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## The Study On Features Of Informal Education In Postmodernism Mohsen Farmahini Farahani <sup>a\*</sup>, Mohammad Hasan Mirzamohamadi <sup>b</sup>, Naser Noroozi <sup>c</sup>

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### Abstract

The current era is believed as post-modern in terms of classification of thought. Each period of human life has its own education. In the current era, formal education can't meet all needs of human being because of different changes in human life. Therefore, Informal education come into account. The current research aims to The Study on Features informal education in postmodernism with emphasis on curriculum. The research method is descriptive-analytic and drawing to conclusion based on analyzing concepts and re-conceptualization of result. The result showed that the goal of Informal education is improve the living conditions. Content of education is different based on individual's needs and mostly tends to environmental issues. Vast types of methods are used including observation and conversation method. Self-evaluation and other people assessment is the only one way of evaluation in Informal education.

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### Introduction

Learning is a natural and usual psychological process that happens in all different ages in every place and time (Knapper & Cropley, 2000). When we talk of education we tend to focus on what happens in schools and colleges. Yet so much of our learning takes place beyond classrooms and outside courses. Each and every day, many of us set out to create opportunities for learning. We may do this for ourselves, for example, through reading a book or watching television. We are also involved in learning with others- at work, at home and in the various social to which we belong (Jeffs and Smith, 2005, p: 5). Therefore, gaining the necessary skills in the changing world shows that learning in the especial places of learning and in specific periods is not enough. In reality, consistent learning is

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necessary in all situations of human life. (Dehmen, 1996). As Kumbez and Ahmed classified education realm into three different areas: formal education, non-formal education, and informal education.

Formal education: the hierarchically structured, chronologically graded 'education system', running from primary school through the university and including, in addition to general academic studies, a variety of specialized programs and institutions for full-time technical and professional training. Informal education: the truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment - from family and neighbours, from work and play, from the market place, the library and the mass media. Non-formal education: any organized educational activity outside the established formal system - whether operating separately or as an important feature of some broader activity - that is intended to serve identifiable learning clienteles and learning objectives (Coombs and Ahmed 1973).

As there are different definitions about informal education, it is necessary to define it in a way to make its form work clear from other educations. So, informal education means all educational activities which are done out of school and university formal education system, with in centralized aims and based on Individual needs and interest in different forms during life of all people. This system hasn't been organized by especial organization and all organization can share in doing and managing this system.

Non Formal education means all educational activities which are done out of educational hours in different Environments in short time with especial aims. Participants usually receive certification of attendance at the end of educational career. For example in service education of staffs training careers etc. are as examples of non-formal education. In the third millennium, view to education area has changed.

In one hand, expanded discussion of post-modern has discussed about the least Educational discussion. in the other hand, providing necessary opportunities for social Developments are taken into account by redefining practical role of informal education as a prerequisite of establishing knowledge-based approach (Mirzamohammadi and Zafaripour, 2005). Post-modernists, take it impossible to achieve absolute fact and objective recognition, they criticize current way of education and formal education. Although post-modernism scientists and curriculum Theoreticians haven't expressed directly or finally emphasized on just one aspect or especial aim of this theory, we can extract the following aims for post-modern education from their words (Farmahini Farahani, 2004, p: 133).

The aims are: Education of critical citizens, providing conditions for establishing radical democracy, paying attention to knowledge discourse, the survey of difference and different systems as one educational aim, paying much attention to the practicality of knowledge (student are considered as producers and consumer of knowledge not just knowing that knowledge), paying attention to public culture and cultural studies, self-creativity, etc. Our century is counted as a circle depending on other circles of human being chains much than other eras. Every change in social and political conditions of each change in the world has an impact on the other regions and cause changes in their conditions (Kardan and Orange, 2002, p:108).

Formal education is a limited part of educational process in the society. In reality, real school out of school is formal because so many points, that have been learnt in school, malinger out of school and their root being questioned (Sobhaninejad and Manafisharfabad, 2011, p:77).

Today, desirability of informal education is clear for everyone in general external experts in particular. Therefore, educational science scientists have studied to provide the ground and tools for indirect education by wing the result of such researches (Afshar and Danesh, 2008). Informal education has especial place from post-modern educational philosophy point of view and it is much important along with formal education. The principal point of the current research is investigating the aspects of informal education in the post-modernism era. Therefore, we asked the following questions to make clear the structure of informal education:

- 1- What are the objectives of informal education in post modernism?
- 2- What are the educational contents of post modernism in informal education?
- 3- What are the techniques of informal education post-modernism?
- 4- What are the ways and methods of evaluation in informal education in post-modernism?

### **1-The objective of informal education in post modernism**

Searching to find the exact objectives of informal education in post-modernism has encountered with difficulties based on the different texts and scientists opinions. These words are based on two reasoning's. In one hand, in post-modern education even in its formal form, it is avoided to express objectives explicitly and clearly. We can look

their reasons in epistemology and axiology of post-modern and the constant changes in post-modernism. In the other hand, outlining the exact and explicit objectives for informal education is difficult because of its flexible essence and its variety. It is possible to express the objectives of informal education in post-modern era in two different sections: the main objectives and the secondary objective. The following figure shows the informal education in postmodern era.

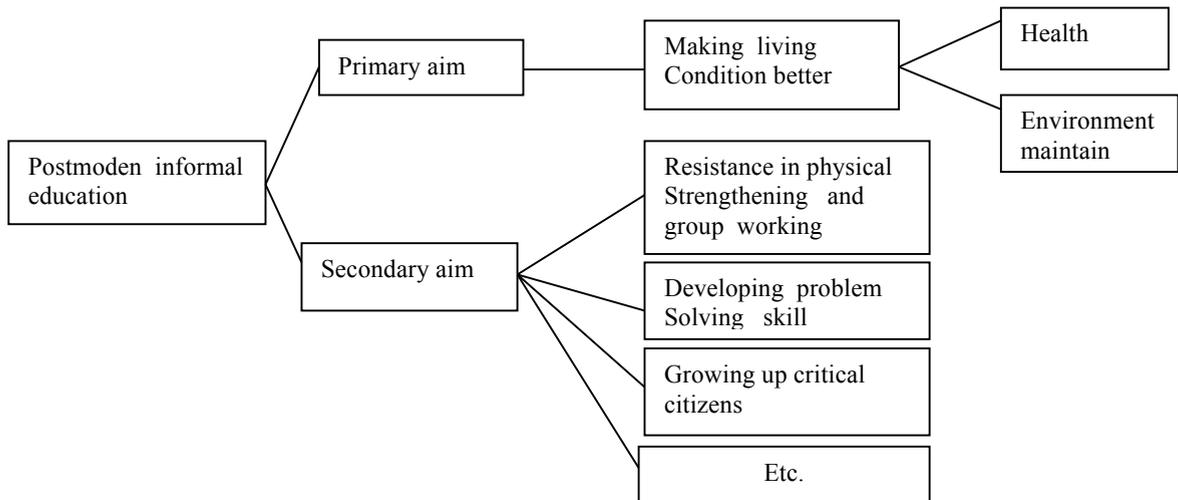


Figure 1. Postmodern informal education objectives

It is possible to classify many objectives in the form of secondary objectives because of the unique characteristic of post-modern informal education. Some of the objectives are expressed in the following figure. Informal education has paid attention much to individual and its main objective is increasing the welfare of human beings during the life (Ebrahimzadeh, 2006).

In the postmodern era, gaining health and maintaining it is a fundamental point which medical society work on it. Medical post modern put much emphasis on patients. In this case much attention paid to the relationships among people in the process of treatment. In the medical approach of post-modern has paid much attention to the medical personal behaviour characteristics such as verbal and non-verbal relationship type of counselling and patient participation in the process of decision-making. Postmodern health believes in cultural living model: This model looks at human being and its disease not only as a deficient output but also as a new experience of life and cultural social structure.

**2-Educational contents of post- modernism in informal education**

Henry Giroux about curriculum content of post modern believed that shopping centers street gathering video halls bars T.V. culture and the other elements of public culture have to be converted to the main part of knowledge (Ahanchian, 2004,p: 59). In the other hand from Deride viewpoint structure cohesion logical succession meaning of text books are imaginary (Farmahini Farahani, 2004, p: 96).

We take into account some general characteristics of the content of informal education in order to give an answer to a question. Informal education is spread-out and part by part. This content has been learnt and formed by inter personal and group it is applicable to immediate needs and informal education content is based on learners activities and it depends on society culture and it is not changeable. It is flexible and changeable for different ages. In general we can determine informal education content in the form of following general frameworks which has various subsets and printed from different sources. These frameworks are: content related to life skills, content related to social characteristics, content related to life environment, and content related to communication median. The content related to communication media has increased with very high speed because of media expansion in post modern era and it approximately has taken other frameworks over.

**3- Informal education techniques in post- modernism**

Formal education methods are effective in the predetermined frameworks and it has less flexibility. In seems that post modern informal education methods are more useful than formal education methods. We can look for their reason in the following cases:

- 1- Various power and knowledge in educational groups cause using various methods.
- 2- These methods has been changed by the changing the topic to education post modern curriculum methods are various and changeable in informal education.

Therefore, it is impossible to express special and particular methods. In this case, we just refer to finite number of methods: learning via discourse, cooperative methods of playing method, Deconstruction method, family informal education, visiting method and group travelling, scientific tours, media tools, synthetic methods, etc.

**4-Evaluation method of post modernism informal education**

Based on post modern teaching, determining of education objectives is in doubt even informal education. So, determing evaluation objectives for informal education has its own place. Based on nature, objectives, and content of informal education, it is not possible to evaluate as we do informal education. One of its main reasons is that learning is done by accident. Sometimes, this type of education happens because of its nature and in this case, aim is not learning. In the other hand, this type of education has paid attention to the immediate needs and other objective emerges after making sure to reach that goals. The reasons, that there aren't evaluations in informal education as informal education, are as follows: there aren't fix and specific contents, Informal evaluation; evaluation is done to issue certification. Therefore, in informal, specific evaluation is not done because certification is not issued for learners. This doesn't mean that evaluation is not done in post modern informal education rather evaluation in post modern informal education is done in two forms. "Self evaluation" and "other people evaluation". However, it is possible to see these methods in different evaluation models, these methods have unique and specific charactestics in postmodern in informal education which take them apart from other current models of evaluation.

**Conclusion**

Post modern informal education discussion is a new discussion which is presented in new era. Post modernist s have ambiguity in their social and philosophical view point to the same level that they have in informal education curriculum. So, what're is expressed in this research, is not the exact meaning and unchangeable program of post modern informal education rather it is general guideline for better understanding of informal education process in this era. It is obvious that serious differences aren't seen clearly in the thoughts of post modern education experts in the case of post modern formal and informal education.

But by investigating informal education characteristics and adapting it to post modern education, we can see that post modern education moves to the side of informal education. As it is shown in the following picture, informal and formal education in modern and post modern era have their own place. But based on general philosophy of each of these eras, we can claim that acceptable education by post modernist is informal education.

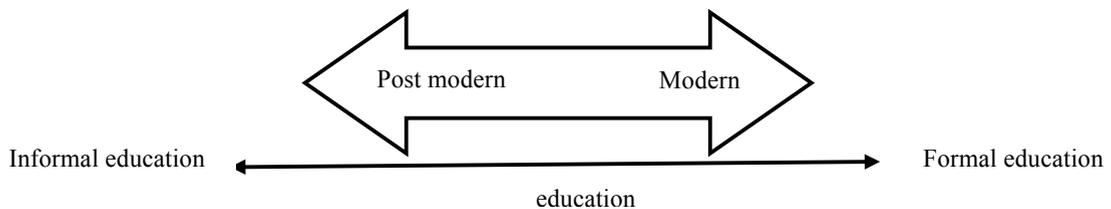


Figure 2. Training difference of the modern eras with the post modern

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