Differences between adult education and adult learning

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Abstract: Adult education also does not have a clear definition. In Chapter One of "The Foundations of Adult Education in Canada", the author quotes Malcolm Knowles. Knowles states that the term Adult Education refers to at least three different phenomena. "...To a set of activities...to the intellectual process by means of which adults seek, or are assisted, to learn things...[and] to the social system which is made up of individuals and organizations concerned with the education of adults." Adult illiteracy severely hinders the life chances of young children, undermines school reform, and limits the opportunities for postsecondary education. 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.

Keywords: adult education, children education

Introduction:

Much like strategies to curb epidemic, strategies to reduce illiteracy and raise the educational attainment of Kentucky's population must include both short-term efforts to face the immediate crises as well as long-term strategies to get at the underlying causes. Short-term crises include the imperative to keep helping welfare clients make the transition from welfare to work within the constraints of federal and state mandates and the need to train workers for immediate employer demands. Long-term prevention must address the underlying, persistent problems of the state's economic structure as well as the low awareness--if not appreciation--among segments of the population of the vital connection among education, employment, and improved standards of living.

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.

Concept of adult education:

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.

What are the differences between adult education and adult learning?

- The distinction between adult learning and adult education was first explored in the 1960s by Alan Thomas and Roby Kidd. Since then, much attention has been focussed on these terms and many theorists have attempted to explain and discuss the distinction between the two.

- Some of the simpler distinctions between the two include "education tends to imply formal schooling whereas learning occurs both inside and outside of classrooms" or "learning is something which people do, while education is a social institution which provides learning opportunities for people."

- To gain further insight into the answer to this question, a closer examination of the two terms is warranted.

- The dictionary definition of learning is "the action learn (to get knowledge of a subject) or skill by study, experience or teaching" and "what is learnt or taught". With respect to adults, learning is most often related to a process that tends to occur within human groups of all kinds, ranging from families to communities.

- Learning is an activitiy that is essential for survival and is something that occurs throughout a person's lifetime. The most important role that is associated with learning is that of "member" and what is important as a distinction is the feeling that individuals learn more as members than they do as students.

- In contrast, education has a predominant preoccupation with teaching not learning. The term education is identified to be a collective response to the existence of the human capacity to learn. This capacity to learn is then directed toward objectives that have been pre-decided and relate to knowledge, skill and attitude.

- Whereas learning focuses on collective knowledge and competition between groups, education encourages individual rather than group competition. Teaching is undertaken in groups but evaluation is generally individualized.

- Education revolves around courses and programs that are time-defined and are measured or evaluated using diplomas, certificates and degrees. One of the risks or dangers that has been identified in formal education is the tendency to confuse process with outcome, leading to an enslavement of learning capacity by collective goals.

- Hopefully, by examining each term more closely, it has become clear that the terms learning and education are distinct terms in their relationship to adults. As Alan Thomas states, "the proper balance between learning and education is desirable precisely because of their contrasting processes and the significance of those processes in the meaning of learning in the world".

Comparison of adult education in various countries:

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.

Issues Beyond the Department of Adult Education and Literacy

Beyond the issues relating directly to DAEL(Department of Adult Education and Literacy),

the task force heard a number of concerns about the Commonwealth's overall approach to adult literacy.

- Lack of coherent statewide leadership and coordination among multiple complementary initiatives aimed at the same problem.
- Lack of continuity in state leadership. Cited in particular was the difficulty sustaining a high level commitment to the issue long enough to make a difference because of changes in priorities of the state's political leaders. A high level of turnover in the leadership of the Department of Adult Education and Literacy has also contributed to the instability.
- Tendency to think of adult education as a separate categorical program rather than a strategy that cuts across the mission and responsibility of multiple Commonwealth programs and initiatives (e.g., early childhood education, welfare reform, economic development, and corrections).

Conclusion:

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 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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