



Defining Nonformal Education for Effective Learning¹

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For effective learning, nonformal education should:

1. Engage the cultural and historical traditions of the society.
2. Provide experiences for which there is a practical use. Use instructional procedures that are recognizable to the learners as being learning experiences.
3. Use instructional materials designed specifically for the dominant characteristics of learning styles and mental processes of the learners.

Concerning motivation of learners:

1. What motivations will exist?
2. Which of the motivations are appropriate to the educational goals?
3. How can these be enhanced, emphasized, dramatized?
4. What are other motivations that would be consistent with the educational goals?
5. Which of these are worth inducing (creating, establishing)?
6. How can they be induced?
7. Which of the motivations are inconsistent with the educational goals?
8. Which of these would it be worthwhile to suppress or eliminate?
9. How can they be eliminated?

Concerning rewards:

1. What rewards (reward systems) exist in the personal, social, occupational environment of learners?
2. Which of the extant rewards are appropriate to the educational goals?
3. How can these be enhanced (emphasized, dramatized)?

¹ Unpublished paper, 1970s

4. What are other rewards that would be consistent with the educational goals?
5. Which of these are worth inducing?
6. How can they be induced?
7. Which of the extant rewards are inconsistent with the educational goals?
8. Which of these would it be worthwhile to suppress or eliminate?
9. How can these be eliminated?

Expectations:

1. What expectations about the learning will exist?
2. Which of the extant expectations are appropriate to the educational goals?
3. How can these be enhanced (follow the same pattern of questioning as above).

With reference to cognitive styles, mental and physical abilities of the target population:

1. What is the level of ability to comprehend abstractions of both verbal and symbolic sort?
2. What is the reading skill (comprehension)?
3. What are the mechanical and manipulative skills previously developed in the learners?
4. What are the factors of health, attention span, alertness, concentration, and application of effort that will affect the learners?
5. What are the learning styles (in terms of cognitive styles and habits of response to pedagogy) that must be accommodated by the instructional design?