

An Area less Explored, for Learning is a Lifelong Process:

Adult Education & Peer Learning

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Abstract: Peer instruction, a sort of active learning procedure, is mostly outlined as a chance for peers and adults to discuss ideas or to share association and queries in any setting, wherever there are opportunities. Once implementing peer instruction, instructors have several selections to create concerning its abstract style, assignment format, and grading, among others. Ideally, these selections will be enlightened by understanding the relationship between adult learners & peer learning styles concerning its wide impact and efficacy.

Key Words: Adult Education, Peer Learning, Andragogy, Abstract Learning

In the past, adult education has developed as a system far older than the traditional system. But adult education programs differ widely from country to country. In reality, in the developed countries of the World, the method of adult education is very different than in the developing nations. In the developing and developed nations, there are still significant gaps in funding rates for adult literacy, not just in terms of the goals and practices. The growth in the adult education philosophy, methodology, training, and production of literature is very significant in the developed nations. While there is much that can be made use of the western model of adult education, the developing countries are just at the periphery of the problem. The definition of adult education seems to have advanced somewhat in India.

Since 1966, UNESCO has established an ISCED "as a method for gathering and compiling education statistics both within the individual countries. As a definition of adult education, the International Standard Classification has given the following. The word "adult education" as used here stands for "out of school education," meaning that it is open to those not in the regular schools or the universities and generally for fifteen years and older, and is tailored for the benefit of such adults. A specific explanation of what "education" means is needed to apply the meaning. From the perspective of ISCED "Education" is intended to provide structured and effective learning communication. Because *adult learning* is distinct from ordinary schooling and college education, it is important to define this word as well.

Through the years, the definition of 'adult education' has evolved. The literary importance of adult learning requires educational services for people that could not be adequately taught in their school years. The interpretation of the idea of adult education has been particularly contentious.

Exploring the Definitions of Adult Education:

For practical purposes, any person aged fifteen years and older is usually recognized as an adult. Any education offered to anyone over fifteen years of age will, with some exceptions, be considered as adult education. A universal desire to universalize eight years of primary education, starting at the age of six, was one of the reasons why the age of fifteen is cut off to differentiate adults from children. The UNESCO Charter acknowledges this and human rights are respected.

The following are some common definitions provided by experts:

Mukherjee (Mukherjee,1990) describes adult education in a very specific manner such that any formal or non-formal adult education is included. According to K.G Saiyeden, adult education requires financial, civil and moral education. Community schooling is what has been referred to as adult education until independence. However, the goals of social education are wider than those of adult

education. The primary goal is to provide education with a social model of society. Maulana Abul Kalam Azad, explained the importance of adult learning when the 1949 UNESCO Adult Education Seminar opened. He said that social education meant education to complete an individual. It will make him literate so that he has access to the knowledge of the world. In the opinion of Shah (Shah,1981), it is difficult to explain and almost impossible to identify adult education since it is funded by a wide range of organizations and entities in so many different ways.

Peer learning method for Adult Education: The word 'andragogy' (adult learning) was coined by a teacher in the 1960s to describe the major disparity in the aspects of the education of adults and children (Knowles, 1970). The word "pedagogy" was used before his influence to describe a teaching career without regard to age. "Pedagogy" is now widely used as a term for children's teaching and "andragogy" for adult education.

Typically, Training for children and adults is generally focused on *teachers*. The advantage is that teachers can use their experience to ensure that the most appropriate content is accessible to learners. The disadvantage is, however, that students cannot learn how to teach through peer-mediated instruction, at least for the peer teacher. Their engagement is active and they bear responsibility not for studying, but for supporting another person. For instance, if peer teachers emulate conventional teaching strategies like the way "I speak, you listen," then peer learning is not a learner-centered way to teach students. If the training of adults is planned, an important decision is made as to who makes decisions about what to know. Is this the student or the teacher? Education-based around the teacher is our well-known childcare model. In the less common model focused on students, the instructor will give the students knowledge and guidance, but in the end, the *adult* must take care of his learning, since learning is a life long process. The definition of knowledge needs, the most effective ways to learn and the speed of learning (Barrows and Tamblyn, 1980).

Two or more people know each other and study in a group environment in peer learning and teaching. One view is that peer teaching takes place when the instructor, who knows more, lectures, while the other listens and learn (Lincoln and McAllister, 1993). Another view, which has gained greater traction in higher education, recognizes that the community should overcome content mastery to produce new knowledge together in a peer learning and teaching situation. The new community knowledge is created by the community exchanging information, debating, questioning and clarifying their learning.

The concept of peer learning is supported on a socio-constructivist examination of erudition that emphasizes the role of pupils in generating erudition, in which pupils educate their peers through societal communication in their learning sectors. Proximal growth (Clarkson & Luca., Barker & Rebelsky, 2002). In order to understand cognitive adaptation and / or assimilation, users actively take action. Education throughout societal conciliation in an educational framework using language as the main allowing device. This sociologist-attitude has recently developed by establishing the concept of intellectual learning (Brown, Collins & Duguid, 1989). With the help of conventional learning, pupils keep in on-the-job activities rather than didactic abstract concepts. The dispute is that pupils are superior provided to tackle unknown troubles and create culturally appropriate resolutions. Peer learning is consistent with these phases of societal creators' conjecture by making stronger societal conciliation with the guardian and protector, promoting the creation of knowledge throughout statement and conversation, which is useful for the learners.

Instructing through couples is also helpful for erudition being improved by lessons. In an assessment revision performed by Hartman (1990), peer tutoring resulted in an enhancement in learning stimulus among students. These outcomes are confirmed by Annis (1983) et.al, who argue that peer teaching, is

the most intellectually rewarding knowledge of a pupil's occupation. It works better. Students who simply study the substance for revision uses.

There are various ways that adult learning can be used as peer learning:

1. Adult teaching assistants may arrange group discussions for lengthy seminars. Community discussions. For some cases, adults who have done better for prior preparation will be expected to help, plan and review assessments and facilitate dialogue in a group.
2. Students of adulthood can act as Proctor and collaborate with other adult students taking the course on a one-to-one basis. The task of a Proctor is to evaluate and provide positive input on the outcomes of the different courses carried out by individual adult students. Proctor should let the supervisor know how their students perform and mention their issues on the course material, if any.
3. The course managers should assemble students into working groups in which all students should organise together and carry out the studies. The goal of these workgroups is to increase the involvement of the students. For certain situations, the groups will function autonomously, i.e. without oversight of the instructor or report periodically to the instructor concerned.
4. Adult students can group themselves into learning groups, in which alternately one or more adult students may ask questions about widely read materials or critique one another's written work.
5. When adult students require an advisor, guidance may be given outside the classroom. Qualified pupils will be given one-to-one support at a counselling center. The student's advisor may review research activities, suggest grade-enhancement approaches or provide suggestions on courses to encourage the student to choose the best direction for his study in future.

Relationship between Peer Learning and Adult Education: "Adult education will make an excellent contribution to the disparities in style, time and speed of learning" as people grow up (LeNoue et al., 2011). As a result, "flexible strategies can be required which can meet the characteristics, expectations, motives, and objectives of individual learners" (Cornelius et al., 2011). Being conscious of learning characteristics like prior knowledge, cultural values, motivation, cognitive abilities, abilities, and interest can help a teacher form the learning environment and adapt it to the needs of students (Alex et al., 2007). This co-creation involves "a role in content selection and the production of the learning experience" and "a role in the immediate production of relevance between learning activities and the necessities of your everyday lives" (LeNoue et al., 2011).

Peer learning is beneficial for adult learners as they are able to "explain and draw on class concepts in ways that teachers can not" (Davis, 2013). It helps them to leverage common relationships and experience. The "interactive learning environment" created by collaborative learning was expressed by adult students (Scherling, 2011). "Social group research sharpens existing skills for adult students who already hold qualified roles." In addition, it benefits the class by establishing "community membership and academic identity creation" (Davis, 2013). Collaborative initiatives, such as group work, "foster a positive learning atmosphere" in online classrooms, offering "contact and interaction required to minimize alienation and build community involvement" (Scherling, 2011).

Emphasis is put on the establishment of open but centered tasks for adults who work together to solve them and thus facilitate interdependent learning (Bruffee, 1999). The definition of peer learning has its origins in adult and teenage learning. Groups are interested in the exchange of concepts and information. Teachers may create organized routines, but the group is left with different means of achieving them. Learning, rather than teaching, is the core principle. The instructor is more readable, interacts with students about learning and assessment and assigns more influence. The group establishes group

responsibilities and reflects peer learning through a personal sense of learning. The subject of peer learning is a critical thought, problem-solving, compassion, and personal improvement, social knowledge building-discovery, discussion, criticism of ideas. It is implicitly believed that adult learners are accomplished social beings who can work together, coordinate, have some intrinsic encouragement or incentive for education and that it is not important to obey structures imposed by facilitators.

Purpose of Peer learning:

Peer learning is a creative methodology to adult learning that is drawn from social psychology. Peer learning is sufficient for those who cannot fulfill conventional teaching / networking structures such as curriculum evaluation, internal learning and community-of-practice social network (CoP). Collaborative learning is actually an expression of peer learning where the teaching itself is learnable and responsibly involved in educational activities. In the case of adults, though, the following issues should be considered (Knowles,1996):

1. Adults need to know why they should learn. Before starting the learning phase, they analyze what their personal benefit will be. The educational path should be consistent and should include training goals applicable to business activities. It would be wrong for learners to interrupt training activities before they feel the need to learn. One must understand the need for education before becoming an adult.
2. Adults have a deep need for "self-directing". The adult is psychologically defined as the person who has realized his own concept and is responsible for his life. The notion of self-instruction is preferable for an adult student because it is different from self-learning. Self-learning means that student's study on their own. Instead, self-directing involves students more responsibly through autonomous research activities oriented specifically toward specific subjects (motivation) that are professionally relevant.
3. Adults experience more than younger people. Adults gain a broad experience in a learning environment that is a great resource and main source of self-identification. This creates a good learning plan that considers theoretical aspects related to experience.
4. Adults reach a learning process (problem-centric or life-centric) with a reason. When the instruction is based on problem solving, adults will definitely learn to cope with the problem.
5. Adults are motivated to learn from internal or external motivation. Adult pupils respond to external encouragement favorably (advancements, rewards, etc.). The strongest motivation, however, is the inner motivation which comes from self-esteem and is accentuated by the feeling of strength and achievement.

To comparison to these "mainstream" factors, collaborative methods of peer teaching are suggested that certain students are best adapted than individualistic training and learning to conventional courses (Slavin, 1995; Chalmers & Volet, 1997). It holds especially for women and students from other cultural contexts, as peer interaction practices emphasize cooperation through social classes and promote greater appreciation for the participants' varied perspectives and backgrounds.

What is peer teaching? In short, peer teaching occurs when students, by design, teach other students. But teaching what? And how? Austin junior college provided an outline of a number of the present (though decades-old) analysis during an assortment of resources for academics in coaching, that provides a pleasant context for peer teaching. "There is a wealth of evidence that peer teaching is extremely effective for a wide range of goals, content, and students of different levels and personalities (McKeachie et al., 1986). Peer teaching involves one or more adults teaching each and other students in a particular subject area and builds on the belief that "to teach is to learn twice" (Whitman, 1998)."

“Peer teaching can enhance learning by enabling learners to take responsibility for reviewing, organizing, and consolidating existing knowledge and materials; understanding its basic structure; filling in the gaps; finding additional meanings; and reformulating knowledge into new conceptual frameworks’ (Dueck, 1993).” “Help from peers increases learning both for the students being helped as well as for those giving help. For the students being helped, the assistance from their peers enables them to move away from dependence on teachers and gain more opportunities to enhance their learning. For the students giving help, the cooperative learning groups serve as opportunities to increase their own performance. They have the chance to experience and learn that “teaching each other is the best teacher” (Farivar and Webb, 1994).”

In lieu of these manifold intrinsic benefits of peer teaching and that peer learning provides, it has a mixed reputation in education to its bias via ‘let the ‘high’ students teach the ‘low’ students’ which, done poorly, fails to meet the needs of both. David Boud of Stanford, explored the ideas of peer teaching, learning, and reciprocal peer learning in a very short summary of existing research—which is restricted. although the context he discusses is primarily within the higher domain wherever peer teaching may be a literal part of most university learning models.

Peer -instruction, is a well-researched active-learning technique that has been widely adopted across categories. In peer instruction, the trainer poses an issue with distinct choices and offers students the probability to take into account and record their answers singly, typically by vote victimization clickers. Students then discuss their answers with neighbors, explaining their reasoning, before being given an opportunity to vote once more. Finally, the trainer discusses the solution to the question, typically soliciting input from the category. whereas instructors vary the precise implementation of this method—sometimes eliminating the individual vote process, generally victimization colored cards or a show of hands rather than clickers—the general method is associate adaptation of the think–pair–share technique (Crouch and Mazur, 2001). Peer- instruction can improve students’ abstract understanding and problem-solving skills, associate result that has been discovered in multiple disciplines, in courses at wholly totally different levels, and with wholly totally different instructors (for a review, see Vickrey et al., 2015). Student response to peer instruction is sometimes positive; students report that the technique helps them learn course material that the immediate feedback it provides is efficacious. Peer instruction’s worth as a teaching approach is anticipated, as a result of it incorporates many elements acknowledged to push learning. it’s a sort of cooperative learning, that has been shown to extend student action, persistence, and attitudes toward science (e.g., Johnson and Johnson, 2009). The peer instruction cycle provides opportunities for all the weather that social interdependency theory determine as necessary for cooperative learning: individual action; positive interdependence, whereby individual success is increased by the success of different cluster members; professional motive interaction, or actions by people to assist different cluster members’ efforts; and group process (Johnson and Johnson, 2009). It expresses and incorporates opportunities for students to elucidate their reasoning and interact in argumentation, practices that facilitate students integrate new info with existing data and revise their mental models (e.g., Chi et al., 1994). additionally, like many sorts of informal cooperative learning, peer instruction provides opportunities for formative assessment with immediate feedback and therefore incorporates opportunities for students to be met cognitive, watching their understanding and reflective on misunderstanding (McDonnell and Mull ally, 2016).In implementing peer instruction, instructors have several selections to create which will impact students’ expertise. during this article, we tend to describe associate evidence-based teaching guide that condenses, summarizes, and provides unjust recommendation from analysis findings (including several articles from CBE—Life Sciences Education). It is accessed at <http://lse.ascb.org/evidence-based-teaching-guides/peer-instruction>. The guide has many options meant to facilitate instructors: a landing page that indicates

beginning points for instructors, syntheses of observations from the literature, summaries of and links to chosen papers, associated a pedagogue listing that details recommendations and points to contemplate. The guide is meant to assist instructors as they implement peer instruction and might additionally profit researchers unaccustomed this space. a number of the queries that serve to prepare the guide are highlighted below.

WHAT TYPES OF QUESTIONS SHOULD BE USED? There are several clear recommendations concerning the sorts of queries that are significantly helpful in peer instruction. First, queries ought to be difficult enough to incite interest and discussion, and the greatest gains are seen with the most troublesome queries (Knight et al., 2013; Zingaro and Porter, 2014). significantly, question problem isn't essentially outlined by the amount of psychological activities an adult engages in to answer the question (e.g., Bloom's application vs. analysis levels). queries that need lower-order psychological feature skills will promote as strong peer discussion as those that require higher-order skills, with discussions on each doubtless leading to abstract modification (Knight et al., 2013; Lemons and Lemons, 2013). Further, queries that uncover misconceptions will have explicit edges (Modell et al., 2005), in that they expose students to a lot of incorrect ideas, so offer them a chance to get why that concept is wrong.

Procedures and alternatives which are abstract are used more where queries could be supplying, rather recursive. Question format also can vary. Queries are usually best answered with multiple alternatives.

WHAT CHALLENGES ARE ASSOCIATED WITH PEER INSTRUCTION? Finally, it is necessary to note that there will be challenges in implementing peer instruction. As noted earlier, instructors implement peer instruction otherwise, leading to room norms that may work to boost or trim back from adult learning and have an effect on adults' perceptions. Further, students have many alternative types of discussions throughout peer instruction, not all centered on the subject and not all focused around the idea's instructors intend. By its intricate nature, peer instruction permits exposure to others' concepts, which may result in higher understanding however conjointly doubtless to shared misconceptions.

Peer instruction doesn't uniformly improve adults' grades. However, it clearly improves students' use of reasoning and argumentation skills (Knight et al., 2013, 2016), which might contribute to student learning in no obvious ways. Avoiding the pitfalls mentioned during this article and increasing the edges of peer instruction need that instructors rigorously construct difficult queries and on purpose and promote room norms that price reasoning and argumentation.

Significance of Peer learning for Adult Learners:

Peer lessons are procedures in which to educate a pupil that the first one is an expert to another student. When engaging with the learners, peer teachers facilitate constructive teaching when instructing them to learn, and by interacting with their parents, and students, they become more relaxed and open minded. Peer education is an innovative approach to engaging more students and encouraging teachers to concentrate on the next lesson; evidence also indicates that peer education interventions usually contribute to outcomes: Community power and beneficial affiliations; higher emotional ease, cognitive skills, expressed ability and self-worth; and higher educational performance and efficiencies. Some of the significance of peer learning is discussed below:

- Adults feels more comfortable and confident.

- Adult Students support each other (contributed to a feeling of belonging/ reassurance in the sense of someone else with lack of knowledge in the clinical area/ less intimidating e.g. “I can’t remember how to do this text even though we saw it yesterday”).
- Adults could talk to each other about many issues and challenging assumptions.
- Clarify ideas and developing new understanding and knowledge (Group discussion and reflection can facilitate a deeper understanding, Boud, 1998).
- Improves student's performance through practice and peer feedback. Develop new skills through sharing skills set.
- Adults become more resourceful.
- Improved communication skills.
- Team working promoted among staff and students. Improved social skills and connection.
- The intervention allows students to receive individual help.
- Adults have more opportunities to respond to small groups.
- It creates self-confidence and self-efficacy.

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