Strengthen Adult Education: Methods and Procedures

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Abstract: Learning activities such as activities outside the classroom, dialogue, role playing and ... Another type of content is presented. duties are placed on the learner, a resource for developing knowledge, skills and insights he considered. Curriculum content only from the training provided to learners or not, but put together their learning through activities that can inform or does, skills and attitude to achieve. In this case, apart from learning that the assays taught learners directly to sustainable and effective learning occurs in his. another way of providing content that is educational activities outside the learning environment possible for learning more and better enables adult learners. For example, hits, field trip experiences for learners or transfer is provided, develop knowledge, insight and skills they will. to ensure that science curriculum and educational aspects, according to community needs and audiences, application form is provided or not, the content selection criteria should be considered. These criteria is being include knowledge, effectiveness, flexibility, diversity, relevance and practical learning

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Introduction:

Adult who is able to recognize their needs. He is who knows what will. Refers to individual adults in their lives cross and understand their responsibilities and has accepted the role is social. Adult learners are often those that distinguish each other and have many different targets at the same time and will follow a common challenge to fulfill the goals of building self motivation vectors as educational materials to learn and use the forge. Several definitions of adult education has been done Community

- Adult Education is a⌉in the following examples are given of them. conscious effort by public institutions or voluntary organizations to promote community awareness comes action.
- adult education teaching is typically specific age group above the legal age⌉ limits as formal and informal, voluntary and at different levels of time, place
- Adult Education is a process in which people who⌉and education is presented. somehow been cut course they consciously to change or advance their skills in information and do organized activities.
- Adult education includes all formal and informal training and volunteer after⌉ school, which by experienced educators and aware of the system.

Educational materials on adult education with daily life, needs, goals, aspirations and past experiences of adults and their relationship helps to results learned in life and career are used.

in developed countries, adult education is a form of informal education for people above 24 years is presented. In fact, a means of expanding knowledge, skills and abilities of adults. In these countries, adult education helps adults to variable conditions of political, social, economic and cultural adjustment, and pay to fix their shortcomings.

In developing countries and backward because the problems in primary education, lack of resources and facilities, poverty, social existence, economic and cultural concept of adult education is different. In such countries the concept of adult education, literacy education is.

Concept of adult education in revolutionary countries, is a combination of these two concepts. Changes in these countries due to social, political and cultural revolution, resulting from, literacy and continuing education necessary to find because of the revolution, there is cultural poverty on the other hand the implementation of development plans and the need for skilled personnel are expert. General adult education system based on economic conditions - social and cultural community is different and each specific goals will follow. General objectives of adult education and literacy in two categories is divided into professional education.

Adult characteristics:

to understand the characteristics of adult learners, their mental and physical condition should be considered in the following referred to some of them.

Operating speed:
slow reaction in adults is natural that necessarily means reducing the logic and practice skills, not due to weakness and increased awareness of natural forces and their skills.

Consciousness:
 no stimulus and incentives encouraging, despite inhibiting stimuli, slow transfer rate, mental, and weak inhibitors of natural forces (mostly visual and auditory) are factors that slow reaction affect individual mental and cognitive activities, but never able to understand, understanding and learning ability (which varies with the speed of learning) is not relevant.

Health:
 what is most age, longer duration is necessary to be heard by listening issue. Why is that when elderly people and old could not hear well, their confidence and vulnerable to the possibility that negative beliefs about their find, they are great. Visual abilities can be like other people, usually decreases with age.

Background of knowledge - skills and beliefs of adults:
adults, social experiences, many have already learned different values and beliefs in their pronouns have stabilized, so changes in the new act very cautiously. The idea of such a manner that skill and applying them older and longer life is, Similar resistance to accept new ideas will be more and more severe. Thus, the adult criteria for the built and paid for their ideas and beliefs that are forming. Because of these criteria and the beliefs that they are afraid of failure, Therefore, to prevent it, sometimes against the resistance of new phenomena are only the material taught and its face that make reinforced concrete and tangible interference situation is.

Characteristics of adult education:

flexibility in time:
 In the past, usually one of the obstacles in the way of learning and development of adult education was being inflexible and time courses were programs. But now most countries have to consider that the speed limit of time and learning ability and facilities must be adults. Flexibility in time means that not only should the time classes and programs for adults is appropriate, but necessary facilities should be provided for independent study.

Flexibility in the location:
One of the aspects of flexible space is that individuals can, regardless of their residence to the study and advancing their knowledge and skills pay. For example, adults in remote villages should like people who live in the city use of educational programs. After flexibility in other places is that the issue of specificity of location is not considered primarily educational.

Flexibility in age:
Educational opportunities for certain age should not use it for all regardless of their age, is possible. In fact, educational programs must use people of different ages to prepare.

Flexibility in admission:
No adult should not only be deprived of education because of the necessary conditions for admission in the class does. Of course this is not such a person without academic records to participate in university classes is accepted, Adoption order is that the adults in educational programs at different levels, according to the possibility of using the opportunity that is provided must be based on the experience and knowledge and their knowledge is.

To combine education and job responsibilities:
Adults should be able to work during that time engaged in training classes take them. In other words, their presence in the class should be considered part of their work. This means that low-literate or illiterate working people who are allowed to work an hour of your daily spending surpassed participation in educational programs.

Ways to Strengthen Adult Education

1- Create a culture that supports adult study

1. Communicate that learning is intrinsic to faith development. Lift up ongoing study, including adult education, as an essential function of any Christian community.

2. Reinforce the expectation of study participation from the pulpit and with new members.

3. Make Bible study a part of other church activities such as committee meetings and mission activities.

4. Use scripture meaningfully in worship. Don't assume your worshippers know the context of the passages read. Use sermons as an opportunity to teach the Bible.

2- Offer a variety of formats, schedules, and approaches

5. Experiment with a variety of times -- Sunday morning classes, weeknight groups, retreats, oneday events, and breakfast-hour or noon-time classes – depending on lifestyles in your congregation.

6. Consider scheduling some classes or small groups in homes or other community locations. Christian education doesn't happen only in church buildings.

7. Start new studies and groups often. Despite their best intentions, ongoing groups have a tendency to become cliquish. Newcomers are far more likely to feel comfortable joining something new.

8. Have as your goal a Bible study program that exposes church members to the entire biblical witness over time.

9. Recognize different learning styles among individuals and age groups. Older folks tend to be most comfortable with traditional classroom

structures. Boomers are inclined to question authority and enjoy discussion. Younger persons are more accustomed to media and technology and prefer a fast-paced, informal style.

10. Make use of a variety of different approaches, including lectionary-based studies, topical studies, character studies, etc.

11. Incorporate different learning strategies, such as role playing, dramatization, guided meditation, even memorization.

12. Churches too small for a large number of groups can vary their approach by rotating different studies and curricula with groups.

13. Don't teach "about" the Bible in a way that doesn't allow people to encounter the texts for themselves. Encourage individual reading or make it part of the group's time together.

14. Encourage active, discussion-based learning. Break into small conversation groups frequently.

15. Allow for diversity in perspectives.

16. Encourage the use of a variety of different biblical translations. Those less experienced in Bible study may find it helpful to read from a paraphrase.

3- Meet people where they are

17. Acknowledge biblical illiteracy among many adult church-goers – even the well-educated – and strive for methods that straddle this paradox.

18. Recognize that some beginners will be turned off by "homework." Use videos, in-class readings, dramatizations, or audio tapes as alternative ways of getting everyone "on the same page" and ready for discussion, all the while encouraging the habit of daily scripture reading.

19. Provide short-term classes for those who won't commit to a long-term study or ongoing class, but make these short-term learning experiences "stepping stones" toward greater involvement.

20. Conduct "taster" classes for those who want to try out the experience before they commit to it. Select topics that will appeal to those new to Bible study.

21. Break an ongoing class into shorter, defined segments, each with a clearly identified focus. With each new segment, take the opportunity to publicize the topic and invite newcomers.

22. Teach stewardship of time to counteract "busyness." Just as with financial stewardship, persons need to be encouraged to make Christian education a priority. Encourage "first fruits" commitments of time.

23. Be clear about expectations with regard to attendance, participation, and preparation.

4- Promote participation effectively

24. Link group study topics to sermon series and encourage participation from the pulpit.

25. Emphasize study during Lent. Select a topic or curriculum for church-wide study during this period and encourage all to take part. Tie the topic into preaching and worship.

26. Lift up study leaders and participants. Celebrate every time a new group starts or completes a study program. Use the newsletter, a photo board, or a dedication service in worship.

27. Ask class members to write a newsletter article or testify about the significance of their learning experiences.

28. Remember that personal invitations are usually the most effective way of getting someone involved in any activity.

29. Capitalize on the current popularity of book clubs and films by creating opportunities for those who enjoy these activities. Check out "Reel Time" from Cokesbury.

5- Foster strong leadership

30. Recruit leaders as the first step toward forming groups. Groups will often form around a gifted leader.

31. Stress the group leader's role as facilitator, rather than teacher. Setting up one person as "the expert" creates a poor group dynamic and discourages new people from stepping into leadership. Thinking of group leaders as facilitators allows Scripture and the Holy Spirit to do the teaching.

32. Expect your pastor to model the importance of ongoing adult education by leading and participating in study, but don't reinforce the notion that only the ordained can lead study groups.

33. Take advantage of the leader training opportunities provided in conjunction with many popular study curricula.

34. Provide orientation and ongoing support for group leaders.

35. Train leaders in group process so they can keep their groups on track, being sensitive to the need to keep more outspoken participants in check and draw out the more reserved using phrases like, "Let's hear from some of the others," or "You look like you have something to say."

36. Emphasize the importance of leader preparation, especially mapping out discussion questions in advance.

37. Encourage team leadership. Experienced leaders should invite a newer person to pair with them in leading groups to develop the less experienced leader.

38. Rotate the leadership responsibility within a group so that all participants get experience leading sessions.

39. Know that Sunday School classes and small groups are one of the best places to develop lay leaders and lay relationships that strengthen the church.

6- Use resources effectively

40. Stay abreast of new resources, including those available from other denominations or traditions and the secular press.

41. Don't be afraid to introduce ideas and resources from a variety of theological perspectives. Trust the discernment abilities of individuals and the group.

42. Use workbook-style studies creatively. Nothing is more boring than a lesson read straight out of a leader's manual. Find ways to make pre-packaged lesson plans come alive.

43. Use videos to bring expert perspectives to bear and to get everyone "on the same page" for discussion. But avoid class sessions that are no more than viewing a video, or participants will soon wonder why they shouldn't stay home and watch their own TV.

44. Create a resource center with reference materials, maps, and other items to support your leaders and participants.

45. Don't allow your church library to become a museum. Update the collection. Offer books and resources linked to sermon topics and congregational study themes.

46. Consider a book sales kiosk and stock it with things you'd like your congregants to be reading. Many busy people would rather buy a book than worry about due dates and library fines.

7- Stress spiritual formation

47. Remember, the goal is formation, not information. Every class should be deliberate in helping members accept God's grace, grow in faith, deepen their relationship to the Christian community, and answer Christ's call to discipleship.

48. Include prayer as part of every study session and encourage group members to pray for one another daily.

49. Encourage a covenantal relationship within study groups.

50. Nurture a sense of Christian community and connectedness within groups. A Sunday School class or small group can be a "home" for individuals within a larger church.

Conclusion:

Adult learners have a different approach to learning. By the time you reach adulthood, you're most likely responsible for your own success and you're perfectly capable of making your own decisions once you have the information you need.

Adults learn best when learning is focused on them, not the teacher. This is called andragogy, the process of helping adults learn.

Malcolm Knowles, a pioneer in the study of adult learning, observed that adults learn best when:

1. They understand why something is important to know or do.
2. They have the freedom to learn in their own way.
3. Learning is experiential
4. The time is right for them to learn.
5. The process is positive and encouraging.

Types of content and educational resources in various parts of adult curriculum materials motivational book, course materials, supplementary materials, track materials (continued) participatory form and materials. Incentives aimed at providing content that audiences are produced primarily to attract different groups of adults interested in design, so that their participation in learning programs are encouraged. Motivational training materials for learners and have great importance even in support of successful applications over learners, planners and executors for educational programs is important.

Material often set different types of materials and educational content in books and pamphlets, books, training guides, trainers, equipment auxiliary audio, visual and material are included such that during actual teaching sessions, are used in the transmission and content but also to achieve the goals of making education programs are important.

Some research findings that can be a learning process for the Guidelines for training operations are applied, is given below:

1- - Preparation for adults to learn how much he depends on previous learning. Knowledge that has accumulated because of an ability to absorb new information more person is. Past educational experience features a diverse group of adult learners, the starting point of any activity on the diversity training is emphasized.

2- intrinsic motivation, learning a deeper and make them sustainable. When the need is met directly by the learning itself, what is learned, but is complementary learning. Creating a training activity in adult learning needs, learning ensures stable

3- Positive reinforcement (reward) learning to reinforce the negative (punishment) is more effective. Many adults because of negative experiences at the beginning of schooling, are weak and afraid. Feeling of success in adult learning for continuous learning and adult participation is essential.

4- To maximize learning, information must be provided an organized manner. Entries can be simple or complex can be arranged around related concepts are organized. Starting point for organizing content knowledge for adults and adults is linked to past experiences

5- Learning, especially regarding skills development, will be added frequently.

6 - Duties and meaningful content than meaningless subjects are learned more easily and are later forgotten. This issue, especially for older adult learners is true. Challenges of adult learning facilitators by the way that content was significantly associated with the experiences and needs of learners is.

7- Passive than active participation in learning activities, learning increases. Adult educators are allowed to participate actively in India, a stable and meaningful learning to help

8- Environmental factors affect the learning. Tangible things such as noise, crowded places, temperature, light and ... Learning process can be prevented. Other factors such as stress, ridicule, pressure, fatigue and low health can also reduce learning.

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