

Duties of educators in adult education

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Abstract: a well trained teacher who is fluent in adult education as a change agent responsibility is beyond routing plans and activities, In recent years the practice has changed and the role of educator as a "change agent" and reform as a donor and an "auxiliary roles" or "facilitators" were raised as his understanding of adult personal and community among people. In addition, a person well trained teacher who is fluent in adult education as a change agent responsibility is beyond routing plans and activities. His role in the educational process as a facilitative (helpful), leader (leading), incentives, consultant and source of information (not move), regular (planned), judge poster and Is. The ultimate goal of people helping him to his ability to help raise up to be adult. Fact that the adult educator role of a marginal position in society has changed to a central location for this position change the natural outcome of many social problems such as wars, crime, illiteracy and disease Can easily be resolved through processes of adult education.

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Introduction:

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.

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.

Comparison of adult education in various countries:

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.

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.

The role of adult educator:

Complex role of adult learning and training process is significant, his role gradually changed from the donor information and active for many years will assume that the principles and techniques that are used in teaching children to contribute equally in the adult learning process On the other hand is effective in children for adult education teachers were employed. Later that person was well trained (ie the experts), who could well slow or a group leader to manage the program, was selected as an adult educator. Thus learners directly in adult education programs that are based on experience were used, and adult As a mature child which has its own characteristics and is unique is that the principles and techniques of the different techniques used for the education of children is needed. As a result the role of adult educator gradually from non-skilled person without the expertise of individual specialists and trained to be changed and Instructors for training and educational opportunities were provided at all levels are therefore unable to work for educators from institutions with short-term training courses for users of the guidance program (project leaders) through summer workshops for professional leaders through programs Training of Master and PhD levels in schools of higher education courses were provided.

Other procedures, where the role of teacher has changed the theoretical concepts first, an

understanding of adult learning was unfounded on the principle that the concept of adult education is based on transferring knowledge to them and saying what they should know or duty to interpret absorption educator their training. In recent years the practice has changed and the role of educator as a "change agent" and reform as a donor and an "auxiliary roles" or "facilitators" were raised as his understanding of adult personal and community among people. In addition, a person well trained teacher who is fluent in adult education as a change agent responsibility is beyond routing plans and activities, In recent years the practice has changed and the role of educator as a "change agent" and reform as a donor and an "auxiliary roles" or "facilitators" were raised as his understanding of adult personal and community among people. In addition, a person well trained teacher who is fluent in adult education as a change agent responsibility is beyond routing plans and activities. His role in the educational process as a facilitative (helpful), leader (leading), incentives, consultant and source of information (not move), regular (planned), judge poster and Is. The ultimate goal of people helping him to his ability to help raise up to be adult. Fact that the adult educator role of a marginal position in society has changed to a central location for this position change the natural outcome of many social problems such as wars, crime, illiteracy and disease Can easily be resolved through processes of adult education.

Although two decades of adult education a fundamental instrument of national policy and local governments, state and national cost millions of dollars for adult education began (1950), and cost requests in the years 1960 million by the sectors of trade, industry, universities, religious institutions and government agencies will pay increased. Where adult education resources in 1950 are allocated only for the welfare of individuals found with increasing social problems such as urban crisis, Nvady inequality, unemployment and illiteracy In these areas was also widely added. So the mission developed its adult education and its usefulness for human growth and development became clearer.

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. 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.

Continuing education is a broad term. In the most general sense, any time you return to a classroom of any kind to learn something new, you are continuing your education. As you can imagine, this encompasses everything from graduate degrees to listening to personal development CDs in your car.

The methods involved in achieving continuing education are just as diverse. Your school can be a traditional classroom or a conference center near a beach. You might start before dawn or study after a day of work. Programs can take months, even years, to complete, or last just a few hours. Your job can depend on completion, and sometimes, your happiness. Continuous learning, no matter how old you are, has clear benefits, from finding and keeping the job of your dreams to remaining fully engaged in life in your later years. It's never too late. So what is it you want to learn or achieve? Have you been meaning to go back to school to earn your GED? Your bachelor's degree? Is your professional certificate in danger of expiring? Do you feel the urge to grow personally, learn a new hobby, or advance in your company?

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.

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.

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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:

Incentives aimed at providing content that audiences are produced primarily to attract different groups of adults interested in design, so that their participation in learning programs are encouraged. Motivational training materials for learners and have great importance even in support of successful applications over learners, planners and executors for educational programs is important.

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.

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.

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