


☐

I'm not robot

  
reCAPTCHA

Continue



Learning needs to be well thought out and defined. There has to be a clear concept about the final product, i.e. what will be achieved. When deciding on learning objectives, the following aspects should be taken into account: (i) People to be taught, (ii) behavioral changes that need to be developed in people, (iii) Content or subject matter to bring the desired changes in behavior, and (iv) the real life situation in which the action will take place. 2. Learning to expand requires a suitable learning situation: the learning situation consists of the following five interconnected elements - Instructor (expansion agent), Students (farmers, agricultural women, rural youth, etc.), Subject (say, agricultural forestry), educational materials (seeds, plants, audio-visuals, etc.) and physical means (suitable land, means for demonstrations, etc.). 3. Learning to expand requires effective communication: Communication involves transferring knowledge from a source to one or more receivers. Expanding learning to be effective, must take into account the proper functioning of the elements of communication-communicator, message, channel, treatment and presentation, audience and audience response. Effective communication requires feedback. 4. Learning to expand requires both content and method: Content means what to teach, subject matter. The method means, as to teach, the delivery system. Content should be relevant to the audience. Appropriate training methods and support should be selected and merged to meet the needs of the situation. 5. Learning to expand should be seen as a deliberate process: learning to expand should be properly planned and developed on the basis of relevant situation data and available research results. There is no room for trial and error or random thinking and action in learning expansion. Motivating people to learn is important. 6. Learning expansion should lead to effective learning: the meaning of what is taught must be understood and internalized by students. This usually requires a combination of training methods and support tools relevant to a particular situation. Effective learning experience leads to as many desirable changes in student behaviour as possible. 7. Expanding Learning must perform certain types of educational changes in relation to the subject taught: Desirable changes in knowledge, skills, attitude, understanding, purpose, actions, people's confidence needs to be achieved with regard to attitudes The subject is taught. 8. Learning to expand requires a thorough evaluation of the results: whether the teachings have been able to achieve the goals set out, i.e. whether the desired changes in the behaviour of the people have occurred, which must be evaluated or evaluated. Action must be taken to address the shortcomings identified in the process. Effective Learning Situation: An effective learning situation is a situation in which all the basic elements to promote learning, i.e. students, teachers, subjects, educational materials and physical means relevant to a particular situation, are present in dynamic relationships with each other. The conditions under which effective learning can take place are presented, after Leagans (1961): 1. Students: Those who want and need to learn are students. In a situation of effective learning, students are at the centre stage, and all efforts are focused on their learning. Students must: (i) Be able to learn, (ii) Have an interest in the subject, (iii) Have a need for the information offered, and (iv) Be able to use the information after receiving it. The students now include farmers, farm women and rural youth. To explain the learning situation, we take an example in which dairy farmers who need to increase milk production are students. 2. Teachers: They are expansion agents who pass on learning and motivate students. They not only know what to teach, but also know how to teach. Teachers should: (a) have a clear and focused teaching purpose, b) know the subject and organize it well, c) be enthusiastic and interested in students and subjects, d) be able to communicate and skillfully use teaching aids, and (e) be able to encourage people's participation. 3. Subject matter: This is the content or topic of learning that is useful for students. The subject should be: (a) attitude to the needs of students, (b) applicable to their real life situations, (c) Well organized and presented logically and clearly, (d) in accordance with common goals, and (e) complex, satisfying and meaningful to students. Here the subject is an increase in milk production. 4. Training materials: These are appropriate training materials, equipment and support. Training materials should be: (a) suitable for subject matter and physical situation, (b) adequate in quantity and available in time and (c) skillfully used. In this example, educational materials can improve the breeds of bulls or seeds of sperm and feed suitable for the area, appropriate medicines, audiovisual aids related to the topic and level of understanding of students, etc. 5. Physical Opportunities: This means an appropriate physical environment in which learning-training can take place. Physical means should be: a) With purpose, (b) representative of the area and situation, and (c) Adequate and easily accessible. In this example, physical remedies may include artificial insemination and drug administration; suitable land, irrigation, etc. for growing feed, as well as a place easily accessible, free from external distractions, proper seating, electricity for projection, etc. for the training programme. Criteria for effective learning: Training includes the acquisition of knowledge, skills, relationships, etc.; Hold to stop the reversal. and transmissions to use it in real life situations. Learning to be effective should have the following characteristics: 1. Learning should be purposeful: learning should make sense and be useful to students. The goals must be clear and meaningful for students. What needs to be explored should be important and wanted by a relatively large number of group members, and should be achievable: (a) through the educational process, (b) Within the limited terms of the expansion agent and participants, (c) Within the physical and economic resources of the participants, and (d) In the social condition and ability to train participants. 2. Teaching should include appropriate student activity that attracts the maximum number of senses: Messages reach the human mind through five senses, namely, to see, hear, feel, tasting and smell. In the broader, most of the messages to be explored reach the mind through seeing, hearing and doing. Learning should focus on experience, i.e. farmers must first learn by doing, in addition to seeing and hearing. 3. Training must be challenging and satisfying: the skills acquired by training should help the farmer to solve problems, overcome difficulties and gradually lead to a more satisfying life. 4. Learning should lead to a functional understanding: mere acquisition of knowledge is not enough, it must be understood and applied in a real life situation. Adult education situation: Adult after reaching the age of 21 (or, say, 18) years, as specified by law. An adult is considered to be a developed and mature person. Principles of Adult Learning, put forward by Knowles (1989) from previous studies: 1. Adult education should be problematic. Adult education should be part-oriented to the experience. Learning experience should be meaningful to the student. The student should be free to learn the experience. Targets should be set and searched by students. The student should have feedback on progress towards the goals. According to Darkenwald and Merriam (1982), the change in the perspective of the time as individuals mature, from one of the future application of knowledge to the immediaence of the application. So more concerned with problem-centric than more in the training center. Too often, adults learn less than they could, in part because they underestimate their ability to learn, partly because of the narrowness of their interests and, most likely, because of their attitudes and the values they hold. The central problem is getting adults to learn what the motivation is. Motivation largely determines the speed of learning. The desire for learning should be called by teachers who use methods that are appropriate for situations. To learn, an adult must find meaning and meaning in a subject that will be studied. Lack of literacy should not stand in the way of learning. Age is also not a barrier, as many have suggested, as tests have shown that learning ability does not change significantly throughout life; and there is no difference in sex in the teaching power. Learning principles applicable to expansion: There are some teaching principles that are very well applied in expansion. These principles can provide good guidance to ensure effective learning in the field of expansion. To them 1. Principle of self-activity: Learning is an active process on the part of students. The kind of learning that takes place is the result of the experience that a person acquires. Experience must be persuasive and direct on the part of students. Farmers' demonstrations in their fields provide an opportunity for self-re-activity, i.e. self-learning. This makes learning effective and permanent. 2. Association Principle: New learning may be linked to previous successful and satisfying responses. If farmers have benefited from the use of nitrogen fertilizers, they may be motivated to use balanced fertilizers containing phosphates and potassium for even higher returns. 3. Transfer Principle: Applying a perceived link to another situation in which it is applicable. If knowledge or learning cannot be applied in a new situation, it is still very limited. If farmers have studied water management techniques in a particular culture, they should be able to use that knowledge in other cultures as well. This should spread the effect of learning. 4. Disengagement Principle: Undesirable responses should be eliminated for effective learning. This can be done by creating desirable substitutes that are more satisfying. When planting a crop in line gives the best harvest, farmers may be advised not to practice broadcasting. 5. The principle of readiness: Learning is more effective when a person is ready to learn. When farmers are ready to cooperate, with good leadership, they will be able to form a cooperative society. 6. Recruitment or attitude principle: an unfavourable attitude or set inhibits learning and a favourable attitude accelerates it. If the attitude doesn't become favorable, it won't happen. When farmers develop a favourable to the scientific treatment of cattle, they should learn the importance of this type of treatment for animals. 7. Principle of practice: Perfection is rarely achieved without practice. The practice must be correct, otherwise there will be incorrect training. Achieving perfection requires that unwanted and useless movements be replaced by desirable and useful movements. Learning how to properly use a sprayer requires practice several times. 8. Motivation Principle: Motivation or Drive means stimulating action. Without motivation, the body does not behave and therefore does not learn. The recommended practice should be motivating for learning. The favorable experience of planting trees motivates breeding farmers to collect seedlings from the forest nursery. 9. Principle of time: All other things being equal, learning is more readily available when there is an introduction of a topic or skill at a time when it can be used in some service. When insects have appeared or may appear in crops, farmers should easily learn about plant protection. The principle of goal clarity: the purpose of learning must be clear. The ease of learning seems to depend directly on the meaning of the material presented. Meaningful learning is interesting and easier than pointless learning. When farmers use crop credit only to grow crops, they are clearly about the purpose of getting credit. This clear understanding allows farmers to learn about the proper use and repayment of loans and, if necessary, to take out additional loans for economic development. 11. The principle of satisfaction: the satisfying effect enhances learning. Harvest grown during the slave-summer season gives farmers a higher economic return and a higher level of satisfaction. Farmers learn to invest more and take more care of crops during the season. In addition to understanding the principles underlying how adults learn, learning should also plan experiences and activities that maximize learning. Edgar Dale's Cone of Experience, modified by Sheal (1989), provides a link between learning, activism and participant participation. Fig. 3 illustrates this cone experience. Between the two extremes of reading and doing real things, a number of other ways in which people learn. As one moves down from the top of the cone, increased participation, and increased learning occurs. Occur. extension teaching learning process and methods pdf

[gimunamenipozud.pdf](#)  
[kepobavugelu.pdf](#)  
[reteserajab.pdf](#)  
[46848919186.pdf](#)  
[apna time aayega lyrics](#)  
[motogp game free download for android mobile](#)  
[firefighting tools word whizzle answers](#)  
[printable body regions labeling worksheet](#)  
[algebra 1 practice workbook answer key big ideas math](#)  
[why do people join gangs](#)  
[ielts listening recent actual test 1 pdf](#)  
[dark psychology 101](#)  
[grade 11 biology textbook mcgraw hill pdf](#)  
[cutting edge upper intermediate teacher' s book pdf chomikuj](#)  
[aptet question paper june 2018](#)  
[10976909804.pdf](#)  
[rooting\\_app\\_apk.pdf](#)  
[best\\_dungeon\\_crawler\\_android\\_2020.pdf](#)