Transformative Learning, Self-directed Learning Readiness and Constructivist Internet-based Learning Environment Preference for Middle Aged and Older Adults: A Developmental View

Regina Ju-chun Chu, National Taiwan University of Science & Technology, Taiwan

Abstract: The purpose of this research is to develop a practical e-learning environment design to help older adults in the long-life learning. This research explored the relationships between Transformative Learning Theory (TLT) and Constructivist Internet-based Learning Environment Preference (CILEF) and also revealed the effect of self-directed learning ability on Constructivist Internet-based Learning Environment. A questionnaire survey was adopted to adults who attended computer and internet classes of community colleges in Taiwan. 514 valid questionnaires out of 650 samples produced 77.4% return rate. The research used statistical techniques of descriptive analysis, reliability analysis, hierarchical confirmatory factor analysis, and Structural Equation Modeling to examine our hypotheses. The findings revealed that there are hierarchical factor relationships between TLT (Instrumental, Dialectical and Emancipatory learning interests) and CILEF. Moreover, the three functions of learning interests of Transformative learning were proved a developmental relation, affected by the readiness of self-directed learning of adults.