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NORTH -EASTERN REGIONAL NON-FORMAL EDUCATION CENTRE

LIFE EXPERIENCE CLASSES

BY

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A Field Study Report submitted in partial fulfilment
of the requirements for the Degree of Master of
Education in the Canberra College of Advanced
Education.

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ABSTRACT

Title: North Eastern Regional Non Formal Education Centre
Life Experience Classes.

The objectives of the study were to examine the Life Experience curriculum, level 3-4, in terms of the teachers, students and problems encountered in the course presentation at the adult school of the North Eastern Regional Non-formal Education Centre:

Tools used in the study are :- (1) questionnaires seeking the expectations of the twenty-seven centre staff (2) questionnaires seeking attitudes and desires of eighty-two students in the classes studied (3) observation of four Life-Experience classes (4) interviews with five teachers of Life-Experience classes and thirty-one students.

Important findings include the following :-

Both student attendance and staff enthusiasm were high. The syllabus was seen as suitable in length and level of difficulty by both staff and students, even though the level of performance (as measured by examination) varied widely across courses and between students. Students asked for a flexible component to meet localised needs as well as the core curriculum.

The objectives of the classes were for students who had had no chance to continue their formal studies to gain

knowledge, attitudes, skills and culture needed for their daily occupation. Students requested more information on foreign geography, biographies on important Thai figures, and the economic and political situation in Thailand. Skills which were learnt and applied included food preservation, house maintenance, hygiene, use of legal procedures such as traffic controls and loans, family planning and Buddhist moral codes. Attitudes which it was considered appropriate to develop were symbolised by the 'Khit-pen man' who is a good citizen, rational problem solver, diligent, patient and a supporter of national goals.

Changes requested by students for the courses included more time for class discussion, a wide range of textbooks to be available, and field trips to broaden their experience. Changes indicated by staff and student responses were a greater emphasis on changes in behaviour with regard to food preparation and hygiene, more thorough and reflexive evaluation to develop adequate levels of knowledge, allowance for the considerable personal difficulties of the adult students attending classes, and supply of a greater range of teaching resources.

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