FORMAL VERSUS INFORMAL TEACHING METHODS IN CONTINUOUS EDUCATION

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SUMMARY

As an active part of extension activity, the process of continuous education could not be limited to what is generically named as formal education (strongly institutionalised, graduated and with a clear chronological hierarchy). It was observed that, in the case of extension, the most valuable information were achieved using the informal education (which is a lifetime learning process of education, based on practical experiences exchanges and day-by-day accumulation of knowledge).

Based on an inquiry realised at University of Agricultural Sciences and Veterinary Medicine Cluj-Napoca on a number of 58 farmers running complex farms facing an informal training two weeks period at the same university, in the period of May-July 2007, there are a various number of assumptions that could be taken into consideration why in the farmers opinion, informal education is the best option to choose. Firstly, the beneficiaries are more inhomogeneous and, because of that, the structure and the content of the curricula is more flexible include more general things, easy to understand, to accept and to apply. Secondly, the themes chosen to be teach are generally related to the beneficiaries’ interests, there is a larger possibility to select among different structures of the subjects to be discussed, and, because of that, the educational flow is bidirectional – not only from trainer to beneficiaries but among beneficiaries, too, and even from those to trainer. Thirdly, and a very important issue, is the fact that, because of the more practical aspects discussed and ascertained during training, unlike the case of formal education, trainer have greater chances to become more than a teacher, developing a closer relation with beneficiaries that could continue after the training period is over.

Finally, a quite an obvious conclusion, the informal way of education was seen as being more affordable and valuable for farmers having a limited time to spare for training.

BIBLIOGRAPHY