

Distance learning tools in adult education

Maryam Khodamoradi¹, Esmaeel Ghorbani², Mehran Bozorgmanesh³ and Abbas Emami⁴

^{1,2,3,4} Marvdasht Branch, Islamic Azad University, Marvdasht, Iran

*Corresponding author: mehran11070@yahoo.com

Abstract: While there is still prejudice surrounding some distance learning, it is increasingly being accepted as an alternative to traditional classroom learning. Courses can be offered via the Internet, where students are able to interact with instructors and other students without physically being in the same room. Getting a college education can be difficult for people with inflammatory bowel disease (IBD). Frequent trips to the restroom, exhaustion, doctor visits, and medication side effects are all barriers to the traditional college experience. What if you could get the degree without ever setting foot on a campus? You can do just that through distance or virtual learning. Distance learning has been around for a long time (we've all seen the commercials on TV).

[Maryam Khodamoradi, Esmaeel Ghorbani, Mehran Bozorgmanesh and Abbas Emami. **Distance learning tools in adult education.** *Academ Arena* 2012;4 (12):1-4] (ISSN 1553-992X). <http://www.sciencepub.net/academia>. 1

Keywords: adult education, distance learning

Introduction:

As in most European countries, adult education has been a tradition for several centuries. The present structure of formal adult education - evening and correspondent institutions on the three levels of education - was developed between 1945 and 1950.

Adult education before the 2nd World War was mainly in the framework of courses, which form was preserved after 1945 as well, but in a radically restructured form.

The folk high school bandwagon that developed intensively between the two World Wars, withered away after 1949 for political reasons. At the same time, the "educational" subsector of adult education in organised forms under state supervision, Only the negative consequences are obvious: getting more education often means leaving one's family and community for jobs and opportunities for advancement somewhere else. The future of Kentucky depends on uplifting the quality of life and economy of all of Kentucky. The social and economic costs of neglect of large parts of the state will drag down the rest of the state and seriously hinder its capacity to compete in the global economy.

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.

The everyday approach towards the expression of *adult education* is general and covers everything in connection with formal teaching, educating, training of adults .

In parallel with this concept, there is another interpretation of what is rather an education policy or an education administration nature, namely that adult education covers programmes with well-determined purposes and functions that have results visible in real life, particularly in the labour market.. By this concept adult education and adult training are differentiated, *adult education* means formal learning in institutions where general programmes dominate, and *adult training* covers everything that is oriented to give a mainly specialized and professional knowledge, or is not a systemic part of formal education.

The Adult Education Act (Act 101 /CI/, 2001), which came into force in 2001 uses the general interpretation of the concept as a starting point, which on one hand regulates only a part of it, training outside formal education, and on the other hand it extends it with services that are in connection with adult education. This act defines the training user target group (adults) as persons or individuals who have fulfilled their compulsory school attendance, which means people over 18 according to Hungarian regulations still in force. (At the same time, students in tertiary education with student status are not included). adult education in the local agricultural education program is an essential component of the "total" program. Offering adult education programs helps to keep farmers and agribusiness employees better informed of current trends and provides them with opportunities to learn new skills and improve existing ones. Teaching adults can be very challenging, but also

very rewarding. Most teachers would agree that the benefits derived from a successful adult education program in agriculture far outweigh the costs. In addition to the direct benefits to adult participants, the teacher, the school, the community, and the secondary program also benefit from a quality adult education program in agriculture.

The role of the agriculture teacher should be as a facilitator of the learning process. Most adults reject the traditional teacher-student relationship, which is necessary to maintain in secondary programs. Teachers should be encouraged to view themselves as partners with adult participants in the learning process. The democratic philosophy of shared responsibility for planning, conducting, and evaluating adult education programs distinguishes adult education from secondary education.

A local plan for adult education in agriculture should consist of two major components. Namely, a broad statement of philosophy, goals, and objectives of the local adult education program, and an annual calendar of program activities.

Distance Learning Program

Distance learning is one of the fastest-growing components of higher education. Almost 3.5 million students were enrolled in at least one distance learning course in the fall of 2006 and online enrollments are increasing every year. The convenience of taking classes at any time from any location appeals to today's adult learner, especially those who work, have families or live in rural areas. Below are several important factors to consider in choosing a distance learning program.

1. **Accreditation.** Accreditation is a means of ensuring the quality and effectiveness of higher education institutions and programs in the United States. Eight regional accrediting agencies accredit most of the colleges and universities in the United States. A host of national and professional accrediting organizations also exist, including the Distance Education and Training Council (DETC), an organization that identifies and accredits distance learning programs. These twelve questions outlined by the Council for Higher Education Accreditation are helpful in examining a distance learning program's claims of accreditation.

In evaluating distance learning paralegal programs, determine if the school is accredited by one of the regional accrediting bodies and by the American Bar Association (ABA). ABA-approval signifies that the school has met certain standards in terms of academics,

facilities and instruction. Graduating from an ABA-approved school may give you an advantage in the legal job market.

2. **Reputation.** The reputation of the distance learning program you attend may hinder or enhance your post-graduate employment prospects. In evaluating the reputation of a distance learning program, you should not solely rely on the school's website or marketing materials. Other ways to investigate the reputation of a distance learning program include:
 3.
 - Visiting the school.
 - Talking to alumni (contact the career services department for alumni names and contact information).
 - Researching the distance learning program's record with the Better Business Bureau.
 - Talking to paralegals, attorneys and legal employers about the reputation of the school you are considering.
 - Researching the school in print publications, news articles and on the Internet.
1. **Academic Offerings.** When evaluating distance learning programs, it is also important to consider the program's academic offerings. A quality distance learning program offers a comprehensive curriculum with a variety of options, electives and advanced coursework. Talk to professors or an academic dean regarding the content and delivery of courses. The American Association for Paralegal Education (AAfPE) recommends that paralegal instructional content include courses in legal research and writing, litigation, ethics, contracts, business organizations and torts. In addition, courses should develop students' critical thinking, communication, computational, computer and organizational skills, and competency to handle ethical issues, according to the AAfPE.

Legal programs should also offer an experiential learning component such as an internship, practicum, pro bono work or clinical experience. These are great resume-building opportunities and allow you to learn practical skills and gain real-world experience.
2. **Instructional Technologies.** Distance learning courses can be delivered in a variety of ways through a growing array of technological tools including audio tapes, CD or DVD ROM's, e-mail, telephone conferences and web-based

delivery systems. Questions to ask include whether the program employs a mix of instructional technology? Is hands-on training and support provided? Can students preview courses online and try out the technologies before enrolling?

3. **Teaching Staff.** The faculty is the backbone of any distance learning program. Are the courses taught by professors or are the courses pre-taped correspondence instruction? If the courses are taught by instructors, what is the background and qualifications of the teaching staff? Are classes taught by paralegals, attorneys or a mix of both?
4. **Career Services.** Another important consideration in any distance learning program is the extent and quality of its career services program. Research indicates that the greater the resources offered by the career services department, the greater the program's job placement success. You might inquire as to what percentage of graduates find related employment following graduation and whether the career center offers personalized career counseling, job placement assistance, job search seminars, online job boards or resume assistance.

Conclusion:

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.

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 essays 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

The geographical distribution indicates that large areas have been left or abandoned without any provision. In a county with several hundred thousand inhabitants and where the rate of people with unfinished basic education is over the national average, there is just one institute. This occurred despite the fact that these schools have a demonstrable function to provide a second chance for underachievers who score below literacy level, to improve their literacy skills.

There are two main reasons which have led to the reduction in number of institutes and their vanishing role, firstly the need for them has dropped (the rate of people with unfinished basic education has decreased within the population), and secondly because the supporting system has changed and the responsibilities (maintaining schools and their specializations) is now the task of local authorities, and the state budget gives significantly less support compared with the refunds for initial education.

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. Creighton S. (2000). Participation trends and patterns in adult education: 1991-1999. United

- States: National Center for Education Statistics.
5. Egan, K. (1992). *Imagination in Teaching and Learning*. Chicago: University of Chicago Press.
 6. 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.
 7. Frye, N. (1993). *The Educated Imagination*. Toronto: Canadian Broadcasting Corporation.
 8. Hardy, Barbara. (1998). *Towards a Poetics of Fiction: An Approach Through Narrative*. *Novel*, 2, 5-14.
 9. 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.
 10. 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.
 11. Schifirnet C. (1997). *Changing Adults' Education*. Bucharest, Fiat Lux Printing House.
 12. Sutton-Smith, Brian. (1988). In Search of the Imagination. In K. Egan and D. Nadaner (Eds.), *Imagination and Education*. New York, Teachers College Press.
 13. UNESCO. (1999). *The Hamburg Declaration. Fifth international conference on adult education (Confitea V)*. Paris: UNESCO
 14. Williams, Oscar. (Ed.) (1990). *A Little Treasury of Modern Poetry* (3rd Edition). New York: Charles Scribner's.

11/21/2012