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Resumen

The purpose of this study was to explore the self-directed learning of older adults in the context of their engagement in productive activity. The following questions were raised: How older adults view themselves as self-directed learners? How older adults engage in self-directed learning in response to the opportunities provided by productive activities? The empirical data was collected by means of the semi-structured face-to-face interview. The research sample for this study consisted of 14 older adults aged over 64 selected on the basis of the purposeful sampling. The data was analysed and interpreted using the method of inductive thematic analysis. The findings of the research showed that productive engagement supports continuity in the participants' self-directed learning by providing meaning, motivation, and opportunities for learning; self-directed learning in productivity-related contexts is influenced by older adults' perceived age-related limitations and their learning competences developed during career; in their productive engagement older adults may create an enabling environment for their self-directed learning.