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Lindenwood College

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2013

Super Andragogy

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Available at: https://works.bepress.com/john_henschke/72/

Super Andragogy

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Abstract: This presentation looks at the History, Philosophy and Major Themes of Andragogy that have emerged in the author's research and practice. It explores those aspects of andragogy within the context of the theme of this Conference – *Lifelong Learning for All in 2013* – and indicates how the expanding scope of this investigation offers a frame for carrying forward an inspirational concept to the great benefit of lifelong learning constituencies around the globe.

Introduction

Lifelong Learning may be defined as: A master concept or andragogical principle regarded as the continuous and never complete development, changes, and adaptation in human consciousness including learning that occurs partly through deliberate action of Non-Formal, Informal, Formal educational systems, but even more as a result of the business of living; and, may be intentional or unintentional that includes acquiring greater understanding of other people and the world at large, based on six pillars of learning: learning to live together, learning to know, learning to do, learning to be, learning to change, and learning for sustainable development.

When we speak about “Lifelong Learning for All in 2013” – the theme of this conference – “Super Andragogy” within this context has something to do with who, what, when, where, why, and how “Lifelong Learning for All in 2013” has, does and will take place. This we will explore in our time together during this Conference at Chulalongkorn University, Bangkok, Thailand. Andragogy has in common parlance, taken on a general definition something like: Andragogy is the art and science of helping / facilitating adults in their learning. Nonetheless, I have (Henschke, 1998) attempted to craft a tentative definition that reads something like the following: Andragogy may possibly be a scientific discipline for the study of the theory, processes, technology, and anything else of value and benefit including learning, teaching, instructing, guiding, leading, and modeling/exemplifying a way of life, which would bring adults to their full degree of humaneness.

I began this research on andragogy when Malcolm S. Knowles died in 1997. As my mentor and first professor in the adult education field, he and his work had made a major impact on me. Consequently, I questioned how I may honor his legacy. So, I decided to investigate andragogy beyond his work and so launched and continue to maintain my inquiry into the world-wide foundation of andragogy. I readily admit to my limitation in being able only to consider document in the English Language. Nonetheless, thus far I have discovered more than 400 English Language documents dealing with it and each year the discovery of more documents increases. Thus, because of space limitation here, I am including reference to only 75 of those documents. Moreover, I have selected them so that they would still convey all of the eras and themes of what has emerged in my study thus far.

Major Eras in the History and Philosophy of Andragogy

The history and philosophy part of the study has 15 eras that are identified. As near as possible, I have presented the documents mostly in the order in which they were published. Obviously, some of them indicate stages and years of development that are not strictly chronological. Nevertheless, the order in which they are presented provides a process of building and stronger case for considering andragogy as a viable part of the field of adult education.

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. Kapp 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 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, until the 1920s, as it became used in the Workers Education Movement (Reischmann, 2004).

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.

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

Another extensive period of time elapsed until the term andragogy was published in English. This time, it appeared in Great Britain. Simpson (1964) proposed and issued a call 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. Knowles (1970) indicated that he acquired the term in 1967 from Dusan Savicevic. [It was actually in 1966 (Sopher, 2003)]. 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.

Knowles (1970) 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. 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.

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.

Mezirow (1981) developed a critical theory of adult learning and education, and laid the groundwork for what he called a charter for andragogy. This included the core concepts that would enhance adults' capability to function as self-directed learners. Suanmali (1981), a doctoral student of Mezirow, focused his dissertation research on Mezirow's charter for andragogy. He found support and agreement among 174 adult education professors and practitioners for andragogy, that 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

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.. Their perspective on andragogy 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.

Nonetheless, some lack of enthusiasm about Knowles' andragogy concept was reflected by Hartree (1984). She expressed the 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.

Jarvis (1984) wrote that the theory of andragogy had moved into the status of an established doctrine in adult education. However, he thought it did not have the grounding in sufficient empirical research to justify its dominant position. Not to be deterred at this point, Knowles (1984) presented the first book in which he cites thirty-six

extensive case examples of applying andragogy in practice. In it he revealed what worked and what did not.

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. He considered that most Europeans do not use the terms andragogy and adult education synonymously. Taylor (1986) offered a very strong and articulate research based model for the andragogical process of transition into learning for self-direction within the classroom. This is from the learners' point of view and has various phases on a cycle of what may be characterized as a cultural journey. Ross (1988) connected the concept of andragogy and its value with some of the research on teacher effectiveness. He believed that teachers' behavior relates to student achievement. Davenport (1987) questioned the theoretical and practical efficacy of Knowles' theory of andragogy. He suggested that adult education would simply be better off to drop the word from its lexicon.

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

Henschke (1989) developed an andragogical assessment instrument entitled, Instructional Perspectives Inventory (IPI). The central and strongest major core of this instrument was originally and still is a focus on the teacher trust of learners. 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) perhaps provides the most beneficial definition of andragogy. 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). Long (1991) speculated that although Knowles' form of andragogy is weak in empirical confirmation, it has survived the criticism leveled against it. Two reasons are that Knowles is a leader in the field and is widely respected for other contributions.

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

Savicevic (1991) provided a critical consideration of andragogical concepts in five western European Countries, and five eastern European Countries. He also drew on sources from ancient times. This comparison showed common roots and indicated endeavors toward andragogy as a fairly independent scientific discipline. Additionally, he credited J. A. Comenius in the seventeenth century with being regarded the founder of andragogy.

At this time, there was again strong criticism of American andragogy, and that coming from Candy (1991) in Australia. At the time Knowles' articulated andragogy, self-expression and personal development were in vogue. Thus, self-directed learning and andragogy were gaining some prominence in becoming known as autonomous learning. 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' (1993) discussion of the development of learning theories in the educational literature, his exploration of the roots of his own thinking about theorizing. Knowles (1993) articulates on a very critical variable in andragogy, and the level of the learner's skill in taking responsibility for his or her own learning.

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. In this case the label would be andragogy. Poggeler (1994) listed trends which he hopes will be helpful for future development of European andragogical research. These include at least: International knowledge, "development-andragogy" of the Third World, and understanding the "lifeworlds" of the participants. Zmeyov (1994) clearly supported andragogy. He 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.

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

Welton (1995) asserted that "the 'andragogical consensus'...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). He articulated that the fundamental accusations expressed are because this perspective inadequately serves the interests of the disenfranchised in North American society. Van Gent (1996) asserted that andragogy has been used to designate the education of adults. He considered that its future lies only as a generic term for adult education. Hanson (1996), from the other side of the discussion, called for adult educators not to search for a separate theory of adult learning [andragogy]. He suggests 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. Nonetheless, Houle (1996) talks about Knowles' work in andragogy. He said that it remains the most learner centered of all patterns of adult educational programming around the globe.

Antecedents To An 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.

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.

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.

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.

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.

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

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.

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 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.

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

Sandlin (2005) admitted that andragogy was a cornerstone of adult education for many decades. Notwithstanding, she has serious reservations about its prominence, and critiques it within the Africentric, feminist, and critical adult education perspectives. Stanton (2005) related the andragogical concept to the concept of readiness for self-directed learning. There was not only congruence between the two, but also the Henschke (1989) Instructional Perspectives Inventory [IPI] was validated as an almost perfect 'bell-shaped' measurement of an andragogical facilitator.

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.

Knowles' Prominent Long Range Contribution to Andragogy's Continuance into The Future 2006-2011

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. 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).

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.

Henschke (2011) considers that andragogy has much to contribute to the vibrant future of the adult education and learning field. He bases this on his research of having discovered and identified at that time at least 330 English Language documents that had been published on andragogy. Despite resistance from various quarters of the field, some of the more astonishing and seemingly positive and valuable empirical and experiential findings relate to effectively applying andragogy to internet learning, andragogy being more effective than pedagogy in preparing police for their role in society, and an Arab and American jointly contending "...that andragogical adult educational theory, processes, and research are elemental to a vision of a peaceful world and a stabilized Iraq" (p. 36).

**Clearer Emphasis on Congruence between Scholarship and Practice
Accompanied by Contribution to the Shaking World
Economy 2012 and Beyond into the Future**

Henschke (2012) talks about his work in Nation Building through andragogy. He indicates that his international experience of and involvement in the very essence of exemplifying a conception of the following in various countries around the globe – nation

building through andragogy and lifelong learning: on the cutting edge educationally, economically, and governmentally. Although he has been privileged to engage adult learners in research and learning experiences in a dozen countries through andragogical and lifelong learning processes, he presents here only a sketch of my personally unique approach of work and learning in what he calls 'nation building' with people in five countries: Brazil, South Africa, Mali, Thailand, and Austria. My purpose is to clearly articulate some of the who, what, when, where, why and how of his most successful facilitation activities of helping adults learn in such a way that any adult educator, who may be disposed and committed to do so, could learn these processes and replicate them with others.

Risley (2012) discovered an important aspect of finding out whether one adult educator, who espouses andragogy in scholarship, is congruent and consistent in practice and actually exemplifies andragogy. She triangulated this research through ten data sets and confirmed 'saying and doing' as a clear overlay and just about perfect fit. ***The eleven andragogical elements of teacher trust of learners measured were: purposefully communicating to learners that each is uniquely important; expressing confidence that learners will develop the skills they need; trusting learners to know what their own goals, dreams and realities are like; prizing the learners' ability to learn what is needed; feeling learners need to be aware of and communicate their thoughts and feelings; enabling learners to evaluate their own progress in learning; hearing what learners indicate their learning needs are like; engaging learners in clarifying their own aspirations; developing supporting relationships with learners; experiencing unconditional positive regard for learners; and, respecting the dignity and integrity of learners.*** The ten data sets used in confirming that this adult educator's scholarship and practice are andragogically congruent were: focus group of students in class regarding anticipated and actual trust; the teacher's perception of his trust in students; course evaluations from Fall, 2009 through Spring, 2012; video recording of the adult educator facilitating 28 clock hours of class time with students; interviews with facilitator's current and past colleagues, some who agree with andragogy and some who disagree; interview of the course facilitator; observations regarding the facilitator's congruence of practice and scholarship; memories and reflections of the researcher on the facilitator.

Savicevic (2012) gives a broad-brush sweep in addressing a number of current major issues in andragogy research. He declares that research in andragogy cannot be reduced to research techniques. It includes theoretical ground as well. Theory is a research base for understanding. Philosophy is very important for research andragogy: spiritual values, aims of education and learning, conceptions of an adult person, Andragogical ethical reflection on theory and practice. Research in andragogy has its research context. The problem of methodology has been neglected. Research methods and procedures are not separate from philosophical grounds. Contradictions have appeared in andragogy over whether one should create knowledge through research or borrow the knowledge from other sciences. Since andragogy has become a university discipline, the link between teaching and research has been requested by some.

This 'wrap-up' by Savicevic (2012) on the history and philosophy of andragogy does an excellent work on establishing it as a scientific university discipline. Thus, what follows – the major themes of andragogy – will strengthen the forward thrust that andragogy will contribute toward 'Lifelong Learning for All in 2013'.

Major Themes of Andragogy

My original investigation was formulated along the lines of finding out the major aspects of andragogy that appeared to be present in the documents I was able to discover, regarding the world-wide foundation of andragogy. Malcolm Knowles conducted his own research and practice perspective on andragogy. However, in my study with him and my work in the field, I had some questions that were prompting my attention, and I became aware of some andragogy documents around the world that presented different perspectives than Knowles. Consequently, when he died and I wanted to honor his legacy, I decided to conduct my own investigation regarding andragogy that was beginning to emerge from the stream of materials that began to come to my attention. Thus, as my investigation proceeded, six major themes emerged and have remained the same thus far.

Evolution of the Term Andragogy

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. 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.

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. Savicevic (2000) also explored various antecedents to and backgrounds of andragogy before the term came into publication.

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. Another definition is that of Zmeyov (1998) who 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 historical background on andragogy, concludes by saying, “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).

Historical Antecedents Shaping the Concept of Andragogy

Savicevic (1991, 1999a) 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.

Henschke (1998a) 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.

Savicevic (2000) expanded this foundation as he searched the roots of andragogical ideas starting from ancient civilizations up to the present time. There were six parts of this study. First, The conceptual and methodological frames of research included the hermeneutic, comparative and biographical. Second, the development of andragogical ideas and practice included time before literacy; ideas of ancient Greece with the sophists, Socrates, Plato, and Aristotle; antique Rome with Cicero, Seneca, and Quintillian; Jewish cultural and religious heritage; Christian ideas on education and learning of adults, and, the long period of human history in the Middle Ages. Third, contributions to andragogy through biographical studies included Komensky (Czech), Grundtvig (Denmark), Medinski (Russia), Lindeman and Thorndike (USA), and Friere (Brazil). Fourth, added were the andragogical ideas of Serbians (Yugoslavians) such as Markovic, Dragovic, Tucovic, Popovic, Filipovic, Rakic, Social Democrats and those in the workers movement. Fifth, included were the fact that learning of adults, is deeply rooted in society, spiritual life, philosophy, religion, and the historical roots reveal that andragogical [adult learning] ideas, practices and institutions extensively predate the pedagogical [teaching of children]; and this was based on the simple fact that in earlier and ancient time the education of children was the function and assignment of the family.

Comparison of the American and European Understandings of Andragogy

Savicevic (1991, 1999a) 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: (a) Whether andragogy is parallel to or subsumed under pedagogy in the general science of education; (b) 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; (c) whether andragogy prescribes how teachers and students should behave in educational and learning situations; (d) the possibility of founding andragogy as a science is refuted; and, (e) that endeavors have been made to found andragogy as a fairly independent scientific discipline.

Savicevic (1999a, 1999b) clearly aligned himself with the fifth school of thought in that this research 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. Thus, it requires an understanding of andragogy in Europe and America through comparing and contrasting. He identified the problem, the framework

of study, the research methodology, the similar and different findings, and the various perspectives in these two places that have the longest traditions and/or strongholds in andragogy.

Knowles (1995) provided the most articulate expression and 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, (h) 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.

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.

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).

Popularizing and Sustaining the American and World-Wide Concept of Andragogy

Boudreaux, et al. (2002) examined a portion of the legacy of Malcolm Knowles through studying some of his personal correspondence, and studying it andragogically. 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. 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.

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.

Savicevic (2006b) reflects 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 nor 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 a 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 (2006, p. 20; 2008, p. 375).

[Pleskot-Makulska \(2009\) presented a paper on andragogy at the Commission on International Adult Education \(CIAE\) Pre-Conference of the American Association for Adult and Continuing Education \(AAACE\) Conference, November, 2009, in Cleveland, Ohio. Her excellent paper also appeared in the Proceedings of that Conference. To make certain her paper is represented accurately, following is the abstract she provided of that paper:](#)

[“Volunteers and professionals have been working on adult education in Poland for many years. Thanks to them, millions of people have raise their level of education and their life opportunities. Recently, interest in adult education went up in Poland. Therefore, there is a stronger need to educate professionals necessary for the realization of goals and tasks set for the adult education sector. Various upper education institutions have been doing this for many years. Particularly in recent times steps are being taken to strengthen the position of andragogues in the job market in Poland. The presentation is centered around the system for their training in that country, with focus on education undertaken as part of the andragogical specialization at the Faculty of Education at the University of Warsaw. This analysis is mostly concerned with issues such as the position of adult education specialists in the job market in Poland and the factors that shape it; historical traditions and contemporary programs of training of adult educators in Poland.” \(p. 143\)](#)

Practical Applications of Andragogy

Lindeman (1926a, 1926b, 1961) presented an interesting picture 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. 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 U.S.A., for a major practical application of andragogy as the method for teaching adults.

Bellamio (2006), a Human Resource Development (HRD) Professional working in the Xerox Corporation, Italy, participated in a workshop conducted by Malcolm Knowles based on andragogy, using 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., in the early 1990s. 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 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.

Simonson, et al. (2003) identified a number of characteristics needed in distance education systems designed for adults, that are derived from Knowles’ concept of

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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.

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 Gruntvig, they have found their way into Norway, Sweden, Denmark, Lithuania, Hungary, Malta, Spain, Belgium, and the Netherlands. Adding to the strong advocacy for using andragogy with adults in their learning, 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. Beyond this, 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.

Johnson (2000) 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, in a wide variety of settings he successfully tested and applied this andragogical method with many participants affirming the results

Noorie (2004) focuses on the lack of andragogical methodology in the Department of Energy's training programs at the national and state level for building officials and inspectors who must monitor the Model Energy Code or a state code for maintaining energy efficient buildings. The research evaluated the effect of utilizing an andragogical approach in developing and delivering a revised Michigan energy code training curriculum for building inspectors and officials in Michigan. Most of the andragogical components incorporated in the training curriculum were found to be helpful in increasing the participants' learning.

[In May, 2009, Henschke went to Belem, Para, Brazil for the seventh time and conducted seven Courses , Seminars and Workshops on andragogy within a three-week period. 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 \(8\) trips I have made with Partners to Para within a time span of 24 years between 1985 and 2009 follow:](#)
[1140 = Adult Educators participated from Brazil in](#)
[29 = Workshops, Courses on using adult education methods and techniques, involved with](#)
[460 = Volunteer Hours of instruction in all the courses logged in Partners Counts, engaging](#)
[22 = 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 (Henschke, 2009 and 2012).

The program 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 Knowles six assumptions and eight process elements, mentioned earlier in this paper.

Theory, Research, and Definition of Andragogy

Tannehill (2009) provides one of the broadest and most encompassing studies of using andragogy for educating and servicing adult learners in post-secondary institutions. Data were gathered from 85 different institutions. Five major questions guiding this study focused on whether and to what extent (*post-secondary*) institutions, utilize the principles of andragogy to educate its adult learners; provide specialized support for the adult learners in services, program delivery options, and awarding credit for prior non-traditional learning; apply best practices, as defined by andragogy, for adult learners; and, the most common principles and services, as defined by andragogy, that were utilized by institutions as categorized by the Carnegie classification. The results from these 85 higher education institutions demonstrated the importance of increased attention to andragogy and its impact on the student experience.

Vatcharasirisook (2011) used the Modified Instructional Perspectives Inventory (MIPI), an Andragogical Assessment Instrument with seven factors, to examine employee job satisfaction and their desire to stay with the corporation where they worked. The factors included *Supervisor empathy with subordinates, supervisor trust of subordinates, planning and delivery of instruction, accommodating subordinate uniqueness, supervisor insensitivity toward subordinates, subordinate-centered learning process, and supervisor-centered learning process*. The study was based on the belief that the seven factors which encompassed beliefs, feelings, and behaviors of supervisors in helping subordinates learn, based on andragogical principles of learning, are not only methods to help subordinates learn, but techniques to increase employee's satisfaction and intention to remain with the company as well. Five hundred and thirteen Thai employees evenly distributed between banks, hospitals, and hotels. Three of the seven factors had either a direct or indirect influence upon employee job satisfaction and the employee's intention to remain with the company. *Supervisor empathy with subordinates, and supervisor trust of subordinates* were found to be indirect predictors of employee's intention to stay with the company through employee's job satisfaction. *Supervisor insensitivity toward subordinates* was a direct predictor of employee desire to leave the company. 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.

Rachal (2002) clearly identified seven criteria: Voluntary participation, adult status, collaboratively-determined objectives, performance-based assessment of achievement, measuring satisfaction, appropriate adult learning environment, and technical issues.

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.

Biao (2005) addresses the andragogical issue of a tendency on the part of other educators (and even other adult educators not inclined to consider the validity of andragogy as being part of adult education) to think that any educator can teach, administer, manage, research, etc., an andragogical academic program or course. One aspect of this he seeks to articulate is that in andragogy various appropriate terms are important to replace, drop, and put them in the place of the more general terms used in education. These replacement terms are: adult educational program replaces curriculum, learner replaces student, facilitator replaces teacher, and learning center or learning environment replace school. There are other aspects of this but these terms serve to illustrate the point that andragogy programs and courses need to be staffed by people academically prepared and competent in andragogy.

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Merriam (2001) 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.

The most comprehensive of all the publications on andragogy is a book that includes thirty of the author's publications within a twenty-six year period (Savicevic, 1999a). 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.

Savicevic (2000) 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 is as follows: The study is dedicated to search of 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 the following parts – Conceptual and methodological frames of research; Searching for the roots of andragogical ideas; Andragogical ideas in the international context; Andragogical ideas in Yugoslav context; and, Comparisons and final general discussion. Each part is made of several chapters that are interconnected and logically linked

As if seeking to culminate and bring together all these valiant efforts, Savicevic (2006b & 2008) 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 the 21st century is 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.

Henschke's (2013) research in andragogy yielded an instrument with the strongest factor being 'teacher trust of learners' – a set of 11 beliefs which applies all the way through from the beginning of life to its conclusion on this globe. This was found to be so in 17 completed doctoral dissertations, overarching trust beliefs, feelings and behaviors, and threaded through the literature surrounding trust. Trust was found to be congruent between the author's scholarship and practice (Risley, 2012). The foundation of this trust is rooted and reflected in the wisdom literature (Proverbs) of the Biblical Scriptures.

Conclusions

One of the possible conclusions of this research is that the history/philosophy thread, and the major themes thread could become two dimensions of a launching pad for andragogy becoming 'Super Andragogy' as a university scientific discipline; bolstering 'lifelong learning for all in 2013'. Thus, many scientific sub-sections may be outgrowths of this as lifelong learning accommodates the many andragogy researches and writings that have already been conducted that encompasses learning from start to finish. Another possible conclusion of this research is that it provide a discussion point of developing new directions for 'lifelong learning for all in 2013'. Any one person or group at this Conference could also develop other conclusions that may benefit the constituencies we all serve. I trust this will be encouraging to each of you as we all move forward in lifelong learning in 2013.

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