Participants’ Opinions on Instructional Methods in Adult Education

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Abstract

According to researchers, the methods of instruction used in education can vary from person to person and differ based on the subject of instruction, the discipline field and, most important of all, age groups. There can be significant differences between the learning rate and capacity of children and the learning rate and capacity of adults. It is mostly expected that more active methods are used in children’s learning. However, active instructional methods considerably affect adults’ motivation towards learning. In this study, adults’ opinions on the instructional methods used in training were collected and it was found that just like children adults benefit more from student-centered instructional methods with active participation, too.

Keywords: Adult education, instructional methods, participative learning, active learning.

Introduction

According to Piaget, learning is a product of cognitive structures based on biological maturity. In other words, learning and cognitive development are the same. One’s learning certain knowledge and skills is limited to their learning level, biological assets and opportunities in the environment. It is only possible within action that an individual, whose knowledge acquisition and learning depend on his interaction with the environment, learns and becomes knowledgeable. An active person can obtain knowledge whereas a passive one cannot reach it. Knowledge is generated through action or task; knowing an object is possible through acting on it or transforming it into something else. Accordingly, knowing is internalizing reality in structures of transforming. These structures were formed by cognition as indirect extensions of actions. If the purpose of cognitive education is to improve intelligence instead of just filling the brain, and if the purpose is not just teaching but raising people who are ready to make discoveries using their brain, it means conventional education has serious deficiencies (Piaget, 1973).

Piaget was in favor of new instructional methods and tried to develop concepts such as “active mind”, “bold student – investigative teacher” and “active school”, which he often used instead of the concepts of “passive mind” or “listening student”. Children learn by talking to each other, discussing and cooperating in active schools. The role of the teacher is to observe and ask questions rather than instructing or dictating. In this way, children are encouraged to find new
ways of learning and reach new thinking structures. Piaget addressed the need to use the active method that supports children or adolescents in making research intentionally and that ensures that each fact acquired is discovered by students, not through teacher transference.

What is expected from the teacher is to refrain from lecturing his/her class only and to start encouraging research and effort instead of narrating pre-prepared solutions (Piaget, 1993). According to Piaget, individuals are eager to learn. They feel the need to understand what they experience and see and how things are formed. It is better to offer models which are based on interaction and include problem cases instead of programs. Permanent learning that can be kept in mind for a long time is repetitions based on unique restructuring rather than reinforcement (Akyıldız, 1994).

According to Bruner, one obtains knowledge (forms a model) in three ways during cognitive development: operational, imaginary and symbolic; therefore, information should be presented appropriate to the properties of developmental periods while organizing instructional activities.

Russian psychologist Lev Vygotsky (1978) argued that a child’s social atmosphere plays an important role in his cognitive development. According to Vygotsky, all personal psychological processes start with the social processes that are shared among people, usually among children and adults.

According to Dalee (1994), the cone of experience is based on the following basic principles:

1. Most of the things we learn are obtained through our eyes.
2. The more senses we use during the process of learning, the better we learn and the harder we forget.
3. The best path to follow in learning is from concrete to abstract and from simple to complex.
4. The models we retain the best are those formed on our own.

The cone of educational experience helps us understand the relationship of educational tools with each other and their place in our educational life.

The cone of experience was developed based on the principles of learning the order and amounts of experiences gained through several ways. We noticed the following facts when we examined the issue:

- Experiences gained through several sense organs are located at the bottom of the cone since most of the things learnt are obtained visually.
- Experiences gained through fewer sense organs are located at the upper parts of the cone.
- Concrete experiences are located at the bottom of the cone while abstract experiences are located at the upper parts, depending on their level of abstractness.

The cone of experiences are based on the following scientific principles:
1. The greater the number of sense organs that are involved in the learning process, the better we learn and the harder we forget.
2. The things we learn best are those which we learn by performing on our own.
3. We learn most things by seeing.
4. The most effective method is the one from concrete to abstract and from simple to complex.

Unless individuals find the answers to the following three questions in the learning environment, they cannot learn the content or it takes quite a long time for them to understand the content.
1. Have I seen or heard this knowledge before?
2. Which of my cognitive structures does this knowledge match with? What can I do with it?
3. Are there any similarities or differences between this knowledge structure and those I have previously learned?

Learning concepts have different approaches in terms of methods and techniques used in learning. Despite differences in children’s and adults’ learning, it might be possible to compare some of the instructional methods and techniques and assess them in terms of the learner. It is necessary to examine the conceptual framework of the following six methods.

**Narration: Declaration Method**

While it is generally known as a method which is used in almost all education – instruction activities, where oral narration is required, but mainly in social sciences, and where students usually have the roles of passive receivers who merely listen, this method has been most commonly used so far. Being very efficient in terms of gaining knowledge level behaviors, it is also advantageous in reaching several people in a short time.

However, it depends on the teacher’s personality, knowledge, voice, speech strength (speaking tempo, melody, pronunciation, organisation of time, his using dialectics method well and his gestures and facial expressions whether this method is used well (Özdas, 1997). While making use of this method, teachers can use questions – answers, animation, description and stories.

**Question and Answer Method**

According to Socrates, all learning starts by asking questions. Ergun (2004) states that an individual with a question in mind has already realized the problem and has started to find a solution for it. If he is taught to look for an answer rationally and scientifically, his problem solving skills will develop.

Questioning has always been one of the main communication tools in instruction. The question and answer method means conducting the course in question – answer style, which is different to the question-answer technique used from time to time (Özdas, 1997).

According to Socrates’ idealist philosophy, all knowledge is in the human mind but it is not clear and alert; rather it is implicit and asleep. The task of education is to reveal this knowledge that
is in every human being’s mind and awaken him/her (cited: Ergün, 2004). According to Socrates, teaching should only be conducted through asking questions. At this point, student’s independent thinking is not considered important. Based on the answers given, questions are asked again and human beings are taught the things they do not know, a process which is named by Socrates as “maeutik”. It is assumed that Socrates made a slave, who knew nothing, solve a geometry problem by only asking questions.

**Discussion Method**

Discussion is a method of teaching which is based on two or more people examining an issue by mutually talking about it, listening, criticizing and asking questions when necessary.

Today, it has become important that children even while at school are made accustomed to persuading the other party to accept their point of view. It is due to the fact that educational trends that require students’ activities and opinions should be considered and pluralistic democratic structures in the field of social management have become dominant (Özdas, 1997).

Through the mass media tools of our age and, in particular, television, small group discussions (with names such as “panel discussions”, “parliament”...etc.) with a small number of participants are observed. Such programs encourage teaching by discussion (Ergün, 2004).

The difference between the discussion method and the question-answer method is that in the former there is a broader conversation among people at equal level while there is a short term knowledge transfer on limited issues in the latter. In this respect, the discussion method is more free and comprehensive than the question and answer method. It is more educational with mutual explanations and solution suggestions (Özdas, 1997).

**Problem Solving Method**

The foremost of the most important aspects that differentiate human beings from other living things in nature is that a person is able to solve the problems he faces by means of mind, knowledge and experience (Özdas, 1997).

Everything new brings new problems for human beings. Throughout history, in all geographical locations, people have solved the problems they faced by means of methods they found. Human civilisation would not have formed unless problems and the human power to solve them existed. Human societies’ way of solving the problems they encounter is called “culture” (Özdas, 1997). People have tried to solve problems through their own methods, yet sometimes they adopt and implement the solutions formed by other communities and people. As a result, culture spread has occurred among all human societies and a culture change accordingly in every period. In fact, teaching through the problem solving method indicates scientific research methods. Based on John Dewey’s “constructivist and creative thinking model”, the following main stages should be essential in problem solving (Ergün, 2004).
1. The student should be able to perceive problems in life and in nature. It is not possible for a person who does not notice problems to think about them and create solutions. The student should be made to practice looking for problems.

2. Trying to understand the problem presented in all dimensions. The student should gather information about the problem both from theoretical studies in books and from the related people.

3. After the problem is perceived and completed, attempts are made to discover the factors that have created the problem. What is the cause of the problem and which problems does it affect and to what extent? Several hypotheses are developed on this issue.

4. The accuracy of these hypotheses is tested with scientific research methods. After factors that are the source of the problem are determined, some suggestions (solution methods) that can resolve the problem are developed. Attempts are made to measure to what extent these methods can solve the problem, again using some scientific techniques. For this purpose, the solution is reevaluated for different cases and examples.

Teachers should teach the students that they should not only look for the solution in written sources and people while telling them about the stages of benefiting from these sources because each problem has its own aspects. It should be made clear that ready-made recipes or old recipes may not be applied in every problem. Each problem should be dealt with in its own time and conditions (Ergün, 2004).

**Group Study Method**

According to Slavin, behavioral theories show that cooperative structure enables group members to work toward the success of the group as a single target. Individuals must help and encourage each other to obtain the best result. From the aspect of cognition, it is said that working as a group is more effective in problem solving (Vygotsky, 1978). According to Piaget, some social facts can only be learned through social interaction.

David W. Johnson and Roger T. Johnson mentioned to the teachers about learning in a group as arranging the classroom to increase cooperation, setting the current structure as group structure, talking about student expectations, sharing the subject by creating suitable conditions, letting group members know their roles and responsibilities and sharing the sufficient number and variety of materials in the group.

**Case Study Method**

The case study method has recently been used at almost all instructional levels but especially as the level of instruction increases (Ergün, 2004). It is also called "Case-work" or "case-method" and referred to with the names of the techniques it often makes use of, such as simulation games, decision or planning games.

Cases can be collected from several written sources. Either the students or the teacher brings a traffic accident, some environmental problem, a sport fight or a sport friendship, a medical or a
legal incident to the classroom orally or via the medium of photos or movies. Following a short presentation, students discuss their ideas on the issue, that is, they talk about the reasons, development and possible conclusions of the event. If the selected case is a good one, attempts are made to put forth how to develop and extend it, while if it is a bad one, attempts are made to find ways to restrain and correct it (Ergün, 2004).

This is a method that can be applied in almost every field and efficient results might be obtained. Students can easily make use of techniques as problem solving techniques, learning in cooperation and role making (Özdas, 1997).

**Brain Storming Method**

It is a method used to create ideas through imagination within the group. This method is used in order to obtain different opinions regarding a certain problem or a subject. It is based on the assumption that when a group works together in this method, they create more ideas than they do when working alone. In this method, participants are given a problem and asked to discuss the solutions they have in their minds. It also covers the problem solving situation. The brain storming groups that can be formed with 5-10 people encourage them to determine their ideas on a certain issue. Ideas are stated freely and not assessed. Also, ideas that are different from others are considered. On the other hand, finding ideas are found to be important, rather than defense or criticism. This is a method that can be used quite efficiently in adult education.

According to Bruner and Vygotsky, children do not think in the same way as adults. Among the most important aspects in which adult education differs from the others is adults’ past experiences are more intense than the children’s experiences. Another significant aspect is that adults’ perception and interpretation about what knowledge will work for them are more complicated than children’s perceptions. More important than all of these, the ways of learning and accessing information of individuals who start to know themselves better with age and experience vary. Therefore, the opinions of adults on the methods and techniques used in adult education may be more distinctive. In the study, the opinions of the participants of the ESIP project, a European Union funded project where adults between the ages of 26 and 54 are trained in six different topics for three days for each on education methods and techniques were compared. The Economic and Social Integration Project (ESIP) made use of EU grants and was completed between March 2008 and November 2009 for the purpose of contributing in the solutions of the social and economic problems of immigrants in the cities of Diyarbakır, Sanliurfa, Gaziantep and Erzurum.

The general goal of the Economic and Social Integration Project is to decrease the adverse effects due to rapid immigration in urban areas of the cities of Diyarbakır, Sanliurfa, Gaziantep and Erzurum. In order to decrease this effect, it is expected that the main problems caused by immigration from rural to urban areas are determined, methods of intervention are identified, actions are planned, and social, economic and psychological support activities are realized by structuring the capacity. A total number of 574 people including the people working at the
Municipality and Governorship as well as representatives from non-governmental organizations were offered various trainings by Technical Support Team under the name of Capacity Development within the scope of the project. The employees were given three basic training sessions based on their fields of expertise in the first part of the training. In the last part, which is the final part, a total number of 18 pilot projects were planned in four cities. Training programs were prepared with these 18 pilot projects towards maintaining the adaptation of all disadvantaged groups, women and children being the foremost, to urban life. The purpose of these trainings planned as three basic training sessions was determined as providing technical support to the municipalities of Diyarbakır, Sanlıurfa, Gaziantep and Erzurum for the solution of problems regarding economic and social integration of the immigrant population. For the purpose of facilitating economic integration of immigrants and improving their level of life, training the staff serving disadvantaged groups, such as children, the elderly and disabled people and women was considered as a priority in the training.

Purpose:

The purpose of this study is to find out whether there are differences among the methods used in adult education within the scope of in-service training as a result of the assessments and observations by the participants of the training. Within this scope it is aimed to figure out whether there is any difference among the group averages of the responses to the question “What is the level of appropriateness of the methods and techniques used in the training for the purpose of the training?”, which is asked in the final assessment form including 14 questions applied at the end of the training that adults attend, and also to find out the direction of the difference if there is any.

Study Group

The study was conducted based on the opinions of 574 participants who attended the training within the scope of Economic and Social Integration Project (ESIP), which aims at contributing to the solutions of social and economic problems of the immigrant population of the cities of Diyarbakır, Sanlıurfa, Gaziantep and Erzurum.

Table: 1. the distribution of training participants in terms of gender

<table>
<thead>
<tr>
<th>Training Category</th>
<th>F</th>
<th>M</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PCM – Project Cycle Management Training</td>
<td>37</td>
<td>47</td>
<td>84</td>
</tr>
<tr>
<td>2. SCM – Sales and Contracts Management Training</td>
<td>32</td>
<td>58</td>
<td>90</td>
</tr>
<tr>
<td>3. SSP – Social Services Provision Training</td>
<td>32</td>
<td>46</td>
<td>78</td>
</tr>
<tr>
<td>4. CST – Communication Strategies Training</td>
<td>31</td>
<td>57</td>
<td>88</td>
</tr>
<tr>
<td>5. HSSP – Health and Social Services Providing Training</td>
<td>30</td>
<td>39</td>
<td>69</td>
</tr>
<tr>
<td>6. BMS – Basic Management Skills Training</td>
<td>24</td>
<td>56</td>
<td>79</td>
</tr>
<tr>
<td>7. GCS – Guidance and Consultancy Service Training</td>
<td>44</td>
<td>41</td>
<td>85</td>
</tr>
<tr>
<td>Total</td>
<td>230</td>
<td>344</td>
<td>574</td>
</tr>
</tbody>
</table>
When Table 1 is examined, it is seen that 574 people attended the ESIP training that was conducted with a total of seven different programs. Participants’ distribution in terms of gender shows that 40% is female, 60% is male.

Findings and Interpretation

Table 2: Sales and Contracts Management Training (SCM) and Communication Strategies Training (CST) Group Study Assessment Results Comparison

Two group studies were performed in Sales and Contracts Management Training. Following the group studies, participants were given a group study survey with questions listed below and participants made self-assessments with the survey.

<table>
<thead>
<tr>
<th>Measures of Assessment</th>
<th>Sales and Contracts Management (SCM)</th>
<th>Preparing a Campaign on Social Issues (ISE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insufficient (1), Little (2), Medium (3), Good (4), Very Good (5)</td>
<td>Insuff.</td>
<td>Little</td>
</tr>
<tr>
<td>1. Being ready for group study</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>2. Being willing in group selection and participation</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3. Helping others</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4. Sharing responsibilities</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5. Exchanging ideas with group friends</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6. Supporting group friends</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7. Joining discussions</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>8. Supporting and advocating group ideas</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>9. Presenting reasons supporting their views</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10. Listening to different views and respecting them</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>11. Making constructive criticisms for different views</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>12. Using time efficiently</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>13. Reviewing the group ideas again</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>14. Completing the study</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>15. Reporting/writing the study</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>X Average</td>
<td>-</td>
<td>1</td>
</tr>
</tbody>
</table>
One of the participants marked all of the questions as “insufficient” thinking that s/he could not attend the group studies completely. Therefore, it was not counted in the assessment and the forms indicating to what level 75 participants find themselves successful in the group studies were assessed.

Accordingly, when the table is examined, it is seen that 47 % of the participants assessed themselves as “very good” in group studies and 45 % as “good”. Thus, it can be said that participants find themselves successful in the stages of group studies. When the stages of group study are assessed individually, it is seen that “respecting different ideas” had the highest score. The participants considered themselves less successful in the items “joining discussions” and “reviewing the group ideas again” compared to the other stages. When the level of achievement in the group studies is assessed in general, it is determined that the stages of planning, implementing and assessing the study were implemented quite successfully and that the participants benefited from this instructional method. Also, observations obtained in the monitoring studies support these findings.

As a result of the group studies, group spokespeople presented their findings, a discussion atmosphere was created and conclusions were reached via common decisions.

The SCM pre-test and post-test results were presented locally by the monitoring expert and it was seen that the results increased the participants’ motivation. Accordingly, although there are minor differences in terms of cities, while the pre-test achievement results for SCM in the four project cities in total was 45%, the ratio of achievement was found as 95% based on the results of the post-test. It was understood that there was a 100 % increase in participants’ SCM level of knowledge and skills.

Following a group study on “Preparing a Campaign on Social Issues” (CST), participants were given a group study assessment survey including the following questions and participants made self-assessments via this survey.

The study of “Preparing a Campaign on Social Issues” implemented during the training in the four project cities where Communication Strategies Training was performed was assessed by means of using the “Group Study Assessment Survey”. Only 55 of the participants in the group studies assessed the study by filling in a form. A number of the participants did not fill in a form. The forms that indicate to what levels participants consider themselves successful were assessed.

Accordingly, when the table is examined, it is seen that 43% of the participants considered their level of readiness in terms of preparing a campaign as “good” while 38% assessed it as “very good”. Hence, it can be said that the majority of the participants are willing to prepare a campaign in a group. It was also supported with the observations that the participants were eager to form a group, name that group and identify a social problem considered important in the region on which to launch a campaign. Considering the number of participants and the features of the physical settings, the participants were divided into three to five groups with at
least three groups in each city and prepared campaigns on different issues with the groups including 4 or 5 people.

Some examples of the campaigns prepared are assessed below:

In the city of Gaziantep, with the purpose of removing children from working life and engaging them in education, a campaign called “Let’s raise our hands high” was prepared. In order to increase public awareness, brochures, posters and street demonstrations were set up and also television and radio programs for the media as well as short movies and logos were planned. The campaign was adopted with some advice from the other participants and a decision was made to implement it.

In Sanliurfa a campaign called “I have a disabled friend” was prepared with regards to disabled citizens. Based on this campaign, it was planned that everyone would be assigned a disabled friend and occasionally get together with this person in order to experience the challenges they face in their lives as well as trying to support them in overcoming these issues.

In Erzurum, a campaign called “2011 Winter Olympic Games in Erzurum Palandöken” was designed. The aim of this campaign was to promote the 2011 winter Olympic Games being held in Erzurum by means of all media.

In Diyarbakir, a campaign called “Swim for Life not Death” was designed with the purpose of preventing deaths in Dicle River happening in the summer months every year. The campaign involves producing a short movie regarding children swimming in Dicle River: often in the summer, children swim in the river to cool down but unfortunately some drown. The campaign also includes preparing posters, handouts and also taking some precautions by the Municipality to prevent drowning. The campaign was adopted by all groups and it was decided that it would be implemented by developing it more according to the suggestions.

When the stages of group studies with regards to campaign design are individually assessed, it is seen that “Sharing responsibility” and “exchanging ideas with group friends” got the highest score. The participants considered themselves relatively unsuccessful in terms of “Using time efficiently” compared to other stages. They considered themselves insufficient in none of the stages of group study. Due to the fact that they left some options blank, differences can be observed in terms of total scores.

When a general assessment is made regarding the achievement in group studies, it is seen that the stages of designing, planning, implementing and assessing a campaign were successfully implemented and the participants made use of this instructional method quite well. Also, observations made throughout the monitoring studies support these findings.
Table: 3 Participants’ ideas regarding the appropriateness of methods and techniques used to the purpose of the training based on the type of training

<table>
<thead>
<tr>
<th>Question: What is the level of appropriateness of the methods and techniques used in the trainings to the purpose of the training?</th>
<th>Insufficient F</th>
<th>Insufficient %</th>
<th>Little F</th>
<th>Little %</th>
<th>Medium f</th>
<th>Medium %</th>
<th>Good f</th>
<th>Good %</th>
<th>Very good f</th>
<th>Very good %</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCM – Project Cycle Management (Narration method)</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1.7</td>
<td>7</td>
<td>13</td>
<td>32</td>
<td>54</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>SSP - Social Services Provision (Campaign Design)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>19</td>
<td>14</td>
<td>44</td>
<td>12</td>
<td>38</td>
</tr>
<tr>
<td>BMS – Basic Management Skills (Project preparation)</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>12</td>
<td>14</td>
<td>21</td>
<td>45</td>
<td>66</td>
</tr>
<tr>
<td>GCS - Guidance and Consultancy (Group study)</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td>11</td>
<td>22</td>
<td>35</td>
<td>31</td>
<td>49</td>
</tr>
</tbody>
</table>

When Table 3 is examined, it is seen that 54% of the participants answered the question regarding the level of appropriateness of the narration methods and techniques used in PCM training as “good” (X=32) and 30% as “very good”. Accordingly, participants found the level of appropriateness of the methods and techniques used in the training to the purpose of the training as sufficient to a good degree.

A total of 44% of the participants (f=19) answered the question regarding the level of appropriateness of the narration methods and techniques used in SSP training as “good” and 38% as “very good” (f=12). The ratio of other options to the total score is 19% (f=6). Accordingly, it can be said that the level of appropriateness of the methods and techniques used in the training to the purpose of the training is good.

A total of 66% of the participants (X=45) answered the question regarding the level of appropriateness of the project preparation methods and techniques used in BMS training as “very good”. Accordingly, participants found the level of appropriateness of the methods and techniques used in the training to the purpose of the training as sufficient to a very good degree. The method of preparing a project together turned out to be successful for the participants.

A total of 35% of the participants (f=22) answered the question regarding the level of appropriateness of the group study methods and techniques used in GCS training as “good” and 49% as “very good” (f=31). Accordingly, participants found the level of appropriateness of the methods and techniques used in the training to the purpose of the training as sufficient to a very good degree.
Results and Discussion

In terms of narration method: Considering the number of participants and the fact that some subjects were mainly theoretical, some training was performed mostly with the narration method. In the training given mostly based on narration method, a participative training process was maintained by firstly giving the general framework of the topics and the theoretical dimensions and next associating them with the incidents in practice and offering some solutions along with the participants’ opinions. A discussion environment was often formed and utilized in order to keep participants’ attention constant and topics were often supported with on the agenda events and examples were given in order to create an interactive training setting and ensure participants’ contribution and each participant was made to join in the training. Benefits were obtained when the narration method was not the single method in training.

Group Study Method: It was determined that being eager in group choice and getting a task affected group studies. Adults showed willingness in helping others in group study. Positive results were obtained in sharing responsibilities within the group and opinions with group friends.

Participants were successful in terms of assisting others in the group, joining the discussions and advocating and promoting group ideas as well as presenting reasons supporting their opinions.

The participants were successful in group study stages as listening to different views and showing respect to them and making constructive criticism on different views. Group spokesmen presented their findings at the end of the group studies, discussions took place during presentations and results were determined through common decisions.

When group study success is generally considered, it was seen that the stages of designing, planning and implementing a campaign were practiced successfully and that the participants benefited a lot from this teaching method. They participated in every stage of group study as required.

Project Design: Participants’ level of readiness in terms of preparing the campaign was high in the group study. Brochures, posters and street demonstrations were prepared and a logo and short movie towards media as well as radio and television programs were planned for the purpose of increasing public sensitivity.

As a result, active teaching methods, particularly towards problem solving, such as project preparation and campaign design, were found to be more effective and efficient in adult education compared to traditional methods, such as narration and discussion.
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