Implications of Lesson Plans in Adult education

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Abstract: In traditional programs that the principles of psychology and curriculum planning, less attention is the form of content presentation ie codification and providing books, original format and have the dominant form, while for adult content that could have valuable experience in addition to writing, other ways also be provided Affect the selection of pictures and images related to the concepts and content produced by including them. 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.

Introduction:

Adult illiteracy is like a disease that infects virtually every dimension of Kentucky life. Adult illiteracy saps the energy and capability of Kentucky's people and its economy. Adult illiteracy feeds the state's unemployment, its welfare rolls, and the correctional institutions. Adult illiteracy severely hinders the life chances of young children, undermines school reform, and limits the opportunities for postsecondary education. Despite landmark reforms in public schools, too many Kentuckians continue to drop out of school, The field of adult education and literacy is plagued by confusion about definitions. Over the years definitions have evolved from provisions in federal law and initiatives of groups advocating particular methodologies or the needs of specific adult populations. The result is that definitions tend to merge statements about the goals to be achieved (e.g., improving the literacy of a particular population) with a particular means (e.g., adult basic education) to achieve the goal.

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.

Lesson Plans for Adults:

Lesson plans for adult education don't have to be difficult. Follow these easy steps and see how effective you can be. Every good course design begins with a needs assessment. For our purposes here, we're going to assume you've completed this assessment and you understand what your students need and what your objectives are for the course you're designing. If you don't know your objectives, you're not ready to design your course. With your objectives in hand, course design can be easy. Like any gathering of people for any reason, it's good to begin at the beginning and address who is there, why they've gathered, what they hope to accomplish, and how they'll accomplish it.

Welcome and Introduction:

Build in 30 to 60 minutes at the opening of your class to conduct introductions and review your objectives and agenda. Your beginning will look something like this:

1. Greet participants as they arrive.
2. Introduce yourself and ask participants to do the same, giving their name and sharing what they expect to learn from the class. This is a good time to include an ice breaker that loosens people up and makes them feel comfortable sharing.
3. Write their expectations on a flip chart or white board.
4. State the objectives of the course, explaining why certain expectations on the list either will or won't be met.
5. Review the agenda.
6. Review housekeeping items: where the restrooms are, when the scheduled breaks are, that people are responsible for themselves and should take a restroom break early if they need one. Remember, you're teaching adults.

Module Design:

Divide your material into 50-minute modules. Each module will contain a warm-up, a short lecture or presentation, an activity, and a debriefing, followed by a break. At the top of each page in your teacher's guide, note the time needed for each section and the

corresponding page in the student's workbook.

Warm-Up:

Warm-ups are short exercises (5 minutes or shorter) that get people thinking about the topic you are about to cover. It can be a game or simply a question. Self-assessments make good warm-ups. So do ice breakers.

For example, if you're teaching learning styles, a learning-style assessment would be a perfect warm-up.

Lecture:

Keep your lecture to 20 minutes or less if possible. Present your information in full, but remember that adults generally stop retaining information after about 20 minutes. They will listen with understanding for 90 minutes, but with retention for only 20.

If you're preparing a participant/student workbook, include a copy of the primary learning points of your lecture, and any slides you're planning to use. It's good for students to take notes, but if they have to furiously write *everything,* down, you're going to lose them.

Activity:

Design an activity that gives your students an opportunity to practice what they just learned. Activities that involve breaking into small groups to complete a task or to discuss an issue are good ways to keep adults engaged and moving. It is also a perfect opportunity for them to share the life experience and wisdom they bring to the classroom. Be sure to build in opportunities to take advantage of this wealth of relevant information.

Activities can be personal assessments or reflections that are worked on quietly and independently; they can be games or role playing; or they can be small group discussions. Choose your activity based on the best way to provide the adults in your class with an opportunity to experience what you just taught.

Debriefing:

After an activity, it's important to bring the group back together and have a general discussion about what was learned during the activity. Ask for volunteers to share reactions. Ask for questions. This is your chance to make sure the material was understood. Allow for 5 minutes. It doesn't take long unless you discover that learning hasn't happened.

Evaluation:

End your courses with a *short* evaluation to determine whether or not your students found the learning valuable. Emphasis on the short. If your eval is too long, students won't take the time to complete it. Ask a few important questions:

1. Were your expectations of this course met?
2. What would you have liked to learn that you didn't?
3. What was the most helpful thing you learned?
4. Would you recommend this class to a friend?
5. Please share comments about any aspect of the day.

This is just an example. Choose questions that are relevant to your topic. You're looking for answers that will help you improve your course in the future.

Conclusion:

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.

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

1- 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
2- Learning, especially regarding skills development, will be added frequently.
3 - 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.
4- 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

5- 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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