OUTREACH NEWS
DEPARTMENT OF ADULT EDUCATION
University of Swaziland Vol. 5 No. 1 & 2 January/March, 2003

EDITORIAL

WHY SHOULD ADULTS BE PHYSICALLY FIT AND MAINTAIN THEIR FITNESS?

Many people have heard or hear “physical fitness”; some know what it is and others would like to know or become physically fit.

Physical fitness therefore is the ability to meet the ordinary and unusual challenges of daily life without becoming overly fatigued. Physical fitness can be classified into 2 different categories; health-related fitness and skill-related fitness.

➢ Health-related fitness includes cardiovascular endurance, muscular flexibility, body composition, and muscular strength and endurance.
➢ Skill-related fitness includes agility, coordination, speed, balance, reaction time, and power.

A physically oriented person therefore is one who:

➤ Has learned skills necessary to perform a variety of physical activities.
➤ Is physically fit.
➤ Participates regularly in physical activities.
➤ Knows the implications of and the benefits from involvement in physical activities.
➤ Values physical activity and its contribution to a healthful lifestyle.

Adults need to be physically fit for many reasons. Some of these reasons are well known but the main obstacle is how to get involved and maintain fitness. Below are benefits of being physically fit.

BENEFITS OF PHYSICAL FITNESS

Physical fitness therefore can:

➤ Reduce the risk of dying from coronary heart disease and of developing high blood pressure, colon cancer, and diabetes.
➤ Help reduce blood pressure in some people with hypertension.
➤ Helps maintain healthy bones, muscles, and joints.
➤ Reduces symptoms of anxiety and depression and fosters improvements in mood and feelings of well-being.
➤ Helps control weight, develop lean muscle, and reduce body fat.
➤ Helps people with chronic, disabling conditions improve their stamina and muscle strength.
➤ Helps control joint swelling and pain associated with arthritis.

Let us all get involved in physical fitness for our health and well-being.

Due to unavoidable circumstances, our January issue did not come-out on time. In this issue we combine the January and March 2003 issues.

Editor
Phrases such as "change is inevitable," "change is constant," and "the only thing certain is change itself" are commonly heard when commiserating about the pace of modern life. As described in the fable WHO MOVED MY CHEESE? (Johnson 1998), humans have varying reactions to change: some welcome it, others tolerate it, but many dread it. The main idea underlying Johnson's book--that change is inevitable so we must learn to accept it--delivers a naive and simplistic message about a complex process. Many perspectives exist about change, but a common theme throughout the literature is that it is a process that involves learning (Macduff 1993). The question of how adult learning and education can cultivate change with individuals and groups is explored in this Digest. Following a discussion of the change process, it examines the connection between change and adult education and adult learning, and it concludes with some suggestions for adult educators involved in the change process.

THE CHANGE PROCESS
Different types of change exist. Hohn (1998) identifies four: change by exception, incremental change, pendulum change, and paradigm change. Change by exception occurs when an individual makes an exception to an existing belief system. For example, on the basis of an experience with a person of another culture, an individual might make an exception to what is fundamentally a racist belief system but only for that person, not for the entire culture. When change happens so gradually that an individual is not aware of it, it is incremental. Changes that result in extreme exchanges of points of view are considered pendulum changes. Paradigm change involves a fundamental rethinking of premises and assumptions, and both individuals and organizations can experience it. Paradigm change involves a changing of assumptions, beliefs, and values about how the world works. When adult educators speak of change, they are generally referring to this kind of change.

Someone who deliberately tries to bring about a change or innovation is known as a change agent (Havelock and Zlotolow 1995). A change agent is usually associated with facilitating change in an organization or institution (ibid.; Lippitt, Watson, and Westley 1958), but adult educators may assume a change agent role in working with individual learners. Whether working with organizations or individuals, by necessity, change agents engage "in the exercise of power, politics, and interpersonal influence" (Buchanan and Badham 1999, p. 615).

In facilitating change, a key element is understanding the existing power structure, including assessing "whose power moves things around" and whose power should be supported by the change agents (Arnold et al. 1991, p. 24). This facet of the change process includes understanding the social, organizational, and political identities and interests of those involved; focusing on what really matters instead of getting caught up in peripheral issues; assessing the agendas of all concerned; and planning for action (ibid.). Analysis of the first three areas will help a prospective change agent decide on the prudence or wisdom of taking action.

Change occurs over a period of time. The pace of the change process is irregular with the most common pattern seeming "to consist of occasional spurts of learning or change, separated by longer periods of apparent stability" (Lippitt, Watson, and Westley 1958, p. 267). Although change may seem to be constant at times, the truth is human beings could not endure constant change (Levine 1996). "One of the key ideas that drives the adult during a period of change is the idea that on the other side of change will come the down time--the time of stability" (ibid., p. 1).

As described here, the change process is transformative, political, involves learning, and takes place over a period of time. How these characteristics connect to adult education and learning is discussed next.

THE ADULT LEARNING AND EDUCATION CONNECTION
Adult educators frequently act as change agents. An understanding of the connection between adult education theory and practice and the role of change can be helpful.
ADULT LEARNING AND CHANGE

Literature describing the change process and the learning that takes place as a part of change (e.g., Hohn 1998; Lippert, Watson, and Westley, 1958; Page and Meerabeau 2000; Richardson 1998; Williams 1992) uses terms or describes processes that are associated with adult learning, particularly transformative learning, as defined by Mezirow (1991). Like transformative learning, change involves a questioning of assumptions and a fundamental rethinking of premises. The learning of prominent social activists, for example, began with "testing the old rules." During this initial step, the individuals used a questioning process to examine what they believed and why (Williams 1992).

Reflection is another term associated with both adult learning and change. In describing the learning that takes place during the change process, Lippitt, Watson, and Westley (1958) state that "during the learning period, the system accumulates a number of new facts or ideas which are stored away, as it were, for further consideration" (p. 267). In discussing teacher change, Richardson (1998) describes a process that has reflection as its foundation. During the reflection period, teachers assess their beliefs, goals, and results of changing approaches to their work. In adult education, reflection is also an important step in transformative learning theory (Mezirow 1991) and as well as in the ideas of Schon, whose book, EDUCATING THE REFLECTIVE PRACTITIONER (1987), is frequently cited in the adult education literature. Periods of reflection may account for those times during the change process when nothing appears to be happening.

The political aspects of change, including power, are also topics discussed in adult learning, though only recently. Until the past decade, discussions of adult learning have been dominated by the psychological perspective that focuses on the individual learner (Merriam and Caffarella 1999).

Now, however, there is increasing discussion and analysis of the context in which learning takes place, including "the larger systems in society, the culture and institutions that shape learning, the structural and historical conditions framing, indeed defining, the learning event" (ibid., p. 340).

Cervero and Wilson (1994), for example, describe how these factors influence the context and shape the power structure by calling attention to the sociocultural nature of planning that must be understood in program development.

TEACHING FOR CRITICAL CONSCIOUSNESS

Because a change agent deliberately tries to bring about change, some adult educators may feel conflict in helping adults become more aware of how society is structured and how their own experiences have been shaped by such factors as gender, race, and class (Tisdell, Hanley, and Taylor 2000). In discussing an inquiry-based staff development project, King (1998) describes her dilemma of building in participant experiences while pushing her agenda that included giving participants the opportunity to examine critically their assumptions and values about adult literacy education. In theory, she wanted to follow participatory principles, but in practice, she had in mind definite outcomes for how the participants would change and improve their work. Brookfield (1995), on the other hand, feels that it is the responsibility of the teacher of adults to help learners become critically reflective and to think of themselves as individuals who are capable of taking action and changing the world.

ADULT EDUCATORS IN THE CHANGE PROCESS

A clear relationship exists between the change process and adult learning. The role of change agent is not appropriate in every situation and not all adult educators may be comfortable with the role. When an adult educator assumes the role of change agent, however, the following suggestions may guide the process.

Pay attention to the context. Whether acting as a change agent in an organization or with individual students, understanding the context is critical to success. Both organizations and individuals are shaped by factors that it is important to address in the process of change. Individual learners have norms and values that will influence the direction of change. When working with an organization or institution, an analysis of the context in advance should provide answers to such questions as "Will I be
asked to do things that might be in conflict with my ethical beliefs and standards?" and "Are factors present that will prevent the change from occurring?"

Be prepared to be proactive. Underlying the change agent role is the assumption that the change agent will bring about change. When acting as a change agent, therefore, an adult educator must be prepared to initiate the change process even though fulfilling this role may raise questions about the ethics of facilitating change, including the responsible use of power in giving students tools they can use in their lives (Tisdell, Hanley, and Taylor 2000).

Attend to learning. Since learning and change are interconnected, an adult educator can assist those who are undergoing the change process in understanding the different kinds of learning as well as the learning cycle of the change process. Williams (1992), for example, talks about adult educators assisting learners in "peeling the onion of theory and practice that have produced current acceptable rules in any areas" (p. 47). Based on her experience of encouraging critical reflection, King (1998) suggests using strategies such as reading and discussing journal articles as ways of stimulating deeper analysis of issues. It is important to allow for periods of reflection to incorporate and/or practice new ways of thinking and acting. Finally, remembering that learning does not end after the change will ensure that any changes are implemented successfully. Page and Meerabeau (2000) found, for example, that the constructive action following reflection requires additional support from those initiating the change.

Build in action. Any change will not be complete unless it involves action. Taking action related to a new mental concept or to organizational change will increase the flow of information surrounding it and allow those involved to test it out, receive reaction to it, and involve others in learning about it (Williams 1992). Action will also provide the proof that the change has occurred.

CONCLUSION
Adult educators frequently act as change agents, although they may not be conscious that they are playing this role. Like learning, change is a complex process and understanding the relationship between learning and the change process can help adult educators be more purposeful in assisting with change.

REFERENCES


Hohn, M. D. "Why Is Change So Hard?" FOCUS ON BASICS 2, issue C (September 1998): 1, 2-6.
gseweb.harvard.edu/~ncsall/fob/1998/hohn.htm


gseweb.harvard.edu/~ncsall/fob/1998/king.htm

Levine, S. J. "Change Is Constant (Every Once in Awhile)." East Lansing: Michigan State University, October 1996.
www.canr.msu.edu/aee/extension/oct96.htm

FEATURE ARTICLE

P.L. Biswalo

Department of Adult Education

Distance Learning Delivery Systems

There are two distance education delivery system categories - synchronous and asynchronous. Synchronous instruction requires the simultaneous participation of all students and instructors. The advantage of synchronous instruction is that interaction is done in “real time” and includes interactive TV, teleconferencing, computer conferencing and/or Internet relay chats (IRC).

Asynchronous instruction does not require the simultaneous participation of all students and instructors. Students do not need to be gathered together in the same location at the same time. Rather, students may choose their own instructional time frame and gather learning materials according to their schedules. Asynchronous instruction is more flexible than synchronous instruction.

Moreover, in the case of telecommunications such as e-mail, asynchronous instruction allows and even may encourage community development. Forms of asynchronous delivery include e-mail, listservs, audio cassette courses, video taped courses, correspondence courses, and Internet courses.

The advantages of asynchronous delivery include student choice of location and time and, in the case of telecommunications such as e-mail, interaction opportunities for all students. A disadvantage to consider with e-mail-based interaction is the considerable written exchange.

A wide range of technological options are available to the distance educator. They fall into four major categories:

- **Voice**
  Instructional audio tools include the interactive technologies of telephone, audio conferencing, and short-wave radio. Passive (i.e., one-way) audio tools include tapes and radio.
**Video**

Instructional video tools include still images such as slides, pre-produced moving images (e.g., film, videotape), and real-time moving images combined with audio conferencing (one-way or two-way video with two-way audio).

**Data**

Computers send and receive information electronically. For this reason, the term “data” is used to describe this broad category of instructional tools. Computer applications for distance education are varied and include:

- **Computer-assisted instruction (CAI)** - uses the computer as a self-contained teaching machine to present individual lessons.
- **Computer-managed instruction (CMI)** - uses the computer to organize instruction and track student records and progress. The instruction itself need not be delivered via a computer, although CAI is often combined with CMI.
- **Computer-mediated education (CME)** - describes computer applications that facilitate the delivery of instruction. Examples include electronic mail, fax, real-time computer conferencing, and World-Wide Web applications.

**Print**

Is a foundational element of distance education programmes and the basis from which all other delivery systems have evolved. Various print formats are available including: _textbooks, study guides, workbooks, modules, course syllabi, and case studies._

**Which Technology is best?**

Although technology plays a key role in the delivery of distance education, educators must remain focused on instructional outcomes, not the technology of delivery. The key to effective distance education is focusing on the needs of the learners, the requirements of the content, and the constraints faced by the teacher, before selecting a delivery system. Typically, this systematic approach will result in a mix of media, each serving a specific purpose. For example:

- A strong print component can provide much of the basic instructional content in the form of a course text, as well as readings, the syllabus, and day-to-day schedule.
- Interactive audio or video conferencing can provide real-time face-to-face (or voice-to-voice) interaction. This is also an excellent and cost-effective way to incorporate guest speakers and content experts.
- Computer conferencing or electronic mail can be used to send messages, assignment feedback, and other targeted communication to one or more class members. It can also be used to increase interaction among students.
- Pre-recorded video tapes can be used to present class lectures and visually oriented content.
- Fax can be used to distribute assignments, last minute announcements, to receive student assignments, and to provide timely feedback.

Using this integrated approach, the educator’s task is to carefully select among the technological options. The goal is to build a mix of instructional media, meeting the needs of the learner in a manner that is instructionally effective and economically prudent.

---

**A Reminder on Physical Fitness!**

- Physical Fitness allows one to avoid illness, perform routine activities, and respond to emergencies;
- The health benefits of exercise can be achieved through regular, moderate exercise;
- Fitness is composed of five components: cardio respiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
COMMUNITY SERVICE

Since January 2003, a number of community service activities have been carried out by students in the adult education programme at UNISWA while under supervision from lecturers. Below is a list showing some of the communities assisted or facilitated, and the type of assistance or facilitation conducted.

<table>
<thead>
<tr>
<th>PLACE</th>
<th>TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nkiliji – Zamokhwake Women’s Association</td>
<td>Aids Awareness, Prevention of HIV/AIDS, Home-Based Care, HIV/AIDS Testing</td>
</tr>
<tr>
<td>Mzimnene Garden Scheme Programme</td>
<td>Leadership Skills, Decision Making, Sitting Arrangement</td>
</tr>
<tr>
<td>Sithobela Inkhundla – Inkhundla Clerks</td>
<td>Training of Inkhundla Clerks on Community Development Approaches</td>
</tr>
<tr>
<td>Nzongomane – Cacametela Women’s Association</td>
<td>Leadership Skills, Record Keeping, Bee Keeping</td>
</tr>
<tr>
<td>Motjane RDA</td>
<td>Financial Management, Organisational Communication</td>
</tr>
<tr>
<td>Salukazi Methodist Primary School</td>
<td>Opening a Bank Account, Proposal Writing</td>
</tr>
<tr>
<td>Nhlangano - Orphan and Vulnerable Children Committee</td>
<td>HIV/AIDS Counselling Skills</td>
</tr>
<tr>
<td>Happy Valley Motel - Health Motivators</td>
<td>Community Organisation, Communication, Public Relations</td>
</tr>
<tr>
<td>Enhlambeni – Impendulo Multipurpose Co.op.</td>
<td>Planting and management of Fruit Trees</td>
</tr>
<tr>
<td>Correctional Services (Matsapha) - Inmates</td>
<td>How to start a business, Business Management, Financial Management</td>
</tr>
<tr>
<td>Royal Swaziland Police - Tutors</td>
<td>Coaching, Mentoring</td>
</tr>
<tr>
<td>Sphocosini-Asbemoyamunye Farmers Association</td>
<td>Business Management, Managing Finances, Factors Affecting Profitability, Use of Resources</td>
</tr>
<tr>
<td>Zombodeze Inkhundla – Care-Givers Committee</td>
<td>Child Development, Immunisation, Care Centre Design, Good Health Practices, Mental and Social Child Development, Child’s Rights</td>
</tr>
<tr>
<td>Lubombe Plateau Communities – IRDP Project</td>
<td>Women’s Participation in Politics, Gender in-equality, Improvement of women’s status in politics</td>
</tr>
<tr>
<td>Royal Swaziland Police – New Recruits</td>
<td>Communication Skills, Use of Telephone</td>
</tr>
<tr>
<td>Entfonjeni – Vukani Bomake</td>
<td>Fruit tree planting, Planting Vegetables</td>
</tr>
<tr>
<td>Ensingweni – Timeleni Bomake</td>
<td>Fruit Tree Planting, Producing Quality Vegetables, Guava Canning</td>
</tr>
<tr>
<td>Fire and Emergency Services – Mbabane HQ</td>
<td>Customer Care, Customer Services, Communication with Customers</td>
</tr>
</tbody>
</table>

While we are reaching out to our communities, we should be sensitive to their needs, feelings as well as expectations.
TIPS on HOW TO…in ADULT EDUCATION

COMMUNICATION SKILLS

FACE-TO-FACE CONVERSATION

Conversation is the most common form of dyadic communication. It links people together, be it in social or professional life. Conversation may be defined as oral and usually informal or friendly exchange of views, ideas, etc. In a conversation the participant has to play the role of a speaker or a listener interchangeably, very often we form an impression about an individual from the way he talks and the topics on which he converses.

Most of us find it easy to converse with our friends, relatives and colleagues whom we like and trust. That is why conversation rarely finds a place in a programme of formal instruction. Since every professional is required to participate in this form of dyadic communication let us briefly look at some of the important points to be borne in mind. However, the rule that the best practice for conversation is conversation itself still holds true.

It is useful first to analyze your own conversation habits and then try to change them for greater effectiveness. Ask yourself questions such as the following for self-analysis:
1. Do I find it difficult to start a conversation?
2. Am I unable to pick a topic?
3. Am I unable to keep the conversation flowing smoothly?
4. Do I always agree with what others say or disagree with them all the time?
5. Do I frequently talk about my family, my interests and myself?
6. Have I a tendency to dominate every conversation situation?
7. Do I give the other participants a chance to speak?
8. Have I any mannerisms likely to annoy people?

9. Do I respect other people’s time and interests?
10. Am I self-conscious about the language I use – grammar, pronunciation, articulation, etc.?

The answers that you get would prove useful both for formal and informal conversation. Now we give below a few helpful hints.

HELPFUL HINTS

The conversation should be of interest to the participant and may begin with a topic in which both of you have some interest. As it flows into new channels, adjust yourself to the comments and new points of view. Occasionally there would be spells of silence. These need not bother you because often during these spells new thoughts are generated.

Be alert to the attitudes that others may have and don’t be surprised when you realize that the attitudes are likely to change.

Occasionally, call the person by name and look at him while speaking. If you speak the name aloud you would be generating a more friendly feeling. To cap it all, take care of your language and oral demeanor.

Be always courteous and cheerful. Feel interested in what is being said.

Being dogmatic and argumentative may spoil your conversation, but it is useful to have a point of view.

Avoid pet and superfluous words and phrases. Often we develop a fancy for a particular expression. An analysis of your own speech may reveal that you have a fad for certain words or phrases. Avoid using them frequently in conversation.

Similarly, expressions that smack of affectation and exaggeration should be shunned. The smooth flow of conversation is likely to be hampered if you deliberately use foreign words or use high-flown vocabulary to impress the listener. And overuse of words such as ‘very lovely’, ‘wonderful’, and ‘excellent’ may also make the pleasant informal atmosphere in which conversation ought to take place.
STUDENTS CORNER

Types of Training

Mandla Mazibulo – B.Ed (Adult Education)

INTRODUCTION

From time immemorial, the human race has not only been concerned with seeking new knowledge and acquiring skills, but it was also mindful of the fact that they could perfect those skills that they already possessed. In doing so, they formulated new ways and means with which they equipped themselves with new skills while improving those they already had. What these people were doing can be described and defined in today’s world as, “training”, even though it was not as formal as today’s. It should be noted however, that not matter how effective a type of training is, it will still have its weaknesses.

Training

According to SAFAIDS (2001) training can be defined as a process of bringing a person to an agreed standard of skill by practice and instruction. As a result of a training process, it is expected that the trainee will acquire a skill that enables him to do what he could not do before.

For purposes of this discussion, I shall describe one (1) type of training, namely; **On Site training**.

On - Site training

On - site training is a proven and effective way for companies to meet their training needs through high quality, cost effective technical instruction (Network World Inc 2002).

In this type of training, the trainees are taken to the site where they are exposed to the learning activities that improve their skills and enhance their performance in the work in which they are involved.

ADVANTAGES

It saves time and money

The fact that the training activities and events take place at the actual place where the trainees immediately apply the knowledge and skills, cuts down on travel expenses. In other words, since the training is conducted on the site, the trainees do not spend time and money traveling to and from the training centre, hence the training costs and expenses are minimized.

For example, if an employer identifies a training need for his employees, he may decide to bring in some professional instructors who will train the employees on the site where the work is taking place. Another option will be to take his employees to a site where similar work is taking place.

It is convenient

Convenience in this case implies that the training is held or conducted where and when the trainee wants it. In other words, the training activity is carried out at a place suggested and convenient to the trainees needs. In that way, the trainee does not have to keep on changing and adjusting to different training environment.

For example, if the lecturers in the department of Adult Education want to be trained on the latest methods of facilitating a learning process for their students, their training will be carried out at Kwaluseni campus where they are all based.

It promotes team learning

Usually, an on site training activity is organized for a group of people who are involved in a similar work or learning situation. In that way team learning way is encouraged and promoted. When people work/learn as a team, the task becomes easier as responsibilities are shared.

For instance, taking all the students in the department of Adult Education to a training session will encourage them to work together in order to complete the training activities and events.

It is highly customized

What this means is that on-site training is linked to directly to the organizations needs. The training is arranged in a way such that the learning objectives are made to suit the learners and the organizations’ needs as specified. For instance, if the Department of Adult Education at the University of Swaziland identifies a learning need for the staff, an on site training
would be arranged to respond to the participants’ needs.

DISADVANTAGES

It exposes the trainee to hazardous situations.

Trainees are usually not familiar with the training equipment that they are exposed to. For that reason, some of the training environment may be dangerous to the trainee. For instance when a trainee is taken to the big industries where there are heavy machinery plants that he has never used before, he may panic and hurt himself in the process of learning/training.

It is more inclined to skills development.

On-site training is usually conducted in order to develop skills for the trainee who has to apply them as soon as the training course finishes. This being the factor implies that this type of training does not do much in the area of imparting knowledge, but requires the trainees to acquire skills as much as possible. For that reason, the trainees may find it difficult to develop the necessary skills without having attained some proper knowledge.

For example, during his training, a learner driver is supposed to acquire the driving skills. For that reason, too much attention is paid to the acquisition of driving skills while little is done to impart knowledge on the driving itself.

It focuses on the specified training need.

It is a known fact that training needs are interrelated and interdependent, hence the need for any type of training to be as broad as possible. Contrary to that, on-site training is only customized to the identified training need.

By so doing, other equally important training needs are not catered for. It is for this reason that the trainees have to go on site training time and time again. For instance, a trainee motor mechanic is supposed to be taught all the elements of motor mechanization, but on many occasions, on-site training will only equip him with the skills that have been identified as necessary at that particular time. When another need is identified, the trainee has to go for training once more.

It is facilitator led.

By its very nature, on-site training requires the trainee to be at the centre of his training process, hence the need to allow him to guide the process according to his training needs at a given time. But we have since realized that with on-site training, the training process is led or directed by the facilitator who is referred to as “instructor”. At the end of the training period, the trainee may have not realize his training objectives as his learning process was directed by someone else whose training methods may have been suitable for the training process.

Reference

PROGRAMME CALENDAR

The programme calendar is as follows:

Study Weekends:    Jan 11 – 12
                   Feb 01 – 02
                   Feb 15 – 16
                   Mar 15 – 16
                   Apr 05 – 06

Residential Session: Feb 22 – 26

Chief Editor - P.L. Biswalo
Editors - Z.M. Ngoitiama
           - BTN Ngwenya

Write to: The Chief Editor
OUTREACH NEWS
Department of Adult Education
P/Bag 4, Kwaluseni
SWAZILAND

Tel: 518-4011, Ext 2149, 2231, 2252
Fax: 518-5276
E-mail: pbiswalo@uniswacc.uniswa.sz

This is a publication of the Department of Adult Education. It is published four times a year (January, March, July and October).