

four major changes: 1. enhanced self-confidence and self-concept; 2. the learning of interpersonal communication, as well as of communication through new technologies and their applications; 3. the use of what they had learned in society; and 4. having the capacity for autonomous learning. The results show that learning can help senior citizens become more independent, more perceptive, more accomplished, more dedicated to making contributions, and more autonomous in their learning.

Conclusion

Retired senior learners slowly became more mature during their learning, which can also help them become more autonomous rather than dependent in their learning. As they become more interested in learning, form groups, and find good role models, learners develop self-confidence, use what they have learned, contribute to society, expand their communications and thinking, and become more mature in their lives. During their learning process, learners became independent and autonomous learners. The changes they experienced came from expanding their futures, developing new abilities, and becoming more concerned about the community. These all helped senior citizens in their lives after retirement and are signs of their growing maturity.

參考文獻

- 王寶維（2010）。以藝術為媒材的團體諮商對獨居老人自我統整之研究。國立暨南國際大學輔導與諮商研究所碩士論文，未出版，南投縣。
- [Wang, P. W. (2010). *A study on the self-integration process of elderly living alone: Utilization of material arts in group counselling*. Unpublished master's thesis, National Chi Nan University, Nantou, Taiwan.]
- 胡夢鯨（1998）。成人教育學理論與模型——國中補校文科教學的一項質性研究。臺北市：師大書苑。
- [Hu, M. C. (1998). *Andragogical theory and model: A qualitative research in liberal arts teaching in a secondary supplementary school*. Taipei, Taiwan: Lucky Bookstore.]

陳榮春（2010）。宗教信仰對華族退休老人生活適應影響之研究。國立暨南國際大學輔導與諮商研究所碩士論文，未出版，南投縣。

[Chen, E.-C. (2010). *A Study on how religious beliefs impact Chinese retirees in terms of adaptability to their retired lives*. Unpublished master's thesis, National Chi Nan University, Nantou, Taiwan.]

黃明德、王渝宣、張運花（2011）。新加坡快樂學堂學習模式介紹。載於北京大學（編），老有所為在中國的發展：實證、實踐與實策論文集（頁20-21）。北京市：北京大學。

[Huang, M. D., Wang, Y. C., & Chang, Y. H. (2011). Introduction of learning models in “YAH” community college in Singapore. In Peking University. (Ed.), *Proceedings of proactive aging in China: Toward evidence-based practice and policy* (pp. 9-11). Beijing, China: Peking University.]

蕭玉芬（2011）。樂齡學習的創新典範：快樂學堂。載於胡夢鯨（主編），新加坡樂齡學習：組織與實務（頁157-174）。臺北市：麗文文化。

[Hsiao, Y. F. (2011). Creative pattern of older adult learning: YEH community college. In M. C. Hu (Ed.), *Older adult learning in Singapore: Organization and practice* (pp. 157-174). Taipei, Taiwan: Li-Wen.]

蕭玉芬（2012）。活躍樂齡理念的應用：新加坡快樂學堂的啟發。「活躍樂齡系列論壇」發表之論文。臺北市：國家教育研究院。

[Hsiao, Y. F. (2012). *The application of active aging concept: Implication of YEH community college Singapore*. Paper presented at Series Forum of Active Aging. National Academy for Educational Research, Taipei, Taiwan.]

魏惠娟（編）（2012）。臺灣樂齡學習。臺北市：五南。

[Wei, H. C. (Ed.). (2012). *Active ageing learning in Taiwan*. Taipei, Taiwan: Wunan.]

Adair, S. R., & Mowesian, R. (1993). The meanings of motivations of learning during the retirement transition. *Educational Gerontology, 19*, 317-330.

Beard, C., & Wilson, J. P. (2002). *The power of experiential learning: A handbook for trainers and educators*. London, UK: Kogan Page.

Boulton-Lewis, G. M. (2010). Education and learning for the elderly: Why, who, what. *Educational Gerontology, 36*, 213-228.

- Boulton-Lewis, G. M., Buys, L., & Lovie-Kitchin, J. (2006). Learning and active aging. *Educational Gerontology, 32*, 271-282.
- Bynum, L. L., & Seaman, M. A. (1993). Motivations of third-age students in learning-in-retirement institutes. *Continuing Higher Education Review, 57*(1/2), 12-22.
- Chang, D.-F., & Lin, S.-P. (2011). Motivation to learn among older adults in Taiwan. *Educational Gerontology, 37*, 574-592.
- Chappell, C., Hawke, G., Rhodes, C., & Soloman, N. (2003). *Major research program for older workers Stage 1: The conceptual framework*. Sydney, Australia: OVAL Research, University of Technology.
- Clifton, J. (2009). *Ageing and well-being in an international context*. London, UK: Institute for Public Policy Research.
- Department of Statistics Singapore. (2012). *Population Trend 2012*. Retrieved June 20, 2012, from <http://www.singstat.gov.sg/pubn/popn/population2012b.pdf>
- Dewey, J. (1938). *Experience and education*. New York: Macmillan.
- Eisen, M. (1998). Current practice and innovative programs in older adult learning. *New Directions for Adult and Continuing Education, 1998*(77), 41-53.
- Erikson, E. H. (1959). *Identity and the life cycle: Selected papers*. New York: International Universities Press.
- Fenwick, T. J. (2003). *Learning through experience: Troubling orthodoxies and intersecting questions*. Malabar, FL: Krieger.
- Fisher, J. C. (1986). Participation in educational activities by active older adults. *Adult Education Quarterly, 36*, 202-210.
- Fisher, J. C. (1998). Major streams of research probing older adult learning. *New directions for Adult and Continuing Education, 1998*(77), 27-39.
- Furst, E. J., & Steel, B. L. (1986). Motivational orientations of older adults in university courses as described by factor and cluster analyses. *The Journal of Experimental Education, 54*, 193-201.
- Goodrow, B. A. (1975). Limiting factors in reducing participation in older adult learning opportunities. *The Gerontologist, 15*, 418-422.

- Grow, G. O. (1991). Teaching learners to be self-directed. *Adult Education Quarterly*, 41, 125-149.
- Havighurst, R. J. (1972). *Developmental tasks and education*. New York: David Mckay.
- Henschke, J. (2013). Basic characteristics and techniques for teaching ABE learners. Paper presented at Taiwan Andragogy Workshop, Chiayi, Taiwan.
- Jarvis, P. (1995). *Adult and continuing education: Theory and practice* (2nd ed.). London, UK: Routledge.
- Jarvis, P. (2001). Questioning the learning society. In Author (Ed.), *The age of learning: Education and the knowledge society* (pp. 195-204). London, UK: Kogan.
- Kim, A., & Merriam, S. B. (2004). Motivations for learning among older adults in a learning retirement institute. *Educational Gerontology*, 30, 441-455.
- Knowles, M. S. (1970). *The modern practice of adult education: Andragogy versus pedagogy*. New York: Association Press.
- Knowles, M. S. (1980). *The modern practice of adult education: From pedagogy to andragogy* (2nd ed.). Chicago, IL: Follett.
- Knowles, M. S. (1989). *The making of an adult educator: An autobiographical journey*. San Francisco, CA: Jossey-Bass.
- Kraft, D., & Sakofs, M. (Eds.). (1988). *The theory of experiential education*. Boulder, CO: Association for Experiential Education.
- Lamdin, L., & Fugate, M. (1997). *Elderlearning: New frontier in an aging society*. Phoenix, AZ: Oryx Press.
- Leung, A., Chi, I., & Chiang, V. (2008). Chinese retirees' learning interests: A qualitative analysis. *Educational Gerontology*, 34, 1105-1121.
- Lofland, J., Snow, D., Anderson, L., & Lofland, L. H. (2005). *Analyzing social settings: A guide to qualitative observation and analysis* (4th ed.). Belmont, CA: Wadsworth.
- Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2012). *Learning in adulthood: A comprehensive guide* (3rd ed.). San Francisco, CA: Jossey-Bass.
- O'Connor, D. M. (1987). Elders and higher education: Instrumental or expressive goals? *Educational Gerontology*, 13, 511-519.

- Overstreet, H. A. (1949). *The mature mind*. New York: W. W. Norton.
- Peterson, D. A. (1981). Participation in education by older people. *Educational Gerontology*, 7, 245-256.
- Rachal, J. R. (2002). Andragogy's detectives: A critique of the present and a proposal for the future. *Adult Education Quarterly*, 52, 210-227.
- Roberson, D. N., Jr., & Merriam, S. B. (2005). The self-directed learning process of older, rural adults. *Adult Education Quarterly*, 55, 269-287.
- Russett, K. C. (1998). *Learning projects and motivational factors among older adults participating in an institute for Learning in Retirement program*. Unpublished doctoral dissertation, University of Southern Mississippi, Hattiesburg, MS.
- Scala, M. A. (1996). Going back to school: Participation motives and experiences of older adults in an undergraduate classroom. *Educational Gerontology*, 22, 747-773.
- Spigner-Littles, D., & Anderson, C. E. (1999). Constructivism: A paradigm for older learners. *Educational Gerontology*, 25, 203-209.
- Tan, E. S. (2010). *MCYS Survey on the learning needs of senior in Singapore*. Singapore: Council for third age. Retrieved June 20, 2012, from <http://app1.mcys.gov.sg/Portals/0/Summary/research/MCYS%20Survey%20on%20the%20Learning%20Needs%20of%20Seniors%20in%20Singapore.pdf>
- Wolcott, H. F. (1994). *Transforming qualitative data: Description, analysis, and interpretation*. Thousand Oaks, CA: Sage.