

Adult Learning in agricultural education

Amirhossein Pirmoradi

Former Graduate Student (M. S), science and research branch, Islamic Azad University, Tehran, Iran
E-mail: amirhosseinpirmoradi@yahoo.com

Abstract: Your assessment process should be transparent and allow for ongoing feedback from and to the learners. Remember these adult learners want to improve their skills in managing money and are not necessarily interested in formal recognition or being ranked against their peers in the group. Where possible, presenters should emphasize from the start that no-one is going to 'fail' the program. Even where students are seeking formal certification of their achievement, presenters can advise that there is no competition between the learners in the group or between an individual and the topic material – it's all achievable and everyone can make it work for them. Your program should employ methodologies so that your trainers establish a friendly, open atmosphere that shows the participants they will help them learn rather than present as 'experts' imparting knowledge. No-one engages well with a trainer/teacher who is just 'showing off' what they know. Financial services have a plethora of jargon and complicated ideas that can put many lay people off. Exposing this sort of terminology and explaining it in simple terms – or deciding whether some of it needs exposure at all – is paramount to keeping your learner's trust and interest.

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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. 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.

Classification of Adult Education

1. reading and writing literacy level
2. Technical and professional education, people are ready for work
3. in the field of health, behavior and health in the family
4. tutorials political, social, religious. Operating political social goals
5. to satisfy emotional needs and entertainment, like art, literature and the like

3) HOW DO ADULTS LEARN?

Your program needs to account for:

- Motivation of the learner;
- Reinforcement of the skills and knowledge being developed;
- Retention of key learning; and,
- Transference of what is learnt to new situations.

Motivation

Adults learn most effectively when they have an inner motivation to develop a new skill or gain new knowledge. They resist learning material if it is forced on them, or if the only reason given is that the material will, in some vague way, be "good for them to know." Adults need to know why they are being asked to learn something; and they definitely will want to know what the benefits will be before they begin learning. This means the best motivators for adult learners are explicit interest and self benefit. If they can be shown that the program will benefit them pragmatically and practically, they will learn better, and the benefits will be much longer lasting. Typical motivations include a desire for better handling of personal money matters, say in retirement, wanting a new or first job, promotion, job enrichment, a need to reinforce old skills in say, handling credit or learn new ones, a need to adapt to community changes such as on-line banking and so on. Remember the tone of the program should be motivating. Your program should employ methodologies so that your trainers establish a friendly, open atmosphere that shows the participants they will help them learn rather than present as 'experts' imparting knowledge. No-one engages well with a trainer/teacher who is just 'showing off' what they know. Financial services have a plethora of jargon and complicated ideas that can put many lay people off. Exposing this sort of terminology and explaining it in simple terms – or deciding whether some of it needs exposure at all – is paramount to keeping your learner's trust and interest.

Appropriate level of difficulty

The degree of difficulty of your financial literacy program should be set high enough to expose all the essential elements of the topic and challenge learners to succeed, but not so high that they become frustrated by information overload. Too much financial industry terminology strung together can be a complete turn off for people who may already struggle with the fundamentals – is it really a necessary part of the skills they need?

So start with financial information and techniques that relate directly to the learner's own personal needs and wants. Personal budgeting is always useful and less complicated than say, comparing mortgage options. Don't make what could be a lesser used skill so

important in the program it de-motivates the learners and loses their interest.

Motivational reward does not necessarily have to be in the monetary sphere; it can be simply a demonstration of social or workplace benefits to be realised from new financial management skills. Older participants could perhaps learn how to help their children with financial decisions. People could be shown how to utilise better financial planning in a club or society they belong to. Its about improving whole of life experiences not just direct monetary reward. The overall thrust of the program should be motivating and, like all good teaching and learning programs, course material should ensure other key adult learning elements are covered.

Reinforcement

As we know reinforcement is a very necessary part of any teaching/learning process. Through it, trainers encourage correct modes of behaviour and performance and discourage bad habits. Your program should use both reinforcement techniques throughout. Positive reinforcement is normally used when participants learn new skills. As implied, positive reinforcement is "good" and reinforces "good" (or positive) behaviour. Negative reinforcement is useful in trying to change bad habits or inappropriate modes of behaviour. The intention is extinction -- that is, the trainer uses negative reinforcement until the "bad" behaviour disappears or the learner understands why past practice is not beneficial to them. Examples could be ensuring participants always compare different rates of interest available to them before signing up for any new debt (a positive reinforcement) and not considering credit purchases that leave them with no income safety net for unforeseen circumstances (negative reinforcement).

Retention

Learners must retain what the program delivers to them in order to benefit from the learning. In order for participants to retain the information taught, they must see a meaning or purpose for that information. They must also understand and be able to interpret and apply the information in their own real life contexts. Understanding includes their ability to assign the correct degree of importance to the material and its application in the future. The amount of retention is always directly affected by the degree of original learning. In other words if the learners did not learn the material well initially, they will not retain it well either. Retention by the participants is directly affected by their amount of practice during the learning. After the students demonstrate they can apply new financial skills, they should be urged to practice in their own time and for their own personal needs to retain and maintain the desired performance.

Transference

Transfer of learning is the result of training and is simply the ability to use the information taught in your program but in new settings and contexts. As with reinforcement, both types of transfer: positive and negative should be used in the program approach. Positive transference, like positive reinforcement, occurs when the learner uses the skill learnt in your program. It is very important for any learner's orientation to the new skills they develop that they can practice in their own situations. Using knowledge from financial literacy training to work out the best way to use (or not use) credit in their lives is an important tool that many participants could use immediately. Participants can check how much credit debt they have, what interest they are paying and what alternatives there may be. Negative transference, again like negative reinforcement, occurs when the learners applying the skill do not do what they are told not to do. This also results in a positive (desired) outcome. This means it's important to find out what the participants in your program have been using their new skills for. Check to see if they are applying the techniques properly or whether they have misunderstood a key aspect of the program. Once wrong information is absorbed and used again and again it simply becomes another bad habit that could make financial decision-making worse instead of better.

Transference is most likely to occur in the following situations:

- **Association:** participants can associate the new information with something that they already know. What skills have the learners already mastered that they can bring to bear on better financial planning for example? Perhaps they have a hobby where it is necessary to access information from written materials or the Internet and the same skills could be used to obtain and analyse better financial data to use in their budgeting.
- **Similarity:** the information is similar to material that participants already know; that is, it revisits a logical framework or pattern. Using calendars or electronic planners to plan future holidays, work shifts etc can be transferred to setting up a long-term budget planner for financial payments and income.
- **Critical attribute element:** the information learned contains elements that are extremely beneficial (critical) in personal life or in the workplace. Try to reinforce the importance of aspects of the financial literacy program to the learner's own goals, whether these are in their home life, getting a job or improving their prospects in work they already have. People can even start their own small business ventures if they have the financial skills to work out the costs and benefits first.

Conclusion

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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