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## A Perspective on the History and Philosophy of Andragogy: An International Sketch

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# A Perspective on the History and Philosophy of Andragogy: An International Sketch

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# A PERSPECTIVE ON THE HISTORY AND PHILOSOPHY OF ANDRAGOGY: AN INTERNATIONAL SKETCH

John A. Henschke, Ed. D.<sup>1</sup>

## Abstract

This paper on the History and Philosophy of Andragogy is mainly limited [with a few exceptions] to a chronological history and the accompanying philosophy of andragogy, in line with when the English language documents were published and personal descriptions of events were written down. Some of these documents, however, present aspects of the events and ideas which recount the years and contexts in which they appeared in published form. This will not be an exact history of the events and philosophy as they appear in chronological order. But, this will be presented in the general sequence of the years that the articles, books, commentaries, and any other publication forms were recorded or appeared in print and / or were published.

## Early Appearances of Andragogy 1833-1927

The term 'andragogy', as far as we know, was first authored by Alexander Kapp (1833), a German high school teacher. In the book entitled 'Platon's Erziehungslehre' (Plato's Educational Ideas) he describes the lifelong necessity to learn. He begins the book with a discussion on childhood. However, from page 241 to 300 he turns attention to adulthood – Andragogy or Education in the man's age [a replica of this may be seen at <http://www.andragogy.net>]. Kapp argues that education, self-reflection, and educating the character are the first values in human life. He then refers to vocational education of the healing profession, soldier, educator, orator, ruler, and men as the family father. Here we find patterns which repeatedly can be found in the ongoing history of andragogy: Included and combined are the education of inner, subjective personality ('character'); outer, objective competencies (what

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later is discussed under 'education vs. training'); and, that learning happens not only through teachers, but also through self-reflection and life experience, which makes it more than 'teaching adults'. The term andragogy lay fallow for many decades, perhaps because adult education was being conducted without a specific name to designate what it was. Nonetheless, in the 1920s Germany became a place for building theory and another German resurrected the term. Rosenstock-Huessy (1925) posed andragogy as the only method for the German people and Germany, despirited and degenerated in 1918 after World War I, to regenerate themselves and their country. He suggested that all adult education (andragogy), if it is to achieve anything original that shapes man, which arises from the depths of time, would have to proceed from the suffering which the lost war brought them. Historical thinking is a fundamental dimension of andragogy, in that past events are to be analyzed for what can be learned from them so that past failures might not be repeated.

In this way the past becomes unified with the present and future – history past becomes unified with present knowledge and action for moving us toward the future. In andragogy, theory becomes practical deed, in the responsible word, in the crucible of necessity; however, practical deeds become the stuff of theory. Andragogy is not merely 'better' as an education method for this purpose, it is a necessity. About the same time, Lindeman (1926a) from the USA traveled to Germany and became acquainted with the Workers Education Movement. He was the first to bring the concept to America. Although he clearly stated that andragogy was the method for teaching adults, the term did not take hold in the new land until many years later. Lindeman presented an interesting piece on the method for teaching adults. Basically he asserted (1926a) in his first use of the word andragogy, that the method for teaching adults is discussion, which he says is different from the teaching of children. Moreover, in his classic book *The Meaning of Adult Education* (1926b), he never uses the term andragogy, but does include a chapter entitled, 'In terms of method'. A thorough analysis of this chapter reveals that he extensively explores, describes and explains the discussion method. Consequently, it seems safe to assume that he laid the earliest groundwork in the USA for a major practical application of andragogy as the method for teaching adults. In addition, Anderson and Lindeman (1927) reiterated the concept as it was to the new land of America. The term was published only a few times in the first 100 years the term andragogy existed. The use certainly changed in the next eighty years, which brings us up to the writing of this chapter.

#### Andragogy's Second American Appearance and its Foundation Being Established 1964-1970

Another extensive period of time elapsed until the term andragogy was used again in published literature. This time, it appeared in Great Britain. Simpson (1964) proposed that andragogy could serve as a title for an attempt to identify a body of knowledge relevant to the training of those concerned with Adult Education. He posited that the main strands could be parallel to what already existed in child education. The four main strands would be the study of: Principles

of adult education, the study of adults, educational psychology of adults, and generalized andragogical methods for teaching adults. He issued a call for adult education to do this.

Knowles (1968a) presented his first published iteration of andragogy [a new label and a new approach] as being a major technological breakthrough in the field of adult education. For him this breakthrough was the conceptualization that adults learn differently from children. This breakthrough came as a result of a Yugoslavian adult educator introducing him to the term with Knowles attaching his own special philosophy and meaning.

Knowles, (1968b) a short time after he published his first article on andragogy, was already applying andragogy in leadership training with the Girl Scouts. Although it was a new approach, it was enthusiastically embraced in that organization.

Knowles (1969) was also applying andragogy in his adult education graduate courses at Boston University. He used the approach of group self-directed learning as the means for implementing andragogy. Thus, he helped groups of students take responsibility for learning as much as they were able concerning a part of the subject matter of the course. Next, the various groups engaged the remainder of the class to actively learning that section of the course content. This was the way all the contents of the course were studied by the students.

Knowles (1970) indicated that he acquired the term in 1967 from Dusan Savicevic. [It was actually in 1966]. However, after becoming acquainted with the term, Knowles infused it with much of his own meaning garnered from his already extensive experience in adult education. He then combined his expanding practice around the world, his university teaching of budding adult educators, and quite broadly fleshed out his ideas on andragogy through the publication of *The Modern Practice of Adult Education: Andragogy vs. Pedagogy*. He originally saw pedagogy as being for children and andragogy being for adults. This American version of andragogy became popularized as a result during the time following 1970. The main structure of his andragogical expression took the form of a process design instead of a content design, with assumptions and processes. The assumptions about adult learners at that time were: They are self-directing, their experience is a learning resource, their learning needs are focused on their social roles, their time perspective is one of immediate application. The learning processes adults want to be actively and interactively involved in are: Establishing a climate conducive to learning, cooperative planning, diagnosing their needs, setting objectives, designing the sequence, conducting the activities, and evaluating learner progress.

#### Movement Toward Applying Andragogy To Human Resource Development 1971-1973

Furter (1971), from France, proposed that universities recognize a science for the training of man to be called andragogy. The purpose would be to focus, not on children and adolescents, but on man throughout his life.

Ingalls (1972) provided the first handbook guide to using andragogy in helping adult educators [they called them 'trainers' in those days] become more systematic and consistent in their engaging learners in the learning process. This was developed and tested in a branch of the US Government.

In the same year, Knowles (1972) declared that there was a growing interest of many industrial corporations in the andragogical education process, with managers functioning as teachers (or facilitators of learning), and that andragogy offers great potential for improving both interpersonal relationships and task effectiveness. Knowles (no date given) also suggested that andragogy applies to any form of adult learning and has been used extensively in the design of organizational training programs, especially for 'soft skill' domains such as management development. An example he provided on this is for the design of personal computer training.

A series of doctoral dissertations over a number of years, focusing on the work of Malcolm S. Knowles, placed him squarely in the center of helping to expand and further develop the concept and philosophy of andragogy. In the first one, Henschke (1973) saw Knowles as a 'field builder' in adult education with his ideas on andragogy becoming a central core of his contributions to the theory and practice of the adult education field.

Knowles (1973) focused a full application of his conception of andragogy toward the Human Resource Development (HRD) Movement. He worked vigorously in the corporate sector and thus saw the importance of testing and relating andragogy within it. He divided the listing of numerous learning theorists into the categories of mechanistic and organismic. His identifying andragogy as being in the organismic category helped cast, clarify and nudge the philosophy toward a more humane frame.

#### Emergence of Self-Directed Learning Skills As A Major Way To Implement Andragogy 1975-1981

Knowles (1975) published his guidebook for learners and teachers on the topic of Self-Directed Learning. This was the first time that he labeled pedagogical as 'teacher-directed' learning and andragogy as 'self-directed' learning. Previously, pedagogy was for children and andragogy was for adults. Now his perspective was that where new, unfamiliar content was involved with children and adults, pedagogy was appropriate; and, where adults or children had some background in the content, andragogy was appropriate. Andragogy was the underlying philosophy, and self-directed learning was the way andragogy was to be implemented. He also presented the nine competencies of self-directed learning, as follows.

1. An understanding of the differences in assumptions about learners and the skills required for learning under teacher-directed learning and self-directed learning, and the ability to explain these differences to others.
2. A concept of myself as being a non-dependent and a self-directing person.

3. The ability to relate to peers collaboratively, to see them as resources for diagnosing needs, planning my learning, and learning; and to give help to them and receive help from them.
4. The ability to diagnose my own learning needs realistically, with help from teachers and peers.
5. The ability to translate learning needs into learning objectives in a form that makes it possible for their accomplishment to be assessed.
6. The ability to relate to teachers as facilitators, helpers, or consultants, and to take the initiative in making use of their resources.
7. The ability to identify human and material resources appropriate to different kinds of learning objectives.
8. The ability to select effective strategies for making use of learning resources and to perform these strategies skillfully and with initiative.
9. The ability to collect and validate evidence of the accomplishment of various kinds of learning objectives. (p. 61)

Hadley (1975) in his Doctoral Dissertation at Boston University developed and validated an instrument of 60 items [30 andragogical and 30 pedagogical] that could help in assessing an adult educator's orientation with respect to the constructs of andragogy and pedagogy. The instrument was labeled as the Education Orientation Questionnaire (EOQ). The 60 items were developed from a pool of more than 600 statements illustrating how pedagogical or andragogical attitudes and beliefs about education, teaching practices and learning were obtained.

Ingalls (1976) added to the idea of using andragogy in corporate settings, in which he identified nine dimensions that the manager needs to function as a person who helps his workers learn and keep up-to-date in their various fields. The nine dimensions are: Creating a social climate in which subordinates feel respected; treating mistakes as opportunities for learning and growth; helping subordinates discover what they need to learn; assisting the staff to extract learning from practical work situations and experiences; letting staff members take responsibility for designing and carrying out their own learning experiences; engaging staff members in self-appraisal and personal planning for performance improvement; permitting or encouraging innovation and experiments to change the accepted way of doing things if the plan proposed appears possible; being aware of the developmental tasks and readiness-to-learn issues that concern his staff; and, trying to implement a joint problem-finding and problem-solving strategy to involve his staff in dealing with day-to-day problems and longer-range issues.

Kabuga (1977), an adult educator from Africa, broke ranks with strict adult education processes and advocated using highly participative teaching/learning techniques with children as well as adults in his native Africa. He was quite committed to and convinced of the value of the andragogical idea in all education, despite the fact that he had not tested those andragogical techniques with other than adults.



The second in the series of doctoral dissertation focusing on the work of Malcolm S. Knowles, came from Eskridge (1978). He looked long range from that present time in 1978 into the future, viewing Knowles' wholehearted commitment to the concept of andragogy as being the proper vehicle for the promotion of adult learning.

Knowles (1978), in this second edition of *The Adult Learner*, updated and added to his application of andragogy in HRD. He continued to be involved very much with corporate adult education and added some information that helped to clarify what was then the current situation.

Hoffman (1980), very much a practitioner, emphasized the differences between children and grown-ups (adults), with 'schooling' being for children and 'learning' being for adults. He affirmed his successful use of active learning techniques in working with more than 600,000 adult participants.

Knowles (1980) revised and updated his classic work on *The Modern Practice of Adult Education*, thus changing the subtitle from 'andragogy vs. pedagogy' to 'from pedagogy to andragogy'. In addition he added the fifth assumption – adults are motivated more intrinsically (internally) than extrinsically (externally). He also added up-to-date illustrations from the field, thus supporting some progression and advances in the practice of andragogy. This revision and slight change in perspective was based on friends' who were in K-12 education, commenting that andragogy also worked for them in their classrooms.

Mezirow (1981), adding to the discussion on andragogy, developed a critical theory of adult learning and education, and laid the groundwork for what he called a charter for andragogy that included twelve core concepts that would help with an organized and sustained effort to assist adults to learn in a way that enhances their capability to function as self-directed learners. The core concepts are:

- 1) Progressively decreases the learner's dependency on the educator;
- 2) Help the learner understand how to use learning resources – especially the experience of others, including the educator, and how to engage others in reciprocal learning relationships;
- 3) Assist the learner to define his/her learning needs – both in terms of Immediate awareness and understanding the cultural and psychological assumptions influencing his/her perceptions of needs;
- 4) Assist learners to assume increasing responsibility for defining their Learning objectives, planning their own learning program and evaluating their program;
- 5) Organize what is to be learned in relationship to his/her current personal Problems, concerns and levels of understanding;
- 6) Foster learner decision making – select learner-relevant learning experiences which require choosing, expand the learner's range of options, facilitate

taking the perspectives of others who have alternative ways of understanding;

- 7) Encourage the use of criteria for judging which are increasingly inclusive and differentiating in awareness, self-reflexive and integrative of experience;
- 8) Foster a self-corrective reflexive approach to learning – to typifying and labeling, to perspective taking and choosing, and to habits of learning and learning relationships;
- 9) Facilitate problem posing and problem solving, including problems associated with the implementation of individual and collective action; recognition of relationship between personal problems and public issues;
- 10) Reinforce the self-concept of the learner as a learner and doer by providing for progressive mastery; a supportive climate with feedback to encourage provisional efforts to change and to take risks; avoidance of competitive judgment of performance; appropriate use of mutual support groups;
- 11) Emphasize experiential, participative and projective instructional methods; appropriate use of modeling and learning contracts;
- 12) Make the moral distinction between helping the learner understand his/her full range of choices and how to improve the quality of choosing vs. encouraging the learner to make a specific choice. (pp. 21-22)

Suanmali (1981), a doctoral student of Mezirow, focuses his dissertation research on the agreement he found that 174 adult educators, including professors and practitioners, had on ten of those twelve core concepts of Mezirow (1981) that all related to self-direction in learning. All items except numbers eight and twelve were included. The major theme that came out of his research was that to assist adults to enhance their capability to function as self-directed learners, the educator must: decrease learner dependency, help learners use learning resources, help learners define his/her learning needs, help learners take responsibility for learning, organize learning that is relevant, foster learner decision-making and choices, encourage learner judgment and integration, facilitate problem-posing and problem-solving, provide a supportive learning climate, and emphasize experiential methods.

#### Strengthening the Numerous Uses of Andragogy Along With Growing Controversy and Resistance Toward It 1981-1984

Zemke and Zemke (1981) selected at least thirty ideas/concepts/techniques that they think we know for sure about adult learning/andragogy. These ideas lend themselves to three divisions: Motivation to learn, designing curriculum for adults, and working with adults in the classroom.

They asserted that if it is our job to train adults – whether they want to be trained or not – these ideas can give insight and practical help toward accomplishing that job.

Christian (1982) provided the perspective of assessing the Student's Orientation Questionnaire (SOQ). This instrument is similar in arrangement to and based upon 25 pedagogical and 25 andragogical items from Hadley's (1975) Educational Orientation Questionnaire (EOQ).

The third doctoral dissertation which focused on the work of Malcolm S. Knowles was by Martin (1982). She looked at the influences of Knowles, Lindeman and Vincent on the philosophical development of adult education.

Allman (1983) regarded the connection between brain plasticity (fluid intelligence) and adult development. She asserted that this concept and research coupled with Mezirow's (1981) and Knowles' (1970, 1980) understanding of andragogy could be linked with her ideas on group learning and then merged into a more comprehensive theory of andragogy.

Both the Nottingham Andragogy Group (1983) and, Allman and Mackie (1983) addressed their beliefs about adults and adults' abilities to think creatively and critically in learning settings. They describe methods, several features of a teaching and learning process, and some stages of course development centered on their notions about critical thinking. Section one deals with adult development; section two with the empirical and theoretical foundations for a theory of andragogy; and section three purposes a model and theory. The perspective is clearly driven by research in adult development through life phases. They also reported a belief that Alexander Kapp, a German teacher, first used the word andragogy in 1833 to describe the educational theory of Plato.

Brockett (1983a) substantiated that andragogy is being used to help hard-to-reach adults become more self-directed in learning to improve their lives. Brockett (n.d., circa, 1983b) also affirmed that the principles of andragogy have been applied successfully in a wide range of settings. These include business, government, colleges and universities, continuing professional education, religious education, adult basic education, and even elementary/secondary settings. Moreover, Brockett (1984) also indicated that an andragogical approach works in using a proactive approach for developing written materials.

Eitington (1984) promoted pro-active engagement of andragogy with adult learners in most every situation. This is presented throughout a book containing twenty-one chapters, six hundred pages, and one hundred usable handouts.

Nevertheless, some lack of enthusiasm about Knowles' andragogy concept was reflected by Hartree's (1984) feeling that Knowles' andragogy did not live up to what she interpreted as his desire for its becoming a comprehensive learning theory for adult education. She also asserted that if viewed from the psychological standpoint, Knowles' theory of andragogy fails to make good its claims to stand as unified theory because it lacks coherent discussion of the different

dimensions of learning; and, equally, if viewed as philosophy, it falls short because it does not incorporate an epistemology – an explanation for a way of knowing what one knows.

Jarvis (1984) wrote that the theory of andragogy had moved into the status of an established doctrine in adult education, but without being grounded in sufficient empirical research to justify its dominant position. Thus, andragogy was best understood in curriculum terms as an expression of the romantic, was launched into a romantic philosophy, similar to it and receptive to it. So it would seem that andragogy emerged at a time when its romantic philosophical structures reflected the romantic structures of the wider society. He also viewed andragogy as having been connected with a sign of the times when romantic curricula were dominant and with that passing andragogy was losing much of its appeal.

Not to be deterred at this point, Knowles (1984b) presented the first book in which he cites thirty-six extensive case examples of applying andragogy in practice, revealing what worked and what did not, and summarizing the lessons that could be learned from experience in the effectiveness of andragogy in various settings. This wide ranging array of connections with various groups included: Applications in Business, Industry, and Government; applications in colleges and universities; applications in education for the professions; applications in continuing education for the health professions; applications in religious education; applications in elementary and secondary education; and, applications in remedial education.

Despite the hesitancy that some had about Knowles involvement in andragogy, Knowles (1984a) third edition of *The Adult Learner* relating to HRD appeared at this time. He was still actively engaged in the field, although he had retired from his professorship some years earlier in 1978. Knowles updated and added to his application of andragogy to HRD in this third edition. He continued to be involved very much with corporate adult education and added some more information.

#### Identifying the Stronger European Base of Andragogy in Comparing it with the American Base 1985-1988

Young (1985) perceived the European concept of andragogy as being more comprehensive than the American conception, even though he considered that Europeans do not use the terms andragogy and adult education synonymously. In addition, the primary critical element in European andragogy is that an adult accompanies or assists one or more adults to become a more refined and competent adult, and that there should be differences in the aims of andragogy and pedagogy (assisting a child to become an adult). Likewise, there should be differences in the relationship between a teacher and adult pupils and the relationship between a teacher and children.

Taylor (1986) offered a very strong and articulate research based model, for the andragogical process of transition into learning for self-direction in the classroom. This is from the learners' point of view and has eight stations on a cycle of what may be characterized as a cultural

journey. The process alternates between phases and transitions. The critical points are: (1) Equilibrium phase; (2) disconfirmation transition; (3) disorientation phase; (4) naming the problem transition; (5) exploration phase; (6) reflection transition; (7) reorientation phase; (8) sharing the discovery transition; and the next step is to come back to equilibrium.

Moore (1986) emphasized the connection there was between self-directed learning (an andragogical technique) and distance education. The meaning of distance education included the various modes of learning electronically and otherwise.

Brookfield (1986) claimed that with andragogy (most probably as exemplified by Knowles) not being a proven theory, adult educators should be hesitant to adopt it as a badge of identity or calling themselves *andragogues* with the attendant belief that it represents a professionally accurate summary of the unique characteristics of adult education practice. Nevertheless, he suggested that in Andragogy, facilitating learning is a transactional encounter in which learner desires and educator priorities will inevitably interact with and influence each other.

Ross (1987) connected the concept of andragogy and its value with some of the research on teacher effectiveness. He believed that teachers' behavior relate to student achievement regarding such things as: Clarity, variability, enthusiasm, task-oriented behavior, use of student ideas, types of questions asked, probing, and levels of difficulty of instruction.

Henschke (1987) posed an andragogical model for conducting preparation of new and seasoned adult educators to ready them for engaging adults in active learning. The five building blocks of this model are: Beliefs and notions about adult learners; perceptions concerning qualities of effective teachers; phases and sequences of the learning process; teaching tips and learning techniques; and, implementing the prepared plan.

Davenport (1987) presented a case for questioning the theoretical and practical efficacy of Knowles' theory of andragogy, growing out of his research and perspective, perhaps adding to the confusion with his paradoxical definitions of andragogy and pedagogy and with his assumptions that lack clarity and solid empirical support. Davenport finished with his argument that some adult educators strongly urge that adult education would simply be better off to drop the word from its lexicon.

Burge (1988) said that one reason for distance educators to look at andragogy is the concept of quality. She asks the question: Would an andragogical learner-centered approach contribute to or undermine academic rigor? She believed that a closer examination of the key implications of andragogy and a learner-centered view within the new classrooms of distance education will contribute to academic rigor. It will also expand the definitions of helping adults learn to include more of the subtle qualitative aspects of learning. The quality of counseling and tutoring, as distinct from quality of course content, is another professional issue that benefits from a closer look at andragogy.

Pratt's (1988) stance appeared to question the value of andragogy as a relational construct. He had supported it previously, but grew more skeptical of it as time progressed. He suggested that further debate of it presents tension between freedom and authority, between human agency and social structures, thus seeming to stall the consideration of the usefulness of Knowles' conception of andragogy.

#### The Foundation of Trust Undergirds Andragogical Learning Despite The Andragogy Debate 1989-1991

Eitington (1989) continued to promote pro-active engagement of adult learners through andragogy in most every situation throughout this second edition of his book. It had very practical use and was well received in the situations where he conducted adult education workshops.

Henschke (1989) developed an andragogical assessment instrument entitled, Instructional Perspectives Inventory (IPI) that included the following seven dimensions: Teacher empathy with learners, teacher trust of learners, planning and delivery of instruction, accommodating learner uniqueness, teacher insensitivity toward learners, learner-centered learning processes, and teacher-centered learning processes. The central and strongest major core of this instrument was originally and still is a focus on the teacher trust of learners. There are 11 items that teachers exemplify trust of learners:

1. Purposefully communicating to learners that they are each uniquely important;
2. Believing learners know what their goals, dreams and realities are like;
3. Expressing confidence that learners will develop the skills they need;
4. Prizing the learners to learn what is needed;
5. Feeling learners' need to be aware of and communicate their thoughts and feelings;
6. Enabling learners to evaluate their own progress in learning;
7. Hearing learners indicate what their learning needs are;
8. Engaging learners in clarifying their own aspirations;
9. Developing a supportive relationship with learners;
10. Experiences unconditional positive regard for learners; and,
11. Respecting the dignity and integrity of learners. (Pp. 4-5.)

Warren (1989) makes a clear connection between andragogy and the assumptions N. F. S. Grundtvig makes about adult learners and learning. He indicates that Grundtvig's assumptions drawn from his collected papers between 1832 and 1855 include: Students should bloom according to their individual capacity and not be crushed into conformity by externally-derived ideals; subject matter is not important, but study should be chosen according to interests and should be geared toward personal growth rather than scholarship; reciprocal teaching is the ideal learning process engaged through the living word; and, the ultimate reason for learning is

enlightenment of life – the grasp of religious/historical/poetic knowledge of one’s world, and thus of one’s self, integrated through both freedom and fellowship.

Imel (1989) mainly concentrated on answering the question ‘is teaching adults different’ by answering ‘yes’ and ‘no’ regarding the use of the andragogical model. She said that it mainly comes down to the following emerging considerations for practice. Determine the purpose of the teaching-learning situation, the context, the goals of the learners, and the material to be covered. Provide opportunities for teachers to practice learner-centered methods, by engaging teachers in learning techniques especially suitable for adult students, such as small-group discussion methods, and effective use of non-traditional room arrangements. Select teachers on the basis of their potential to provide learner-centered instructional settings.

Knowles (n.d., circa, 1989a) successfully tested and refined this theory and design of andragogy on a broad spectrum in numerous settings: corporate, workplace, business, industry, healthcare, government, higher education, professions, religious education, and elementary, secondary, and remedial education.

In another work at this time Knowles (1989b) provided a clue about a major ingredient necessary and quite obviously present in everything he did and everyone he touched deeply. In his development and revision of his theory he considered both pedagogical and andragogical assumptions as valid and appropriate in certain varying situations (to the delight of some, and to the dismay of others). The pitfall and problem he discovered with this approach is that ideological pedagogues will do everything they can to keep learners dependent on them, because this is their main psychic reward in teaching. However, on the other hand, Knowles saw that andragogues will accept dependency when it clearly is the reality and will meet the dependency needs through didactic instruction until the learners have built up a foundation of knowledge about the content area sufficient for them to gain enough confidence about taking responsibility for planning and carrying out their own learning projects. And even pedagogues, when they experience being treated like an adult learner, experience greater psychic rewards when learners become excited with learning, and began experimenting with andragogy.

Nadler (1989) stated that Human Resource Development (HRD) is based in learning, and every HRD practitioner should have an understanding of the theories of Adult Learning. This was a crucial observation, because many in HRD have overlooked that consideration.

Krajinc (1989) in echoing some others provides the most succinct and pointed definition of andragogy to that date, and perhaps one of the most beneficial definition, as she states, “Andragogy has been defined as...’the art and science of helping adults learn and the study of adult education theory, processes, and technology to that end’ ” (p. 19).

Knowles (1990) came out with the fourth edition of *The Adult Learner* book. In it he added the sixth assumption that adults need to know a reason that makes sense to them as to why they should learn some particular thing. This edition was the strongest. In this volume he indicated the crucial

importance of equalness, openness, democratic, realness, genuineness, prizing, acceptance, and empathic understanding on the part of the andragogue. The andragogical teacher/facilitator accepts each participant (student) as a person of worth, respects his feelings and ideas, and seeks to build relationships of mutual trust and exposes his own feelings regarding the relationship between the teacher and adult learner.

From a very practical standpoint, Carroll (1990) supported the andragogical point of view. She vowed that adults need to know why and the importance of learning something, to learn experientially, to learn problem-solving, and that they learn best when the topic is of immediate value to them.

Heimstra and Sisco (1990), made what could be considered an extensive addition to the theory, research, and definition of andragogy. They provided annotations on 97 works related to andragogy, thus contributing to its international foundation. Heimstra says that applied correctly, the andragogical approach to teaching and learning in the hands of a skilled and dedicated facilitator can make a positive impact on the adult learner. He also suggested a situation that gave rise to the emergence of andragogy as an alternative model of instruction to improve the teaching of adults. They asserted that mature adults become increasingly independent and responsible for their own actions. Thus, those adults are often motivated to learn by a sincere desire to solve immediate problems in their lives, have an increasing need to be self-directing, and in many ways the pedagogical model does not account for such developmental changes on the part of adults, and thus produces tension, resentment, and resistance. Consequently, the growth and development of andragogy is a way to remedy this situation and help adults to learn.

Mazhindu (1990) established a foundational link between andragogy and contract learning. Thus, he asserted that contract learning (with its foundation in andragogy) may well help to facilitate continuous, meaningful and relevant learning throughout the nurse's career that was begun in basic nurse education. Andragogy (contract learning) is suggested as one effective alternative to traditional nurse education.

Robb (1990) believed that South African andragogics can enable the improvement of understanding between Continental European and American adult educationists. However, for this improvement to take place, he saw the need for three further studies: whether andragogy terminology is necessary; whether adult educationists are scientists; and, where adult educationists differ in America and Continental Europe that could pave the way for a more adequate description of what andragogy is.

Knowles (1991) shares his dream of lifelong learning. In it he presents the eight skills of self-directed learning (SDL) and the competencies of performing life roles, as he tell how he conceives this kind of a learning system operating in the 21<sup>st</sup> century. The life roles he offers are: Learner, being a self (with a unique self-identity), friend, citizen, family member, worker, and leisure-time user. The Skills of Self-Directed Learning presented here were different from the ones presented in his 1975 *Self-Directed Learning* book.



1. The ability to develop and be in touch with curiosities. Perhaps another way to describe this skill would be 'the ability to engage in divergent thinking'. [This is the most striking skill of SDL].
2. The ability to perceive one's self objectively and accept feedback about one's performance non-defensively.
3. The ability to diagnose one's learning needs in the light of models of competencies required for performing life roles.
4. The ability to formulate learning objectives in terms that describe performance outcomes.
5. The ability to identify human, material, and experiential resources for accomplishing various kinds of learning objectives.
6. The ability to design a plan of strategies for making use of appropriate learning resources effectively.
7. The ability to carry out a learning plan systematically and sequentially. This skill is the beginning of the ability to engage in convergent thinking.
8. The ability to collect evidence of the accomplishment of learning objectives and have it validated through performance. (p. 1)

Peters and Jarvis (1991) call Malcolm S. Knowles one of the best-known and most respected adult educators of all time. They had him provide an epilogue to their book, an andragogical vision of the future of adult education field.

Long (1991) speculated that although Knowles' form of andragogy is weak in empirical confirmation there are five reasons it has survived the criticism leveled against it: (a) The humanistic ideas underlying andragogy appeal to adult educators in general; (b) The limited empirical refutation of andragogy has not been strongly convincing; (c) Knowles' reaction to criticism was flexible and encouraging, which permitted him to incorporate some of the criticism in his later revision of the concept; (d) Knowles is a leader in the field and is widely respected for other contributions; and, (e) The inclusion of Knowles' concept of andragogy into the adult education knowledge base, has provided a framework for integrating several potentially useful ideas about adult learners, including self-directed learning.

Griffith (1991) credited Knowles as being the best-known American adult educator. He has made numerous contributions to the literature of the field, with an orientation toward practice that makes them attractive to teachers of adults in diverse settings and very likely has resulted in increasing the effectiveness of these teachers. In addition, his commonsense approach in his primarily descriptive rather than analytical writing has a wide appeal. His presentation of andragogy as a fresh way of thinking about adult education has attracted thousands of disciples from the ranks of practicing adult educators. Griffith concluded by saying that Knowles'

concept of andragogy has undoubtedly inspired countless practicing adult educators to adopt the term, to embark upon graduate study in the field, and to profess allegiance to

their perception of the concept. Knowles has also stimulated a great deal of interest in the self-directed learner and the use of learning contracts (p. 105).

Lieb (1991) was involved in health services. His take on andragogy is that adults are autonomous and self-directed, have accumulated a foundation of life experiences and knowledge, and are goal-oriented, relevancy-oriented, and practical. He focuses on what motivates adult learners, learning tips for effective instruction in motivation, reinforcement, retention, transference, and insists that we 'treat learners like adults'.

#### Scientific Foundation Of Andragogy Being Established Amid Skepticism and Misunderstanding 1991-1995

Savicevic (1991) provided a critical consideration of andragogical concepts in ten European Countries – five western (German, French, Dutch, British, Finnish), and five eastern (Soviet, Czech-Slovak, Polish, Hungarian, Yugoslav). This comparison showed common roots but results in five varying schools of thought: (1) Whether andragogy is parallel to or subsumed under pedagogy in the general science of education; (2) Whether agology (instead of andragogy) is understood as a sort of integrative science which not only studied the process of education and learning but also other forms of guidance and orientation; (3) whether andragogy prescribes how teachers and students should behave in educational and learning situations; (4) the possibility of founding andragogy as a science is refuted; and, (5) that endeavors have been made to found andragogy as a fairly independent scientific discipline. Moreover, he clearly aligned himself with the fifth school of thought in that the kind of research he was conducting aims toward establishing the origin and development of andragogy as a discipline, the subject of which is the study of education and learning of adults in all its forms of expression.

Savicevic (1991) also suggested that Socrates, Plato, Aristotle, the Sophists, Ancient Rome, the epochs of humanism and the renaissance, all reflect thoughts and views about the need of learning throughout life, about the particularities and manners of acquiring knowledge in different phases of life, and about the moral and aesthetic impact. He also credited J. A. Comenius in the seventeenth century with being regarded the founder of andragogy with his primary wish to provide comprehensive education and learning for one and all to the full degree of humaneness, and urging the establishment of special institutions, forms, means, methods and teachers for work with adults. In addition, he theorized that the institutional basis for adult education actually formed in the late eighteenth and early nineteenth centuries in Britain and other countries with the emergence of Mechanics' Institutes, workers' colleges & educational associations, university extensions, board schools for adult instruction, correspondence education, and people's universities.

At this time, there was again strong criticism of American andragogy, and that coming from Australia, Candy (1991). At the time Knowles articulated andragogy, self-expression and personal development were in vogue. Thus, self-directed learning and andragogy was gaining some prominence in becoming known as autonomous learning.

In addition, a fourth Doctoral Dissertation focusing on Malcolm Knowles involvement in andragogy was completed. Muller (1992), misinterpreted Knowles in that she critiqued his andragogical ideas from the philosophical perspective of progressivism rather than understanding his concept of andragogy from his predominately humanistic philosophical perspective.

Houle (1992) in contrast, emphasized the impact of Knowles on American andragogy, and how he worked this out in practice especially in non-school settings and the workplace. He went on to indicate that scholars and theorists may find great value in Knowles' discussion of the development of learning theories in the educational literature, and his exploration of the roots of his own thinking about theorizing. He also spoke about Knowles' work being practical and providing concrete examples and in depth case studies of how learning activities are planned, structured, and executed.

The struggle regarding andragogy and Knowles involvement in it was still heating up. Pratt's (1993) perception that after 25 years, Knowles' approach to andragogy was lacking in its fulfilling a promise of being somewhat of a panacea for a teaching approach in all adult education. Pratt had become somewhat guarded about his earlier involvement in the andragogical approach.

Bragar & Johnson (1993) in addressing andragogy/adult learning in the business environment indicated that their research has identified five principles. They are as follows: Learning is a transformation that takes place over time; learning follows a continuous cycle of action and reflection; learning is most effective when it addresses issues relevant to the learner; learning is most effective when people learn with others; and, learning occurs best in a supportive and challenging environment.

Morrall (1993) raised the question of whether andragogy may flourish outside of a sustained, concentrated time period, in a part-time, short-term course. Although some evaluations suggest that it may, the critical component contributing to its success appeared to be in the residential aspect of the program that was involved in enabling the implementation of andragogy.

Ellis (n.d., circa, 1993) focuses on an application of andragogy to a graduate-level web technologies course comprised of working professional students. Both student feedback and instructor opinion on the application of Knowles' theory of andragogy to this course have been strongly positive. In seeking to bring numerous factors together in online learning,

Newman (1993) asserts that "to appeal morally-cognitively to adult inmates, in at least a somewhat context and in study of their membership in the human community, is to entail the principles of andragogy (the learning of adults as opposed to the teaching of children), as elaborated by Knowles" (p. 49).

Kaminsky (1993) suggested that whether we have knowledge for naming something academically or not, we may still be practicing pedagogy, andragogy, or any other 'gogy' or 'ism'. This is the reason she selected that idea from hooks. She finds Mr. Ferro's remarks snobbish and exclusionary sounding as it appears that he does not want anyone, other than 'linguists', to try and name the world, or even to make up new ways of naming things. She

argues that he wants that job to belong to the expert name-makers, who, it seems, can never be adult educators, let alone people who have never seen the inside of a college or high school.

hooks (1994) said “the possession of a term does not bring a process or practice into being: concurrently one may practice theorizing without ever knowing/possessing the term...” (p. 61). It is sometimes later that this kind of practice is given a label that comes into common use.

Poggeler (1994) listed ten trends which he hopes will be helpful for future development of European andragogical research, including: international knowledge, comparative understanding, political influences, a clear picture of *adult* as the ‘subject’ of adult education, concentration on the thirty to fifty age group, explaining the *social structure* of the clientele, “development-andragogy” of the Third World, criteria for successful learning and teaching, understanding the “lifeworlds” of the participants, and new types and alternatives of adult education. Some of these may also be applicable to the USA.

Zmeyov (1994) clearly in support of andragogy, stated that the most important trend in adult education in Russia is the application and further development of Knowles’ (1970, 1980) theory of adult learning, or andragogy, in the process of education. Zmeyov further stated that Knowles’ concept of andragogy [the art and science of helping adults learn]

*which scientifically founds the activity of the learners and of the teachers in the process of the determination of goals and tasks, of content, forms and methods, of organization, technology and realization of learning, is considered now in Russia by many scholars and teachers as a fundamental theoretical base for adult education. The main scientific and practical problem for the adult educators consists in finding out the most appropriate combination of pedagogical and andragogical models of learning for obtaining assigned objectives of learning for a learner in an actual situation (p. 36 & 37).*

Wartenberg (1994) shows two seemingly disparate concepts of andragogy (the study of how adults learn) and whole language are compatible and should be considered by planners and implementers of adult literacy programs.

Delahaye, et al. (1994) measured student’s orientation to andragogy and pedagogy by using the Student’s Orientation Questionnaire (EOQ) developed by Christian (1982), and found them represented as being orthogonal or at right angles to each other. This relationship reflects some of the complexities involved in adult learning. Basically, he conceived the maturity of the adult learner as moving from lower to higher through the four stages of learning, as follows: 1) low andragogy / high pedagogy; 2) high andragogy / high pedagogy; 3) high andragogy / low pedagogy; and, 4) low andragogy / low pedagogy.

The fifth doctoral dissertation focusing on Knowles’ view of andragogy was Cooke (1994) who observed Knowles in personal human terms and he thought it quite appropriate to designate him as the ‘father of American andragogy’. Perhaps, however, he considered that it would be better to just call him ‘Malcolm’ as he so many times referred to himself.

The sixth doctoral dissertation that focused on Knowles was by Sawyers (1994). This was one in which a comparative study was conducted on the philosophies of Knowles and Freire.

Knowles (1995) provided the most articulate expression and most complete understanding of andragogy from the American perspective. The structure of the theory is comprised of two conceptual foundations: The learning theory and the design theory. The learning theory is based upon adult and their desire to become and/or to express themselves as capable human beings and has six components: (a) Adults need to know a reason that makes sense to them, for whatever they need to learn, (b) They have a deep need to be self-directing and take responsibility for themselves, (c) Adults enter a learning activity with a quality and volume of experience that is as resource for their own and others' learning, (d) They are ready to learn when they experience a need to know, or be able to do, something to perform more effectively in some aspect of their life, (e) Adults' orientation to learning is around life situations that are task, issue- or problem centered, for which they seek solutions, (f) Adults are motivated much more internally than externally.

Knowles' (1995) conceptual foundation of the design theory is based in a process, and is not dependent upon a body of content, but helps the learner acquire whatever content is needed. There are eight components of the design process: (a) Preparing the learners for the program; (b) setting a climate that is conducive to learning (physically comfortable and inviting; and psychologically – mutually respectful, collaborative, mutually trustful, supportive, open and authentic, pleasurable and human); (c) involving learners in mutual planning; (d) involving learners in diagnosing their learning needs; (e) involving learners in forming their learning objectives; (f) involving learners in designing learning plans; (g) helping learners carry out their learning plans; and, (g) involving learners in evaluating their learning outcomes. Active involvement seems to be the watchword of Knowles' (thus American) version of andragogy, and each step of the andragogical learning process.

Milligan (1995) scientifically investigated andragogy. He conceptualizes his summary of it as the facilitation of adult learning that can best be achieved through a student centered approach that, in a developmental manner, enhances the student's self-concept, promotes autonomy, self-direction and critical thinking. However, despite some questions being raised, and lingering doubts, he believed that problem-based learning, most notably used in nursing education, has elements of andragogy within it.

Henschke (1995) focused on describing a dozen different episodes with groups in various settings, where he applied his understanding and adaptation of Knowles' theory of andragogy, and then detailed some of the results he considered successful in using that approach with the participants.

## Momentum Gained Against Andragogy While Counter Arguments Assert Its Value 1995-1998

Welton (1995) leveled one of the most vigorous the assertion against andragogy and Malcolm's influence in it, that,

the 'andragogical consensus' (anchoring the study of adult education in methods of teaching and understanding the individual adult learner), formulated by the custodians of orthodoxy in the American Commission of Professors in the 1950s and solidified by Malcolm Knowles and others in the 1960s and 1970s, has unraveled at the seams (p. 5).

Welton went on to express that the fundamental accusations expressed are that because of this perspective, adult education has abandoned its once vital role in fostering democratic social action, is on a shaky foundation, works to the advantage of large-scale organizations, and is conceptually inadequate to serve the interests of the disenfranchised in North American society.

Eitington (1996) was continuing to revise the book and use his andragogical approach with great success with many audiences. The contrasting perspectives made for some cogent debate in the field.

Zhang (1996) told about how andragogy was used in a major way to help the People's Republic of China move from a traditional planned economy toward the socialist market economy system. He told that in the discussing educational theories in the development of andragogy, Deng XiaoPing pointed to adult education/andragogy as the key to developing human potential, skills, technology, talent and knowledge. This would be accomplished through a job training system, continuing education, adult basic education system, and adult higher and middle school education system.

Van Gent (1996) asserted that andragogy has been used to designate the education of adults, an approach to teaching adults, social work, management, and community organization. He considered that its future lies only as a generic term for adult education and as a complement to pedagogy, which has been used mainly to focus on the art and science of teaching children.

Hanson (1996), from the other side of the discussion, called for adult educators not to search for a separate theory of adult learning [andragogy], but rather that we remove many of the unsubstantiated assumptions based on almost utopian beliefs about the education and training of adults linked to un-contextualized views of learning and empowerment.

Smith (1996) provided a brief history of the use of the term andragogy. He then limited himself to presenting Malcolm Knowles' major andragogical assumptions, and addresses some general issues with Knowles' approach by exploring the assumptions including the surrounding, continuing debate.

Also, Mynen (n.d., circa, 1996) offered a personal statement on andragogy's meaning to himself by focusing only on Knowles' (1996) assumptions. He sought to address where andragogy came from, what it involves, and how one actually does it. He asserted his belief that andragogy may also be applicable to everyone including children, and considered the possibility that the distinction between adult and child learners may not be relevant anymore, but that the two may need to be merged into one.

Zemke (1996) updated his ideas about andragogy / adult learning. He more strongly emphasized learning designs being: Problem-centered learning, having pre-program assessment, integrating information, true case studies, oriented toward various learning styles, supportive of growth and changing values, and include transfer strategies.

Houle (1996), in talking about Knowles' work in andragogy said that it remains the most learner centered of all patterns of adult educational programming. He also added a number of other things. Knowles kept evolving, enlarging, and revising his point of view and therefore became something of a moving target, particularly since he was intimately involved with numerous projects at every level of magnitude in both customary and unusual settings all over the world. He could bring to discussions and debates a wealth of experience that his opponents could not match. In addition, some of his followers developed variant conceptions of andragogy, thereby enlarging the discourse. Knowles idea on andragogy had application to a wide variety of settings. Houle concluded by saying,

Those who wish to do so can wholly contain their practice in the ideas expressed by Knowles and others, establishing appropriate physical and psychological climates for learning and carrying forward all of its processes collaboratively. Far more significantly, andragogy influences every other system. Even leaders who guide learning chiefly in terms of the mastery of subject matter, the acquisition of skills, the facing of a social problem, or some other goal know that they should involve learners in as many aspects of their education as possible and in the creation of a climate in which they can most fruitfully learn (p. 30).

Most dictionaries up to this time have not included andragogy. However, the Webster Encyclopedic Unabridged Dictionary (1996), showing some recent recognition of the term in modern vocabulary, includes the definition of andragogy as, "the methods or techniques used to teach adults" (p. 77). However, this was a definition that did not exactly coincide with various definitions from the adult education field. As an illustration of using words that may be unclear or do not have one precise definition, Webster (1996) included 179 definitions of the word 'run'. However, we have not given up use of that term in our vocabulary because of the multiplicity of definitions. This would seem to give impetus that andragogy could still be appropriately used in adult education, despite the fact that there was no common agreement on a single definition.

However, Ferro (1997) insists that use of the term andragogy is not encouraged because of its being an unclear term. He charged that the use and meaning of the term, *andragogy*, has spawned a debate on the term and fostered the creation of additional unclear terms intended to define aspects of adult education; but he made a plea for adult educators instead to concentrate on what they know best, the planning and delivery of learning opportunities for adults.

Conner (1997) strongly declared that andragogy refers to learner-focused education for people. Thus, in the information age, the implications of a move from teacher-centered to learner-centered education are staggering. Postponing or suppressing this move will slow our ability to learn new technology and gain competitive advantage. She also depicted andragogy's major focus as understanding and adjusting our experiences and beliefs in relationship with the world we face on a daily basis. She questioned how we can expect to analyze and synthesize the extensive information with which we come in contact if we allow others to determine what should be learned, how it will be learned, and when it will be learned. She insisted that in order to succeed, we must unlearn our teacher-reliance.

Milligan (1997) continued to support his original investigation of andragogy (1995) in which he conceptualized his summary of it as the facilitation of adult learning that can best be achieved through a student centered approach.

Rostad (1998) outlined the library of the Nordic Folk Academy as a meeting place and an information center specialized in non-formal adult education, adult learning and andragogy. It possesses 20,000 volumes of books and 250 periodicals. It applies andragogy to make certain that people with low education, elderly people or people from sparsely populated areas avoid being marginalized. In a very practical way,

Billington (1998) found that the andragogical process of self-directed learning used in a doctoral program positively influenced a number of things. These were: The ego growth in doctoral students, intrinsic motivation, time spent in the program, desire for stimulation, embracing challenge, and a high level of complexity relating to pacing.

Jorgensen (1998) combined ideas of Knowles, Rogers, Jarvis and Ellen White into a comprehensive andragogical process. He suggested this for engaging Seventh-Day Adventist college students to think through their faith and what it means to them.

#### Antecedents To And Historical Foundation of Andragogy Being Extended And Broadened 1998-2000

Henschke (1998a) asserted that long before the term andragogy appeared in published form in 1833, ancient Greek and Hebrew educators, if not others, used words that although they were antecedents to andragogy, included elements of the concept that has come to be understood as some of the various meanings and definitions of andragogy. He attempted a descriptive



definition of andragogy that moved in the direction of calling it a scientific discipline of study. This he posed in contrast to what others considered to be a fading influence of andragogy. He went back earlier in history and claimed that the language of the Hebrew prophets, before and concurrent with the time of Jesus Christ, along with the meaning of various Hebrew words and their Greek counterparts -- learn, teach, instruct, guide, lead, and example/way/model -- provide an especially rich and fertile resource to interpret andragogy. He expected that by combining a probe of these words and elements with other writings, a more comprehensive definition of andragogy may evolve.

Zmeyov (1998) aptly defined andragogy differently from others. He said that andragogy is “the theory of adult learning that sets out the fundamentals of the activities of learners and teachers in planning, realizing, evaluating and correcting adult learning” (p. 106).

Draper (1998) in providing an extensive, world-wide background on andragogy, reflected on and presented an overview of the historical forces influencing the origin and use of the term andragogy: The humanistic social philosophy of the 1700s & 1800s, the early twentieth century labor movement in Germany and USA, international expansion of adult education since World War II, commonalities of different terminologies, the debate in North America, the progressive philosophy underlying andragogy in North America, stimulation of critical discussion and research, and the viability of andragogy as a theory. He concluded, “Tracing the metamorphoses of andragogy/adult education is important to the field’s search for identity. The search for meaning has also been an attempt to humanize and understand the educational process” (p. 24).

Baden (1998) developed and outlined twenty-seven different themes with accompanying interactive techniques that he perceives as being extremely useful in the process of helping association executives become more effective in fulfilling their responsibilities. Knowles, et al. (1998) presented this revised fifth edition, but it was much changed from the previous four editions, thus moving andragogy into what was a somewhat different direction from the earlier editions.

Green (1998) comments on some important factors for consideration in online learning, and suggests that in andragogy learners must balance life responsibilities with the demands of learning. Teachers guide learners to their own knowledge rather than supplying them with facts. Learners need to connect their tremendous amount of life experiences to their knowledge base and recognize the value of the learning. Learners are goal oriented and know the purpose for their learning new information. Learning is self-initiated and tends to last a long time.

Knowles, et al. (1998) published this volume within a few months of Knowles’ death. His collaborators appeared to be more intent on putting forward their own point of view of andragogy than preserving the full scope of the comprehensive perspective for which Knowles was known.

Henschke (1998b) also emphasized that, in preparing educators of adults, andragogy becomes a way of being or an attitude of mind, and needs to be modeled/exemplified by the professor. Otherwise, if we are not modeling what we are teaching, we are teaching something else.

Further, Hoods Woods (1998) perceived andragogy, as related to wilderness teaching, being based on four environmental influences active in every being. They are: External (Physical); Internal (Physical); External (Spiritual); and, Internal (Spiritual). These four influences interact with one another to determine how successfully we will be able to face survival challenges in any environment.

The most comprehensive of all the publications on andragogy is a book that includes thirty of Savicevic's (1999b) publications within a twenty-six year period. His work has addressed how andragogy has and will shape the literacy, the work place, universities, training and research, the humanistic philosophies, the evolution and future of andragogy and the practice of adult education. He also provided a number of descriptions and definitions of andragogy.

Boucouvalas (1999) insisted that although refined methodological or epistemological tools and indicators are critical for sound research in comparative andragogy, the role and influence of the 'self' of the researcher in the research process, is an equally critical element to be considered.

Additionally, Milligan (1999) added more support to his scientifically investigated andragogy (1995 & 1997). More evidence agreed that the facilitation of adult learning can best be achieved through a student- centered adult learner approach.

Dewar (1999) articulated what she deems to be important principles of andragogy/adult learning for consideration when facilitating adult learning online. Increasing and maintaining ones sense of self-esteem and pleasure are strong secondary motivators for engaging in learning experiences. New knowledge has to be integrated with previous knowledge; that means active learner participation. Adult learning must be problem and experience centered. Effective adult learning entails an active search for meaning in which new tasks are somehow related to earlier activities. A certain degree of arousal is necessary for learning to occur. Stress acts as a major block to learning. Collaborative modes of teaching and learning will enhance the self-concepts of those involved and result in more meaningful and effective learning. Adults will generally learn best in an atmosphere that is nonthreatening and supportive of experimentation and in which different learning styles are recognized. Adults experience anxiety and ambivalence in their orientation to learning. Adult learning is facilitated when: The learner's representation and interpretation of his/her own experience are accepted as valid, acknowledged as an essential aspect influencing change, and respected as a potential resource for learning; the teacher can give up some control over teaching processes and planning activities and can share these with learners; teaching activities do not demand finalized, correct answers and closure; teaching activities express a tolerance for uncertainty, inconsistency, and diversity; and, teaching activities promote both question-asking and –answering, problem-finding and problem-solving. Adult skill

learning is facilitated when individual learners can assess their own skills and strategies to discover inadequacies or limitations for themselves.

Savicevic (1999b) however, indicated that Knowles was inconsistent in determining andragogy and thus had caused much confusion and misunderstanding. He identified six mistakes of Knowles regarding his perspective on andragogy that are presented here. First, Knowles defined andragogy as 'science and art' following in the footsteps of Dewey in doing the same thing with pedagogy. Second, he defined andragogy as the science and art of 'helping adults to learn' thus reducing it to a prescription or a recipe for how a teacher needs to behave in educating adults. Third, he declared andragogy as a 'model' for teaching even in pre-school, thus moving it away from just applying to adults. Fourth, he directed andragogy only toward problems of learning, thus neglecting social and philosophical dimensions of adults. Fifth, he emphasized an individualistic approach to learning and education with no link to adults' existing circumstances, education level, and other factors relating to learning. Sixth, Knowles' lack of historical awareness prompted him to think he was the first to use andragogy in the American adult education literature.

Mihall and Belletti (1999) provide an example of a one hour training program including objectives, a contrast of children and adults as learners, comparing the assumptions of pedagogy and andragogy, adult learning principles, present training methods advantages and drawbacks with appropriate application, participants giving feedback, and a quiz.

It has been suggested by Savicevic (1999b) that andragogy is defined as a scientific discipline, which deals with problems relating to HRD and Adult Education and learning in all of its manifestations and expressions, whether formal or informal, organized or self-guided, with its scope of research covering the greater part of a person's life. It is linked with advancing culture and performing: professional roles and tasks, family responsibilities, social or community functions, and leisure time use. All of these areas are part of the working domain of the practice of HRD and Adult Education. It could be said that a clear connection is established from the research to practice of andragogy, with andragogy being the art and science of helping adults to learn and the study of HRD and Adult Education theory, processes, and technology relating to that end.

Reischmann (1999) saw andragogy at the academic level as the science of the education of adults. However, in Germany most scholars in andragogy still have direct connections to selected segments of the adult education providers and practitioners working in the field.

Clark (1999) considered that two books written in the 1920s began to change the term "adult learning" – Thorndike's *Adult Learning*, and Lindeman's *The Meaning of Adult Education*. In the 1950s, European educators started using the term 'andragogy', from the Greek word 'anere' for adult, and 'agogus', the art and science of helping students to learn. They wanted to be able to discuss the growing body of knowledge about adult learners in parallel with pedagogy. In

contrast to pedagogy – transmitting content in a logical sequence; andragogy seeks to design and manage a process for facilitating the acquisition of content by the learners.

Thorpe (1999) developed a 24 slide Power Point presentation addressing the question of how to put the pieces together: learner, institution, and technology. He also focuses on who the learner is, and that andragogy must be learned, designed to fit the learner and to incorporate technology positively.

Osborn (1999) declared that andragogy has the potential to play an important role in distance learning. However, she found that students need to be coached in the principles of the approach so they understand the teacher's expectations. Most students have been trained to rely on their teachers for leadership. Some need to be shown how to take responsibility for their own learning and become self-directing.

Similarly, Ovesni (1999) supported the idea that andragogy is to generate its own knowledge and is able to offer something to other sciences in scientific cooperation. Andragogy does not belong to any other science no matter what that other science is called. It is simply an integral part of a family of sciences studying education and is neither superior nor subordinate to any other science. Andragogy thus retains its independence from other sciences.

Merriam (1999) asserted that andragogy is one of the major ideas in adult education that derived from the practice of adult education rather than being informed by research and knowledge from other disciplines, especially psychology.

Henschke (1999) explored the gap between 'learning' and 'performance' within the andragogy concept relating to Adult Education and Human Resource Development [HRD]. Considering some of the literature in both areas within the Academy of Human Resource Development led him to indicate that the two distinct terms together are different sides of the 'same coin'; and their close relationship is the key to HRD.

Savicevic (2000) also explored various antecedents to and backgrounds of andragogy before the term came into publication. In this he added another component to the scientific foundation and design of andragogy in this book. It is in the Serb language, but he has provided a summary in English. The summary indicates this study as dedicated to search for the roots of andragogical ideas starting from the antique civilizations up to the present time. We understand the term andragogical ideas as thoughts and concepts of persons about education and learning of adults, system of andragogical institutions that appeared in certain civilizations, as well as andragogical practice in which such ideas were realized. The structure of the study is made of several chapters that interconnected and logically linked, and is divided into the following five parts. (a) Conceptual and methodological frames of research includes: The nature and characteristics of research of andragogical ideas; and, methodological frame of researches. (b) Searching for the roots of andragogical ideas includes: Adult learning before literacy; Ancient Greek civilization; activity of sophists; Socrates; Plato; Aristotle; diffusion of Greek culture and science; Ancient

Rome; Jewish cultural heritage; Middle ages; and, reversal which brings New Century. (c) Andragogical ideas in the international context includes: The work of Jan Amos Komensky; ideas of Gruntdvig and their practical realization, thoughts of E. N. Medinsky; view of E. C. Lindemann; Thorndike's comprehension; and, thoughts of Friere. (d) Andragogical ideas in Yugoslav frame and context includes: Practical realization in Yugoslav cultural space; social philosophy of Svetozar Markovic; Radovan Dragovic; Dimitrije Tucovic; Dusan Popovic; Filip Filipovic; activities of the Serbian social democrats in practice; and, thoughts of Vicentije Rakicc. (e) Andragogical comparisons and conclusions included a final general discussion.

Ovesni (2000) proposed three concepts and models of andragogues' professional preparation, based upon scientific research in andragogy. They are: model of professional preparation of andragogical personnel of general profile; model with viable tendency toward distinction; and, models of diversification with respect to the field of the system of adult education, i.e. the scope of the system and with respect to institutions and associations within which the process of education is performed.

Further, Monts (2000) suggested that various research issues regarding andragogy need to be explored, such as the effect of instruction of students in self-directed learning has upon academic success. There is also the necessity of instructors and students needing training in andragogical teaching and learning in order to break away from the pedagogical mentality, and gain a greater effectiveness in the utilization of the andragogical model.

Reischmann (2000) indicated that in 1994 he changed the Otto Freiderick University, Bamberg, Germany, 'Chair of Adult Education' to 'Chair of Andragogy'. His understanding differentiates 'andragogy as the research' and 'adult education as the practice' in the education and learning of adults.

Johnson (2000) saw andragogy as an approach to learning that includes a focus primarily on the needs of the learner in every aspect of his/her life. He also asserted that given most, if not all definitions in the social science literature, andragogy could qualify as a theory or at least an emergent theory. He also believed that built into andragogy is a method for engaging learners in the discovery of meaning for them in their personal and professional lives. During his forty years in the field [much of that time he worked in some capacity with Malcolm Knowles], in a wide variety of settings he successfully tested and applied this andragogical method with many participants affirming the results.

#### Empirical Research Being Pressed for Investigating Andragogy's Value While Objection Remains 2000-2003

Billington (2000) found that with sixty men and women from ages 37 to 48, there were a number of key factors relating to andragogy that helped them grow, or if absent made them regress and

not grow. The factors were: A class environment of respect; their abilities and life achievements acknowledged; intellectual freedom, self-directed learning, experimentation and creativity encouraged; learner treated fairly and as an intelligent adult; class is an intellectual challenge; interaction promoted with instructor and between students; and, regular feedback from instructor.

Rachal (2000) discovered little empirical evidence that andragogy provides better results from learning than other approaches. However, he identified from nineteen empirical studies, insights that may contribute toward helping establish criteria for an operational definition of andragogy suitable for implementation in future empirical studies of andragogy.

Likewise, Gehring (2000) was concerned about applying principles of andragogy in the correctional setting. His tentative conclusion affirmed that although not all residents of correctional settings are ready to take full responsibility for their learning, there are some who are. These mature students, who deserve recognition as whole persons, will benefit from having the facilitator apply andragogical principles in their learning activities. Although residents of correctional situations are frequently 'late bloomers', they are quite capable of learning and maturing. In *Andragogy: Prison literacy* – (no author, no date) asserts that to appeal morally-cognitively to adult inmates, in at least a somewhat context and in study of their membership in the human community, is to entail the principles of andragogy (the learning of adults, as opposed to the teaching of children).

Rossmann (2000) posits that andragogy provides a number of important things. They are: A context for developing distance education programs, a framework to build a climate conducive to adult learning, and a process for involving the adult learner more actively in the distance learning process.

Taylor, et al., (2000) in their near 400 page volume, asserts that „...no discussion of approaches to teaching adults would be complete without mention of *andragogy*... ” (p. 359), the approach developed by Knowles, who in their estimation combined it with constructivism, humanistic and cognitivist learning. Added to this, the writer of *Andragogy: Adult learning theory* (n.d., circa, 2000) provides andragogical assumptions about the design of learning, principles, characteristics, key successful factors, learner motivation, motivation barriers, curriculum design, and teaching delivery in the classroom.

To the arguments that question the value of Knowles' approach to andragogy, Maehl (2000), in addressing the philosophical orientations of a number of adult educators, suggests that Knowles led in the direction of making andragogy quite humanistic that gained wide adoption in the field. This also was fused with other philosophies, particularly in human resource development applications. He also emphasized that Knowles elaborated his ideas of self-directed learning within the context of andragogy. This influenced a generation of adult educators, through his sensitive and nurturing spirit,

to adopt the practice of andragogy broadly. What drew and maintained a strong following was what Maehl described Knowles as advocating.

An adult learning program should facilitate access by providing easy approach, a welcoming environment, supportive services, and adaptability to individual circumstances. The program should establish a friendly climate of learning for adults, both in a physical facility that is suitable and in a psychological environment that is warm, mutually respectful, trusting supportive, and collaborative. The program should involve learners in diagnosing their learning needs, setting learning goals, designing a plan of learning, managing the learning experience, and evaluating learning outcomes. An important device for accomplishing all these steps in learner involvement is the learning contract that a learner and teacher, or facilitator, develop mutually. Knowles also believed the process should be characterized by respectful acknowledgment of the learner's previous experience; adaptability to changes in the learner's circumstances during the course of learning; ongoing supportive engagement between the learner and the facilitator; and positive reinforcement, or feedback, to the learner. (p. 78)

Pinheiro (2001) found that the perception of a multicultural international population of students in an American university indicated a preference for teaching-learning experiences congruent with the andragogical model. Their positive and preferred experiences were characterized by the andragogical themes of engagement and connectedness, while their negative and not preferred experiences were characterized by disengagement and disconnectedness.

Shore's (2001) perception that Knowles' andragogy became a catalyst for unproductive debates framed along a binary path. This path was such as adult/child, isolation/relation, objective/subjective, explicit/implicit, Black/White, and the list could go on.

Grace (2001) considered that Knowles' (hence the Knowlesian American) andragogy as a theory of how adults learn, ascended to prominence in the U.S. adult education after the 1970 publication of his book *The Modern Practice of Adult Education: Andragogy versus pedagogy*. By 1990 it was losing much of its punch as a result of the discussion and controversy surrounding it. He felt that Knowles' perspective is too much caught up with individualization, institutionalization, professionalization, techno-scientization, self-directed learning, the politics of exclusion, maintenance, and conformity. Grace also believed it ignores resistance and transformation, and sees mainstream U.S. and Canadian adult education as having been complicit in sidelining cultural and social concerns, thus depoliticizing and decontextualizing adult learning. Although he saw Knowles' andragogy as having been effectively dismantled in the 1980s and 1990s, Grace presents a vigorous case for its needing more of the same to

neutralize its continued prominence and influence. Notwithstanding the hope of the demise (or at least receding) of andragogy, others found its application very useful.

Mason, et al. (2001) indicated that air carrier check airmen could benefit greatly from Henschke's (1987) model in their preparation for becoming instructors in the pilot learning program. Most especially, they considered implementation of the plan will help pilot instructors display flexibility and an attitude of: Being open to ideas that differ from those in the design; caring and being capable of showing it; treating adults as individuals and recognizing that each is unique; supportiveness towards learners; and, considering the learning process as important.

Merriam (2001) also posited that the scholarship on andragogy since 1990 has taken two directions. One stream seeks analysis of the origins of the concept or its usage in different parts of the world, thus becoming a touchstone for professionalizing through the establishment of a scientific discipline. The other stream critiques andragogy for its lack of attention to the context in which learning occurs. She emphasized that andragogy as one of the two 'pillars' of adult learning theory (self-directed learning being the other pillar) will continue to engender debate, discussion, and research, thus suggesting that in so doing, it will further enrich our understanding of adult learning.

Gibbons and Wentworth (2001) expressed a concern about colleges and universities that are rushing at an alarming rate to answer the call of the growing number of online learners. They raised a crucial question: Can faculty make effective use of the online learning platform to design, construct and deliver a meaningful online course that addresses the motivations, needs, learning styles and constraints on non-traditional learners, while achieving the same learning outcomes as on ground? They seek to address this question by revealing the need for substantive differences between online and on ground teaching methodologies. They declare that dialogue is the methodological heart of the online learning paradigm. They also support the idea that learning a subject well requires intensive discourse in any field or discipline, and that the learners' need for individual dialogue contributes as much to the teaching and learning structure as the teacher offers in the way of course content or design. They further assert that those who teach online need to be trained [helped to learn] to respect the maturity of the adult learners and their motivations for learning. In this process of their being helped to become online faculty, they evolve from being an instructor and content expert to a facilitator and resource person. The new facilitator learns to create a course that emphasizes the primacy of the learner, grants a substantial measure of control to learners and places learning directly in the context of learners' own experiences.

Barclay (2001) made it clear that Knowles' concept of andragogy became infused with humanistic psychology. Although subjected to much debate as to whether it should be considered a theory, method, technique, or simply a set of assumptions, andragogy now occupies an important place in the adult education field. It has engendered awareness of the learning needs of adults and is now emerging as a base of concepts applicable for learning at a distance.



Cooper and Henschke (2001b) identified eighteen English language articles and studies as foundational to the theory of andragogy in its relationship to practice. Showing the continuing discovery and expansion of a much broader than Knowles' conception of andragogy, the number of documents referenced and analyzed in this article contributing to the international foundation for its research, theory and practice linkage now stands at more than two hundred, and more are waiting to get included on the list. The research was outlined in the following six sections depicting andragogy: Evolution of the Term Andragogy; Historical Antecedents Shaping the Concept of Andragogy; Comparison of the American and European Understandings of Andragogy; Popularizing the American Concept of Andragogy; Practical Applications of Andragogy; and, Theory, Research, and Definition of Andragogy.

Cooper and Henschke (2001a) were privileged to have the above article translated into Serbian. It was then published in the *Andragogy Journal*, published in Yugoslavia to an audience largely acquainted with andragogy in one of its most pure forms, as it is academically credible in the University of Belgrade.

Knowles' andragogy is considered by Livingstone (2001) as one theory that stresses the active practical engagement of adult learners in the pursuit of knowledge or cultural change. This may be in contrast to other perspectives on andragogy in that they are more theoretical in nature, in contrast to presenting active engagement of adult learners in the process.

Rachal (2002) clearly identified seven criteria suitable for implementation in future empirical studies of andragogy: Voluntary participation, adult status, collaboratively-determined objectives, performance-based assessment of achievement, measuring satisfaction, appropriate adult learning environment, and technical issues. This certainly presents a challenge to those in the field that may be willing to expend the energy to conduct an empirical research study on the results of andragogy.

St. Clair (2002) only added to the practice perspective of andragogy. He suggests that andragogy does not work for everybody, and it does not define adult education. However, he does allow that it is one theory for the 21<sup>st</sup> century that will maintain its role as a necessary component of the field's shared knowledge.

Chesbro and Davis (2002) connect education on the health issue of osteoporosis (significant loss of bone density) with an application of andragogy – a process of education – based intervention with adults, especially in this case with older adults. This takes the application beyond the cognitive and affective, but moves it to include the psychomotor aspect including the physical body.

Roberson (2002) asserted that Knowles' theory of andragogy not only captures the beginning of the adult education movement but also provides a perspective that is timeless and applies to adult education in the multicultural world. Nevertheless, he provides actions that critics of Knowles' theory of andragogy have advised adult educators to take: Incorporate issues of diversity and

culture into ways of knowing; move beyond the family and focus on the social, economic, and political system of the learner's world; and, emphasize indigenous education. These may be questioned as to what they would contribute to the discussion on andragogy.

Moore (n.d., circa, 2002), in coming from a university context, focused attention on the term 'adult' as referring to 'all college students, undergraduate and above'. He suggested that 'andragogy' can be more broadly defined as all 'learner-focused' education. He also reflects on the self-directed or autonomous learner by referencing Knowles' (1970) perspective as especially characteristic of learning in adulthood. Adults have a self-concept of independence. Their everyday lives are perceived as being capable of self-direction, and this is also the case in their learning. In his listing of the adult learner characteristics, he provided the following implications for technology use: Adults should be provided with adequate resources and technology tools to direct their own learning; adult learners should regularly be required to relate classroom content to actual life experiences; appropriate beliefs about learning are developed over time by providing students with many opportunities to ask their own questions and engage in personal inquiry; and, motivation and interest can be supported by designing authentic projects or tasks that the learner can see are relevant to their future needs.

Wilson's (2002) research into the historical emergence and increasing value of andragogy in Germany and the USA discovered, among other things, a connection between a foundational element in adults' capacity to continue learning even into their later years. This concept is labeled as 'fluid intelligence' and its being enhanced through andragogical interventions in self-directed learning.

Boudreaux, et al. (2002) examined a portion of the legacy of Malcolm Knowles through studying some of his personal correspondence, and studying it andragogically. A weakness of this approach was that the group did not have much background in the andragogical perspective.

Boucoulalas and Henschke (2002) emphasized the cooperative nature of andragogy in a global setting. They asserted that adult educators around the world are all part of the same family.

Aspel (2003) said, that to implement the concept of andragogy certain changes need to be made, even though the change from pedagogy to andragogy may be slow in coming. The changes are: (a) Adult learners need to know the why, what, and how of what is being taught; (b) They need to have a self-concept of their autonomous self-direction; (c) Their prior experiences need to be taken into consideration; (d) They need to be ready to learn; (e) Adults need to have an orientation to learning; (f) They need to understand their motivation to learn.

Schneider (2003) suggests that andragogy is more suited for non-traditional learners, and pedagogy is more suited for a traditional instructional approach. This appeared to recognize that andragogy had more going for it than just be applied to adults and pedagogy being for children.

Stratton (n.d., circa, 2003) outlines the processes of andragogy. He then poses various scenarios for solving adult learning problems with the andragogical perspective.

Picavey (2003) said that learning family history in an andragogical way is much more important than just knitting names together. The concept is about culture, human behavior, social relations, sociology, biology, psychology, philosophy, geography, economics, law, philology, learning, education, and so forth.

Morland (2003) assert that business trainers, coaches, and instructional designers need to understand the dynamics of an andragogical model of adult learning. Despite the controversy elicited by Knowles on an artificially narrow definition of pedagogy, his andragogical insights into adult learning behaviors and motivations are generally accepted.

Hugo (2003) put forward the perspective that andragogy is loosely defined as adult learning. However, more specifically andragogy is the formal term used to describe the process of educating and leading adults to fulfill their role as parent, educator, citizen or worker. He also summarized key characteristics of learners and mediated learning scenarios, with special reference to the potential of andragogically oriented Interactive 3D Visualiazation and Virtual Reality (IVVR). He compared the effectiveness of these IVVR technologies with that of traditional pedagogical methods such as classroom training, self-study using media like text, broadcast video and audio, and other computer-based approaches.

Pastrana (n.d., circa, 2003) indicates that Andragogy International is a universe of solutions to facilitate the evolution of companies to their full potential through education, training and consulting. Individuals receive an improvement of the quality and scope of the responsibilities with which they are entrusted. This accrues to the direct benefit of the company and the individuals themselves.

In a word of caution, Sasmal (n.d., circa, 2003) attempts to juxtapose the Indian adult's behaviors against the principles of andragogy defined by Knowles, and draws a realistic picture of the adjustments that must be made in truly identifying the principles of learning for the Indian adult. These are mainly that they prefer to play the loyal disciple rather than questioning the trainer's authority, and that training programs must begin with a manual being provided to be considered effective.

The writer of *A philosophy of adult education* (n.d., circa, 2003) in a Power Point presentation makes a strong case for an andragogical philosophy of adult education. His/her reasoning is that business and industry spend \$30 to \$40 billion per year on adult education, equal to 2.55 million FTEs (Full Time Equivalents), the size of 65 universities in the State of Michigan, and we have a real opportunity for making a significant impact.

Kajee (2003) reported on the impact of andragogy from a study conducted with English as a Second Language (ESL) undergraduate students in a university in South Africa. Their online Site

Philosophy tabulates the characteristics of adult learners according to Knowles' conception of andragogy and their implications for the use of Information and Communication Technology (ICT) in adult learning, with the major impact of this environment bearing positively on learner autonomy and self-directedness.

Paraskevas and Wickens (2003) tested the strengths and drawbacks of the Socratic Seminar, one teaching method of the andragogic model. This is a teacher-directed form of instruction in which questions are used as the sole method of teaching. This places students in the position of having to recognize the limits of their knowledge, and hopefully, motivating them to learn. This was found to be a very effective method for teaching adult learners, but should be used by the instructor with caution, knowledge, skill, and sensitivity, and depending on the personality of the learners.

Haugoy (2003) identified andragogy closely with various models of flexible open classrooms for the independent students, who can control their own learning processes, and have the will, motivation and discipline to continue working. Although these models go back to Bishop Gruntvig's life path, they have found their way into Norway, Sweden, Denmark, Lithuania, Hungary, Malta, Spain, Belgium, and the Netherlands; thus, adding to the strong advocacy for using andragogy with adults in their learning.

#### Bringing European and American Andragogy Closer Together As Distance Education Emerges 2003-2004

By this time a connection was emerging between andragogy and distance education. Simonson, et al. (2003) identified a number of characteristics needed in distance education systems designed for adults that are derived from Knowles' concept of andragogy. The characteristics are: the physical environment of a television classroom used by adults should enable them to see what is occurring, not just hear it; the physiological environment should be one that promotes respect and dignity for the adult learner; adult learners must feel supported, and when criticism is a part of discussions or presentations made by adults, it is important that clear ground rules be established so comments are not directed toward a person, but concentrate on content and ideas; a starting point for a course, or module of a course, should be the needs and interest of the adult learner; course plans should include clear course descriptions, learning objectives, resources, and timelines for events; general to specific patterns of content presentation work best for adult learners; and, active participation should be encouraged, such as by the use of work groups, or study teams.

Young (2003) analyzed the benefits phenomenon of learning in online continuing education programs for real estate practitioners, through the lens of Malcolm Knowles' concept of andragogy – self concept of the learner, role of experience, readiness to learn, orientation to learn, and motivation to learn. Benefits included: access to learning materials in advance of beginning the

program, learning available flexibly and students can self-pace, programs can enhance learning style of shy students, learning tailored to individuals and companies, learner focused with learning contract, self-directed learners, cheaper and convenient, much learner support with coaches and mentors and technical help..

Rossman (2003) posits that andragogy provides a number of important things. They are: a context for developing distance education programs, a framework to build a climate conducive to adult learning, and a process for involving the adult learner more actively in the distance learning process.

Showing the strength of andragogy through its long history in Europe, Savicevic (2003) indicates that comparative andragogy has numerous elements that are essential in addressing this scientific research topic. Those eight elements included in the book are: Comparative perspectives of education and learning of adults; historically-comparative researching in andragogy; andragogical comparisons in our cultural environment; international dimensions of adult education; conceptual and linguistic standardizing in andragogical comparisons; theoretical and methodological scope of comparative andragogy; currents of constitution of comparative andragogy; and, conclusions concerning comparative andragogy.

Sopher (2003) was the seventh of the series of doctoral dissertations focusing on the work of Malcolm S. Knowles in andragogy. She asserted that Knowles work is best understood by practitioners and researchers only if: It is historically accurate, within his humanistic philosophy, explained in the context of his times, recognizing the role that each of the four historical movements (humanistic adult education, human services, group dynamics, and human resources development) in the USA plays in Knowles' theory of andragogy.

Sopher (2003) determined that Knowles acquired the term from Savicevic in 1966. Nevertheless, after becoming acquainted with the term, Knowles infused it with much of his own meaning garnered from his already extensive experience in adult education. He then combined his expanding practice around the world, his university teaching of budding adult educators, and the publication of his landmark book on the topic of andragogy. The 1970 edition was entitled *The Modern Practice of Adult Education: Andragogy vs. Pedagogy*. The 1980 edition was entitled: *the Modern Practice of Adult Education: From Pedagogy to Andragogy*. He originally saw pedagogy as being for children and andragogy being for adults. The change of subtitle reflected a shift from his originally seeing andragogy and pedagogy being at opposite ends of a continuum, toward andragogy being used appropriately with younger learners under certain circumstances and pedagogy being used appropriately with adults when they are learning something entirely new. This American version of andragogy became popularized as a result during that time. The main structure of his andragogical expression took the form of a process design instead of a content design, with assumptions and processes. The assumptions about adult learners were ultimately determined to be: they are self-directing, their experience is a learning resource, their learning needs are focused on their social roles, their time perspective is one of immediate application, they are intrinsically motivated and want to problem-solve, and they want to know why they need to know something. The learning processes were ultimately determined to be that adults want to be actively and interactively involved in: preparing for the adult learning

experience, a climate conducive to learning, cooperative planning, diagnosing their needs, setting objectives, designing the sequence, conducting the activities, and evaluating their progress.

Nevins (n.d., circa, 2003) added to these assertions that successful business leaders are masters of andragogy. They need to be able to think-on-their-feet, quickly gather the facts and quickly make decisions. They recognize that time is not an ally and no-decision is a certain path to failure. On the other hand, they realize that in a short period of time they might not be able to get all of the facts to make a fully educated decision. Knowing that they must make a decision, they use the facts as they know them at the time and extrapolate them to the particular situation that they are faced with. This approach to decision making, he suggests, is the andragogical approach to learning.

Other types of businesses were also finding the benefits of andragogy. Weinstein and Young (2003) analyzed the benefits phenomenon of learning in online continuing education programs for real estate practitioners, through the lens of Malcolm Knowles' concept of andragogy – self concept of the learner, role of experience, readiness to learn, orientation to learn, and motivation to learn. Benefits included: Access to learning materials in advance of beginning the program, learning available flexibly and students can self-pace, programs can enhance learning style of shy students, learning tailored to individuals and companies, learner focused with learning contract, self-directed learners, cheaper and convenient, much learner support with coaches and mentors and technical help..

Wie (2003) articulated the aims, needs, motivation, skills, self-confidence, learning conditions and responsibility of learners in andragogy. The andragogical principles guarantee learning success and quality of adult learning. In andragogics: The learner determines the aim, motivation of learning is clear and high, learners have practical experience, the educational program is flexible, active teaching methods are used, the educational environment is safe and friendly, information is tested for applicability at the present moment, learners think critically, and learners choose the type of evaluation to be used.

Colan, et al. (2003) asserts that andragogy is placed within the trends and context of adult education, variables affecting adult learning, a toolkit for facilitators, and various learning theories: Action learning, experiential learning, project-based learning, and self-directed learning.

Drinkard and Henschke (2004) found nurse educators who have a doctoral degree in other than nursing (adult education to be specific) as more trusting of their learners in and andragogical classroom than nurse educators who have a doctoral degree in nursing. This was largely due to the lack of anything regarding how to facilitate the learning of adults in the nursing doctoral program, as contrasted with facilitation the learning of adults being a very prominent part of the adult education doctoral programs where andragogy is actively practiced.

A Google Cache on Community Colleges (2004) related andragogy and brain plasticity which acknowledges that the brain expands with knowledge accumulation regardless of age. The brain like a muscle becomes stronger the more it is used. From the andragogical point of view, adults have an independent self-concept and exercise their brain muscle by directing their own learning.

Wilson (2004) contributed a new paradigm for the scientific foundation of andragogy that defines learning in respect to the anatomical make-up of the brain and its biological functions. It moves away from a general definition to a specific definition, using empirical research conducted by the neuroscientists and biologists on memory, recall, learning, plasticity and experience. Additionally, andragogy and brain plasticity acknowledges that the brain expands with knowledge accumulation regardless of age. The brain like a muscle becomes stronger the more it is used. From the andragogical point of view, adults have an independent self-concept and exercise their brain muscle by directing their own learning.

Reischmann (2004) added some historical perspective on the why of various periods in its emergence and then lying dormant for extended decades, to the scientific basis of andragogy. Much of his discussion centered on whether a term such as “andragogy” was necessary or that the field of adult education has been and will be able to flourish and do its work without a unique term.

Somewhat parallel to Reischmann (2004) above, Harriman (2004) addresses the essentials of andragogy / adult learning. He focuses on: Definition, questions whether it is different from the learning of children, principles, myths and nineteen [19] methods of how adults learn best online, including the structure and characteristics of each method.

Heimstra (2004) made what could be considered an extensive addition to the theory, research, and definition of andragogy. He provided annotations on 97 works related to andragogy, thus contributing to its international foundation. He says that applied correctly, the andragogical approach to teaching and learning in the hands of a skilled and dedicated facilitator can make a positive impact on the adult learner.

The perspective of Akande and Jegede (2004) holds the view that describes andragogy as one of the new sciences of education that is now gaining ground in many areas. They made the case that adults in Nigeria are far behind children in achieving technological literacy. Thus, based on Knowles' (1980) and Zmeyov's (1998) similar definition of andragogy, they explored the mutual opportunities among andragogy and computer literacy to improve adult computer literacy skills in Nigeria. It is democratic in the sense that the learner is seen as an active participant in the whole learning process. Thus, andragogical methods are highly appropriate for adult education in computer literacy. Following this line of thinking,

The Nebraska Institute for the Study of Literacy (n.d., circa, 2004) summarized Brookfield (1986) that in Andragogy, facilitating learning is a transactional encounter. In this, learner desires and educator priorities will inevitably interact with and influence each other.

Donaghy (2004) in the process of his doctoral dissertation had an interview with Allen Tough and what he had to say about Malcolm Knowles with his andragogical and self-directed learning perspective.

I don't know what to say about him... I love the guy, we all did. He's a wonderful man, a very special man and in fact he pioneered self-directed learning. We were very much in sync with each other, although we were on different paths but parallel paths, and we certainly admired and supported each other. Knowles was very approachable, even more so than Kidd and Houle. Knowles was on a first name basis with everyone. He had enormous amounts of energy and outgoing warmth, and he attracted an enormous number of students who carry on his work. Knowles documented the accomplishments of his students in each one of his books (p. 45).

Henschke (2004) also found deep involvement in andragogy, when he paraphrases Robert Frost's Poem [*Our Gift Outright*] delivered at the USA 1961 Presidential Inaugural Ceremonies of John Kennedy and Lyndon Johnson. The paraphrase follows:

Andragogy belonged to us before we belonged to Andragogy.

Andragogy was my longing desire in living, teaching and  
learning for a few decades

Before I was her educator. Andragogy was mine  
in undergraduate school, in graduate school, in theological  
seminary, in clinical training, in parish ministry, in doctoral  
studies, in university faculty, in consulting with various  
organizations throughout society,

But I belonged to Pedagogy, still captive,  
Possessing what I still was unpossessed by,  
Possessed by what I now no more possessed.

Something I was withholding made me weak  
until I found it was myself I was withholding  
from the dynamic, vibrant idea of Andragogy,

And forthwith found new educational and living possibilities  
in surrender.

Such as I was I gave myself outright  
(The deed of gift was many deeds of dialoguing with  
others about Andragogy)  
To Andragogy vaguely realizing a new idea embodying teaching,  
learning, and living



But still unstoried, artless, unenhanced,  
Such as Andragogy was, such as she will become.

Illeeris, (2004) a Danish adult educator for 30 years, who by his own declaration is not an andragogue, but a pedagogue, was convinced that adults need to be actively involved in developing and executing adult education programs. He asserted that it is of "... entirely decisive importance that the point of departure of planning is that the participants in adult education programs are *adults*, humans that both formally and in reality are responsible for their own actions and decisions" (p. 163). He went on to indicate here that he is quite in line with Knowles in his agitation for andragogy as a discipline, which is in many ways different from the pedagogy of children's schooling and upbringing.

The American Association for Adult and Continuing Education (AAACE) established the Malcolm S. Knowles Award for Outstanding Program Leadership following andragogical principles. The University of Missouri-St. Louis, College of Education, Graduate Adult Education Program (2004) received this award at the AAACE Conference in Louisville, Kentucky. The UM-St. Louis Adult Education serves those working on Master of Education, Doctor of Education, and Doctor of Philosophy Degrees. Andragogical Principles are used in helping the numerous graduate finish their degrees and practice their art and science of helping adults learn in a variety of settings.

Merriam (2004) suggests some of the questions about andragogy such as whether: It is a theory, the assumptions are true only of adult learners, it has sound and sufficient philosophical underpinnings, it is an impediment to learning in institutions, and its possibly being to mechanistic as the expense of the meaningful. Nonetheless, she asserted that certainly andragogy is here to stay as one of the major landmarks in the development of adult learning theory, and very likely will continue as the first window many adult educators take their first look into the adult education world.

Thompson and Deis (2004) reviews and summarizes the literature that suggests a significant theoretical difference between andragogy and pedagogy. Centrally, the assumptions behind pedagogy [namely 'child conductor'] do not always fit the needs of the adult learner. Conversely, andragogy focuses on the adult and provides a better model for the growing number of nontraditional students enrolled in many universities.

Kail and Cavanaugh (2004) say that lifelong learning is becoming increasingly important, but it should not be approached as merely an extension of earlier educational experiences, but viewed and implemented andragogically with the understanding that learning styles change as people age.

## The Hesitation Concerning Andragogy Continues While Many Still Stand By Andragogy 2005-2006

Despite Sandlin (2005) calling andragogy a cornerstone of adult education for many decades, she has serious reservations about its prominence, and critiques it within what she thinks are three main-trend perspectives in the field of adult education: Areocentric, feminist, and critical. She also seeks to help remedy some of the problems with an adult education based on andragogy and to facilitate a different kind of adult education practice. What is apparent in this paper is a huge lack of knowledge and understanding about andragogy worldwide, but restricts her argument on Knowles' variety of andragogy and what other adult education scholars have been saying for a number of years about Knowles' view.

Schugurensky (2005) argued that Knowles' ideas about andragogy did not offer anything new to the field of adult education even though it made the list of those things chosen as a 'selected moment of the 20<sup>th</sup> century'. However, he did acknowledge that Knowles' theory has an impact on the field of education. Nevertheless, the argument he presented shows a woeful lack of understanding of the scope of andragogy in general and Knowles' perspective in particular.

Knowles, et al. (2005) presented a sixth edition of this work on Knowles' andragogy, but it was mainly provided for an HRD audience that was interested moving andragogy forward on a track that was somewhat at variance of Knowles' original work. This, of course, was published eight years after the death of Knowles.

Esposito (2005) found that emotional intelligence, a type of social and personal intelligence, is important to managing interpersonal relationships and interactions, especially in the business and educational sphere. These are the hallmark of andragogy that also offers more personalized and effective solutions for the learners.

Carlson (2005) sought to answer the question: What is the nature of the lived experiences of adults in the context of learning a foreign language in a formal learning environment? The theoretical framework of this qualitative study was grounded in Knowles' andragogy, Tough's self-directed learning theory, and Mezirow's perspective transformation theory, as well as in the researches of adult foreign language learning and factors that influence that process. The purpose was to discuss the applicability of andragogy, self-directed learning theory, and perspective transformation theory in the adult foreign language learning process and to create an interdisciplinary discourse among the scholarships of adult education, psychology, and linguistics.

Stanton (2005) related the andragogical concept to the concept of readiness for self-directed learning, and there was not only congruence between the two, but also the Instructional Perspectives Inventory [IPI] was validated as an almost perfect 'bell-shaped' measurement of an andragogical facilitator. She also established a five category scoring system for this

andragogical instrument which is: High above average; above average; average; below average; and, low below average.

Isenberg (2005) developed and tested a 'Virtual Health Coach' Internet program that combines andragogical principles with Internet technology. It has numerous health issues being dealt with such as smoking cessation and weight loss. It is being used with the military, health care institutions, and is available online through website technology. The research indicates excellent success with the participants in dealing with health issues.

Ray and Chu (2005) examined the teaching styles and the student preferences for teaching styles of adult educators in Taiwan. The findings indicated that although the instructors tended toward the andragogical, there was still a significant difference between the teaching styles practiced and the students' preference for teaching style. The researchers surmised that Eastern cultural influence contributes to this gap.

Reischmann (2005) made a clear distinction in his definition between andragogy and adult education. He defined andragogy as the science of the lifelong and lifewide education/learning of adults. Adult education is focused on the practice of the education/learning of adults. He suggested that not until the reality of andragogy has sound university programs, professors, research, disciplinarian knowledge, and students, would it be shown whether the term andragogy would be needed for clarification of the reality. He also found continuous interest in andragogy in numerous countries: Grundtvig in Denmark, Friere in Brazil, the Danish 'folkehojskole', the English University Extension, the Swedish study circle, the American 'encounter-group', and the German 'folk school' in every city, town, village and hamlet throughout the country.

Sayre (2005) pondered her experience and learning during her practice of andragogy in the corporate setting.

As we know in andragogy, some of the differences from pedagogy include knowing why you want to learn, being self-directed in learning, and ready to learn. However, the truth is in organizational learning the participants don't always want to be in a given training program or learn a given skill. And they may think why they are there because their boss or the organization wants them to be. They might prefer to be back at the job, among other things. I tried various techniques, from andragogy and HRD, to make 'the why' more obvious. This included involving given employees and managers in the design and delivery of their own department's training as much as I could, which often made the program more relevant to context. I tend to think that HRD program designed with the HRD and adult education professional working with line managers, for instance, tends to allow those closest to the 'ground' to participate in building the program. (p. 2)

Fidishun (n.d., circa, 2005) asserted that to facilitate the use of andragogy while teaching with technology, technology must be used to its fullest. In addition to the arguments of online being

flexible for learning, self-paced, anytime and anywhere, learners may also adapt the lessons or material to cover what they need to learn and eliminate the material that is not appropriate or that they have already learned. The design must be interactive, learner-centered and facilitate self-direction in learners. Educators must become facilitators of learning, and structure student input into their design and create technology-based lessons that can easily be adapted to make the presentation of topics relevant to those they teach. Commenting additionally on the value of andragogy in technological learning,

Jarvis (2006) suggested that Knowles' formulation of andragogy raised a number of debates about whether adults and children learn differently. Thus, he argues that it is experience and not age affects learning. This is not counter to what Knowles asserted, but Jarvis sticks with his misunderstanding of Knowles' perspective and thought his view solved a problem that he perceived was inherent in Knowles' view of andragogy.

From a practical 'wrap-up' viewpoint, Martin University webmaster (2006) sees andragogy as the place and process where adult learners (average age of 40) are involved in the learning process, and are encouraged to bring their considerable life and work experience into the discussions. Thus, adults often get better jobs, build their self-esteem and serve as role models to family and friends to their great benefit.

The Board of Registration of real estate brokers & salespersons (2006) included a category labeled 'andragogy' as part of the curriculum for the 30-hour instructor course. They include such suggestions as: Presenting new ideas by relating them to pre-existing learner knowledge, teach at learners' level not over their heads, show specific benefit of new material to learners, encourage appropriate learner questions, be tolerant of all, use a variety of teaching methods that will involve all learners in the learning process, build learners' self esteem, call learners by name, and present key points by using examples as illustrations.

Another use of the principles of andragogy is in the public school setting. The purpose of Stricker's (2006) research was to determine the attitudes of principals toward teachers as learners by answering the following question: Do principals understand adult learning (andragogy) and do they have the competencies to create the conditions conducive for learning in school based staff development? He found a relationship between principals and teachers that does not contribute to creating the conditions conducive for adult learning in school based staff development. He posited that principals in this district would benefit by a better understanding and implementation of andragogy. Teachers, on the other hand, would also benefit from gaining understanding and implementing self-directed learning so they may become actively involved in and take responsibility for their own continuing, lifelong learning.

Wilson's (2006) research had turned into a book that was published regarding the historical emergence and increasing value of andragogy in Germany and the USA, discovered, among other things, a connection between a foundational element in adults' capacity to continue

learning even into their later years – a concept labeled as ‘fluid intelligence’ – and its being enhanced through andragogical interventions in self-directed learning. In this book, he implies that some of the earlier ideas about andragogy might well need to be adjusted and mainly focused on the adult brain. He labels his idea as ‘Neuroandragogy’ and presents a theoretical perspective on adult brain functions and adult learning.

#### Knowles’ Prominent Long Range Contribution to Andragogy’s Continuance into The Future 2006-2009

Another example of continued interest in andragogy and the influence of Knowles came during the third quarter of 2006 – July, August, and September – was a request from Mauro Magnani, an adult educator from the Province surrounding Reggio Emilia in Italy. This request was for Marcie Boucouvalas, Leo Johnson, and John Henschke [all former students of Knowles] to conduct two workshops in that part of Italy in September, 2006. Boucouvalas and Henschke were physically in Italy and Johnson was connected by telephone. The workshop topics included: The work of Malcolm S. Knowles in andragogy; and, andragogical competencies for professionals facilitating adult learning/andragogy and taking responsibility for their own lifelong, continuing learning. Those adult education practitioners used these workshops to launch themselves into a continuing learning process of andragogy and Knowles’ contribution to the concept of andragogy.

During the time Boucouvalas and Henschke were in Italy, in an interview with Bellamio (2006), a Human Resource Development (HRD) Professional working in the Xerox Corporation, Italy, he reflects that in the early 1990s he participated in a workshop conducted by Malcolm Knowles based on andragogy. Knowles used as a major resource the fourth edition of his book entitled, *The adult learner: A neglected species*. The workshop was held at the Xerox Learning Center in Virginia, near Washington, D.C. Bellamio was so impressed by the benefits he derived from Knowles’ workshop and the possible benefits he perceived to HRD Professionals in Italy, that he moved forward with having Malcolm’s book *The adult learner* translated into the Italian Language. He saw Malcolm’s andragogy and this action for translating the book as helping Italian HRD professionals take responsibility for improving their sphere of influence within their corporations, in contrast to the very minimal possibility of their corporations becoming centers of andragogical development. This book and its andragogical concepts have been continuously used by adult education and HRD professionals throughout Italy since its translation.

Savicevic (2006a) expressed his realization that almost 50 years of experience with andragogical ideas acquired in different social, cultural and educational environments, are reflected through the prism of his personal experience. Very importantly, he also observed that since his first visit to the USA in 1966, up through 2006, the identifiable trace of andragogy on USA universities is that there had not been a single serious study on adult education and learning that did not refer to andragogy as a conception. Savicevic also addressed the diversity of andragogical ideas in an

international framework, which also became obvious in the expanding depth, breadth, worldwide nature of this research.

Isac (2006) analyzed the five distinct features Lorga and Gusti explicitly or implicitly asserted concerning andragogy in the interwar Romania: There is a peculiar difference between andragogy as theory (i.e. the principles of adult education) and the practice of adult education. In their efforts to innovate, adult education was completely neglected during the Communist Regime from 1945 to 1989. As a consequence Romania did not have enough time to succeed with desirable outcome of reaching a uniquely Romanian theoretical paradigm of 'andragogy'. Therefore, Isac suggested that it is now up to the post 1989 Revolution to reconsider and seek to renew these valuable traditions according to contemporary imperatives of the European Union.

Gross (2006) discovered that those who choose andragogy for their advanced study at the University of Bamberg, Germany, look more to a social learning reason – interest in facilitating people's development. This is in contrast to altruistic motives dominated by helping. The focus here is on 'facilitating, educating, and guiding people'.

Henschke (2006a) found that andragogy is a crucial component of re-orienting individual learners and higher education institutions toward a focus of lifelong learning. This was shared within the context that higher education institutions sensed the need to shift their traditional stance and become much more oriented toward lifelong learning.

Kruse (2006) asserted that pedagogic techniques must be used to teach a person of any age to play a musical instrument. However, self-initiated musical behaviors may indicate that andragogical, self-directed thought patterns have also been assimilated.

Bezensek (2006) indicates that Professor Dr. hab. Jurij Jug is prominent in adult education and andragogy in Slovenia. In addition, his research and practical work and their results confirm that he is universally informed about the results of andragogical research and practice in Europe.

Faber (2006) in discussing his way into andragogy became convinced that in the andragogical perspective of thinking and using this category, one could better discuss the problem of adults, independent of pedagogy, problems of self-education, life-wide learning, activities against lack of education, sense of responsibility, living after one's own concept – all these perspectives could be touched by a theory of andragogy. Here we have to remember: Adults are not children – a simple statement, but this must be understood in all seriousness.

Henschke (2006b) outlined the four major historical social movements that were interlinked with influencing Knowles and his influencing them, as he developed and became the adult educator [andragogue] that he did, and shaping his unique conception of andragogy. The four major movements were: Humanistic Educational Philosophy, Human Services, Group Dynamics, and Human Resource Development. This was an article that was a modified and much shorter article version of Sopher's (2003) Doctoral Dissertation completed at The University of Wisconsin-Madison.

Taking a strong stance, Zmeyov (2006) from Russia, asserted that andragogy could be determined as the theory of adult learning that sets scientific fundamentals of activities of learners and teachers concerning the organization (i.e. planning, realization, evaluation, and correction) of adults' learning. Andragogy considers the learner as the real subject of his/her learning process. Thus, the learner is a self-directed, responsible person, the principal performer. The teacher is primarily an expert in the learning technology and organizer of the cooperative activities in teaching and learning.

Henschke and Cooper (2006) offer three important implications of applying their findings to practice, theory or research. First, much research on andragogy emerged out of practice, and thus there is a strong connection for applying these findings to the improvement of practice and theory. Second, the strength of the andragogical theory, research and definition foundation may advance the practice of helping adults learn. Third, is the benefit to be derived by professionals willing to intentionally use andragogy, as a means to enhance the enlightenment and illumination of the adult constituents they serve on the journey to their full degree of humaneness.

Dover (2006) suggests that Malcolm S. Knowles was not the first to use the term andragogy in the USA. He further argues that Knowles' popularization of andragogy explains why he is one of the most frequently cited theorists in adult education, and is often referred to as 'the father of adult learning'.

As if seeking to culminate and bring together all these valiant efforts, Savicevic (2006b) does a thorough historical tracing of the converging and diverging of ideas on andragogy in various countries. He dispels the notion of andragogy being part of pedagogy, but asserts that andragogy arose and emerged because of conflicts with some ideas surrounding pedagogy. He seeks to help lay a scientific research foundation for andragogy being the studying of the learning and education of adults, and declares the 21<sup>st</sup> century as a century of adult learning. Thus, he outlines what historical and comparative researchers tell us; emphasizes change of the paradigm from education to learning; provides a critical consideration of the pedagogy vs. andragogy relationship; and, highlights the convergence and divergence in the contemporary concepts of andragogy. He completes his analysis suggesting that deeper reconsideration of the terminology evolved in the field is needed, with a perceived although questionable necessity for constituting a science as the founding of a precise terminology.

Savicevic (2006b) reflected about his perception of Knowles' position in sustaining andragogy over the long range of its history into the future.

Forty years in development of a science is not a long or ignorable period. I met professor Knowles four decades ago and argued on term and on concept of andragogy. Since then, the term and the concept of andragogy enlarged and rooted in the American professional literature. There is no doubt that Knowles contributed to it, not only by his texts, but with his spoken word and lectures. He was a 'masovik', i.e. a lecturer on mass events. He told me that he lectured on 10,000 visitor stadiums. As if he was inspired by

an ancient agonistic spirituality! His contribution to the dissemination of andragogical ideas throughout the USA is huge. The history of andragogy will put him on a meritorious place in the development of this scientific discipline. (p. 20)

The True Course Ministries, Inc. (2007), Richardson, Texas, received the Malcolm S. Knowles Award for Outstanding Program Leadership following andragogical principles. It was awarded by the American Association for Adult and Continuing Education (AAACE) during their annual conference in Norfolk, Virginia. The elements of andragogy are seen in their mentoring design as they work to enrich the life of the present and future Church. They do this "...through the design and implementation of customized mentoring experiences with career clergy and other Christian leaders so that they may achieve a sure start, a fruitful journey, and a faithful finish in life and ministry." (p. 3)

Although Newman (2007) declared he was not a fan of andragogy, he said that in his estimation Knowles had contributed something to adult education and andragogy that was quite unique. As he thought it through, he came to the conclusion that Knowles provided a means to assess the needs of adult learners, and he could not detect that any other adult educators provided such. They only had talked about assessing adult learner needs. Knowles had provided an elaborate system in which one came up with a model of competencies for being an excellent adult educator drawn from a number of sources. Then that same person would assess (on a Likert type scale) her/his level of functioning on each of the competencies. Next, the person would go back to the competencies and indicate the level s/he thought was required for effectively doing the particular task at hand. Finally, the person would select the competencies to work on and improve that had the largest gap between their present level of performance and required level of performance.

Deveci (2007) studied andragogical and pedagogical orientations of 60 evening class adults learning English as a foreign language in Turkey. The results revealed that the adults were more andragogically oriented, but that they also had some tendencies toward pedagogy.

Blondy (2007) suggests that the usefulness and application of andragogical assumptions has long been debated by adult educators. The assumptions of andragogy are often criticized due to the lack of empirical evidence to support them, even though several educational theories are represented within the assumptions. The author analyzes the validity of andragogical assumptions related to adult learning and discusses application of these assumptions to the online learning environment, with the assertion that they represent an ideal starting point for adult educators to use in their online education instructional approach with adults.

Merriam, et al. (2007) present the six assumptions of Knowles' andragogy [self-directedness of learners, experience as a resource for learning, needs based on tasks adult seek to accomplish and desire for immediate application, motivation mostly internal rather than external, and need their own reason why to learn something]. Next, two contentions were addressed: Whether andragogy was to be considered a 'theory' of adult learning; and, questioning if andragogy was



only to be applied to adult learners. Then, recent critiques of Knowles' andragogy were identified: Too much reliance on the individual being growth oriented; lack of attention to the context of where learning takes place; possibly leaving out the disenfranchised, learning in the work environment accruing to the advantage of corporations. Research on andragogy was lacking in empirical work, but it was emphasized that it would not pass away very soon, since it had been very beneficial in numerous adult educators' practice. This material is very obvious in its relying on Knowles' andragogy, and almost no acknowledgment of the perspective on andragogy arising out of its broader world-wide context.

Isenberg, (2007), in a published version of her Doctoral Dissertation (2005) completed at the University of Missouri-St. Louis, provides a break-through framework for bringing together the interaction of andragogy and Internet learning, while blending the practical and theoretical, the practice and research, and the technology and learning process, and does this in the very crucial area of health related concerns. She presents a dynamic design to meet the goal of the International Commission on Adult Education for the Twenty-first Century, focusing on five pillars of lifelong learning: To know, to do, to live together, to be, and to change. In addition, she presents a scientific foundation for research in andragogy and its in-depth roots in relationship to the very practical aspects of Internet learning. She sets forth an integrated protocol that includes elements from the literature and from the lived experience so that it is a valuable resource for those who may wish to build other adult / lifelong learning programs and systems, as well as to applying this process to other subject matter content areas.

Cooper and Henschke (2007) present a fully documented perspective on andragogy which has been absent from all previous author's published discussions. This has been an open and up-front facing of a topic (andragogy) that by many has been considered unimportant to the adult education field.

Henschke and Cooper (2007) provided one of the first detailed papers on the worldwide foundation of andragogy in the English Language, published in the Romanian Institute for Adult Education Yearbook. It articulated the six sections that were first developed in this research (Cooper and Henschke, 2001). However, because of additional findings in the continuing research, one section was revised from – Popularizing the American Concept of Andragogy – to – Popularizing and Sustaining the American and Worldwide Concept of Andragogy.

Cox (2007-2008) studied the use of a practice model of andragogy to enhance effectiveness of training and facilitating adults' learning in a variety of settings. This focused on adapting learning activities to fit the learners or adapting the learning event to meet the purposes of the organization.

The Institute for Career Development (2008) is a large joint labor/management workforce education system which provides optional lifelong learning. They work with United Steelworkers and 15 companies. The local leaders verbalized their view that adult educators needed to focus on the learner and to emphasize what they considered to be the key issues of adult learning, predicated to a large extent on the work of Malcolm Knowles and his conception of andragogy. This program celebrates the blending of centralized and decentralized authority for adult learning across a large system comprised of multiple industries, employers and local unions. The participants "...are the chief beneficiaries of being encouraged to design their own educational plans." (p. 2)

Boucoulalas (2008) highlighted the emphasis that Knowles gave to group / community / society in his treatment of andragogy. Earlier perspectives on the purpose of adult learning included its serving a higher purpose than just the individual. Examples were that the purpose of adult education was to solve problems of civilization, develop mature understanding of self, and understand society as well as to be skilled in directing social change. Philosophical issues confronting adult educators arose from a national conference debate on serving the needs of the individual vs. society. Interdependence of people working in a group exemplified the essentials of shared leadership and collecting and/or examining data about what is happening in a group.

Batson (2008) argues that the entire ontology (manifested beliefs about teaching and learning) of higher education is misconceived. It does not fit with the proven realities of learning and with the new nature of knowledge construction in a Web 2.0 world. The education world needs to say goodbye to pedagogy and hello to andragogy to create a better fit. This is the time to implement in our teaching practice, five principles of andragogy: Letting your learners know why something is important to learn; showing your learners how to direct themselves through information; relating the topics to your learners' experiences; connecting with their need so that they are motivated to learn; and, helping your learners overcome inhibitions, behaviors, and beliefs about their learning.

Henschke and Cooper (2008) present a thorough picture of both the American and European perspectives on andragogy. They believe this to be much needed in the ongoing development of what many erroneously consider a static concept.

Baumgartner (2008) conducted an investigation into the implications of andragogy for curriculum and instruction. She included sections regarding andragogy: A short history, European conceptions, critiques, recent research, connections to the curriculum, principles, practice applications in the classroom, and a case study of impelling students to assume more responsibility for their own learning.

A review of theories, philosophies and principles by O'Bannon and McFadden (2008) has led to the development of the experiential andragogy model for practical use in non-

traditional experiential learning settings and programs designed for adult learners. The experiential andragogy program model has six stages: (a) motivation, (b) orientation, (c) involvement, (d) activity, (e) reflection, and (f) adaptation. It needs to be tested through applied research to determine its strength in promoting individual personal growth and learning over a lifetime.

Vodde (2008) found that while a traditional, pedagogical, military model of training may have at one time served the needs and interests of police and society, its applicability and efficacy has been called into question. It was theorized that an andragogical (adult based) instructional methodology will serve as a more effective means for training police recruits. Andragogy, rooted in the belief that adults learn differently than children, bases its practices on the needs, interests, readiness, orientation, experience, and motivation of the adult learner. Considering these needs, andragogy focuses on facilitating a holistic, integrative, and collaborative approach to learning that places a strong emphasis on experiential learning. He concludes with the observation that while anecdotal data suggests that andragogy yields greater outcomes in learning and competencies when compared to a traditional, pedagogical, military model, the absence of empirical data served as an impetus to this study which revealed that an andragogical instructional methodology was more effective.

Henschke (2009b) outlines and applies andragogy to four major elements of moving in the direction of staying ahead of the curve in developing and managing human capital. This idea seeks to address the importance of minimizing the cost of keeping a workforce up-to-date, while maximizing the timing and energy focused on having the resources available for accomplishing the mission of the corporation. The four major elements include: Elements in preparing and planning for change in developing and managing human capital; required competencies of the change agent in developing and managing human capital; methods for implementing change / making change happen in developing and managing human capital; and, organizational goals and results from changing in developing and managing human capital.

The Apprentice School, Northrop Grumman Shipbuilding Plant, Newport News, Virginia (2009) received the Malcolm S. Knowles Award for Outstanding Program Leadership following andragogical principles. It was awarded by the American Association for Adult and Continuing Education (AAACE) during their 2009 annual conference in Cleveland, OH. The Apprentice School's mission and person-driven focus is best illustrated in its motto, "The Apprentice School builds three ships – Craftsmanship, Scholarship, and Leadership." (p. 2) They provide 17 critical shipbuilding crafts and emphasizes, on-the-job training in various trades, strong connections with Community Colleges, and nine leadership principles aligned with andragogy: Integrity, commitment, improvement, communication, respect, empowerment, teamwork, planning, and decision-making.

Henschke (2009a) led an adult education (andragogical – the art and science of helping adults learn and the study / research of the same) contribution through the Partners of the Americas partnership of 43 years between Missouri, USA and Para, Brazil. This spreads over my making six trips to Brazil, in a period of 13 years, conducting 19 different courses all focused on

andragogy; with a total of 428 participants from five Brazilian states, and 33 educational, corporate, and service agencies. Total instruction time for all the programs came to 351 hours.

In May, 2009, Henschke went to Belem, Para, Brazil for the seventh time and conducted the following Courses, Seminars and Workshops within a three-week period: (a) Univeridade Federal do Para [UFPA] – Barros Barreto Hospital Educational Division – 24 participants; (b) UFPA Undergraduate and Teachers of The Education and Language Departments – 44 and 34 participants in two different groups Bi-National Center for English Teachers – 30 participants; (c) University of Amazonia [UNAMA] – Undergraduate and Graduate Faculty and Students – 55 participants ; (d) SESI – Professional Educators at the Para State Division of the Brazilian National Governmental Education Section Serving Learning and Work Related Needs in Industries, Corporations and Institutions – 275 participants; (e) UNAMA Undergraduate and Graduate Students Seminar Including Some of Their Faculty – 180 participants; and, (f) UFPA Students Who Are Pre-paring to be English Language Instructors That Are Ready to Complete Their Degree – 15 participants. Thus, the numbers related to adult education activities I have conducted (all focused on andragogy – the art and science of helping adults learn -- during seven (7) trips I have made with Partners to Para within a time span of 24 years between 1985 and 2009 follow: 1128 Adult Educators participated from Brazil in 28 Workshops, Courses on using adult education methods and techniques, involved with 448 Volunteer Hours of instruction in all the courses logged in Partners Counts, engaging 21 Partner States from Brazil and USA represented by those participating from numerous 36 Educational, Corporate, Industrial, Social Service, Religious, Healthcare, NGO, Commercial, Governmental Agencies and Institutions, on the visits, including preparation and follow-up activities.

The programs that I designed and conducted with the folks in Brazil were without exception focused on the methods and techniques of teaching adults. More specifically, the content relates to the principles of adult education (andragogy – the art and science of helping adults learn). At this point, a capsule form of this content could be depicted in two ways which complement each other. The first one is oriented toward five building blocks of teaching teachers of adults how to teach adults. These include: Beliefs and notions about adult learners; perceptions concerning qualities of effective teachers; phases and sequences of the learning process; teaching tips and learning techniques; and, implementing the prepared plan (Henschke, 1987). The second one is about six assumptions and eight process elements. The assumptions are: Adults need to know why they should learn something; adults have a deep need to be self-directing; adults have a greater volume and a different quality of learning experience than youth; adults readiness to learn is tied closely with their needing to know or do something new in their life situation; adults enter into a learning experience with a task-centered orientation to learning; and, adults are motivated more by internal than external motivation. The process elements adults need are: Preparation for the learning; a climate conducive to

learning; a structure for mutual planning; engagement actively in their determining their learning needs; translating their learning needs into objectives; designing a pattern of learning experiences; conducting the learning experiences; and, evaluating the extent to which their objectives have been met (Knowles, 1996; Henschke, et al., 2003).

The eighth doctoral dissertation that focused on Malcolm S. Knowles' contribution to andragogy was provided by Henry (2009). He undertook the task of an historical analysis of the development of thinking in Knowles' principle writings. It would seem that one could fairly safely imagine that there will be more doctoral dissertations focusing on Malcolm S. Knowles' connection with andragogy in the future.

I will be returning to Belem, Para, Brazil on November 23 until December 5, 2009, for another adult education (andragogy) purpose. I will be participating in the UNESCO International Civil Society Forum [FISC] Pre-Conference for NGOs, from November 28-30, 2009; and, I will be participating as a Member of the Official USA/UNESCO Delegation in the UNESCO CONFINTEA VI [Sixth International World Conference in Adult Education for Governmental Organizations] from December 1-4, 2009. UNESCO conducts these conferences once every 12 years. As in the past, these are working conferences and will produce documents that will be used for the development of adult education in many countries around the world. It is anticipated that there will 1200 participants at the FISC from 150 countries, and 1500 participants at the CONFINTEA VI from 150 countries. Of course, I will be involved in contributing an andragogical perspective to and within the sessions.

## Conclusions On The History and Philosophy of Andragogy

Andragogy was first authored by Alexander Kapp (1833) a German high school teacher. He asserted andragogy as education at the man's age including self-reflection, and educating the character are the first values in human life. Patterns in andragogy encompassed the inner, subjective personality, and outer, objective competencies, that learning happens not only through teachers, but also through self-reflection and life experience, which makes it more than teaching adults.

Lindeman (1926) brought andragogy to the USA from the Workers Education Movement in Germany. He laid the earliest groundwork in the USA for a major practical application of andragogy as the method for teaching adults. Although the term lay fallow for many years, Knowles (1970) helped establish the foundation for it in the USA. The foundation was initially based on assumptions and processes as follows. The assumptions were the self-directedness of adults, their experience being a resource for learning, learning needs grew out of their social role tasks, and immediate application of learning was one of its hallmarks. The process elements were setting a climate conducive to learning, mutual planning of learning by teachers and learners, self-diagnosis of learning needs, learning objectives growing out of needs, designing a pattern of learning experiences, conducting the activities, and evaluating the progress made in learning.

Hadley (1975) developed and validated an instrument of 60 items that could help in assessing and adult educator's orientation with respect to the constructs of andragogy and pedagogy. Knowles (1975) provided a self-directed guide for learners and teachers including a list of required skills of self-directed learning. Mezirow (1981) provided a charter for andragogy, with Suanmali (1981) undergirding it with his research in the field, that solidly established self-directed learning as the cardinal principle and major approach for implementing andragogy. The Nottingham [UK] Andragogy Group (1983) added critical thinking to the andragogy equation, with much attention directed to research in adult development through life phases.

Among other things, Hartree (1984) felt that Knowles' andragogy did not live up to what she interpreted as his desire for its becoming a comprehensive learning theory for adult education. In addition, Jarvis (1984) estimated that the theory of andragogy had moved into the status of an established doctrine, but without being grounded in sufficient empirical research to justify its dominant position. Moreover, Jarvis thought that andragogy had been connected with a sign of the times when romantic curriculums were dominant, and with that passing, andragogy was losing much of its appeal.

Not to be deterred at this point, Knowles (1984b) presented the first book in which he cites 36 extensive case examples of applying andragogy working in practice within various groups: Business, industry, government, colleges, universities, education for the professions, continuing education in the health professions, religious education, elementary and secondary education, and remedial education. Taylor (1986) offered a very strong and articulate research based model, for the andragogical process of transition into learning for self-direction in the classroom.

The phases and transitions are: Equilibrium, disconfirmation, disorientation, naming the problem, exploration, reflection, reorientation, sharing the discovery, and back to equilibrium. Nonetheless, Davenport (1987) asserted that because of the lack of clarity and solid empirical support, that adult education would simply be better off to drop the work andragogy from its lexicon.

Henschke (1989) developed an andragogical instructors' perspective inventory assessment instrument which was later validated. The central and strongest core element in it which includes 11 items is the teacher trust of learners and the learners trust in their own ability to learn. Knowles (1991) added a crucial dimension to the skills of self-directed learning – the ability to develop and be in touch with curiosities. Savicevic (1991) provided a critical consideration of the scientific foundation of andragogical concepts in ten European Countries: Five western – German, French, Dutch, British, Finnish; and, five eastern – Soviet, Czech-Slovak, Polish, Hungarian, Yugoslavian. Moreover, he aligned himself with the endeavors to found andragogy as a fairly independent scientific discipline, the subject of which is the study of education and learning of adults in all its forms of expression. Poggler (1994) listed ten trends which he hopes will be helpful for development of European andragogical research, including: International, comparative, political, adult as a subject, 30 to 50 age group, social structure, development-andragogy in the 3<sup>rd</sup> World, criteria for successful teaching and learning, understanding participant 'lifeworlds', and new adult education types and alternatives.

Welton, (1995) expressed that the fundamental accusations against the andragogical consensus is that adult education has abandoned its once vital role in fostering democratic social action. Thus, it is on a shaky foundation, which works to the advantage of large-scale organizations, and is conceptually inadequate to serve the interests of the disenfranchised in North American society. However, counter to this point of view, Houle (1996) said that Knowles' work in andragogy remains the most learner-centered of all patterns of adult educational programming. He states that andragogy influences every other system, with the leaders knowing that they should involve learners in as many aspects of their education as possible and in the creation of a climate in which they can most fruitfully learn.

Henschke (1998) asserted that long before the term andragogy appeared in published form in 1833, ancient Greek and Hebrew educators, if not others, used words that although they were antecedents to andragogy, included elements of the concept that has come to be understood as some of the various meanings of andragogy. He attempted a descriptive definition of andragogy that moved in the direction of calling it a scientific discipline of study, in contrast to what others considered to be a fading influence of andragogy. Draper (1998) in providing an extensive world-wide background on andragogy, reflected on and presented an overview of the historical forces influencing the origin and use of the term andragogy. He closed by saying that tracing the metamorphoses of andragogy / adult education is important to the field's search for identity, and the search for meaning has also been an attempt to humanize and understand the educational process.

In a very timely manner, the most comprehensive of all the publications on andragogy is a book that included 30 of Savicevic's (1999b) publications within a 26 year period. He claimed that andragogy is defined as a scientific discipline, which deals with problems relating to Human Resource Development and Adult Education and learning in all of its manifestations and expressions, whether formal or informal, organized or self-guided, with its scope of research covering the greater part of a person's life. However, in this work he also criticized Knowles as being inconsistent in determining andragogy and thus had caused much confusion and misunderstanding. He identified six mistakes of Knowles regarding his perspective on andragogy: Defined andragogy as 'science and art'; defined andragogy as the science and art of 'helping adults to learn' thus reducing it to a prescription how a teacher needs to behave in educating adults; declared andragogy as a 'model' for teaching even in pre-school; directed andragogy only toward problems of learning, thus neglecting social and philosophical dimensions of adults; emphasized an individualistic approach to learning and education; and, lacked historical awareness of the first use of andragogy in the USA.

Savicevic (1999b) however, indicated that Knowles was inconsistent in determining andragogy and thus had caused much confusion and misunderstanding. He identified six mistakes of Knowles regarding his perspective on andragogy that are presented here. First, Knowles defined andragogy as 'science and art' following in the footsteps of Dewey in doing the same thing with pedagogy. Second, he defined andragogy as the science and art of 'helping adults to learn' thus reducing it to a prescription or a recipe for how a teacher needs to behave in educating adults. Third, he declared andragogy as a 'model' for teaching even in pre-school, thus moving it away from just applying to adults. Fourth, he directed andragogy only toward problems of learning, thus neglecting social and philosophical dimensions of adults. Fifth, he emphasized an individualistic approach to learning and education with no link to adults' existing circumstances, education level, and other factors relating to learning. Sixth, Knowles' lack of historical awareness prompted him to think he was the first to use andragogy in the American adult education literature.

Savicevic (2000) also explored various antecedents to and background of andragogy before the term came into publication. The study is dedicated to search for the roots of andragogical ideas start from the antique civilizations up to the present time. Billington (2000) found that with 60 men and women ages 37 to 48, a number of key factors relating to andragogy that helped them to grow, or if absent made them regress and not grow. Among all of the andragogical factors, self-directed learning is one of the most prominent and important.

To the arguments that question the value of Knowles' approach to andragogy, Maehl (2000), in addressing the philosophical orientations of a number of adult educators, suggests that Knowles led in the direction of making andragogy quite humanistic that gained wide adoption in the field. This also was fused with other philosophies, particularly in human resource development applications. He also emphasized that Knowles elaborated his ideas of self-directed learning



within the context of andragogy. This influenced a generation of adult educators, through his sensitive and nurturing spirit, to adopt the practice of andragogy broadly.

There were still sentiments being expressed against andragogy. Grace (2001) felt that Knowles' perspective on andragogy is too much caught up with individualization, institutionalization, professionalization, techno-scientization, self-directed learning, the politics of exclusion, maintenance, and conformity, while ignoring resistance and transformation. He also saw USA and Canadian adult education as being complicit in sidelining cultural and social concerns, thus depoliticizing and de-contextualizing adult learning. He didn't see what he wanted – the effective continuing dismantling of andragogy. However, Rachal (2002) clearly identified seven criteria suitable for implementation in future empirical studies of andragogy: Voluntary participation, adult status, collaboratively-determined objectives, performance-based assessment of achievement, measuring satisfaction, appropriate adult learning environment, and technical issues. Added to this articulation by Rachal on criteria for researching andragogy empirically, Simonson, et al. (2003) open up the area of a relationship with andragogy. He identified a number of characteristics needed in distance education systems designed for adults that are derived from Knowles' concept of andragogy.

Sopher (2003) asserted that Knowles' work in andragogy is best understood by practitioners and researchers only: If it is historically accurate, within his humanistic philosophy, and explained in the context of his times. She added that one also needs to recognize the role that each of the four historical movements (humanistic adult education, human services, group dynamics, and human resources development) in the USA plays in Knowles' theory of andragogy. Henschke (2004) also found deep involvement in andragogy and expressed it in a paraphrase of Robert Frost's Poem (*Our Gift Outright*) delivered at the USA 1961 Presidential Inaugural Ceremonies of John Kennedy. Carlson (2005) discussed the applicability of andragogy in the adult foreign language learning process and to create an interdisciplinary discourse among the scholarships of adult education, psychology, and linguistics. Reischmann (2005) made the clear distinction andragogy as the science of the lifelong and life-wide education/learning of adults, and adult education is focused on the practice of the education/learning of adults.

Another person expressed a sentiment that andragogy needs to recede from adult education prominence. Despite Sandlin (2005) calling andragogy a cornerstone of adult education for many decades, she has serious reservations about its prominence, and critiques it within what she thinks are three main-trend perspectives in the field of adult education: Africentric, feminist, and critical. She also seeks to help remedy some of the problems with an adult education based on andragogy and to facilitate a different kind of adult education practice. Nonetheless, Stricker (2005) used andragogical principles in the public school setting to determine the answer to the following question: Do principals understand adult learning (andragogy) and do they have the competencies to create the conditions conducive for learning in school based staff development? He found a huge gap between how andragogical the principals saw themselves in practice, and how andragogical the teachers saw the principals in their practice. It was obvious that the

principals would benefit by a better understanding and implementing of andragogy. Teachers, on the other hand, would also benefit from gaining understanding and implementing self-directed learning so they may become actively involved in and take responsibility for their own continuing, lifelong learning.

The most cogently knowledgeable and articulate of all scholars that have researched and practiced in andragogy world-wide is Savicevic (2006a), who expressed his realization that almost 50 years of experience with andragogical ideas acquired in different social, cultural and educational environments, are reflected through the prism of his personal experience. Very importantly, he also observed that since his first visit to the USA in 1966, up through 2006, the identifiable trace of andragogy on USA universities is that there had not been a single serious study on adult education and learning that did not refer to andragogy as a conception. Savicevic also addressed the diversity of andragogical ideas in an international framework, which is also become obvious in the expanding depth, breadth, worldwide nature of this research in andragogy.

As if seeking to culminate and bring together all the valiant efforts of many in andragogy, Savicevic (2006b) does a thorough historical tracing of the converging and diverging of ideas on andragogy in various countries. He dispels the notion of andragogy being part of pedagogy, but asserts that andragogy arose and emerged because of conflicts with some ideas surrounding pedagogy. He seeks to help lay a scientific research foundation for andragogy being the studying of the learning and education of adults, and declares the 21<sup>st</sup> century as a century of adult learning. In contrast to his earlier expressed opinion, Savicevic reflected about his perception of Knowles' position in sustaining andragogy over the long range of its history into the future. His idea was that over a 40 year period Knowles was very prominent in enlarging and rooting the concept of andragogy through texts, spoken word and lectures, especially but not exclusively in the American literature. Thus, Savicevic considered that Knowles would have a meritorious place in helping andragogy develop and solidify into a scientific academic discipline.

Isenberg, (2007), in a published version of her Doctoral Dissertation (2005) completed at the University of Missouri-St. Louis, provides a break-through scientific foundation, framework and protocol for bringing together the interaction of andragogy and Internet learning, while blending the practical and theoretical, the practice and research, and the technology and learning process, and does this in the very crucial area of health related concerns. She presents a dynamic design to meet the goal of the International Commission on Adult Education for the Twenty-first Century, focusing on five pillars of lifelong learning: To know, to do, to live together, to be, and to change.

Henschke and Cooper (2007a) provided one of the first detailed research papers on the worldwide foundation of andragogy in the English Language, published as the first chapter in the 2007 Romanian Institute for Adult Education Yearbook. It articulated the

six sections that were first developed in this research (Cooper and Henschke, 2001). However, because of additional findings in the continuing research, one section was revised from – Popularizing the American Concept of Andragogy – to – Popularizing and Sustaining the American and Worldwide Concept of Andragogy.

Baumgartner (2008) conducted an investigation into the implications of andragogy for curriculum and instruction. She included sections regarding andragogy: A short history, European conceptions, critiques, recent research, connections to the curriculum, principles, practice applications in the classroom, and a case study of impelling students to assume more responsibility for their own learning.

Henschke (2009b) outlines and applies andragogy to four major elements of moving in the direction of staying ahead of the curve in developing and managing human capital. This idea seeks to address the importance of minimizing the cost of keeping a workforce up-to-date, while maximizing the timing and energy focused on having the resources available for accomplishing the mission of the corporation. The four major elements include: Elements in preparing and planning for change in developing and managing human capital; required competencies of the change agent in developing and managing human capital; methods for implementing change / making change happen in developing and managing human capital; and, organizational goals and results from changing in developing and managing human capital.

Henschke (2009a) led an adult education (andragogical – the art and science of helping adults learn and the study / research of the same) contribution through the Partners of the Americas partnership of 43 years between Missouri, USA and Para, Brazil. This spreads over my making seven trips to Belem, Para, Brazil, in a period of 24 years, conducting 28 different courses, seminars, forums and workshops, all focused on andragogy, with a total of 1128 participants from 21 Brazilian states, and 36 educational, corporate, religious, healthcare, NGO, industrial, commercial, governmental entities and institutions, and social service agencies. Total instruction time for all the programs came to 448 hours. At this writing in 2009, I am preparing for an eighth trip to Brazil. I will be participating in the UNESCO International Civil Society Forum [FISC} for NGOs, to be held in Belem, Para, Brazil November 28-30, 2009. I have also been honored by an invitation [which I have accepted] to be a Member of the Official USA/UNESCO Delegation to the Sixth International World Conference in Adult Education (CONFINTEA VI) being held December 1-4, 2009, in Belem, Para, Brazil. My adult education research and practice work in contributing to andragogy will continue during these conferences and into the years to come.

This is a History and Philosophy of Andragogy around the world, based on more than 200 English language documents. There are still numerous additional documents waiting to be included in further iterations of this research. Nonetheless, andragogy is not just the work of one or a few persons, but is the result of efforts by multiple people from numerous nations around the globe.

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