and linked with the instructions of each solution. In addition, the senior learners manifest that in the pandemic period the teachers' patience was crucial because in some parts of the classes the senior learners argued their need to solve activities with the teacher's help three or more times. Also, without help from their family, they had to search for other methods that ease the education process through virtual education.

Thus, Nizegorodcew (2016) in her research brings up that "senior students' strengths and weaknesses depend not only, and not primarily on how old they are, but on their study objectives and learning strategies." (p, 90). With this fact, we can identify that motivation can depend not only on the student's academic commitment but also on the teachers' creativity and academic methodology.

On the virtual educational experiences that they had to face through the use of the technology device, with some of the autonomous activities where they work alone. In those cases, they searched for help from their family, but unfortunately, they could find it because the members of their family had to do their own thing such as working, studying, and adapting to the new way of life.

As one of the students mentioned in some of the activities, she shared her frustration with one exercise because she had to do it without family help and did not understand the instruction.

Excerpt 10: S11. Log. D-E, Drawing experiences



(Explanation: With help of this drawing the student could share her experience with virtual education, and the activities that she did during the pandemic. She manifested her sadness at being alone at home.)

As we can see in the previous picture, the participant expressed her non-conformity with the condition to connect her with her classes and with the participants who are part of this process. Moreover, Nizegorodcew (2016) argues “In this respect, the specificity of teaching senior students reminds us of the specificity of teaching children. In both cases, the teacher is of paramount importance for sustaining the students’ motivation.” (p, 102). As it could be expected, the influence of the teacher in the academic student process depends not only on the facilities to access technology devices but also on the teachers’ support in solutions to questions during the virtual classes.

Thus, in the previous picture, we could see how emotional effect has influenced whatever process such as formal and no formal education, especially with the contract to use the technology device and not how to use them.

In some examples where the adult students showed issues understanding the explanation from the teacher, we can identify how the students presented inconveniences to solve the activities, that is why we create some strategies that help us to explain and keep the clarity of the information as slides, presentations, and repetition of the instructions. In the following example we can identify how the different situations not only in the academic process but also in his daily life take more time to proceed and are simulated by him.

Excerpt 11: S1. Log. M-M, Mail Message

Pues en la pandemia me sentí frustrado y engañado porque no creía esa pantomima, hasta cuándo me enteré de la muerte de varios amigos y conocidos, no sentí miedo pero sí atención a lo que sucedía. Buena lección.

(Translation: Well, during the pandemic I felt frustrated and deceived because I did not believe that pantomime, until when I found out about the death of several friends and acquaintances, I did not feel afraid, but I did pay attention to what was happening. Good lesson).

On the other hand, in the previous exercise, one of the participants expressed in his activity that some of the situations that happened in his context were not true until he had to face a similar event with a family member and friends. This part showed us how the senior adult learners have to spend more time to interpret the situations.

Indeed, during the research process, we could identify how stress causes a dominant impact during the solving of the activities. In one of the exercises the student had to share

their experiences with the usage of the technology, but unfortunately, the participant did not understand the instruction and gave an answer that was not coherent with this. When the teacher gave the feedback, the student did not want to do it again.

Excerpt 12: R. Field note. L-M, Lesson minutes

Continuando con las actividades planteadas, se procedió a explicarles a los estudiantes que es Facebook y como se puede usar desde diferentes herramientas tecnológicas, para mantener conversaciones, buscar amigos, entre otros. Aprovechando esta herramienta, los estudiantes debían enviar su invitación de amistad al perfil de uno de sus profesores, después de ello, por medio de un mensaje corto y un emoji debían contestar la siguiente pregunta: ¿Cómo fue su experiencia durante el periodo de pandemia, con relación a la educación no formal? Gran parte de los estudiantes contestaron de manera satisfactoria a la actividad, sin embargo, se evidenció que la gran mayoría de ellos se le dificultó entender las instrucciones y no contestaron de la manera solicitada.

Como segunda observación, se evidencia que a una parte del grupo se le dificulta entender las instrucciones dadas por los docentes, y que por esta razón las respuestas esperadas no son las solicitadas. Se resalta que para futuras actividades es importante generar espacios para solucionar dudas, evitando así en los estudiantes estrés o rezago por su desarrollo.

(Translation: In this part the researchers can identify how one student did not answer the question: how did you feel during the pandemic with the interaction with your classmate through technology devices? His answer was not clear, and he did not want to participate more in this exercise)

As we can see in the previous information some students did not answer the questions according to what the teacher asked, and then they did not want to participate in the rest of that daily activity.

Likewise, the assimilation of the explanations is one of the most important factors to care about in the process of establishing a curriculum for Senior learners, it is due to the particular necessities that they may express. The particular features of Senior age are the

request for applying a focused methodology that potentializes their acquisition with the previous lived experiences by themselves. Some of the students in the Senior class argued that their interest to participate in classes and activities, depend on the clarity of the instructions and how the teacher creates strategies to motivate them to develop their skills that stimulate their curiosity to start getting closer to the writing and reading abilities in the technology field.

Finally, during of data analysis we can identify that motivation has a main impact in the academic life, where the students has the chance to interact not only with the material given by the teacher but also with the knowledge in their context, now activated positively, triggers the self-confidence in each learner to believe they are able to belong to the process. That is why, self-motivation produces a more efficient development in the field of technological teaching and learning processes in Senior-aged learners. In the end, the context where the learners are involved also are crucial to determine the motivational activation to learn, and their amenities with respect to the contents along the classes, it means that the families and close circle incentivized the wish to learn, at the same time that provided in some cases the required tools, the correct stimulus to learners to get their successful results, likewise the social context in the municipality influenced the necessity to develop skills to take advantage of the free time.

Chapter V: Conclusions

Through the present research, we could interact with a complex and sometimes dismissed group of students: the senior adults. Several educational theories are focused on childhood and youth, but a holistic perspective of education includes other age groups such as adults and seniors, due to their frequent contact with concepts and knowledge. The research had a special emphasis on creating academic scenarios for senior learners to express their aptitudes and ideas. In addition, senior learners mentioned that during the pandemic they could get access to ICT resources, for instance, technological devices such as phones and computers, and internet connection. For several of the participants, it was the first time that they handled technological devices, so they had expectations and also, they developed technological skills.

The first field corresponds to the skill to follow explanations and execute actions according to the criteria for each session. The ability to assimilate is framed within the expected development for each meeting. Besides adult learners, the academic process and self-adapting become an issue for people that have not been participating in study groups for a long time, such as the senior population who belonged to the technology for beginners' course. As a consequence, the motivational issue related to the willingness to belong to a study group arises.

Also, the motivational impact the remote education brought on senior learners, according to the research, is divided into three factors: the first one is health status. The participants mentioned some of their age-related illnesses, and some of them also had to face COVID-19 and other viruses, those situations limited their participation in the academic sessions. The second one was the loss of relatives and family to the virus mentioned in the previous part that seniors' interviews categorized as an emotional impact which did not allow them to do academic activities; and the third one is the fear of loneliness, due to the lockdown

season, they were confined from the world, and did not have chance to interact through virtual media.

A third point to consider is the motivation that the senior learners might have when they face the internal class rules and procedures, such as the schedule, the methodology, and the proposed activities. The motivational issues were linked to the perspective that each member had about the targets during the academic process, it is due to personal circumstances such as familiar problems, group issues associated with misunderstandings with classmates or lack of assertive communication. The communicative issues were strengthened by the participant's lack of knowledge about the handling of technological devices.

The fourth aspect about technological access and dealing with issues is directly derived from three circumstances. Senior learners let us know their testimonies: The first factor is related to the low familiar support in the interaction with technological devices. Participants told anecdotes of their families and the way they reached the ICT for the first time. Their relatives mattered more about the children's necessities for responding effectively to the requirements of the school for devices and skills in ICT to get good marks than the equity for everyone's reaching to ICT. The second one comes as an effect of the lack of assistance and familiar support in ICT aspects. People who are not assisted to reach technological devices surely will ignore all about them, so it will become a difficult task to handle the technological devices and running their functions. The last factor is internet access, it was a crucial issue for senior learners, especially for the analyzed population in this research because of the inconvenience of stability and availability. In several villages far from the downtown there is not any internet access, so the barriers for student's connection to remote sessions begin to increase, some of them solved the issue by reaching to the downtown, but it also triggers a new outbound.

Pedagogical implications

This research contributes significantly to the educational field because it shows difficulties experienced by older adult students concerning non-formal education. It highlights the need to search for those impediments that cause the learning process to be unsatisfactory and on the other hand, motivates to find new and pertinent teaching techniques and possible solutions.

To begin with, this study contributes to presenting the needs of a specific population, in this case, senior adults. The above mentioned with respect to the necessary changes or adjustments that may arise from showing these difficulties. Each population has its own needs and it is the task of the teacher to recognize these particularities and try to solve the difficulties.

In addition, this study serves as a collaboration in the pedagogical field because it constitutes an invitation to rethink teaching methods and to have more motivation to develop similar studies in the educational process. It can be inferred that there are several significant contributions in the educational and pedagogical fields through what this project has accomplished because it offers new perspectives and views towards other experiences, other population groups and other types of difficulties.

Another element to highlight is the information from this project that can serve as input for other future research. In other studies, different diagnoses and results may arise that will be compared with this research or will be guided by the statements presented in this project.

An extra aspect that should be mentioned is promoting the search for teaching and learning methods for marginalized or vulnerable populations by implementing ICT through these practices.

As a pedagogical experience, working with population groups different from the traditional ones, taking into account the conditions that place them at a different level from what is generally known and for which, there are clear and more defined standards, not only

represents a challenge achieved but also, a real opportunity to confirm that it is really valuable to address new realities in which through education, in this case, even with the use of ICT, all kinds of people benefit despite the marginalization to which they are often subjected.

Similarly, for future practices and research, it opens doors not only for the group that benefits, those who managed to motivate themselves to receive more training through these means, but also for new groups that also have the opportunity and the right to approach new learning alternatives even when, due to their age, they have come to believe that it was no longer possible.

Further research

From this study, other research can be generated both qualitatively and quantitatively. This research motivates to project others, inviting to evidence the needs of students with different characteristics and conditions; with the collection of efficient information and, of course, the accurate analysis of data, valuable inputs as a starting point for the approach of new initiatives.

In the first place, it could be affirmed that when developing this study with adolescents, the information collected would be similar and at the same time broader, due to the fact that a large number of motivational difficulties could arise when facing non-formal or non-conventional educational environments, caused by the emotional complexes of a young society such as ours. However, it is important to emphasize that it is necessary to plan the activities depending on the age of the participants, since in the case of older adults, more time and adaptation is invested. On the other hand, another study that could originate would be the correlation between formal and non-formal education. It would be an interesting aspect to select a group of students who have experience in both environments and, in this way, could highlight the advantages and disadvantages of each. Another conjecture that could arise from this work is to evaluate political, economic, or even social aspects, instead of emotional ones.

This would emphasize the similarities or differences in evaluating other relevant features of a specific population. Finally, another assumption that could be born from this study, is to carry out the whole objective of this study but in formal educational environments and in this way, to evidence which can be the best educational strategy preferred by most people.

It is possible to conclude that this research serves as a starting instrument and facilitator of information to carry out other studies that contribute to the educational field. Encouraging other projects where aspects that are equally relevant are prioritized, allows enriching statements generated from a problem question and also generates the need to search for new and better strategies.

Something relevant is to demonstrate that there still exist and will surely continue to emerge, research environments in the educational and pedagogical field that have not been explored and with their approach not only challenge the teacher in training in different contexts but also leave valuable teachings, experiences, and satisfactions, besides allowing to leave testimonies that strengthen others.

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List of appendices

Annex 1: Permissions

Mayor's Program

Asunto: Solicitud autorización y colaboración proceso de investigación.

Para la Licenciatura en Bilingüismo con Énfasis en la Enseñanza del Inglés de la Universidad el Bosque, es de suma importancia que los estudiantes desarrollen su sentido de responsabilidad social, basado en el enfoque biopsicosocial y cultural de la institución, a partir del cual puedan proponer proyectos de investigación coherentes con la diversidad de realidades y problemáticas sociales y educativas de la actualidad nacional e internacional. Por tal motivo, los estudiantes: Fabián Santiago Herrera Castañeda y Gisell Vanesa Ramírez Rincón, pertenecientes a noveno semestre de la Licenciatura, han propuesto un proyecto de investigación orientado a los desafíos motivacionales que un grupo de personas de la tercera edad ha enfrentado en sus clases de español a raíz de la contingencia por el Covid 19. Por lo cual solicitan su autorización para focalizar esta experiencia con los beneficiarios del programa para la tercera edad que su secretaría desarrolla en el municipio de Facatativá.

Para la Licenciatura en Bilingüismo y para nuestros estudiantes, sería valioso y necesario contar con su autorización, colaboración y apoyo para poder ejecutar las acciones requeridas a partir del contacto con los adultos mayores, coordinadores, instructores y otras personas relacionadas con el programa.

De antemano agradecemos la atención y colaboración brindada a los estudiantes.

Population

Proyecto de Investigación: Desafíos motivacionales experimentados por estudiantes mayores en entornos educativos no formales.

Apreciado estudiante

Reciba un cordial saludo.

Nuestros nombres son Santiago Herrera y Vanesa Ramirez. Somos estudiantes del programa de Licenciatura en Bilingüismo con Énfasis en la Enseñanza del Inglés de la Universidad El Bosque. Actualmente hemos conformado un grupo de investigación cuyo objetivo general es poder determinar la percepción de las personas del Programa Adulto Mayor del municipio de Facatativá respecto a los desafíos motivacionales que han enfrentado en sus clases de español a raíz de la contingencia por el COVID-19. Por tanto, nos permitimos invitarla(o) a formar parte de este proyecto en calidad de participante.

Los datos que se esperan recoger de su participación voluntaria en las diferentes actividades realizadas se mantendrán en confidencialidad y su acceso a ellos será únicamente por los investigadores. Si decide participar, se garantizará que:

1. Los datos recolectados serán de uso exclusivo para este estudio
2. No se recopilará ningún tipo de información personal o sensible
3. Los datos se mantendrán en un archivo PDF en el computador de los investigadores.
4. Los resultados de esta investigación se darán a conocer una vez el proyecto haya llegado a su fin.

Beneficios y riesgos del estudio

Los resultados de este estudio contribuyen al campo de la educación. Hasta el momento, no se ha logrado identificar posibles riesgos ni para los participantes, ni para el investigador, ni para la comunidad académica; en otras palabras, el riesgo de participar en el estudio es el mismo riesgo que asume al realizar sus actividades cotidianas.

Tiempo del estudio

El estudio tendrá una duración de aproximadamente 8 sesiones en las cuales esperamos contar con su participación.

Todas las preguntas o comentarios adicionales que quiera comunicar lo pueden hacer contactándonos. Para esto puede enviar un correo electrónico a cualquiera de las siguientes direcciones gqramirezr@unbosque.edu.co, o mherrerac@unbosque.edu.co, o llamar al teléfono 3043449667.

Teniendo en cuenta la información anterior y si usted decide participar en las actividades descritas en este formato, por favor indíquelo marcando con una X las siguientes actividades.

Muchas gracias por su colaboración

*Obligatorio

Yo declaro que he leído este consentimiento y que entiendo el propósito de la investigación. Asimismo, declaro que acepto participar y que los términos de la participación y el tratamiento de los datos son de mi conocimiento. Estoy de acuerdo con participar en el proyecto de investigación.*

Sí

No

Otro:

Estoy de acuerdo con permitir a los investigadores hacer una grabación de audio mientras comparto mi información.*

Sí

No

Otro:

Incluya a continuación su nombre, su número de identificación y la fecha (todos los datos serán tratados con suma confidencialidad)*

Instruments

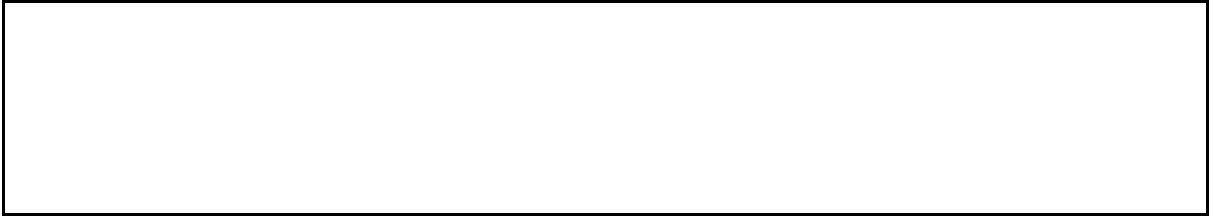
Annex 2: Question Bank

- ¿Hace cuanto tiempo formas parte del programa de la tercera edad del municipio de Facatativá?
- ¿De qué manera te preparaste para transitar de la educación presencial a la virtual?
- Podrías contarnos sobre tu experiencia en las clases de español desde que comenzó la pandemia y tuviste que tomar clases a distancia? Debe ser una narración de tu experiencia enfatizando las situaciones más críticas (Positivas y negativas)

- ¿Qué emociones evoco los nuevos métodos de enseñanza al emplear herramientas tecnológicas y entornos digitales?
- ¿Cómo califica el acompañamiento familiar que tuvo durante este período de tiempo? Indique del 1 al 5, siendo 1 el más bajo y 5 el más alto. Luego, explique el porque.
- ¿Cuáles considera que son los aspectos más destacables de tu proceso de adaptación a la tecnología teniendo en cuenta el acompañamiento recibido?
- ¿Cuál de los temas visto durante las clases de español te causó mayor curiosidad? ¿Por qué?
- ¿Qué recursos virtuales y físicos empleó tu profesor para desarrollar las clases?
- ¿Cómo calificaría la experiencia con la interacción de herramientas tecnológicas para la comunicación?

Annex 3: Template for Taking Field Notes

Lugar:		Fecha:	
Nombre de la actividad:			
Desarrollo de la actividad:			
Evidencia de la actividad:			



Annex 4: Schedule activities

Table 1.			
<i>Sessions, activities and dates.</i>			
No	Date of application	Description of the activity	Resources
1	September 14 2022	<ul style="list-style-type: none"> - Greeting and presentations of the research group. - Warm-up: The game of "the spider's web" will be carried out, which consists of throwing a piece of wool or rope for each person to form a spider's web while each person introduces him/herself. - Central activity: Introduction to the project. - Closing activity: Formal confirmation of participation in the project. 	<ul style="list-style-type: none"> - Wool or rope - Permissions - Pens - Computer
2	September 16, 2022	<ul style="list-style-type: none"> - Warm-up activity: Hand motor exercises. - Central activity: Personal experiences/anecdotes from the group leading the research on motivational challenges in non-formal settings during the COVID-19 contingency. 	<ul style="list-style-type: none"> - Computer

		<ul style="list-style-type: none"> - Typing on the computer (Gmail) about personal experiences/anecdotes from senior learners regarding motivational challenges in non-formal settings during the pandemic. - Closing activity: Socialization of the previous activity. 	
3	September 21, 2022	<ul style="list-style-type: none"> - Warm-up activity: "Guess who it is" will be played to generate greater willingness in the participants and to internalize the relationship of the game with what was experienced in times of pandemic. - Central activity: Writing short comments on Gmail where the participants represent a feeling experienced in non-formal education; this activity will be guided by the research group. - Closing activity: Division into small groups to share with others the final product of the previous activity. 	<ul style="list-style-type: none"> - Game "Guess who it is". - Sheets of paper. - Pens - Computer
4	September 23, 2022	<ul style="list-style-type: none"> - Warm-up activity: Audio of three songs chosen by the older adults in order to sing and, if appropriate, dance to them. - Central activity: Read aloud activity: these readings will be presented on a 	<ul style="list-style-type: none"> - Speaker - Physical printouts

		<p>computer and on physical printouts to demonstrate the participants' different perspectives on learning in formal and non-formal settings.</p> <ul style="list-style-type: none"> - Closing activity: General socialization of the experience of the previous activity. This activity will be in Whatsapp. 	<ul style="list-style-type: none"> - Digital texts - Computer
5	September 28, 2022	<ul style="list-style-type: none"> - Warm-up activity: Exposure of old and current images that generate various feelings. - Central activity: Reading on the computer and general discussion of the fable "The Old Man and the Child". - Closing activity: Resolution of multiple choice questions by the participants on the relationship between what they learned in the previous activity and what they experienced during the COVID-19 contingency. This activity will be developed in Quizzis. 	<ul style="list-style-type: none"> - Video Beam - Slides presentation - Computer - Fable ‘‘The Old Man and the Child’’. - Pens
6	September 30, 2022	<ul style="list-style-type: none"> - Warm-up activity: A game of "musical chairs" will be played, which consists of dancing while the music is playing and sitting down as soon as it stops. The person left standing will draw on a small board one of the 	<ul style="list-style-type: none"> - Chairs - Speaker - Short films

		<p>major difficulties presented in times of pandemic.</p> <ul style="list-style-type: none"> - Central activity: Short films of experiences and interviews that emerged after the COVID-19 contingency. - Closing activity: Facebook messages with the opinions of the older adults regarding the relationship between what they saw and what they have particularly experienced. 	<ul style="list-style-type: none"> - Computer
7	October 05, 2022	<ul style="list-style-type: none"> - Warm-up activity: The game "The baby" will be played, which consists of showing with a toy an action that is done regularly with a real-life baby. Afterwards, each participant will perform the action he/she performed previously with the person next to him/her. - Central activity: Each participant will choose 3 different cards that he/she will find on the computer which contain a variety of images on their back and assign a word that describes each image. Finally, they will choose one of the 3 words that demonstrates the feeling generated during the COVID-19 contingency. This activity will be developed on Facebook. 	<ul style="list-style-type: none"> - . Computer - Baby toy

		<ul style="list-style-type: none"> - Closing activity: Socialization of the results of the previous activity. 	
8	October 07, 2022	<ul style="list-style-type: none"> - Warm-up activity: Typical Colombian dances. - Central activity: Talent show. - Closing activity: Reception and collection of personal experiences during the participation in the research project (Written experience and interviews). 	<ul style="list-style-type: none"> - Speaker - Party props - Computer