

Enrollment trends in
adult education or
training setting, such
as community colle...



Article Analysis: Access and Participation by Ginsberg and Wlodkowski The technological advancement made in the last decade has increased the participation of adults in learning manifolds. Number of students enrolled in the University of Phoenix has exceeded 350, 000. In 2006, with the number of students enrolled in online distance learning programs being 1. 5 million, there has been a threefold increase since 2002. Colleges and universities for providing adults with accelerated learning programs have surpassed 360 in number. However, these statistics are generic and do not account for differences of such elements as race, ethnicity, income, disability or gender. Examination of these numbers from the microscope of these elements increases challenges. Attainment of education has been the most difficult for the poor. In the last 6 years, no more than 8 per cent and 7 per cent of the poor have attained an associate degree and a bachelor degree respectively. This article by Ginsberg and Wlodkowski (n. d.) tends to determine the population that generally participates in adult education, explore the concept of adult participation, the individual and institution specific factors which can increase the adult participation in learning, and the means to ensure greater and equitable participation. The authors started the discussion with the definitions of such terms as adult basic education, access, persistence, formal, informal and nonformal learning, and workplace learning so that the audience may perceive the discussion with respect to their understanding of the respective terms. The researchers found that least earning adults with least formal education were least participative in adult education programs while workers aged between 45 and 54 years were the greatest participants of the formal and nonformal education programs. Hispanic adults that did

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not complete high school were found least likely to participate in formal learning programs in the workplace. The researchers referred to the Cross's chain of response model and Boshier's Education Participation Scale (EPS) for understanding the concept of adult participation. According to Ginsberg and Wlodkowski (n. d., p. 29), the biggest driving factor behind the formal, nonformal, and informal access to learning in the workplace is online education. Universities can play their part in increasing the enrollment rate of adults by making the enrollment policies more liberal. Government has taken an important step for increasing the adult enrollment rate by obviating the need for colleges to offer half of the courses face-to-face in order to be eligible for the federal student aid. Community colleges have conventionally been very helpful and the fundamental means of education for poor adults, students of color and of low achievement. This is because of the developmental education programs offered in the community colleges which provide the students with the remedial education. Prior learning assessment (PLA), accelerate and intensive formats of learning, transition to post-secondary education, and the supportive practices for entrance and participation into services, and re-engagement with learning as identified in the study conducted by National Center for the Study of Adult Learning and Literacy (NCSALL) are the potential ways of increasing the adult participation in education. References: Ginsberg, M. B., and Wlodkowski, R. J. (n. d.). Access and Participation. Chapter 2. pp. 25-34. Retrieved from http://www.sagepub.com/upm-data/34622_Chapter2.pdf.