

## Increase the efficiency of adult education through distance learning tools

Mohammad Abedi

Department of Agricultural Management, Islamic Azad University, Qaemshahr Branch, Iran

\*Corresponding author: [abedi114@yahoo.com](mailto:abedi114@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).

[Mohammad Abedi. **Increase the efficiency of adult education through distance learning tools.** World Rural Observations 2011;3(2):98-102]; ISSN: 1944-6543 (Print); ISSN: 1944-6551 (Online). <http://www.sciencepub.net/rural>.

**Keywords:** adult education, distance learning

### Introduction:

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 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. Despite landmark reforms in public schools, too many Kentuckians continue to drop out of school, thereby perpetuating the chronic problem of adult illiteracy. Too many young Kentucky parents are unable to read and lack the basic literacy necessary to provide the necessary stimulating, supportive family environments for young children. It is known that children's literacy levels are strongly linked to the educational level of their parents and that children of parents who are unemployed and have not completed high school are five times more likely to drop out.

To be successful, the Commonwealth's strategies must energize and gain the commitment of all the state's political, education, business, and civic leaders. No strategy will succeed unless it engages leaders in each

community and county to identify needs and develop programs and services appropriate to the community's

unique circumstances. The most serious challenge will be to motivate low-skilled, under-educated adults within the working age population to seek further education. Simply expanding the number of providers and programs will not necessarily increase demand from the populations and communities where the needs are greatest. Deepseated social, economic and cultural barriers—many dating back generations—lead people to undervalue education. In addition, in many counties it is difficult for people to see a direct relationship between better education and better-paying jobs. Either there are no jobs available or many existing employers do little to emphasize the connection between better education and the possibilities for getting a job, keeping a job, or earning a higher wage. For many, getting more education and earning a high school diploma or a college degree has little positive meaning.

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.

#### **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.

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:

- 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:

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 longstanding 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.

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

#### **\*Corresponding Author:**

Mohammad Abedi  
Department of Agricultural Management, Islamic  
Azad University, Qaemshahr Branch, 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. 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. Ginsburg, L. (1998). Integrating technology into adult learning. In C. Hohey (Ed.), *Technology, basic skills, and adult education: Getting ready and moving forward* (Information Series No. 372, pp. 37-45). Columbus, OH: Center on Education and Training for Employment. (ERIC Document Reproduction Service No. ED 423 420).
9. Habermas, Jurgen. (1991). *Knowledge and Human Interests*. Boston: Beacon Press.
10. Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). *Multivariate data analysis* (5th ed.). Upper Saddle River, NJ: Prentice Hall.
11. 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.
12. Hardy, Barbara. (1998). *Towards a Poetics of Fiction: An Approach Through Narrative*. Novel, 2, 5-14.
13. Hohey, C. (1999). Technology and adult education: Rising expectations. *Adult Learning*, 10(4), 26-29.
14. Isahak Haron & Doraisamy, J. (1992). *Lifelong education in Malaysia: A general survey*. Thesis Mas. UM. 10. 1-13. Kuala Lumpur: Universiti Malaya.
15. 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.
16. 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.
17. Knowles, M. S. (1994). *Andragogy in action: Applying modern principles of adult learning*. San Francisco: Jossey-Bass Inc. Pub.
18. Knowles, M. S. (1999). *The making of adult educator: An autobiographical journey*. 1st Edn. San Francisco: Jossey-Bass Inc. Pub.
19. Kolb, David A. (1993). *Experiential learning: Experience as the source of learning and development*. 1st Edn. United States: FT Press.
20. Krajnc, A. (1999). *Andragogy*. In Collin, J. T. (Ed.), *Lifelong education for adults: An international handbook*. 1st Edn. New York: Pergamon Press.
21. Lawler, P. A., & King, K. P. (2003). Changes, challenges, and the future. 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. 83-91). San Francisco: Jossey-Bass.
22. Jaffee, L. L. (2001). Adult literacy programs and the use of technology. *Adult Basic Education*, 11(2), 109-124.
23. Mazanah Muhamad & Associates. (2001). *Adult and continuing education in Malaysia*. 1st Edn. Kuala Lumpur: Universiti Putra Malaysia.
24. Mezirow, Jack and Associates (Eds.) (1990). *Fostering Critical Reflection in Adulthood: A Guide to Transformative and Emancipatory Education*. San Francisco: Jossey-Bass.
25. Moore, M. G., & Kearsley, G. (1996). *Distance education: A systems view*. Belmont, CA: Wadsworth.
26. 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.
27. 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.
28. Pratt, D.D. (1993). *Andragogy after twenty-five years: New directions for adult and continuing education*. *Journal Articles*. San Francisco: Jossey-Bass Inc. Pub.
29. Russell, A. (1995). Stages in learning new technology: Naive adult email users. *Computers and Technology*, 25(4), 173-178.
30. 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.
31. 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.
32. Schifirnet C. (1997). *Changing Adults' Education*. Bucharest, Fiat Lux Printing House.
33. Sutton-Smith, Brian. (1988). In Search of the Imagination. In K. Egan and D. Nadaner (Eds.), *Imagination and Education*. New York, Teachers College Press.
34. UNESCO. (1999). *The Hamburg Declaration*. Fifth international conference on adult education (Confitea V). Paris: UNESCO
35. Williams, Oscar. (Ed.) (1990). *A Little Treasury of Modern Poetry* (3rd Edition). New York: Charles Scribner's.

4/13/2011