

Using of Distance education in adult education

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Abstract: 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, thereby perpetuating the chronic problem of adult illiteracy. Too many young Kentucky parents are unable to read and lack the basic literacy necessary to provide the necessary stimulating, supportive family environments for young children. It is known that children's literacy levels are strongly linked to the educational level of their parents and that children of parents who are unemployed and have not completed high school are five times more likely to drop out. To be successful, the Commonwealth's strategies must energize and gain the commitment of all the state's political, education, business, and civic leaders.

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Introduction:

No strategy will succeed unless it engages leaders in each community and county to identify needs and develop programs and services appropriate to the community's unique circumstances. The most serious challenge will be to motivate low-skilled, under-educated adults within the working age population to seek further education. Simply expanding the number of providers and programs will not necessarily increase demand from the populations and communities where the needs are greatest. Deepseated social, economic and cultural barriers—many dating back generations—lead people to undervalue education. In addition, in many counties it is difficult for people to see a direct relationship between better education and better-paying jobs.

Either there are no jobs available or many existing employers do little to emphasize the connection between better education and the possibilities for getting a job, keeping a job, or earning a higher wage. For many, getting more education and earning a high school diploma or a college degree has little positive meaning.

Only the negative consequences are obvious: getting more education often means leaving one's family and community for jobs and opportunities for advancement somewhere else. The future of Kentucky depends on uplifting the quality of life and economy of all of Kentucky. The social and economic costs of neglect of large parts of the state will drag down the rest of the state and seriously hinder its capacity to compete in the global economy.

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.

Teaching adults can be very challenging, but also very rewarding. Most teachers would agree that the benefits derived from a successful adult education program in agriculture far outweigh the costs. In addition to the direct benefits to adult participants, the teacher, the school, the community, and the secondary program also benefit from a quality adult education program in agriculture.

Adults in agriculture use a number of sources to gain new information that can be used to help them solve problems. Persons employed in agriculture utilize newspapers, magazines, newsletters, radio, television, government publications, internet, and meetings to gather information which can be directly utilized in their business activities. In many communities, the agriculture teacher is the primary source of agricultural information.

Successful adult education programs develop and utilize an Agricultural Education Program Advisory Committee to assess the informational needs of adults in the community. Agriculture teachers should utilize the expertise and communications link, which an effective

advisory committee provides. Specifically, the advisory committee should be asked to provide advice regarding planning, conducting, and evaluating the adult education program in agriculture.

Adult education programs in agriculture should emphasize practical application of the information presented. Topics and information included in adult programs should be provided which fulfills needs of the local community. Providing information which cannot be applied to solve a local problem or address a local issue will generally be viewed as frivolous and over time will result in decreased interest (i.e. participation) in the adult education program.

The role of the agriculture teacher should be as a facilitator of the learning process. Most adults reject the traditional teacher-student relationship, which is necessary to maintain in secondary programs. Teachers should be encouraged to view themselves as partners with adult participants in the learning process. The democratic philosophy of shared responsibility for planning, conducting, and evaluating adult education programs distinguishes adult education from secondary education.

A local plan for adult education in agriculture should consist of two major components. Namely, a broad statement of philosophy, goals, and objectives of the local adult education program, and an annual calendar of program activities.

Adult education in agriculture is important for continued community prosperity, growth, and improvement.

The local Agricultural Education program has a responsibility to provide up-to-date information, training, and retraining for all adults interested in agriculture.

The goals of the Adult Education Program are:

1. To assist adults in establishing personal and business goals.
2. To enhance the self-confidence and decision making skills of adults in agriculture.
3. To develop agricultural leaders.
4. To maintain the local agricultural knowledge and technology base.
5. To improve the home, living, and business conditions of persons employed in agriculture.
6. To encourage adults to participate in cooperative efforts.

The objectives for the local Adult Education program are:

1. To increase the net farm income of local agricultural producers.
2. To improve the safety practices of adults employed in agriculture in the local community.

3. To educate the public about the significant role in agriculture in the local economy.
4. To encourage the use of practices that protect and conserve natural resources to maintain a good environment for everyone.
5. To assist local producers in the development of marketing plans that are tailored to their individual needs.
6. To assist local producers in developing strategies to make optimum use of agricultural support agencies (e.g. FSA, MO Department of Agriculture).

A comprehensive program of adult education in agriculture includes three major components: (a) organized instructional classes for adults, (b) a Young Farmers/Young Farm Wives Chapter, and (c) Farm Business Management Analysis (FBMA). State Agricultural Education Program standards implemented in 1992 indicate that a minimum of 20 clock hours of organized adult education classes be provided. Many local agriculture programs will far exceed this minimum standard. Salary reimbursement Procedures for "Full Time" and Short Term adult programs are.

Distance Learning:

Distance education programs are more popular than ever. College and high school students now have hundreds of legitimate distance education schools to choose from. If you're new to the idea of learning through distance education, this article will help you understand the basics.

Distance education is any type of schooling that takes place away from a physical campus. Distance education is also known as:

- distance learning
- virtual learning
- online learning
- e-learning
- online education
- web-based training

There are two types of programs offered by distance education schools: synchronous learning programs and asynchronous learning programs. With synchronous learning, distance education students must log on to the school's website at a set time. Often, they interact with their peers and professors via group chats, web seminars, video conferencing, and phone call-ins. With asynchronous learning, distance education students complete all coursework on their own time. They often learn via assignment sheets, message boards, email, pre-recorded video lectures, mp3s, and traditional mail

correspondence.

Many students find that distance education courses give them the freedom to complete a degree while meeting their personal and professional obligations. Motivated learners are often able to complete distance education degrees in a fraction of the time often required. Distance education courses also allow students to network with participants from all over the nation.

On the downside, distance education courses do not offer the face-to-face interaction found in traditional classrooms. Some students find that they struggle to stay motivated and meet deadlines due to the independent nature of distance education courses.

When searching for a distance education program, the most important factor to consider is accreditation. Make sure the distance education school you choose is recognized by a regional accreditor or the Distance Education Training Council.

Choosing a Distance Learning Program:

Distance learning is one of the fastest-growing components of higher education. Almost 3.5 million students were enrolled in at least one distance learning course in the fall of 2006 and online enrollments are increasing every year. The convenience of taking classes at any time from any location appeals to today's adult learner, especially those who work, have families or live in rural areas.

Today a growing number of paralegal and legal secretarial programs have a distance learning component (no law schools currently grant credit for distance learning studies). However, not all distance learning programs are of equal quality. Moreover, the increasing popularity of distance learning programs have led to "diploma mills" or "accreditation mills" that offer bogus degrees and certificates. Choosing a distance learning program requires careful research and evaluation. Below are several important factors to consider in choosing a distance learning program.

1- Accreditation. Accreditation is a means of ensuring the quality and effectiveness of higher education institutions and programs in the United States. Eight regional accrediting agencies accredit most of the colleges and universities in the United States. A host of national and professional accrediting organizations also exist, including the Distance Education and Training Council (DETC), an organization that identifies and accredits distance learning programs. These twelve questions outlined by the Council for Higher Education Accreditation are helpful in examining a distance learning program's claims of accreditation.

In evaluating distance learning paralegal programs, determine if the school is accredited by one of the regional accrediting bodies and by the American Bar Association (ABA). ABA-approval signifies that

the school has met certain standards in terms of academics, facilities and instruction. Graduating from an ABA-approved school may give you an advantage in the legal job market.

2- Reputation. The reputation of the distance learning program you attend may hinder or enhance your post-graduate employment prospects. In evaluating the reputation of a distance learning program, you should not solely rely on the school's website or marketing materials. Other ways to investigate the reputation of a distance learning program include:

- Visiting the school.
 - Talking to alumni (contact the career services department for alumni names and contact information).
 - Researching the distance learning program's record with the Better Business Bureau.
 - Talking to paralegals, attorneys and legal employers about the reputation of the school you are considering.
 - Researching the school in print publications, news articles and on the Internet.

3- Academic Offerings. When evaluating distance learning programs, it is also important to consider the program's academic offerings. A quality distance learning program offers a comprehensive curriculum with a variety of options, electives and advanced coursework. Talk to professors or an academic dean regarding the content and delivery of courses. The American Association for Paralegal Education (AAfPE) recommends that paralegal instructional content include courses in legal research and writing, litigation, ethics, contracts, business organizations and torts. In addition, courses should develop students' critical thinking, communication, computational, computer and organizational skills, and competency to handle ethical issues, according to the AAfPE.

Legal programs should also offer an experiential learning component such as an internship, practicum, pro bono work or clinical experience. These are great resume-building opportunities and allow you to learn practical skills and gain real-world experience.

4- Instructional Technologies. Distance learning courses can be delivered in a variety of ways through a growing array of technological tools including audio tapes, CD or DVD ROM's, e-mail, telephone conferences and web-based delivery systems. Questions to ask include whether the program employs a mix of instructional technology? Is hands-on training and support provided? Can students preview courses online and try out the technologies before enrolling?

5- Teaching Staff. The faculty is the backbone of any distance learning program. Are the courses taught by professors or are the courses pre-taped correspondence instruction? If the courses are taught by instructors, what is the background and qualifications of the teaching staff? Are classes taught by paralegals, attorneys or a mix of both?

6- Career Services. Another important consideration in any distance learning program is the extent and quality of its career services program. Research indicates that the greater the resources offered by the career services department, the greater the program's job placement success. You might inquire as to what percentage of graduates find related employment following graduation and whether the career center offers personalized career counseling, job placement assistance, job search seminars, online job boards or resume assistance.

Conclusion:

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. Additional material for the next stage of learning often means to be expected when developing your learning skills Learners to increase awareness and enjoyment of reading and studying to operate. To improve the quality of life, learning materials should reinforce the skills they acquired previous. This material should have access to information and provide new technology. should also have to make learning more fun. Additional materials should provide opportunities for literacy skills to read and to strengthen their cognitive awareness.

Track materials (continued) which increased literacy skills and knowledge gained is also effective in enriching learning environment for learners are important. Participatory materials to ensure the participation of learners in the learning process and codification are included out of class activities, dialogue, role playing, etc. 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 essays 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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