General Relationship Between Technology And Adult Education

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Abstract

Is there a relationship between time spent learning using technology and fatigue or boredom diminishing the learning experience and Adult education? *The societal factors of using technology are an important area of the education system in the world. Who really are learning? Does technology provide the necessary ingredients or proper ways for education of all in the society? A look into what constitute the means and how adult education can be improved is explored and emphasized in this work. The justification predicaments are discussed accordingly. The presumption as to who really are adults is also confirmed.*

It is discovered that we learn by quantum thinking, which means by looking at the world in a new way; and learning in a safe and secure environment. It may also be inferred that adults, not technology determine what is to be learned (Knowles. 1980). Education creates a foundation for the success of professionals. The education of the adults may be formal or informal. The combinations of formal and informal education are the major fundamental of adult professionalism and technology. The education obtained through informal education is the day to day observations or scanning of the environment or societal activities of the population. Informal education may be classified as knowledge or education obtained out of the classroom or out of the congregation of people. It is the education acquired through exploration of various paraphernalia of possible educational documentations or situations. The formal education obtained by many professionals and adults are classrooms-based, these may be through seminars or conferences. The basis for educating the professional adults is to update their skills because of changes in the society: Thus, this justified the purpose and the need for strategic educational planning (Knowles, 1980). With thorough explorations of various studies, we may conclude that there is a great relationship time spent using technology, fatigue or boredom that diminish learning experience and adult education.

A. Keywords*: Education/Technology/Faculty Development/Action Learning/Adult Education/University/Science/politics/Teachers/Educators/School*

B. Social Studies

Introduction

Using technology is a way one can attain or improves the ability to survive in the society of ours. Without educational training of the mind, it may be impossible to realize the importance of adaptability of living in the environment. Without education, it may also be difficult to embellish the use of both the mental and physical attributes possessed by individual beings.

What really is education? Education is the training of the mind to perform desire functions or to perpetuate the modality of obtaining an end or result. Every daily activity of individual in the society is a form of education derived from technology because one learns from his actions one way or the others.

As discussed in several texts, it is a complex issue as to the definition of adults. Who really is an adult is a controversial prerogative? Who really is an adult? The dictionary has a general description which means “grown-ups” or people with puberty qualities (Merriam & Caffarella, 1999). The society in a way had attached puberty to mean those who have attained the psychological, physiological and social embroidery of life regardless of age. Education of all adult learners should be designed and formulated according to society perception.

Even though adults have been found to involve themselves with learning per say for different perspectives, this justification lied on the rudiments of what is expected of individual in a society. These perspectives may be due to job advancement, pleasure and the love of learning (Knowles, 1980). It

is also true that learning for most does not solely rest on rewards but merely necessities of life. The impropriety sanctions imposed by the society on adult education are to be viewed by educational establishments as the main reasons affecting lack of interest in technology education. It is perceived by the society at large that once one has attained success or obtained all the necessary rudiments of living, then it is less important to further educate the mind. The sanctions or believes that adult education is only for the incapable or non-successful individual is an incarnation or insults to education, especially adult education because this affects the study of technology by adults.

Society should view Technology Education to improve knowledge. We should realize that knowledge comes from learning and learning comes from trying (Kejawa, 2013). Even though one has reached the highest peak of his life or career does not mean that one does not have to learn or educate the mind in a technological way. Since education is perceived by the philosophers such as Plato, Socrates and Darwin to be the usage of the mind to obtain reality or to solve problems, all institutions must be equipped with all the technologies to improving education at all levels.

Motivation Strategy of Education Technology

Motivational enlightens may be the sole propriety essentials of technology education. It has been heard that not only does the needs of individual adults need to be met but that of the society as whole. The accountability of oneself rest on the society, so is the sustainability. Education Technology is a substantial globalization of security wellbeing (Swapna, Yashaswini, Madikanto, 2014).

Adults who are motivated to seek out a learning experience do so primarily because they have a use for the knowledge and skill being sought. Learning is a means to an end and not an end itself (Knowles, 1980). As mission of an adult has become more complex and more significant, its role has gradually changed. For many years it was assumed that principle and techniques used in educating adults would help adult learn (Wlodkowski, 1999). The teachers of classroom are solely considered as teachers of adults and it was taking for granted that any reasonably person could assumed the role of educator and know how to do a good job.

Technology education plays an important role in the development of the society. As the society changes so are the people within. The lives of the inhabitants undergo ethical changes as adult learner progress through educational activities. The education acquired during childhood, is not enough to "sail" through adulthood, more knowledge is required since society is not prone to changes, for the benefits of individual within it. Adult education is necessary to survive the efficacies of wellbeing of the society. Through educating the adult, there can be pathways for political, economic and technological stabilities in the society. The objectivity of institutions and communities alike depends on the social norms of educational facilities. Adult education as portrayed by society can be engagements in all sorts of forms of learning. It can take place at anytime and anywhere within our society. It is certain that response to change is dominantly recognized. Both the society and individual educators alike must be aware of the spontaneous adaptability and the objectivity of the characteristics of living. Philosophically, as it is often said "The most dominants are the most response to change" (Darwin).

The perseverance of the adult institutions and their objects solely rests on the society. Their tasks must be obliterated in some way or form. The incumbents of adult education must recognize the security and motivational needs of the society. There is a controversial view as to who are really the educators in our society. Since there is a change in adaptability and objectivity, Educators could really be anyone with capable intensity to change. As it has been established, the adult learners have control over what they want to learn therefore it is a lifelong learning experience.

The bondage between adults is a sophistication of who really is learning in the society. The experience of everyone relied on the substances of the needs of the society. Orientation approach to the needs and security of individual being of the society depends on educational approach. Communities actively seek adult and technology education quality to full benefits of the society, to enlighten individuals (Knowles, 1980): Leadership prospects emerge in this process.

The objectivity of institutions and communities alike depends on the social norms of educational facilities. It is certain learner response to change is dominantly recognized. Both the society and individual educators alike are the predators of lifelong learning. The preference of both the individual depends on the substance of society connotations. The society connotations are the entities that project benefits for individuals within an educational environment. It is an attained goal of the society that justified the wellbeing of individual adult learners and adult educators. The educational facilities are the sole proprietary of the society. It is to the advantage of individual in the society to have all the life endeavors. Education can serve a purpose for adult learners and educators alike. The absolute predicament of individual being depends on the social, economic and political aspects of the community and society. The physiological and

psychological aspects of reaching maturity rest on the individual itself.

Nevertheless, the institutions of higher learning constitute what is to be perceived as conglomerate of values in the society. Individual must engage in all sort of activities technologically within the establishments of educational facilities (Sadiq, Araoye, Akinloye, 2018). The established scenarios are those with the functionality of the purpose of achieving the ultimate goals of the community as well as the society. It is to the justification of the institutional communities to see that all individual adults adhere to the socio-economic and technological problems of the society.

Knowledge of innovative tools in teaching would enable faculty to be better prepared for courses outside their specialization of technology and would ease the burden of teaching overload when educating adult learners. The encouragement of faculty to use technology to teach their courses allows faculty to enhance their skills and knowledge to perform in their subjects and courses outside the field of their specialization. The researchers have learned from personal experiences, and theoretical observations of the use of technology rather than manpower at some institutions that the use of technology makes people capable mentally, physically, and emotionally of achieving their goals (Salem, 2000). Considering these benefits, it may make faculty resistant to fatigue and distraction and embellish their performance when teaching adults.

Knowledge-Based Instructional Technology

The field of education is indeed becoming a technology-based focus, looking at the ways in which intelligence can be used in building educational software. Many instructors and lecturers in universities, such as New York University, Colombia University, and Harvard, are presently using various technology and electronic media to help facilitate their lectures (Salem, 2000). As Salem pointed out, intelligence systems can provide an excellent methodology for learning from human experiences.

The use of technology software agents within the computer-mediated learning environment has become an important focus of research educational context (Wilson, 2002). The development of instructional methods using technology is very important in order to further strengthen awareness of the subject. The use of technology in education has become the most challenging area in the last several years. It includes the use of many disciplines, such as cognitive and social psychology, artificial intelligence, computer science, empirical psychology, and software engineering. According to Salem (2000), the goal of technology in education is to deliver computer-based systems (or knowledge-based software) that can be used in real teaching, learning, and training situations. Salem further stressed that there is intelligence software (or educational-based software) that are a knowledge base and an inference system. The knowledge-based software is made up of facts, concepts, theories, procedures, and relationships representing real-world knowledge about objects, places, events, people, and so forth. The inference system or thinking mechanism is a method of using the knowledge base, that is, reasoning with it to solve problems, according to Salem (2000) and Gains and Leonard (2001).

Technology is very important for the development of intelligence-based educational software for adult education. The topic dealing with case-based reasoning receives a great deal of attention in adult education community. Case-based reasoning is a general paradigm for reasoning from experience. It, according to Salem (2000), assumes a memory model for representing, indexing, and organizing past cases and process model for retrieving and modifying old cases and assimilating new ones. Case-based reasoning has already been applied in several application areas, such as legal reasoning, dispute mediation, and customer support. There have been computer-based reasoning systems built in education, one of such was Shank's systems (Ferguson as cited in Salem), which takes on the role of expert and guides a user dialog in which the system tells stories to make its point. Others include the Design Muse authoring tool (Domeshek as cited in Salem), which is used in classes as well to build useful case libraries for engineering classes and to give students the opportunity to learn more about other areas by preparing and indexing well-articulated cases.

Adult technology education is a process in which adults acquire knowledge or skills through cognitive learning experiences (Kejawa, 2013). It is an extension of what has been learned in childhood. Rather than following a specific theoretical approach, adult learning is based on the practical approach of learning methods (Knowles, 1980). The adults themselves determine what it is they want to learn; it is not the paraphernalia of technology that determine what is to be learnt. The adult learners learn or try to acquire more knowledge about a situation because of the economical, sociological, psychological, physiological and technological impacts that can be derived from learning the process at a certain time. This is to say that adult education is primarily based on the sociological, economic and technological changes in the society. It is also based on the psychological and physiological changes of individual adults.

More adults try to acquire new knowledge or brush up the old skills due to changes in their life or environmental changes. The reasons why adults learn may be due to the socioeconomically conditions and

technologies condition of the society. According to Merriam and Caffarella (1999), even self-directed learning rarely occurs in splendid isolation from the world in which learners live. It is intimately related to that world and affected by it. As was pointed out earlier, what adults want to learn, what is offered to them, and the ways in which adults learn are determined by the adults themselves and to large extent by the nature of the society at any time (Wlodkowski, 1999). It can also be said that the nature of society at any point in time determines the relative emphasis exerted on adult learners. Adults will try to acquire knowledge about their environment because there are always innovative processes that take place in the society. As we grow older, we tend to learn more, and there is always a call for more education because of the changes in our lives.

Instructional Electronic Media Methodology

It can be reiterated that the use of electronic media/technology is surely the path to acquire and apply Knowledge in Technology education. It is the path to perceive and manipulate things in the physical world? Indeed, these paths are part of what technology is. The use of technology excites people who want to uncover principles that all intelligent procedures must follow, not just those made of wet neural tissue (Salem, 2000). Consequently, there is neither an obsession with mimicking human intelligence or prejudice against using methods that seem to involve human intelligence (Winston 2001). Just as psychological knowledge about human information processing can help make computer intelligent, theories derived purely by using computers suggest possibilities about methods to educate people better, according to Winston (2001). Said another way, the methodology involved in making smart programs may transfer to making smart people. It is perceived that rather than eliminating the jobs of qualified adult education faculty, it is in the best of institutions to undergo faculty development processes. Faculty development may justify the implementation of action planning, thereby yielding to education of the adults and educators.

Conclusion

According to Merriam and Caffarella (1999) in their book titled, "Learning in Adulthood", even self-directed learning rarely occurs in splendid isolation from the world in which learner lives; it is intimately related to that world and affected by it. As it was pointed out earlier, what adults want to learn, what is offered to them and the ways in which adults learn are determine by the adults themselves and to large extent by the nature of the society at any time (Ross-Gordon 2002). It can also be said that the nature of society at any point in time determines the relative emphasis exerted on adult learners. One may articulate that adults will try to acquire knowledge about their environment since there are always innovative technological processes that take place in the society (Wlodkowski, 1999). I think that as we grow older, we tend to learn more, and there is always a call for more education because of the changes in our lives. Learning as an Integral Part of Surviving in the Society:

"Popular rhetoric suggests that everyone, can improve his or her life situation through learning", Vella (2002). Most adults learn to survive in the world of today because without new knowledge of both the socio-economical, technological innovation of today's market, nothing would be possible. Without the economic and technological knowledge of today's world, many adults would have a hard time to succeed both economically and sociologically.

There is always a question that comes up when addressing the topic technology education; Do adults really learning differently from children? The answer to this question is not far-fetch. Over thirty years ago Malcolm Knowles (1968, p. 351) proposed "a new label and a new technology" of adult learning (Andragogy) to distinguish it from pre-adult schooling (Pedagogy). As Knowles (1980) pointed out, andragogy which means the art and science of helping adult learn is quite different from pedagogy which means the art and science of helping children learn – as a person mature, his or her self-concept moves from dependent towards one self-directing human being, Merriam (2001). It is further stressed that an adult accumulates a growing reservoir of experience which is a rich resource for learning, Merriam (2001).

From my point of view, the readiness of adults to learn technologically may be closely related the developmental tasks of their social activities. Adults are motivated to learn by internal factors rather than external ones, Knowles (1980, pp. 40-50). Adults learn in a safe environment. The rewards of acquiring new knowledge are the basis of adult learning. The satisfactions attained from learning may depend on how well a subject is delivered and how motivated the learners were. Learning spent using technology can prevent and generate outcomes if we aware of obstacles. As a result of learning too much, diminish learning experience may occur which may be re-learn at a certain point of life. There is a correlation between technology education and adult education.

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