

CIEA 2014

## Adult Learning Activities as the Catalyst for Creating Learning Region

Gábor Erdei<sup>a\*</sup>, Dr. Károly Teperics<sup>a</sup>

<sup>a</sup>University of Debrecen, 4032, Debrecen, Hungary

---

### Abstract

Adult learning is the strongest learning phenomena in our contemporary world. This expansion is the key engine in forming learning regions. The empirical research – implementing at University of Debrecen, Hungary – has described the learning region features in some Hungarian territorial and geographical units. In this article we would like to analyze some characteristics of adult education and adult training activities in Hungary in order to reflect on the learning region formation in our learning society.

© 2014 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/3.0/>).

Peer-review under responsibility of the Alexandru Ioan Cuza University.

*Keywords:* learning region; adult education; adult training; adult learning

---

### Introduction

Adult learning is the most diverse, turbulent and rapidly expanding part of any kind of learning in all levels and forms nowadays world. There are many reasons behind this phenomenon, which can be researched in many different disciplinary angles. Investigating the learning processes in physical space, applying geographical and territorial approach is a very fascinating work bringing new, added-value to educational sciences. Learning region expression is an approach, method and framework to understand the learning process in a very complex and holistic way. Therefore this new path of educational sciences has to cope with new thinking, new innovative approach and at the same time try to understand other disciplinary applications for the phenomenon (like regional studies, human geography or economic sciences).

---

\* Corresponding author. Tel.: +36-30-4759639; fax: +36-52-512-922.

*E-mail address:* [erdei.gabor@arts.unideb.hu](mailto:erdei.gabor@arts.unideb.hu)

In this article, we will contribute the learning regions discourse with presenting some of the empirical research findings, in Hungary. The research, with the title: *Learning Regions in Hungary - from Theories to Realities* applying (and developing) the existing models and tries to focusing on both the quantitative and also the qualitative research methods. At the same time the research especially put stress to have results, to create a complex index using indicators and measures in four pillars. Currently the HSRF funded project is before the final phase, so at this stage we have got several statistics and information from the field and the research group has to integrate and synthesize the gathered information in order to contribute the learning region international discourse. †

## 1. Adult learning and learning region

Adult learning is one of the strongest catalyst for shaping learning region from educational sciences perspectives. Applying the educational science perspectives, we could experience a very diverse interest of the different terrenum of educational sciences related to the learning region phenomena. Learning region is not in the center of the scope of public education, vocational education and higher education and we hardly could state that this would be the case with adult education and adult learning; however, we could realize and experience some interest of learning region from adult learning aspect.

In the 1990-s when the term of learning region had been merged several disciplinary approach appeared, and one of them was educational sciences. In the mid of the 1990s was also the period when lifelong learning spread over and become a very well-known term, so lifelong learning and the learning region somehow has converged. Adult learning has had answers to the new borning phenomena, learning region and lifelong learning challenged each other. But at the same time, the other levels and sectors if education and learning had not shown too much interest. Learning region is a new and innovative thinking. In the process of shaping learning regions, adult learning activities are the engine. Why is that? The possible reasons are the following:

- expansion of adult education participation and adult learning in all level of education and learning,
- adult learning has favorable situation and can have more potential to influence learning regions,
- adult learning has the potential to renew education and learning activities,
- adult learning has the advantage to generate those forms and learning what the circumstances and objectives are require,
- adult learning has the flexibility in many sense.

The main pillar of lifelong learning phenomena and the process is adult learning. One of the main pillars for learning region is also adult learning.

## 2. Concepts, research, policy and movement of learning region

Behind learning region there is a very wide and complex learning process with a holistic approach. Besides that, the theoretical concept of learning region is also very wide and at the same time rather ambiguous. There are several expressions around the term of learning region and some of them getting more common (e.g. learning community). There are several existing concepts besides learning region. Learning cities, learning communities, learning organizations terms applying not only different scientific approach but also make difference amongst the components of the entity. Making difference amongst the mentioned terms, this is not only the difference of the physical space of learning but also a various focus on the researched entity.

Therefore, the term is broad enough to allow more sciences and disciplines to make scientific research. This opportunity used by several social sciences and the science of economy. So learning region and the related expressions have created theoretical and empirical research opportunity for regional studies, social geography, network research, sociology of organization, and science of economy. Furthermore, besides research regional

---

† *Learning Regions in Hungary – from Theories to Realities* research project supported by HSRF (Hungarian Scientific Research Fund) OTKA (K-101867).

Download English Version:

<https://daneshyari.com/en/article/1115655>

Download Persian Version:

<https://daneshyari.com/article/1115655>

[Daneshyari.com](https://daneshyari.com)