



EXPLORING THE CURRICULUM DIMENSIONS OF THEORIES-BASED ADULT EDUCATION - A SAMPLE COURSE OF SOUTHEAST ANATOLIAN REGION¹

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As a result of social change over the past 20 years, there has been an economy-induced population movement in Turkey from eastern locales and rural areas to western regions and city centres. The effects of this domestic migration exemplify the problems of “integration faced by a migrating population”. In Turkey the role of Public Education Centres is primarily to provide pre-vocational training to adult learners. The aim of this research is focused upon the following five research questions: a) What are the motivating factors for adults attending courses? b) Are the syllabi consistent with contemporary adult education theories? c) Which media are being used in the courses? d) Are adult learners being taken on excursions outside of the classroom to workshops and factories? e) What methods exist for measuring learning outcomes? The researchers developed a questionnaire to collect data. The questionnaire was composed within a framework of questions to provide insight to the following: i) Characteristics of adult learners, ii) The constructivism principles used in adult education, iii) Teaching techniques suitable for adults, and iv) Motivations behind course enrollment of adult learners. The content validity of the questionnaire was provided by expert opinions. Students attending Turkey-Mersin Public Education Centres between 2007-2008 were chosen as the subject population, with the questionnaires being distributed to 60 adult learners in this research. The findings can be summarized by the following: In the study it was found that students within the same course possessed educational backgrounds ranging from university graduates to those who had never attended a day of school in their lives. The motives behind course attendance exhibits a diversity of viewpoints among the adult learners. Most of the learners stated that they were learning the subject material for the first time.

Key Words: curriculum dimensions, adult education, curriculum, Anatolian region

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INTRODUCTION

Eastern and South Eastern regions of Anatolia have experienced various social and economic crises due in part to the Gulf War (1991). As a result of these crises, emigration from these areas, both domestic and abroad, has increased, especially during the 1990s. In addition, it can be demonstrated that these regions on average are less developed, with a populace possessing cultural attributes distinct from those found throughout the rest of Turkey.

As a result of social change, Turkey has experienced an economics induced population movement beginning during the second half of the last century and progressing ever more rapidly as people move typically from rural, eastern settings to more urban and western locales. During the past 20 years, this migration has been influenced not only by fears over security and terrorism, but by large scale development projects as well. Typically population movement originating in Eastern and South Eastern Anatolia occurs from provincial and rural locations to more urban environments. However on a national scale, migration occurs from the east to the south and west. (Hacettepe University The Institute Of the Population Surveillance, 2006).

Mersin is situated 70 kilometers to the west of Adana in the Eastern Mediterranean area of Turkey. Its economy is reliant upon agriculture and tourism. These features ensure that the area is an important focus of domestic migration. Istanbul, Ankara, Izmir, Adana, Bursa, Urfa, Antalya, Mersin, Konya, Samsun, Gaziantep, Diyarbakır are important sources of this migration. This increase in domestic migration is generally higher in more industrialized areas.

With seasonal migration, significant changes in population figures occur between summer and winter in cities such as Adana, Mersin, Hatay, Aydın, Muğla and Antalya. The Çukurova Region is well known to contain productive soil as well as physical and geographical characteristics conducive to productive agriculture, affecting its seasonal population density (Population in Turkey, 2008). Although this region is 10km. to the East of Mersin, it is governed as though it were a part of the province.

The effects of this domestic migration can be summarised under the following headings: Unbalanced settlement and investment; Unsystematic urbanisation; Industrial installations remaining within city limits; Housing problems; High increases in city populations; A lack of infrastructure (roads, water, electricity; Increases in unemployment (Population in Turkey, 2008). These represent the problems of “integration faced by the migrating population”. In other words the adult group that is not part of compulsory education, “active population”

between the ages 15-64, are discriminated against by the community that they are entering (Population in Turkey, 2008).

Children under the age of 15 are subject to compulsory education and are therefore under the jurisdiction of the existing primary school system. Adult migrants within the active population are unable to find jobs as a result of discrimination and are forced to live in Ghetto-type residential areas. Integration-based educational goals applied within the vocational education system will help to overcome the problem of discrimination experienced by the active adult segment of the migrant population.

In Turkey the role of Public Education Centres is primarily to provide pre-vocational training to adult learners. The role of these centres can be summarised by the Provincial Public Education Planning and Co-operation Meeting (25 April 2008) as:

“To provide; Pre vocational training, career change, a variety of work experience, including further education programs within industry and to apply the vocational technical education programs. Through researching local markets the centres aim to identify key areas of employment and thus provide courses related vocations directed at developing work forces that will be able to integrate into the local climate.”

Literacy programmes are an essential responsibility of Public Education Centres. In addition, these centers organise accomodation and integration programmes for migrants from different cultural backgrounds, many of whom are living in culturally isolated ghettos, unable to adapt to the social norms of the local host population and perpetually feel themselves to be foreigners in their new environment. The role of Public Education Centres in this integration process is expressed in their mission statement: “national culture, accomodation to scientific and technological improvements, civics, fine arts...” (Provincial Public Education Planning and Co-operation Meeting 25 April 2008).

In addition to Public Education Centers, Work Development Centers have been entrusted with a similar mission. Because the Work Development Centers are charged with assisting the public in matters of entrepreneurship, they fall under the jurisdiction of the T.R. Ministry of Industry, the Ministry of Trade’s Small and Medium Sized Business Development Office and Ministry of Support. Public Education Centres are supported by T. R. Ministry of National Education, Apprenticeship and Non-formal Education Directorate.

The Mersin Public Education Centre co-operated with 8 separate institutions during the 2007-2008 academic year. These institutions are The Chamber of

Artisans, Provincial Gendarmerie Command, Penal Institution, Mersin Chamber of Commerce and Industry, Mersin Chamber of Estate Agents, and The Directorate of The Ministry of Agriculture. The total number of courses conducted by the Public Education Centers in co-operation with schools and the other institutions was 178. 1778 female and 1544 male adult learners benefited from the courses given. There are 12 Public Education Centers in Mersin. The courses given in the Centers are shown in Table 1. (Provincial Public Education Planning and Co-operation Meeting 25 April 2008).

Table 1. The Courses Given in Mersin Public Education Centres

<i>The Name of The Course</i>	<i>Number of The Courses and The Attendees</i>			
	<i>Number of The Courses</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
Social and Cultural Courses	1272	16413	12839	29252
Vocational Courses	1082	13422	6211	19633
Literacy Courses	234	2557	1167	3724
Total	2588	32392	20217	52609

In total, 2588 courses were given under the sub-titles of “Social and Cultural Courses”, “Vocational Courses” and “Literacy Courses”. Some vocational courses were targeted in this presentation. Among the vocational courses were: computer training, handicrafts, confection, industrial machine usage, painting, theatre, beekeeping, hairdressing, managerial skills, secretarial skills and others.

The Recent History of Adult Education

Advances in the field of medicine as well as instruction techniques that accept “learning as a way of life” have helped us to transfer skills for solving many of life’s problems. This, in combination with fewer people dying as a result of war in recent years, has seen the average life expectancy in Turkey rise to 70 years. Information based on social sciences tends to become outdated within 10 years, information based on technology within 5 years, with the same occurring every few years in the field of medicine. As far as science is concerned, information can be rejected within the space of a day. As a result, pre-vocational education has to continuously support in-service education. In fact, the motivating prospect of new vocations leads to a return to re-previous vocational education. The problems of filling free time, overcoming health issues, providing a high Standard of living and especially the solving of problems that arise after retirement put a great strain on the state’s lifelong educational program.

Migrants immigrating under different pretenses however, often come into conflict with the host population. In industrialized countries which allow

immigrants, individuals often experience internal conflicts between their own self image and the image of being a foreigner in the eyes of the local population.

There are varying definitions of adulthood. Knowles in his book “The Adult Learner” (1980) has four definitions based on different scientific and social strands which may be commented on as follows:

1. Biological definition: One who reaches the age of reproduction.
2. Legal definition: One who has the right to vote and who legally may be held responsible for their actions.
3. Sociological definition: Someone in a position to join the active population or workforce.
4. Psychological definition: Someone who feels responsibility and becomes related self-management person and thus has attained self conception.

Someone who feels no need for economic or social aid and is able to stand on their own feet possesses the important qualifications of adulthood. If we combine these four definitions and extend them to immigrants, we can say that a person possessing these attributes has achieved integration into society and thus has reached ‘adulthood’.

Since Malcolm Knowles introduced andragogy to North America in the 1970’s, it has gained wide acceptance as a set of assumptions designed to guide the development of programs for adults. At its core is “the idea that the attainment of adulthood is concomitant on adults’ coming to perceive themselves as self directing individuals” (Brookfield, 1986, p.92). It was not until the mid- 1970’s that he was exposed to the term “andragogy” by a Yugoslavian adult educator who was attending a summer session workshop at Boston University. Knowles realized that this term more adequately encapsulated his ideas. In 1968, “Andragogy, Not Pedagogy” was published. This introduced the term to North America and began the rise in popularity of the concept and the term. By the end of the third quarter of the 20th century, the concept of andragogy (the spelling of wich was changed in 1968 as the result of communication between Knowles and the publishers of Merriam-Webster dictionaries) was firmly a part of adult education vernacular, practice and policy (Rossman 2000). To differentiate this new technology from pedagogy, he indicated that he was giving this new technology a new name: andragogy, wich he defined as “the art and science of helping adults learn” (Knowles, 1970 p.38) Further, he indicated that andragogy was “premised on at least four crucial assumptions about the characteristics of adult learners that are different from the assumptions about

child learners on which pedagogy is premised (Knowles, 1970 p.39). These assumptions related to the adult “self-concept”, “experience”, “readiness to learn”, and “orientation to learning”.

Known as andragogy - the art and science of teaching adults (Knowles, 1980), the new instructional model rearranges the relationships between the ‘four common places’ (instructor, learner, context, curriculum) of an educational situation (Schwap, 1973). It moves from emphasizing ‘someone teaching something to someone in a given context’ to one that captures the Essentials of the interaction between those constituents in the following manner: ‘someone learning something with someone and / or others in a given context that facilitates interaction. Andragogy produces collaborative relationships among students and between the students and the instructor. What the class know as a whole becomes more relevant. The emphasis shifts from the instructor. What the class knows as a whole becomes more relevant. The emphasis shifts from the instructor onto the students’ contributions to the group discussion and learning, their roles, and the responsibility which they engage in, as well as their attitudes towards change, readiness in filling complementary roles, and the like (Borko and Putnam, 1996).

Constructivism-based programme development studies are being carried out in adult education. Learning and teaching processes are planned differently from those based on pedagogy. Adult instructors construct the content of their courses with the help of their adult students based upon the needs of those in class. Adult learners acquire motivation to attend courses which are based on their learning needs. The curriculum components are planned according to constructivist principles and andragogical theories.

The Role of Constructivism in Adult Education

The curriculum dimensions developed for adult education are based upon constructivism. Constructivism is not a new concept in education. Its premise stems from the Works of Dewey, Piaget, Vygotsky and Bruner (Driscoll, 1994; Snowman and Biehler, 2000). The value of constructing ones’ knowledge has become more evident as instructional strategies move away from rote memorization and toward actively engaging students in the learning process (Ormrod, 1990).

Constructivism is a contextualized approach to learning. The presentation of context is an important aspect of teaching adults (Kowles 1980). According to the constructivists, learners gain deep understanding when they act on new information with their present knowledge and resolve any discrepancies which arise (Cruikshank, Deborah and Kim, 1995). When we notice information that

conflicts with our present knowledge, we experience an internal sense of discomfort. Adults appear to be strongly motivated to reduce this discomfort by modifying knowledge structures and thus, engaging in learning (Dixon 1994).

Knowles (1980) points out that learning objective “can be made congruent with the spirit of andragogy by describing what... (a learning plan) ... will help learners do, to people” (p.121). The “general to specific” approach also can be applied to the selection of resources and serves as the framework for documentation of course completion.

Teaching Techniques in Adult Education

It can easily be seen that there are many comparative studies relating to the pedagogical and andragogical teaching techniques in adult education in many essays. The question of “Which techniques will be used according to the knowledge levels of the adults?”, the teacher-centered or learner-centered technique, is the focal point of the debate.

Ramsden (1992) claims that the larger part of student ‘learning’ is not about understanding theories and concepts, but about adapting to the requirements of instructors. Much earlier work by Lindeman (1988) proposed a shift in the paradigm of adult education to more student-centred education as he noticed that too much of learning consisted of vicarious substitution of the learner’s experience (the adult learner’s living textbook) and knowledge. Lindeman emphasised the importance of adult education by writing ‘Adult education will become an agency of progress if its short-time goal of self-improvement can be made compatible with a long-time, experimental but resolute policy of changing the social order’ (Lindeman, 1988:105). Building on the earlier work of Lindeman, Knowles (1990) asserted that adults require certain environmental conditions in order to learn. They are the following:

1. Adults need to be involved in the planning and evaluation of their instruction.
2. Experience (including mistakes) provides the basis for learning activities.
3. Adults are most interested in subjects that have immediate relevance to their job or personal life.

One of the teaching methods available to instructors in the andragogic model is the method of ‘Socratic Seminars’ an instructor-directed form of instruction in which questions are used as the sole method of teaching. The technique is assumed to help emphasise the learning process by placing students in the

position of having to recognise the limits of their knowledge, and hopefully, motivating them to learn (Paraskevas and Wickens, 2003).

The Socratic Method: Within this context, one of the teaching strategies involving adult learners in thinking about the concepts they are about to 'learn' is the Socratic Method. Supporters of this method (Tredway, 1995; Strong, 1996) suggest that it is a form of structured discourse about ideas and dilemmas that certain topics present, in this way involving students actively in the learning process by relating activities to their own experiences and thereby engaging them on an emotional level.

The andragogical process consists of the following seven elements: (a) the establishment of a climate conducive to adult learning, (b) the creation of an organizational structure for participate learning, (c) the diagnosis of needs for learning, (d) the formulation of directions of learning (objectives), (e) the development of a desing of activities, (f) the operation of the activities, (g) the re-diagnosis of needs for learning (evaluation) (Knowles, 1984).

Teaching techniques, which involve discovering, problem-solving, studying within a group and the learning strategies supporting those techniques, are in common use in adult education.

Much of the current research dedicated to the development of teaching techniques and learning strategies suggest employment of constructivist or discovery learning approaches to promote meaningful learning and student success (Chambliss and Calfee, 1989; deCapriariis, Barman and Magee, 2001; Jungst, Licklider and Wiersema, 2003)

Learning about the basic mechanisms of an individuals' metacognitive behavior will lead to the creation of methods to help improve the learning process (Tobias and Everson, 1997). Furthermore, if students are gathering meaningful information through discovery learning, yet are still encountering problems, it seems important to evaluate the execution of this monitoring process (Sigler and Saam, 2007).

Adults tend to be problem-centered in their orientation. Problem-solving is one of the most beneficial educational opportunities for adults. Thus, curriculum for adults should be organized around problems rather than subjects and these problems should reflect the concerns that adults have experienced (Knowles 1980). The class may be divided into groups comprised of learners having the same tendency to the same problem.

Discovery learning can create situations which give rise to a constructivist approach. The major beliefs about discovery learning are (Cruikshank et al

1995): a) Discovery learning is most useful for higher-order thinking and problem-solving, b) Instructors should regularly engage learners' curiosity, c) Discovery learning activities should be done both independently and collaboratively, d) Information is most meaningful when learners come to understanding on their own, e) When learners are given regular opportunities to discover knowledge for themselves, they learn how to learn, f) When learners share their thoughts about ideals and the way they solve problems, they grow intellectually. One of the goals of adult educators is to help adults become self-directed learners. Understanding how to learn is an important step in that process.

Despite the fact that lecturing has fallen from grace and other methods have been shown to be more effective, lecturing sometimes has a place. The implication of this is that while we want to move our students toward independence and ability to direct their learning, we must be aware that not all will embrace the opportunity. In the early stages of this process, many will struggle, complain, and be very uncomfortable. Facilitation should be balanced with structure. We should aim to be a guide on the side but we may avoid requiring students to blaze their own trails (Lasfield 1999).

Design of a Teaching Programme in Adult Education

Curriculum must be inclusive in order to be relevant to learners. It is important to remember that a curriculum always represents a particular world view, generally the world view of the dominant culture. The following are a collection of guidelines or suggestions for creating an inclusive learning curriculum (Imel 1995): a) Individuals bring multiple perspectives to a learning situation as a result of their religion, gender, ethnicity, class, age, sexuality, and / or physical abilities. Build a curriculum which acknowledges these perspectives, b) Reflect the experiences of learners, both as individuals and as members of particular social groups. Value these experiences and use them as a basis of learning and assessment. They are powerful additions to the curriculum., c) Acknowledge the power disparity between the instructor and the students. Create an environment which allows students to disagree with the instructor. Do not require that students agree with a particular view point or 'fact', d) Be aware that participants are positioned differently in relationship to each other and to the knowledge being acquired. All learners do not bring with them the same ability to think critically, analyze results, etc.

Ron and Zemke (1984) summarize the curriculum design in adult education as follows: 1) Adult learners tend to be less interested in, and enthralled by, descriptive research courses. They tend to prefer single concept, single-theory courses that focus heavily on the application of the concept to relevant

problems. This tendency increases with age. 2) Adults need to be able to integrate new ideas with what they already know if they are going to keep - and use - the new information. 3) Information that conflicts sharply with what is already held to be true, and thus forces a re-evaluation of the old material, is integrated more slowly. 4) Adults tend to compensate for being slower in some psychomotor learning tasks by being more accurate and making fewer trial-and-error ventures. 5) Adults tend to take errors personally and are more likely to let them affect self-esteem. Therefore, they tend to apply tried-and-true solutions and take fewer risks. 6) The curriculum designer must know whether the concepts or ideas will be in concert or in conflict with the learner. Some instruction must be designed to effect a change in belief and value systems. 7) Programs need to be designed to accept viewpoints from people in different life stages and with different value "sets." 8) Adults prefer self-directed and self-designed learning projects over group-learning experiences led by a professional, they select more than one medium for learning, and they desire to control pace and start/stop time. 9) Non-human media such as books, programmed instruction and television have become popular with adults in recent years. 10) Self-direction does not mean isolation. Studies of self-directed learning indicate that self-directed projects involve an average of 10 other people as resources, guides, encouragers and the like. But even for the self-professed, self-directed learner, lectures and short seminars get positive ratings, especially when these events give the learner face-to-face, one-to-one access to an expert.

The Fundamentals of Adult Learners' Motivation in Courses

An adult is motivated to attend an adult education course by their current needs rather than future ones. Course attendance and concentration during the course are needed to realize the course requirements. Success in exams is not a motivation in adult courses. Instead, the basic motivations for adults are producing, correcting production mistakes, and skill and knowledge transfer.

The reasons adults learn are very diverse. While it is not important to know all reasons for all students, it is important to realize not all students are there for the same reasons. Understanding the diversity of motivation of students is the first step toward designing effective courses (Lasfield 1999).

Adults attend college for a myriad of reasons. Often, individual learners each have a myriad of reasons for attending. Tough makes an attempt at a comprehensive list. For example, a learner may be motivated by (Tough 1979):

- Intention of Using the Knowledge or Skill – The skill may be necessary for a particular job or completion of a particular task.

- Imparting the Knowledge and Skill- The learner may be acquiring the skill in order to teach or share it with others who plan to use the skill
- Future Understanding or Learning- The skill is being acquired to understand something which has not yet occurred.
- Pleasure and Self-esteem from Possession – Some students will learn for learning's sake or learning for the love of possession of a skill or knowledge.
- Learning for Credit- The learner's purpose may be to acquire credit for the course and not because the skill is important to the learner.

Houle separated the motivations of the learner into three very general typologies that seem to encompass the diversity. According to Merriam and Rosemary (1991) they are the following:

- Goal-oriented learners who use education as a means to an end.
- Activity-oriented learners who participate for the sake of the social interaction.
- Learning-oriented learners who seek knowledge for knowledge's sake

One of the factors that provide sustainable motivation is reinforcement. Motivation resides not within the individual but in the interaction between individual and subject matter (Kuhn, 2007). Learners must also feel supported. Knowles (1980) wrote "people learn better when they feel supported rather than judged or threatened" (p. 16).

Ron and Zemke (1984) summarize adult motivation with the titles written below:

1. Adults seek out learning experiences in order to cope with specific life-changing events--e.g., marriage, divorce, a new job, a promotion, being fired, retiring, losing a loved one, moving to a new city.
2. The more life change events an adult encounters, the more likely he or she is to seek out learning opportunities. Just as stress increases as life-change events accumulate, the motivation to cope with change through engagement in a learning experience increases.
3. The learning experiences adults seek out on their own are directly related - at least in their perception - to the life-change events that triggered the seeking.
4. Adults are generally willing to engage in learning experiences before, after, or even during the actual life change event. Once convinced that the change

is a certainty, adults will engage in any learning that promises to help them cope with the transition.

5. Adults who are motivated to seek out a learning experience do so primarily because they have a use for the knowledge or skill being sought. Learning is a means to an end, not an end in itself.
6. Increasing or maintaining one's sense of self-esteem and pleasure are strong secondary motivators for engaging in learning experiences.

The aim of the research is focused around 5 topics. They are as follow: a) What are the motivating factors for adults attending courses? b) Are the syllabi consistent with contemporary adult education theories? c) Which media are being used in the courses? d) Are adult learners being taken on excursions outside of the classroom to workshops and factories? e) What methods exist for measuring learning outcomes? Both authors of this paper examined chapter headings and subheadings, and subject indexes to locate information regarding these five topics.

METHOD

The Research Method Applied During the Investigation

The aim of this research was to determine the elements of the syllabus separating adult education from pedagogy in the Public Education Centers. The reasons directing adults to the courses are debated under the title 'motivation'. Moreover the content, kinds of media, application fields and the methods of success assessment are determined in the syllabus.

The population and sample of the research

Courses in the Turkey-Mersin Public Education Centre during the 2007-2008 academic year were chosen as a population. The sample population was comprised of: 13 learners in 'Cookery' (21.7%), 13 learners in 'Decorative wood-painting' (21.7%), 12 learners in 'Machine embroidery' (20%), 10 learners in 'Home fabrics' (16.7%), and 12 learners in 'Ready made clothing' (20 %) for a total of 60 students.

There are 3 learners between the ages of 13-14, 15 students between 15-25, 17 learners between 26-35, 17 learners between the ages of 36-45 and 8 learners above 46. Of the students polled, 31 learners are married, 24 are single, 2 are widows and 2 are divorced. Seven of the 60 students are male (12%) with the remainder of the sample (53) being female (88%). While female enrollment in the various courses was evenly distributed, the vast majority of men (6) trained

in “cookery”. The only other man in the survey attended the course in ‘Machine Embroidery’.

Data collection technique

Multiple-choice and true-false questionnaire items were developed under the sub-titles “adults’ characteristics”, “constructivism”, “curriculum”, “teaching techniques” and “motivation”. The “p” significance values of the answers were evaluated by the “Chi-square” technique and interpreted at a significance level of $p < 0.001$ or $p < 0.05$, according to course types.

RESULTS AND DISCUSSION

When the findings of the research were examined, “the school they graduated from”, “the reasons of attendance to the course”, “the motivation of the adult learner”, “the instructional materials used in the classes”, “supporting activities outside the school” and “evaluation” items were researched in accordance with the gender of the learners in the sample group. The tables relating to the findings are given below.

Table 2. Distribution of adult learners according to gender and level of education .

<i>Gender</i>	<i>No Formai Education</i>	<i>Primary School (5 years)</i>	<i>Primary School (8 years)</i>	<i>High School</i>	<i>Vocational Higher Schools</i>	<i>University</i>	<i>Total</i>
Female	10	18	4	15	5	1	53
Male	0	0	3	2	0	2	7
Total	10	18	7	17	5	3	60

$p < 0.01$

Table 3. Distribution of adult learners according to the course options and the reasons for attendance.

<i>Name of the course</i>	<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>	<i>Total</i>
Cookery	8	1	2	1	1	13
Decorative wood painting	10	0	2	0	0	12
Machine embroidery	7	0	2	3	0	12
Home fabrics	9	0	1	0	0	10
Ready made clothing	2	7	0	3	0	12
Total	36	8	7	7	1	59

$p^* < 0.001$

a: I chose it.

b: My spouse chose it.

c: My friends chose it.

d: My mother-father chose it. *e*: Due to my brothers and relatives wishes

Table 4. The distribution of adult learners according to the course options and the course content.

<i>Name of the course</i>	<i>Empty</i>	<i>Yes</i>	<i>No</i>	<i>Partial</i>	<i>Total</i>
Cookery	1	3	1	8	13
Decorative wood painting	0	11	0	2	13
Machine embroidery	0	6	3	3	12
Home fabrics	1	5	1	3	10
Ready made clothing	0	12	0	0	12
Total	2	37	5	16	60

$p < 0.05$

Table 5. The distribution of adult learners according to the course options and the media distribution

<i>Name of the course</i>	<i>Computer</i>	<i>Sample Models</i>	<i>Journals and Brochures</i>	<i>Total</i>
Cookery	0	8	5	13
Decorative wood painting	4	9	0	13
Machine embroidery	0	6	6	12
Home fabrics	0	7	3	10
Ready made clothing	0	0	12	12
Total	4	30	26	60

$p^* < 0.001$

Table 6. The distribution of the adult learners according to the course options and attendance workshop/factory or exhibitions.

<i>Name of the course</i>	<i>Empty</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Cookery	0	6	7	13
Decorative wood painting	0	13	0	13
Machine embroidery	0	5	7	12
Home fabrics	1	6	3	10
Ready made clothing	0	0	12	12
Total	1	30	29	60

$p^* < 0.001$

Table 7. The distribution of the adult learners according to the course options and the field of application.

<i>Name of the course</i>	<i>Empty</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Cookery	0	8	5	13
Decorative wood painting	0	12	1	13
Machine embroidery	0	5	7	12
Home fabrics	1	2	7	10
Ready made clothing	0	0	12	12
Total	1	27	32	60

p* <001

Table 8. The distribution of the adult learners according to the course options and the evaluation results.

<i>Name of the course</i>	<i>Empty</i>	<i>By Exam</i>	<i>By Product</i>	<i>Total</i>
Cookery	0	12	1	13
Decorative wood painting	3	1	9	13
Machine embroidery	6	3	3	12
Home fabrics	0	0	10	10
Ready made clothing	0	0	12	12
Total	9	16	35	60

p* <001

As seen in Table 2, 10 adults had never been to school, 18 adult learners graduated from the first 5 years of primary school, 7 graduated from the 8th grade of primary school, 17 adult learners graduated from high school, 5 adult learners graduated from Vocational Higher Schools and the remaining 3 were university graduates. According to the analysis at a significance value of ($p < .01$) a relationship exists between gender and level of education. (Primary schools were for 5 years until 1997. Thereafter, compulsory primary education was limited to 8 years.)

The Factors Motivating the Adults in the Sample

Courses were selected on a voluntarily based upon an adult's expectations of the course and previous experiences. These basic motivations are the characteristic features of the adult learners as Knowles (1970, p.39) mentioned in his book "The modern practice of Adult Education". Table 3 compares the course types with the reasons of attendance to the course. 36 adult learners said that "I researched and chose the course myself." (a), 8 adult learners said that "My spouse wanted me to choose the course." (b), 7 adult learners stated that "I

chose it because my friends attended it.” (c). 7 of the young learners were enrolled in the course by their mothers or fathers (d) and 1 learner had attended the course because his brothers/relatives wanted him to do so (e). One student did not answer this question. In Table 3, a distribution can be seen in which one adult learner from decorative wood painting did not answer the question. According to the Chi-square analysis at a significance level of ($p < .001$), a relationship exists between the type of course selected and the reasons for enrollment in the course.

As for the question “In what extent does the course you chose fulfill your expectations?”, 57 respondents replied “I am learning new material that I did not know before.”, 1 learner from the cookery department responded: “the course is insufficient and I am wasting my time.” and 2 learners from the confection and cookery departments stated: “the course is sufficient but we learned very little.” This result also shows that 95 % (57 respondents) of the learners are very eager to learn and would love to continue their education. This result, describes motivational processes rather briefly and in the context of work rather than education (Bee, 1996; Rybush, Roodin, & Hoyer, 1995). Furthermore, according to Schaie and Willis (1996), achievement motivation decreases in the second half of life, they also note that achievement motivation takes many forms in adulthood.

The Appropriateness of the Syllabus to Adult Education Theories

The content of a course should be constructed by the learners themselves and re-constructed around the failures in the products they produce, rather than blindly following a ready-made syllabus. Table 4 reports on the ideas of the adult learners about the content of the courses and gives the distribution of the answers for the question: “Are you confronting this material for the first time?” With the exception of the two learners from cookery and homefabrics, 37 learners said “Yes.”, 8 learners from cookery responded “Partially” and 5 learners replied “No”, accounting for 9% of the group. The Chi-square analysis of the relationship between the type of courses and the course content revealed a significance at a level of less than 0.05. Eleven adult learners in ‘decorative wood painting’ and 12 in ‘ready made clothing’ were confronted with the course contents for the first-time. They were able to improve their skills and could effectively respond to the demands of the labour market. Schaie and Willis (1996), suggest that educational programs for elderly adult’s need for instruction in how to learn (memory strategies) as well as content instruction. Changes should be made in course content taking into consideration improvements made by the adult learners within the course. Knowles emphasizes the identification and re-identification (evaluation) of the needs in

learning (Knowles, 1984) this identification was polled and 58 learners said “Yes.” while 2 said “No.”.

The Usage of Different Media in the Courses –Exiting From the Instructional Area

The types of media used in the courses was polled. Knowles (1980) says that individually designed course projects are another way of encouraging active participation in the learning process. In these instances, facilitators and learners have created course projects reflecting individual interests and needs. In addition to the more traditional term paper, final projects can be audio/video-tapes, a CD-Rom, a revised manual or other means of demonstrating accomplishment of individual learning objectives. Table 5 shows the kinds of media attracting the adults’ attention. In table 5 it can be seen that apart from the blackboard, the computer is the least used media (only 4 learners used one in decorative wood painting). The most commonly used media were sample models (30 learners) and journals/brochures (26 learners). The distribution of the types of media being used relative to the type of course was significant at the ($p < .001$) level in Chi-square analysis. In short, there is a significant relationship between course type and the media and other learning tools used in the course.

The question regarding whether or not adult learners were being taken to workshops, factories, etc. for applied learning or observation was queried in Table 6. Only one did not provide an answer. The number of learners saying “Yes.” or “No.” is nearly same. While all the learners in ‘decorative wood painting’ say “Yes.” All the learners in ‘ready made clothing’ say “No.”. The distribution of adults being taken for observation or applied learning outside of the school was significant at the ($p < .001$) level in the Chi-square analysis. In other words, there is a significant relationship between the applied courses and observations or learning conducted in places such as workshops and factories.

Another point queried was: “Do the schools provide areas for the students to use their skills outside of the normal classroom setting?” (ie. workshops in the private sector with which agreements have been made to allow students to develop their skills). Table 7 gives information about the extracurricular facilities. While 27 learners said “Yes.” (45%), 32 (53%) responded “No.”. The highest ratio of students responding affirmatively (12) were from decorative wood painting with the highest ratio for negative responses (12) being from the ‘ready made clothing’ course. One learner did not answer the question. According to the Chi-square analysis a significant relationship at the ($p < .001$) level exists between the type of course and the availability of instruction or observation outside the classroom.

Assessing Adult Learning

In Table 8 the question was posed as to whether the success in adult education is being evaluated by tests or by products produced by students in the chosen courses. The question was queried in Table 8. Table 8 shows the distribution between test based and product based evaluations. Nine (15%) learners did not answer this question. Fifty-one learners answered the question. While 16 (31%) learners argue that success was evaluated by tests, 35 learners (69%) indicated that it was evaluated by the products they had produced. According to the Chi-square analysis a significant relationship at the ($p < .001$) level exists between the type of course and the evaluation methods. As Knowles (1973) mentioned, changes to course content are made by taking into consideration the mistakes made by students while evaluating the products they produce. Multiple-choice and true-false items may be more effective procedures for assessing the learning of older adults because both procedures involve recognition memory which adults perform equally as well as younger adults Schaie and Willis (1996).

CONCLUSION

A significant portion of the students participating in this research had never attended school or had attended primary school through the 5th grade. Because of the differences between the educational levels of the students enrolled in the courses, the factors that motivated students to enroll are numerous. Students' reasons for enrolling in a course, which included a desire to acquire a new job or skill or to spend their free time more wisely by acquiring new knowledge, can have a great effect on course content and the student's expectations from the course. Courses in wood-painting, needlecraft and confection were the courses most attended by adults seeking to gain a skilled profession.

When the data are examined, it can be seen that the course syllabi are constructed within a framework suitable for adult education. Course attendance, and particularly the motivation to continue with one's education, is derived from an adult's personal needs and aspirations for the future. At present, educational programs are not available for adult trainers at the university level in Turkey. 13 years ago, there were programs at three Turkish universities for adult education students. Public Education Centers cover a broad spectrum of courses which are typically labeled as non-formal education. In Public Education Centers there are many course programs. In addition to literacy and cultural courses, there are a variety of vocational courses in Turkey (Ultanir and Ultanir, 2005).

Upon examination of the teacher training programmes available in Turkey, it can be seen that andragogical theories are not applied in any of these

institutions. Furthermore, this deficiency is observed during excursions to Public Education Centres and is discussed in meetings with adult educators at these institutions. Public Education Centres appoint teachers from vocational high schools or successful craftsmen and engineers from the private sector. At present, there is still no on-site training for adult educators employed in Public Education Centres. Adult instructors have no choice but to develop their syllabi on the macro level using nothing but trial and error.

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