Abstract

The evolution of theoretical learning concepts brings new stimuli to lifelong learning practice. One of the new theoretical bases appropriate for adult education is an experiential learning theory which analyses and evaluates educational projects and study materials for distance learning as well as e-learning educational programmes from the standpoint of potential learning effectiveness. At the same time, it can be a gnoseological theoretical basis of designing educational programmes for adults, either on a theoretical basis of distance learning, e-learning, or on the basis of their purposeful integration, which is becoming more and more frequent in andragogy. The study gives general tenets of andragogy, presents the main characteristics of experiential learning along with its two major developmental variants – Kolb’s cycle and Jarvis’ revised model of the processes of learning. It defines the basic features of distance learning and e-learning, and formulates general stimuli how to apply experiential learning within these relatively integral educational technologies. In conclusion, it brings about information on practical use of theoretical approaches to teaching pedagogical subjects within educational programmes at universities.

Key words: lifelong learning, distance learning, e-learning, experiential learning, experiential learning cycle, reflective learning.