

The Main Principles that help to Teachers of Adults

¹ Ali Badragheh, ² Mohammad Abedi

^{1,2} Department of Agriculture, Karaj Branch, Islamic Azad University, Karaj, Iran

*Corresponding author: abedi14@yahoo.com

Abstract: For most adults, being out of the classroom for even a few years can make going back to school intimidating. If they haven't taken a class in decades, it's understandable that they would have some degree of apprehension about what it will be like and how well they'll do. It can be tough to be a rookie when you've been an expert in your field for many, many years. Nobody enjoys feeling foolish. Your job as a teacher of adult students includes being positive and encouraging. Patience helps too. Give your older students time to respond when you ask a question. They may need a few moments to consider their answer. Recognize the contributions they make, even when small. Give them words of encouragement whenever the opportunity arises. Most adults will rise to your expectations if you're clear about them. A word of caution here. Being positive and encouraging is not the same as being condescending. Always remember that your students are adults. Speaking to them in the tone of voice you might use with a child is offensive, and the damage can be very difficult to overcome. Genuine encouragement from one person to another, regardless of age, is a wonderful point of human interaction.

[Ali Badragheh, Mohammad Abedi. **The Main Principles that help to Teachers of Adults.** *Rep Opinion* 2016;8(7):83-87]. ISSN 1553-9873 (print); ISSN 2375-7205 (online). <http://www.sciencepub.net/report>. 14. doi:[10.7537/marsroj080716.14](https://doi.org/10.7537/marsroj080716.14).

Keywords: adult education, Teacher of Adults

Introduction:

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 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.

Literacy goals include:

- Providing primary education in childhood that adults were deprived
- raising awareness for adults;
- knowledge bases and adults about their cultural heritage;
- increase confidence in adults.

Professional education goals include:

- Equipped with the necessary skills to adults living;
- providing the necessary manpower for the country's goals;
- achieving social equality and equity and eliminate the existing differences between different classes.

Principles for the Teacher of Adults

Teaching Adult Learners

The teacher of adults has a different job from the one who teaches children. If you're teaching adult students, it's important to understand the five principles of teaching adults. It's important to know how 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.

Principle 1: Make Sure Your Adult Students Understand “Why”

Most adult students are in your classroom because they want to be. Some of them are there because they have Continuing Education requirements to keep a certificate current, but most are there because they've chosen to learn something new.

This principle is not about why your students are in your classroom, but about why each thing you teach them is an important part of the learning. I'll use my own pickle-making lesson as an example.

When I learned to make pickles, my teacher and neighbor, Marilyn, explained:

- It's important to soak the cucumbers in ice water over night. This helps make the pickles crisp.
- If you put a towel under the jars in the canner, they won't bounce against each other and break.
- When sterilizing the jars, it's important to fill each at least halfway with water, AND fill the canner they're sitting in with water. Too little water and the towel mentioned in the previous bullet will catch on fire. You know this kind of information comes from experience.

Principle 2: Respect that Your Students Have Different Learning Styles

There are three general learning styles: visual, auditory, and kinesthetic.

Visual learners rely on pictures. They love graphs, diagrams, and illustrations. “Show me,” is their motto. They often sit in the front of the classroom to avoid visual obstructions and to watch you, the teacher.

They want to know what the subject looks like. You can best communicate with them by providing handouts, writing on the white board, and using phrases like, “Do you see how this works?”

Auditory learners listen carefully to all sounds associated with the learning. “Tell me,” is their motto. They will pay close attention to the sound of your voice and all of its subtle messages, and they will actively participate in discussions. You can best communicate with them by speaking clearly, asking questions, and using phrases like, “How does that sound to you?”

Kinesthetic learners need to physically do something to understand it. Their motto is “Let me do it.” They trust their feelings and emotions about what they're learning and how you're teaching it. They want to actually touch what they're learning. They are the ones who will get up and help you with role playing. You can best communicate with them by involving volunteers, allowing them to practice what they're learning, and using phrases like, “How do you feel about that?”

Pickle Example: I'm generally a kinesthetic learner. Marilyn talked to me about her pickling process, explaining why she uses the ingredients she does, and showed me how she dips a liquid measuring cup into the hot brine and pours it into the jar using a wide-mouthed funnel, but my greatest learning came when I fumbled through the second jar all by myself.

Most people use all three styles while they're learning, and of course, this is logical since we all have five senses, barring any disabilities, but one style almost always is preferred.

The big question is, “How do you, as the teacher, know which student has which learning style?” Without training in neuro-linguistics, it might be difficult, but conducting a short learning style assessment at the beginning of your class would benefit you and the students. This information is as valuable to the student as it is to you.

There are several learning style assessments available online, some better than others. I like the one at Ageless Learner.

Share your thoughts about learning styles.

Principle 3: Allow Your Students to Experience what they're learning

Experience can take many forms. Any activity that gets your students involved makes the learning experiential. This includes small group discussions, experiments, role playing, skits, building something at their table or desk, writing or drawing something specific – activity of any kind. Activities also keep people energized, especially activities that involve getting up and moving about.

The other aspect of this principle is honoring the life experiences your students bring to the classroom.

Be sure to tap into that wealth of wisdom whenever it's appropriate. You'll have to be a good timekeeper because people can talk for hours when asked for personal experiences, but the extra facilitation needed will be well worth the gems your students have to share.

Pickle Example: Once Marilyn had shown me how to prepare one jar, she busied herself in the kitchen doing her own thing, close enough to keep an eye on me and to answer my questions, but allowing me the autonomy to go at my own speed. When I made mistakes, she didn't interfere unless I asked. She gave me the space and the time to correct them on my own.

Principle 4: When the Student Is Ready, the Teacher Appears

"When the student is ready, the teacher appears" is a Buddhist proverb packed with wisdom. No matter how hard a teacher tries, if the student isn't ready to learn, chances are good he or she won't. What does this mean for you as a teacher of adults? Luckily, your students are in your classroom because they want to be. They've already determined that the time is right.

It's your job to listen carefully for teaching moments and take advantage of them. When a student says or does something that triggers a topic on your agenda, be flexible and teach it right then. If that would wreak havoc on your schedule, which is often the case, teach a bit about it rather than saying flat out that they'll have to wait until later in the program. By then, you may have lost their interest.

Pickle Example: My mom canned pickles all during my childhood years, but I had no interest in participating, or even in eating them, sadly. Several years ago, I helped Marilyn can pickles, and even then, I was simply helping and not really learning. When I finally started enjoying pickles and planted my own cucumbers, then I was ready to learn, and Marilyn was right there to teach me.

Principle 5: Encourage Your Adult Students

For most adults, being out of the classroom for even a few years can make going back to school intimidating. If they haven't taken a class in decades, it's understandable that they would have some degree of apprehension about what it will be like and how well they'll do. It can be tough to be a rookie when you've been an expert in your field for many, many years. Nobody enjoys feeling foolish.

Your job as a teacher of adult students includes being positive and encouraging. Patience helps too. Give your older students time to respond when you ask a question. They may need a few moments to consider their answer. Recognize the contributions they make, even when small. Give them words of encouragement whenever the opportunity arises. Most

adults will rise to your expectations if you're clear about them.

A word of caution here. Being positive and encouraging is not the same as being condescending. Always remember that your students are adults. Speaking to them in the tone of voice you might use with a child is offensive, and the damage can be very difficult to overcome. Genuine encouragement from one person to another, regardless of age, is a wonderful point of human interaction.

Pickle example: I'm a worrier. I worried about spilling brine all over Marilyn's stove, about dropping the full jars as I lifted them out of the hot bath, about making a mess of her kitchen. Marilyn assured me that spills were easily cleaned up, especially when vinegar was involved since it's used for cleaning anyway! She encouraged me as I gingerly moved boiling hot jars. Throughout the pickle-making process, Marilyn remained calm, unruffled. She paused by me every once in a while to comment, "Oh, don't they look beautiful!"

Because of Marilyn's understanding of how to teach me, her adult student, the art of making dill pickles, I now have the confidence to make them in my own kitchen, and I can't wait for my next batch of cucumbers to be ready.

This is your challenge as a teacher of adults. Beyond teaching your subject, you have the opportunity to inspire confidence and passion in another human being. That kind of teaching changes lives.

Conclusion:

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- - 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.

Corresponding Author:

Mohammad Abedi

Department of Agriculture, Karaj Branch, Islamic Azad University, Karaj, Iran

E-mail: abedi114@yahoo.com

Reference:

1. Budin, H. (1999). The computer enters the classroom. *Teachers College Record*, 100, 656-669.
2. Cranton, P. (1996). *Professional Development as Transformative Learning*. San Francisco: Jossey-Bass.
3. Creighton S. (2000). Participation trends and patterns in adult education: 1991-1999. United States: National Center for Education Statistics.
4. Egan, K. (1992). *Imagination in Teaching and Learning*. Chicago: University of Chicago Press.
5. Fletcher, W. E., & Deeds, J. P. (1994). Computer anxiety and other factors preventing computer use among United States secondary agricultural educators. *Journal of Agricultural Education*, 35(2), 16-21.
6. Ginsburg, L., & Elmore, J. (2000). *Captured wisdom: Integrating technology into adult literacy instruction*. Naperville, IL: North Central Regional Education Laboratory. (ERIC Document Reproduction Service No. ED 454 408).
7. Glenn, A. D. (1997). Technology and the continuing education of classroom teachers. *Peabody Journal of Education*, 72(1), 122-128.
8. Habermas, Jurgen. (1991). *Knowledge and Human Interests*. Boston: Beacon Press.
9. Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). *Multivariate data analysis* (5th ed.). Upper Saddle River, NJ: Prentice Hall.
10. Kim K. (2000). Participation in adult education in the United States, 1998-1999. U.S. Dept. Of Education, Office of Educational Research and Improvement.
11. King, K. P. (1999). Unleashing technology in the classroom: What adult basic education teachers and organizations need to know. *Adult Basic Education*, 9(3), 162-175.
12. King, K. P. (2003). Learning the new technologies: Strategies for success. In K. P. King & P. Lawler (Eds.), *New perspectives on designing and implementing professional development of teachers of adults*. New directions for adult and continuing education (Vol. 98, pp. 49-57). San Francisco: Jossey-Bass.
13. Knowles, M. S. (1992). *The modern practice of adult education, andragogy versus pedagogy*. Author of the *Classic Informal Adult Educator*, 3rd Edn. New York: Association Press.
14. Knowles, M. S. (1994). *Andragogy in action: Applying modern principles of adult learning*. San Francisco: Jossey-Bass Inc. Pub.
15. Knowles, M. S. (1999). *The making of adult educator: An autobiographical journey*. 1st Edn. San Francisco: Jossey-Bass Inc. Pub.
16. Kolb, David A. (1993). *Experiential learning: Experience as the source of learning and development*. 1st Edn. United States: FT Press.
17. Kotrlik, J.W., & Smith, M. N. (1999). Computer anxiety levels of vocational agriculture and other vocational teachers. In M. F. Burnett (Ed.), *Proceedings, national agricultural education research meeting* (pp. 1-9). Columbus, OH: American Association for Agricultural Education.
18. Krajnc, A. (1999). *Andragogy*. In Collin, J. T. (Ed.), *Lifelong education for adults: An international handbook*. 1st Edn. New York: Pergamon Press.
19. Lang, J. M. (1998). *Technology in adult basic and literacy education: A rationale and framework for planning* (Research report). Cheney: Eastern Washington University, Instructional Media and Technology. Retrieved on November 14, 2003, from <http://cehd.ewu.edu/education/GraduateExample/s/JML98Educ601.html>.
20. Jordan, W. R., & Follman, J. M. (1993). *Using technology to improve teaching and learning. Hot topics: Usable research*. Palatka, FL: Northeast Florida Educational Consortium, Southeastern Regional Vision for Education. (ERIC Document Reproduction Service ED 355 930).
21. Mezirow, Jack and Associates (Eds.) (1990). *Fostering Critical Reflection in Adulthood: A Guide to Transformative and Emancipatory Education*. San Francisco: Jossey-Bass.
22. Moore, M. G., & Kearsley, G. (1996). *Distance education: Asystems view*. Belmont, CA: Wadsworth.

23. Office of Technology Assessment, U.S. Congress. (1993). Adult literacy and new technologies: Tools for a lifetime (Final Report No. OTA-SET-550). Washington, DC: Government Printing Office.
24. Neculau, A. (2004). The adults' education: Romanian experiences. Iasi, Polirom Publishing House. Păun, E. (1999). The school: A socio-pedagogical approach. Iasi, Polirom Publishing House.
25. Norzaini Azman. (2006). History, trends and significant development of adults education in Malaysia in *HISTORIA: Journal of Historical Studies*. Vol. VII, No. 2. Bandung: Historia Utama Press.
26. Pratt, D.D. (1993). Andragogy after twenty-five years: New directions for adult and continuing education. *Journal Articles*. San Francisco: Jossey-Bass Inc. Pub.
27. Olgren, C. H. (2000). Learning strategies for learning technologies. In E. J. Burge (Ed.), *The strategic use of learning technologies. New directions in adult and continuing education* (Vol. 88, pp. 7-16). San Francisco: Jossey-Bass.
28. Sava, S. (2001). Adults' education in Romania: Educational, cultural and social politics. The volume of the first National Conference on Adults' Education, Timisoara, *The Almanack of Banat Printing House*.
29. Schifirnet C. (1997). *Changing Adults' Education*. Bucharest, Fiat Lux Printing House.

7/25/2016