

Characteristics of educators in adult education

¹ Mohammad Abedi, ² Ali Badragheh

^{1,2} Department of Agricultural Economic, Islamic Azad University, Marvdasht Branch, Marvdasht, Iran
*Corresponding author: abedi114@yahoo.com

Abstract: 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.

[Mohammad Abedi, Ali Badragheh. **Characteristics of educators in adult education.** Journal of American Science 2011;7(5):232-236]. (ISSN: 1545-1003). <http://www.americanscience.org>.

Keywords: Distance education, adult education

Introduction:

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.

Therefore, it is helpful to distinguish between at least these dimensions of the issue:

1. "Literacy" refers to the knowledge, skills, and competencies of individuals. The federal Adult Education and Family Literacy Act (Title II of the Workforce Investment Act) defines literacy as "an individual's ability to read, write, speak in English, compute and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society." Literacy is often defined in terms of specific domains such as "basic academic skills," "workplace skills," "life skills," "parenting skills," or skills

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.

Characteristics of adult education:

flexibility in time:

In the past, usually one of the obstacles in the way of learning and development of adult education was being inflexible and time courses were programs. But now most countries have to consider that the speed limit of time and learning ability and facilities must be adults. Flexibility in time means that not only should the time classes and programs for adults is appropriate, but necessary facilities should be provided for independent study.

Flexibility in the location:

One of the aspects of flexible space is that individuals can, regardless of their residence to the study and advancing their knowledge and skills pay. For example, adults in remote villages should like people who live in the city use of educational programs. After flexibility in other places is that the issue of specificity of location is not considered primarily educational.

Flexibility in age:

Educational opportunities for certain age should not use it for all regardless of their age, is possible. In fact, educational programs must use people of different ages to prepare.

Flexibility in admission:

No adult should not only be deprived of education because of the necessary conditions for admission in the class does. Of course this is not such a person without academic records to participate in university classes is accepted, Adoption order is that the adults in educational programs at different levels, according to the possibility of using the opportunity that is provided must be based on the experience and knowledge and their knowledge is.

To combine education and job responsibilities:

Adults should be able to work during that time engaged in training classes take them. In other words, their presence in the class should be considered part of their work. This means that low-literate or illiterate working people who are allowed to work an hour of your daily spending surpassed participation in educational programs.

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.

As indicated earlier, a strength of adult education in Kentucky is the dedication of the many teachers often serving under difficult conditions, without adequate support, and often with compensation and benefits less than teachers in the public schools. Testimony before the task force characterized the work of adult educators as "missionary" work. Recognizing the seriousness of the adult literacy issue in Kentucky, it should be a major concern that the Commonwealth does not have a comprehensive approach to the professional preparation, development, and support of adult educators.

The challenge for Kentucky will be to move from a system that still depends on teachers with limited training in working with adults, to one in which professional competence in working with adults is a basic requirement. Any strategy to make this transition must involve both professional development and support for the teachers now in the

field as well as a new system for a new generation of adult educators.

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).
- Multiple uncoordinated categorical federal initiatives that tend to drive (and fragment) policy for an overall state effort that is largely funded by Kentucky.
- A tendency to commingle and confuse different functions. The most important distinction is between functions focused on the needs of clients (adult learners, employers, communities, regions, and the Commonwealth as a whole) and functions associated with the operations and performance of providers. It is important that each of these functions receive attention, yet the tendency is for one (e.g., overseeing a network of providers) to drive out attention to overall system strategy.
- Inadequate coordination of services to meet the needs of individual adults, communities, employers, and regions is hindered by:
 - Vertical financing and regulatory relationships between separate federal and state programs and local providers and administrative units. These vertical relationships can hinder the horizontal coordination of services for individual adult learners, communities, and employers.
 - Turf wars among providers, local politics, and long-standing conflicts among neighboring counties.
 - Inadequate links with and leverage of other public and private initiatives and

investments to reach the target population. Major sources of help include employers, postsecondary education, and workforce development.

- Lack of a state financing policy and strategy for provider performance incentives and collaboration, and tax and other employer incentives for leverage of non-state resources.
- Lack of programmatic and administrative flexibility to meet the rapidly changing needs of adult learners, employers, regional economies, and communities.

Conclusion:

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.

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 in an organized manner. Entries can be simple or complex and can be arranged around related concepts that 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.

6- Duties and meaningful content rather than meaningless subjects are learned more easily and are later forgotten. This issue, especially for older adult learners is true. Challenges of adult learning facilitated by the way that content was significantly associated with experiences and needs of learners is.

7- Passive rather than active participation in learning activities, learning increases. Adult educators are allowed to participate actively in India, a stable and meaningful learning to help

8- Environmental factors affect the learning. Tangible things such as noise, crowded places, temperature, light and ... Learning process can be prevented. Other factors such as stress, ridicule, pressure, fatigue and low health can also reduce learning.

***Corresponding Author:**

Mohammad Abedi

Department of Agricultural Economic, Islamic Azad University, Marvdasht Branch, Marvdasht, Iran

E-mail: abedi114@yahoo.com

Reference:

1. Brookfield, S.D. (1997). *Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting*. San Francisco: Jossey-Bass.
2. Budin, H. (1999). The computer enters the classroom. *Teachers College Record*, 100, 656-669.
3. Cranton, P. (1992). *Working with Adult Learners*. Toronto: Wall & Emerson.
4. Cranton, P. (1996). *Professional Development as Transformative Learning*. San Francisco: Jossey-Bass.
5. Creighton S. (2000). Participation trends and patterns in adult education: 1991-1999. United States: National Center for Education Statistics.
6. Egan, K. (1992). *Imagination in Teaching and Learning*. Chicago: University of Chicago Press.
7. Fabry, D. L., & Higgs, J. R. (1997). Barriers to the effective use of technology in education: Current status. *Journal of Educational Computing Research*, 17(4), 385-395.
8. 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).

9. Glenn, A. D. (1997). Technology and the continuing education of classroom teachers. *Peabody Journal of Education*, 72(1), 122-128.
10. Habermas, Jurgen. (1991). *Knowledge and Human Interests*. Boston: Beacon Press.
11. Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). *Multivariate data analysis* (5th ed.). Upper Saddle River, NJ: Prentice Hall.
12. Hanson, Karen. (1988). Prospects for the Good Life: Education and Perceptive Imagination. In K. Egan and D. Nadaner (Eds.), *Imagination and Education*. New York: Teachers College Press.
13. Hardy, Barbara. (1998). Towards a Poetics of Fiction: An Approach Through Narrative. *Novel*, 2, 5-14.
14. Hartree, A. (1994). Malcolm Knowles' theory of andragogy: A critique. *International Journal of Lifelong Education*, 3(3). 203-210.
15. Hopey, C. (1999). Technology and adult education: Rising expectations. *Adult Learning*, 10(4), 26-29.
16. Isahak Haron & Doraisamy, J. (1992). Lifelong education in Malaysia: A general survey. Thesis Mas. UM. 10. 1-13. Kuala Lumpur: Universiti Malaya.
17. Kim K. (2000). Participation in adult education in the United States, 1998-1999. U.S. Dept. Of Education, Office of Educational Research and Improvement.
18. 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.
19. 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.
20. Knowles, M. S. (1994). *Andragogy in action: Applying modern principles of adult learning*. San Francisco: Jossey-Bass Inc. Pub.
21. Knowles, M. S. (1999). *The making of adult educator: An autobiographical journey*. 1st Edn. San Francisco: Jossey-Bass Inc. Pub.
22. Kolb, David A. (1993). *Experiential learning: Experience as the source of learning and development*. 1st Edn. United States: FT Press.
23. Kotrlík, 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.
24. Krajnc, A. (1999). Andragogy. In Collin, J. T. (Ed.), *Lifelong education for adults: An international handbook*. 1st Edn. New York: Pergamon Press.
 25. 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/GraduateExamples/JML98Educ601.html>
 26. Jaffee, L. L. (2001). Adult literacy programs and the use of technology. *Adult Basic Education*, 11(2), 109-124.
 27. 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).
 28. Mazanah Muhamad & Associates. (2001). *Adult and continuing education in Malaysia*. 1st Edn. Kuala Lumpur: Universiti Putra Malaysia.
 29. Merriam, S.B., Baumgarther, L.M., & Caffarella, R.S. (1999). *Learning in adulthood: A comprehensive guide*. 2nd Edn. San Francisco: Jossey-Bass Pub.
 30. Mezirow, Jack and Associates (Eds.) (1990). *Fostering Critical Reflection in Adulthood: A Guide to Transformative and Emancipatory Education*. San Francisco: Jossey-Bass.
 31. Moore, M. G., & Kearsley, G. (1996). *Distance education: A systems view*. Belmont, CA: Wadsworth.
 32. 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.
 33. 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.
 34. Russell, A. (1995). Stages in learning new technology: Naive adult email users. *Computers and Technology*, 25(4), 173-178.
 35. Timmermann, S. (1998). The role of information technology in older adult learning. In J. C. Fisher & M. A. Wolf (Eds.), *Using learning to meet the challenges of older adults. New directions for adult and continuing education (Vol. 77, pp. 61-71)*. San Francisco: Jossey-Bass.
 36. 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*.
 37. Schifirnet C. (1997). *Changing Adults' Education*. Bucharest, Fiat Lux Printing House.
 38. Sutton-Smith, Brian. (1988). *In Search of the Imagination*. In K. Egan and D. Nadaner (Eds.), *Imagination and Education*. New York, Teachers College Press.
 39. UNESCO. (1999). *The Hamburg Declaration. Fifth international conference on adult education (Confitea V)*. Paris: UNESCO.
 40. Williams, Oscar. (Ed.) (1990). *A Little Treasury of Modern Poetry (3rd Edition)*. New York: Charles Scribner's.

4/15/2011