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## Learning and memory in later life

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**Unit Nr.**            **2**

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Education and culture

# Socrates Grundtvig

This project funded by Socrates Grundtvig has been carried out with the support of the European Community. The content of this project does not necessarily reflect the position of the European Community or the National Agency, nor does it involve any responsibility on their part.

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## 1 Introduction

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During the development of courses or learning units, it is important to have a variety of information concerning the target group, in your case elderly adults. What does lifelong learning represent for this target group? How does memory function and how is information processed? These questions will be investigated in this unit. We are dealing with the subject of 'learning and memory later in life'.

## 2 Why this topic is important

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Knowledge about learning and memory in later life is important for you as a trainer to enable you to respond to the needs of seniors while developing and implementing courses or training lessons, and hence to create optimal conditions for learning.

There is no magic formula for this, of course, because this particular target group is very mixed. You should develop a feeling for just how diverse this target group can be, however, and for what needs to be taken into account while developing ICT courses.

## 3 Learning objectives

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After working through this unit, you should have gained some knowledge about learning and memory in later life, and you should know the role that lifelong learning plays, especially in