

Older Adults Learning Computer Programming: Motivations, Frustrations, and Design Opportunities

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ABSTRACT

Computer programming is a highly in-demand skill, but most learn-to-code initiatives and research target some of the youngest members of society: children and college students. We present the first known study of older adults learning computer programming. Using an online survey with 504 respondents aged 60 to 85 who are from 52 different countries, we discovered that older adults were motivated to learn to keep their brains challenged as they aged, to make up for missed opportunities during youth, to connect with younger family members, and to improve job prospects. They reported frustrations including a perceived decline in cognitive abilities, lack of opportunities to interact with tutors and peers, and trouble dealing with constantly-changing software technologies. Based on these findings, we propose a learner-centered design of techniques and tools for motivating older adults to learn programming and discuss broader societal implications of a future where more older adults have access to computer programming – not merely computer literacy – as a skill set.

Author Keywords

older adults; learning programming; computational literacy

ACM Classification Keywords

K.3.2 Computers and Education: Computer and Information Science Education – *Literacy*.

INTRODUCTION

Computer programming is now such an in-demand skill that government and corporate leaders are issuing calls for widespread programming education. For instance, countries such as the U.K. and Japan, along with major U.S. cities such as Chicago, San Francisco, and New York City, have made pledges to offer programming classes in all public primary and secondary (*K-12*) schools [15, 46, 55]. The CEO of General Electric, one of the world’s largest companies, recently stated that he wanted all employees to learn this skill: “If you

are joining the company in your 20s, unlike when I joined, you’re going to learn to code. It doesn’t matter whether you are in sales, finance or operations. You may not end up being a programmer, but you will know how to code.” [32]

So far, the vast majority of these learn-to-code initiatives have focused on the youngest members of society: those under the age of 25. There is an abundance of research on techniques and tools for teaching programming to students in elementary school [20, 48], middle school [23, 33], high school [34, 61], and college [10, 26, 51], and to training new employees in the workforce [6]. In recent years, HCI researchers have also started studying motivations for learning programming amongst mid-career professionals, usually in their 30s and 40s [12, 14, 17]. However, a notable portion of the population has not been mentioned in any of these initiatives: older adults who are retired or in the latter stages of their careers.

Older adults now comprise a significant and rapidly-growing fraction of the global population. The United Nations estimates that by 2030, over 25% of the populations of North America and Europe (and 16% of the overall world population) will be at least 60 years old [41]. The HCI research community has long recognized the importance of this age group by studying how they interact with and learn to use a wide variety of computational technologies [5, 8, 9, 30, 35, 36, 37, 39, 43, 44, 53, 58, 60]. Yet there has been no research on how older adults learn to use one of the most expressive, foundational, and powerful technologies of all: programming languages that enable them to directly control computers.

Why care about older adults learning computer programming in particular? Programming skills can empower this large and fast-growing population to: 1.) improve their quality of life and social ties by engaging in this challenging, creative, and collaborative activity, 2.) maintain gainful part- and full-time employment as they age, which again improves quality of life and further diversifies the currently youth-skewed technology workforce [11, 31, 59], and 3.) serve as a potential pipeline of *K-12* teachers necessary for educating future generations about computing in a scalable way, which helps alleviate the current shortage in primary and secondary schools [16]. In addition, we believe that recent efforts to broaden participation and inclusion in computing [21, 25] should expand to encompass the now-under-served population of older adults. However, before taking steps to achieve any of these goals, we must first understand why and how they are now learning.

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Creative Programming For Older Adults

M Lipman



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Table of Contents Creative Programming For Older Adults

1. Understanding the eBook Creative Programming For Older Adults
 - The Rise of Digital Reading Creative Programming For Older Adults
 - Advantages of eBooks Over Traditional Books
2. Identifying Creative Programming For Older Adults
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Creative Programming For Older Adults
 - User-Friendly Interface
4. Exploring eBook Recommendations from Creative Programming For Older Adults
 - Personalized Recommendations
 - Creative Programming For Older Adults User Reviews and Ratings
 - Creative Programming For Older Adults and Bestseller Lists

5. Accessing Creative Programming For Older Adults Free and Paid eBooks
 - Creative Programming For Older Adults Public Domain eBooks
 - Creative Programming For Older Adults eBook Subscription Services
 - Creative Programming For Older Adults Budget-Friendly Options
6. Navigating Creative Programming For Older Adults eBook Formats
 - ePub, PDF, MOBI, and More
 - Creative Programming For Older Adults Compatibility with Devices
 - Creative Programming For Older Adults Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Creative Programming For Older Adults
 - Highlighting and Note-Taking Creative Programming For Older Adults
 - Interactive Elements Creative Programming For Older Adults
8. Staying Engaged with Creative Programming For Older Adults
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Creative Programming For Older Adults
9. Balancing eBooks and Physical Books Creative Programming For Older Adults
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Creative Programming For Older Adults
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Creative Programming For Older Adults
 - Setting Reading Goals Creative Programming For Older Adults
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Creative Programming For Older Adults
 - Fact-Checking eBook Content of Creative Programming For Older Adults
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
- Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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