

Typology for Understanding Reluctance in Adult Learners to Adopt New Troubleshooting Strategies for Apple Technology

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1. Lack of Personal Agency

Obstacle Description: Many adult learners feel they lack control or influence over their ability to learn new troubleshooting strategies. This can stem from past negative experiences or a general lack of confidence in their tech skills.

Strategies to Overcome:

- **Empowerment through Success:** Begin with simple, manageable tasks that they can successfully complete to build confidence.
- **Incremental Learning:** Break down troubleshooting tasks into smaller steps, allowing learners to achieve small wins that build their sense of agency.
- **Positive Reinforcement:** Provide positive feedback and celebrate successes to reinforce their ability to learn and apply new skills.

Example:

- **Case Study:** Joan, a 55-year-old office manager, always relies on her younger colleagues for tech support. Through a series of easy-to-follow tasks on her iPhone, Joan starts with setting up a new email account and moves on to troubleshooting Wi-Fi connectivity issues. With each success, her confidence grows, and she becomes more willing to tackle more complex problems.

2. Lack of a Method to Find and Discern Appropriate Solutions

Obstacle Description: Adult learners may not know where to start when faced with a technology issue or how to judge the reliability of various solutions.

Strategies to Overcome:

- **Structured Framework:** Provide a step-by-step guide on how to approach troubleshooting, including reliable sources for solutions.
- **Resource Lists:** Create a curated list of trusted websites, forums, and Apple support resources.
- **Decision-Making Tools:** Teach critical thinking skills to assess the validity and applicability of solutions found online.

Example:

- **Case Study:** Mark, a 60-year-old retiree, struggles with finding reliable solutions for his MacBook issues. By following a structured troubleshooting framework and using a list of vetted resources, he learns to identify and apply appropriate fixes effectively.

3. Fear of Making Mistakes

Obstacle Description: The fear of causing more harm than good can prevent adult learners from attempting to troubleshoot.

Strategies to Overcome:

- **Safe Practice Environment:** Create a simulated environment where mistakes have no real consequences.
- **Error Recovery Training:** Teach methods for undoing changes or reverting to previous settings, providing a safety net for learners.
- **Supportive Learning Atmosphere:** Encourage a culture of learning from mistakes rather than fearing them.

Example:

- **Case Study:** Susan, a 50-year-old teacher, is afraid of breaking her iPad while trying to fix it. Using a simulated practice app, she learns to navigate and troubleshoot without any real risk, building her confidence.

4. Reliance on Others

Obstacle Description: Some adult learners prefer to rely on others for tech support rather than learning to troubleshoot themselves.

Strategies to Overcome:

- **Encouraging Independence:** Gradually reduce assistance, encouraging learners to try resolving issues on their own first.
- **Peer Support Groups:** Form groups where learners can share experiences and solutions, fostering a community of independent problem solvers.
- **Self-Help Resources:** Develop comprehensive self-help guides and FAQs tailored to common issues faced by the audience.

Example:

- **Case Study:** John, a 58-year-old engineer, always asks his son for help with his iPhone. Through a peer support group, he finds camaraderie and learns to troubleshoot common issues, gaining independence.

5. Perceived Complexity

Obstacle Description: Technology can appear overly complex and intimidating, deterring learners from attempting to understand it.

Strategies to Overcome:

- **Simplified Explanations:** Use clear, jargon-free language and analogies to explain concepts.
- **Visual Aids:** Incorporate diagrams, flowcharts, and videos to demystify complex processes.
- **Hands-On Practice:** Provide practical, hands-on sessions where learners can directly engage with the technology.

Example:

- **Case Study:** Linda, a 62-year-old artist, finds her MacBook's system settings confusing. With simplified explanations and hands-on workshops, she gradually understands and feels comfortable managing her device.

6. Refusal

Obstacle Description

No need to learn/do something different: Many individuals believe that their current methods are sufficient and see no need to adopt new technologies or strategies. This mindset creates a significant barrier to technological adoption, as there is no perceived benefit or necessity to change.

The tech is the problem, I'm not the problem: Some individuals externalize the difficulties they encounter with technology, attributing their struggles to inherent flaws in the technology rather than a need to develop new skills or understanding. This can lead to a refusal to engage with technological solutions, believing that the problem lies outside of their control.

Strategies to Overcome

Cognitive Dissonance: Provide a Catch-22 solution Create situations where the individual must confront the inconsistencies between their beliefs and actions. For instance, showing how refusing to adopt new technology directly impacts their productivity or ability to achieve their goals can create cognitive dissonance. By highlighting these contradictions, individuals may be more inclined to reconsider their stance and explore new solutions.

Reframe: Express how refusal works for them Reframe the refusal in a way that acknowledges the individual's concerns but also demonstrates how it can be advantageous. For example, illustrating how refusing to adapt can serve as a unique strength in certain situations or how it aligns with their values. By

presenting refusal in a positive light, individuals may feel more understood and less defensive, opening them up to gradual change.

Kazushi: Unbalance your opponent Borrowing from the martial art principle of Kazushi, this strategy involves subtly unbalancing the individual's stance on technology. This can be achieved by introducing small, manageable technological changes that produce noticeable benefits. As they experience the positive impact of these changes, their rigid stance may begin to shift, making them more open to larger technological adaptations.

Example

Case Study: John, a 45-year-old manager, believes that his traditional methods of project management are sufficient and views new project management software as unnecessary. Additionally, he often blames the software for any issues that arise, rather than considering his lack of familiarity with it as a factor.

- **Cognitive Dissonance:** John's team demonstrates how the old methods lead to inefficiencies and missed deadlines, directly impacting his department's performance metrics. This realization creates a conflict between his belief in the sufficiency of traditional methods and the tangible negative outcomes they produce.
- **Reframe:** Acknowledging John's expertise in traditional methods, his team suggests that his approach has been valuable in maintaining consistency but highlights how integrating new software can enhance his effectiveness and allow him to mentor others in blending old and new techniques.
- **Kazushi:** The team introduces a small feature of the new software that simplifies a tedious task John dislikes. After seeing how this feature saves time and reduces stress, John becomes more receptive to exploring other features, gradually shifting his stance on the software.

By addressing John's refusal through cognitive dissonance, reframing his perspective, and strategically introducing manageable changes, his resistance to adopting new technology is gradually reduced, leading to a more open and productive approach.

This comprehensive typology and accompanying strategies will help adult learners overcome their reluctance to adopt new troubleshooting methods, empowering them to become more self-sufficient with their Apple technology.