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AS WE LOOK TOWARD ANDRAGOGY'S FUTURE**

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A 2013 UPDATE OF RESEARCH IN ANDRAGOGY HAS REVEALED SOME NEW DIMENSIONS AND ANOTHER ERA AS WE LOOK TOWARD ANDRAGOGY'S FUTURE

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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. There are more than 385 documents thus far in this collection.

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 viewed at the following website] <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 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 (Reischmann, 2004).

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Rosenstock-Huessy (1925) posed andragogy as the only method for the German people and Germany, dispirited 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 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.

Rahder (1971) indicated some considerations in Andragogy (the teaching of adults), focuses on the future adult students of Canada that were found in readings on this subject over the few years and especially the six months prior to 1971. The paper concluded that Canada must decide that the potential contribution to the community of the adult who has improved himself or herself is as great as the individual gain, and thereby accept the necessity of investing publicly in adult education. A bibliography of 94 items is included.

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.

Charters (1977) stressed that adult and continuing education relies substantially on the competencies and characteristics of those adult educators who provide leadership in the field. These include: program and other administrators, supervisors, deans, directors, counselors, librarians and other support personnel, teachers, faculty and students of adult education, facilitators of adult learning, research workers, and board members of adult education agencies. Thus, he thought it reasonable to presume that they would practice what they preach and continue their own education, following the principles and practices of andragogy and adult education.

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.

McKenzie (1977) presented the issue of andragogy. An explication of the classical approach versus the phenomenological approach to the issue of andragogy, viewed in the above

approaches as an illusion which represents more jargon in the lexicon of educationese (classical), or as a significant contribution to philosophical discourse about adult education (phenomenological).

Meyer (1977) indicated that Andragogy is one of the very effective way of assuring the competent and capable aging adult learners. Andragogy is shown to be a preretirement education process and the task-oriented training model of preretirement education.

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.

Knowles (1978) wrote the *Andragogy: Adult Learning Theory in Perspective*. Several major details were presented such as the historical development of interest in and theories about the process of adult learning, proposing andragogy as a unifying theory for the diverse institutions, clientele and activities of adult education. He also discussed theories of Eduard Lindeman, American and European philosophies, and contributions from the Journal of Adult Education.

Godbey (1978) provided a practical guide for adult educators on applied andragogy for the Continuing Education of Adults. Key concepts such as a comparison of pedagogy and andragogy, a brief definition of adult education, a profile of the adult student, the importance of guiding and counseling the mature student and suggestions for helping students organize their time and clarify their motivations, adult development and special adult learning problems, teaching methods, suggestions for teachers to prepare and select a comfortable and appropriate role, understand student needs, and make a good first impression, and various learning atmospheres and areas where they are appropriate, as well as the goals of adult education are described. Therefore the topics needed to further inquiry as well as to offer practical suggestions on teaching adults.

The concept of teaching and helping older adult learners is still in question. Lebel (1978) said that sufficient data exist to suggest the need for a theory of education for the elderly, significantly different from pedagogy or andragogy as traditionally defined. Gerogogy is recognized and suggested to further research in this field.

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.

Ronan (1980) developed a model program based on Andragogy to find ways to bring illiterate and undereducated adults into Massachusetts adult education programs. Program activities were determined by the goals and objectives generated by the needs assessment of all participants (young adults) from schools, courts, welfare offices, and veterans and civic groups, including academic and life skills, occupational assessment and vocational training, and job placement. The study employed a summer component and pilot program, and an independent evaluator. Research indicated that active cooperation between agencies and local programs is a key factor in encouraging participation in adult educational programs and that occupational training and job placement should become integral components of existing programs.

Andragogy, a well developed science in Europe, is gaining greater acceptance in the United States. Daly (1980) pointed out that several recent theorists and researchers have reflected on the failure of 'traditional' secondary schools in relationship to the concept of the adolescent as an evolving adult capable of engaging the andragogical process (a concept supported by Piaget's theory of adolescent learning). Others, noting the UNESCO conceptual model of lifelong learning with its basis in Dewey and andragogical theory, have identified 'untenable' assumptions underlying education systems; these may be viewed as largely characteristics of the traditional pedagogical model. Understanding of andragogical theory, the study elaborated the distinction between andragogy (the art and science of helping adults learn) and pedagogy (the art and science of teaching children) that andragogical learning is self-directed while pedagogical is teacher-directed. The learner's experience is seen as a rich resource for learning, readiness develops from life tasks and problems (not dependent on maturation levels), orientation is task or problem-centered (rather than concept-centered), and motivation is based on internal incentives (rather than external rewards). Besides he mentioned that andragogy has its theoretical and philosophical bases in the work of John Dewey, E. H. Erikson, Jerome Bruner, Abraham Maslow, and Carl Rogers.

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.

Rivera (1982) discussed the breadth and direction of large-scale evaluative research in adult education and its implications for academics, their professional associations, and universities in general, also proposed the stage for an era of extensive cooperation among universities, professional associations, and academics concerned with the expanding critical area of evaluative research in adult and comparative education.

Long (1982) pointed out that the concept of adult educators' borrowing from other fields for andragogy has been widely discussed in both North and South America. There were four general topics of interest to adult educators are identified as being informed by knowledge from other disciplines: (1) learning and instruction, (2) participation and persistence, (3) program planning, and (4) research. Eleven illustrative kinds of questions in the four general topics identify areas in which the adult educator could look to research in other disciplines for varying degrees of assistance. Finally, illustrations are provided to show more specifically how other disciplines have contributed knowledge and assistance in the four general topical areas. In this section of the paper, information on anthropology, psychology, sociology, and other fields have provided useful information and models that have greatly enriched the field of adult education.

Wager (1982) united theory and practice, generating recommendations from the abstract findings of research in andragogy and instructional technology. Some of the findings and recommendations included the following: (1) the key to more effective instruction seems to rest in the applications of instructional and behavioral technologies that have shown themselves to be influences on the degree of learning; (2) Carroll's "school learning model" provides a guide as to how these technologies function in reducing the time needed to learn a particular task or in increasing the time the learner is willing to spend in the learning situation; (3) in this context, technologies such as the study objective, use of the course grade as a study incentive, media use, self-paced instruction, and so on, can be viewed more objectively with regard to one's personal instructional preferences. (The Spanish translation of this monograph is included.)

Adam and Aker (Eds.) (1982) examined factors in adult learning and instruction by exploring psychological factors in adult learning and instruction, and physiological factors. The authors discussed learning and instruction as processes, the stages and conditions of learning and instruction, remembering and forgetting, and tip for designing and managing instruction, and

include a list of references. The physiological factors include the aging process, vision, hearing, learning, and performance (psychomotor skills and verbal communication).

Although Andragogy has been posited as a theory of adult learning that provides a unifying concept for the practice of adult education, the assumptions of andragogy only indirectly address the needs of society and do not purport to accommodate the proprietary interests of institutions at all, it would seem that andragogy would not be appropriate as a unifying theory for adult education in corrections. Deboe (1982) provided answer as first of all, because the purposes and aims of correctional programs do not reflect the existential goals of self-actualization. Furthermore, as a program design model, andragogy is dysfunctional in the prison milieu because the model requires that curricula relate to the developmental tasks of inmates' social roles and addresses their here-and-now needs. Finally, it is paradoxical that andragogy appears to run counter to the objectives of correctional education because the theory may have tremendous potential to effect social change by helping inmates to look critically at the world around them, to realize responsibility for their existence, to utilize past experience for future growth, to anticipate life challenges and find creative solutions to them, and to perceive themselves as the source of acts rather than as reactive volatile products of an ominous world.

Marshak (1983) suggests that between pedagogy and andragogy there needs to be something that could be an analogy, like a mix of the two and be called something like *adolegogy*, dealing and coping with the difficulties of adolescence. The situation calls for: working with it, not apologizing for it, acknowledging it, recognizing it, being open to its constraints, expressing one's feelings about it, encouraging mature responses to it, and, developing a strategy of coping with it.

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.

Consequencely, Rachal (1983) discussed the terms "andragogy" and "pedagogy" and their use in adult education. He suggested that since "andragogy" has never been adequately defined and is virtually unknown outside the field of adult education, the terms "self-directed" and "teacher-directed" should be substituted to clarify the situation.

Eittington (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.

Engleberg (1984) elaborated that Andragogy, adult student motivation, life cycle theories, and adult education program responses and ways the speech communication program is especially suited to meet the needs of adult learners in community college communication courses.

In more recent years, however, some educators have begun to question this "split" between pedagogy and andragogy, preferring to view learning as a continuum rather than a dichotomy. Davenport and Davenport (1984) cited numerous references for and against the use of the term or theory of andragogy and summarized various schools of thought on its use. The term andragogy, often defined as the art and science of helping adults learn, has gained wide recognition during the last decade or so. Although used in the early 19th century, the term was popularized in this country by Malcolm Knowles in his book, *The Modern Practice of Adult Education: Andragogy Versus Pedagogy* (1970). The book was aimed at exploring a comprehensive theory that will give coherence, consistency and technological direction to adult education practice. Knowles' assumptions about adult and child learning were almost uncritically accepted and integrated into adult education practice. Continuing education for social workers was no exception, especially with the influence of Lindeman at the Columbia University School of Social Work. However, the use of the term is debatable should serve as a caution to those continuing educators who blithely and routinely call for andragogical approaches to education and training. Andragogy may indeed have a role in continuing social work education, but its use appears limited to specific subjects, populations, and settings. It is no educational panacea, and its uncritical use is not in the best interests of educators, trainers, or learners.

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.

MacFarland (1985) insisted that adult programs and adult vocational programs in particular, will play an increasingly important role in the nation's educational system, eventually absorbing the role currently played by secondary vocational education. Therefore, vocational educators must develop new approaches and new attitudes to prepare to serve an older student audience. The work of Malcolm Knowles in the area of andragogy contains many valuable insights as to the differences between adult and younger learners. In view of these differences, a seven-step model for providing vocational education to adults was developed. The parameters of the model are as follows: establish a climate conducive to adult learning, create an organizational structure that allows participative planning, diagnose learning needs, formulate appropriate learning objectives, design and implement appropriate learning activities, and evaluate for rediagnosis of learning needs.

Davenport and Davenport (1985) brought Eduard Lindeman's contributions to adult education and andragogy into clearer focus and, in the process, delineates the specific contributions of Malcolm Knowles, discussed introduction of the term 'andragogy' to the United States, similarities in the theories of Lindeman and Knowles, and the unique contributions of each man to the development of andragogy.

Wright (1985) described Andragogy and vocational education based on his experience as an instructor at the China Enterprise Management Training Center for four months. He presented a profile of the trainees, characteristics of the Chinese student, and a teaching methodology (discussing the interpreter, class monitor, faculty, classroom conditions and techniques, reading and evaluation).

The study of teen and young adult learning, or andragogy, differs from pedagogy in several ways. Most young adult learners are motivated to learn because they are seeking practical knowledge for a particular reason, such as to increase pay on a job or to satisfy a personal goal. Young adult learning also differs from pedagogy in that adults have a vast amount of accumulated knowledge and life experience that add to their learning experiences (Travis, 1985). Teens and young adults with ID meet the criteria of an adult learner chronologically, but may be deficient in many other areas of adult learning. The spectrum of intellectual and adaptive capabilities among teens and adults with ID is vast, with each individual being unique; the purpose of this paper is to provide a very basic and general understanding of the topic. Teens and young adults with ID certainly are similar to other adults in that their learning is almost always specific to a personal goal or tied to a particular occupational skill. They may need to acquire knowledge to learn a new job skill, to better their daily living, or to pursue a personal interest. They differ from most other teens and young adults however, in that they may be lacking in much of the accumulated knowledge and life experiences. One such limiting area is in recreational and leisure activities. Kathlyn Parker (2009) noted that social isolation has been a continuing problem for people with disabilities and their families. She documented that participation in community activities for people with ID is even less than for people with other types of disabilities. Parker claims that potential barriers to participation in leisure and recreational activities stem from: a lack of spontaneity leading to a lack of choice; a feeling of not being welcome (social exclusion); a lack of companions with whom to socialize; lack of guidelines for inclusion; a lack of skills or knowledge; and a lack of opportunities. Another reason why teens and young adults with ID may be behind in their experiences and life knowledge may be because of their enrollment in special education programs as children. Many teens and young adults who were enrolled in special education classes were not given the same opportunities and choices in the community as others throughout their lives. Special education programs and policies differ widely, but it may be safe to say that the experiences of school-aged children with ID enrolled in most special education programs are less expansive and integrated than ...

Knowles (1985) presented variety of applications in continuing education for the health professions from chapter 5 of "Andragogy in Action". This article described a pilot project for physicians at the University of Southern California, in which the central theme is self-directed

learning. Then follow three selections focused on the continuing education of nurses, including a policy statement and guidelines for self-directed continuing education in nursing.

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: (a) Equilibrium phase; (b) disconfirmation transition; (c) disorientation phase; (d) naming the problem transition; (e) exploration phase; (f) reflection transition; (g) reorientation phase; (h) 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.

Another study that indicated the boon of Andragogy for adult learners. Patterson (1986) mentioned that principles of creativity and andragogy (the art and science of helping adults learn) are compared and found to be complementary especially in such areas as self-direction, active learning, and preference for the problem centered approach. Adult educators should utilize creativity research and creativity researchers should incorporate the principles of andragogy.

Komisin and Gogniat (1986) described the andragogical elements of an on-site, international program for adult learners, including (1) structured group activities; (2) time for reflection and introspection, (3) unstructured free time, and (4) addressing expectations of adult learners.

Taylor and Kaye (1986) revealed the philosophy behind development of British Open University's course 'Education for Adults'. This emphasizes adult learner independence and autonomy and implements an andragogical approach within a distance teaching system. Significance of evaluation data from the course and the challenge presented to designers of courses are consistent with andragogical principles are highlighted.

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.

Delahaye (1987) administered the student orientation questionnaire to 205 tertiary students to measure students' orientation towards pedagogy or andragogy. Results indicated that the second factor is independent of the first factor. Thus, he argued that the relationship between pedagogy and andragogy is orthogonal.

Podeschi (1987) examined research on andragogy and urged practitioners to examine the premises of scholarly discussion of the topic. In addition, he (1) explains why practitioners should examine researchers' premises, (2) reanalyzes the debate about andragogy, and (3) explores the implications for the application of research to practice.

Dwyer (1987) discussed the four assumptions of andragogy as stated by Knowles. Along with this she gives implications these assumptions have for teaching adults to be microcomputer literate.

Davenport (1987) declares that andragogy continues to generate discussion and capture the imagination of many adult educators. However, early critics have been joined by an increasing number of educators, researchers, and practitioners who question andragogy's theoretical and practical efficacy.

Although definitions of andragogy are included in other English dictionaries, the Random House Dictionary of the English Language (2nd ed.) unabridged (1987) offers that Andragogy refers to the methods and techniques used to teach adults.

Ross (1988) 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.

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.

Somers (1988) called attention again on the four key assumptions about adult learners that distinguish them from child learners and that thus abrogate the premises upon which traditional pedagogy. In traditional pedagogy, the role of the learner is one of dependency. Andragogy, on the other hand, recognizes the deep psychological need of adults to be self-directing, and the andragogical model encourages teachers to nurture and encourages learners' natural maturation toward independence. The second postulate on which andragogy is based is that of the valued role of the learner's experience. This accumulated experience makes adult learners capable of peer helping and learning and thus makes group teaching methods better suited for adult learners than are passive information transmittal techniques. The third assumption is that of adults' readiness to learn, and the fourth is that of their psychological orientation to learning. In view of these assumptions, adult educators should use techniques to accelerate their students' readiness to learn, including self-appraisal, career counseling, and simulation.

Moore (1988) studied the faculty development program of a department at a predominantly black university in the South Atlantic region of the United States (identified by the pseudonym Reed University) focusing on the principles of andragogy. Six data collection methods were used (literature review, interview, critical incidents, observations, documentary review, and program data inventory). The findings revealed (1) collegiate faculty development programs should implement and pay close attention to a specific set of principles and practices; (2) there should be a clear description of faculty development effort; (3) faculty development should include dialogic learning; and (4) faculty development programs should provide opportunities for administrative development. Indications are that the collegiate workplace could be enhanced if concepts of adult education were more fully implemented.

Terry (1988) applied andragogy methods of learning and teaching to foster moral development of adults within the institutional church. The results showed that moral development is a part of the healthy adult personality that continues throughout one's life. Churches, as societal institutions, play a vital role in the development of moral reasoning in adults and religious educators can foster it through andragogical methods of learning and teaching.

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).

Mohring (1989) elaborated the erroneous usage of 'Andragogy' and 'Pedagogy'. The use of the term 'andragogy' to mean education of adults and the term 'pedagogy' to mean education of children is etymologically inaccurate. Although pedagogy derives from 'paid', meaning child, from antiquity pedagogy also has stood for education in general--without reference to learners' ages. Andragogy derives from 'aner', meaning adult male and not adult of either sex. Given current efforts to purge English of sexist words, introduction of a term that excludes women is nonsensical. A new term based on the Greek could be coined. 'Teleios', not aner, is the Greek word for the English 'adult'. Andragogy could be replaced by 'teleiagogy', a term that includes adults of both sexes

Thompson (1989) proposed a need for a complementary view of andragogy and pedagogy. The finding indicated that there is growing support for the view that the andragogical instructional approach is a necessary but not sufficient model for adult educators to utilize. It is effectively complemented by the pedagogical instructional model.

Jackson and DuVall (1989) declared that methods based on teaching children are not appropriate for teaching adults. As early as 1929, the education literature contained references to successful teachers of adults as those who deviated from 'sound' pedagogical practices. The work of Malcolm Knowles solidified the field of adult education and established the term 'andragogy' to refer to the most appropriate methods for teaching adults. They proposed practical evidence of the National Ed.D. Program for Educational Leaders at Nova University which employed the andragogy as the major learning process structures. The National Ed.D. Program for Educational Leaders was established at Nova University in 1972 in an attempt to meet the needs of administrators who had already earned their Master's degrees and who held appropriate credentials for their positions. Classes were held at locations convenient to students' homes, and research requirements focused on solving problems faced by administrators in their own professional settings. After 18 years, the program thrives. Its graduates hold positions of prominence throughout the country. The program has survived and grown, despite criticism from

colleagues in tradition-bound programs, because it recognizes in a fundamental, systematic way, that adults can learn best when andragogy, not pedagogy, drives the structure of the learning process. The results pointed out that the need for an andragogy-based approach to education is most critical in advanced levels of education for practicing professionals. However, most graduate-level programs do not meet practicing educators' needs because they are based on 'preparation' rather than 'practice'.

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 21st 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'.

Meyer (1991) indicated that enhancing the self-concept and self-esteem of adult students in community colleges fosters and increases their academic success and life chances. Besides the study describes issues and defines terms, chapter II provides a literature review covering the history, description, philosophy, purpose, and mission of community colleges; and theories about adult development, psychosocial development, and principles related to andragogy, as well as the seminar modules: (1) The Postsecondary Educational Setting; (2) Nontraditional, Adult Student; (3) Adult Development; (4) Self-Concept/Self-Esteem; (5) Associated Dimensions; (6) Learning Environment; and (7) Andragogy.

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: (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. 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.

Adams (circa, 1992) depicts andragogy as follows: In practical terms, andragogy means that instruction for adults needs to focus more on the process and less on the content being taught. Strategies such as case studies, role playing, simulations, and self-evaluation are most useful. Instructors adopt a role of facilitator or resource rather than lecturer or grader. She provides what may be called a 'laundry list' of characteristics of the adult learner.

1. The adult learner usually has an identifiable purpose.
2. The adult learner usually has had earlier experiences, both positive and negative, with organized education.
3. The adult learner wants immediate usefulness of his learning.
4. The adult learner's self-concept is one of self-direction.
5. The adult learner brings with him a reservoir of experiences.
6. The adult learner brings extensive doubts and fears to the educational process.
7. The adult learner is usually very strong to the resistance of change.
8. The adult learner's style is usually set.
9. The adult learner has "adult goals".
10. The adult learner's problems are different from children's problems.
11. The adult learner usually has an established family.
12. The adult learner's reaction time is often slow.

13. The adult learner's educational interest usually reflects vocational concerns.
14. The adult learner values himself as an adult more than he values a program.

Robinson (1992) conducted a survey based on Knowles' andragogical principles received 294 responses (45 percent) indicating that Canada's Open College students enrolled for very pragmatic reasons, were intrinsically motivated, used life experiences in assignments but could not do so in examinations, and were not interested in self-directed learning, perhaps because of time requirements or lack of exposure to it.

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,

Howard (1993) finds a dilemma that emphasizes conflict between the preparing of nurses through a process of andragogy on the one hand, and the product of the accreditation of prior experiential learning (APEL) on the other hand. In examining the costs and benefits of APEL, it is clear that it encapsulates all the major themes in nursing education. Nonetheless, it is not quick, easy or cheap as a process but requires time and effort from the learner (nurse candidate) to be of value. Consequently, on balance, it is not possible to support the contention that accreditation of prior learning is completely andragogical. There is a balance that needs to be sought between the process and the content in the important area of health care.

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).

Knowles (1993) articulates on a very critical variable in andragogy. It is the level of the learner's skill in taking responsibility for his or her own learning. Consequently, he emphasizes the necessity of andragogues experimenting with building a "front end" (p. 99) into their program design. By this he means to first expose the adult learner to the notion of self-directed learning (in contrast to dependent didactic learning). Second is to practice some of the accompanying skills of self-directed learning— self-diagnosis, identifying resources, planning a learning project.

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.

Andragogy is applied for several purposes with different target groups. Lewis (1994) studied the use of the andragogy teaching and learning processes with African American adults at Martin University. He explained some of the difficulties encountered in teaching African American adults at Martin University such poorly prepared for higher education. Language differences between white Americans and African Americans, poor measures of intelligence. Also defined andragogy and the meaning of black andragogy that support and promote the development of adult learners.

Similarly, 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: (a) low andragogy / high pedagogy; (b) high andragogy / high pedagogy; (c) high andragogy / low pedagogy; and, (d) 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 a 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.

Lai (1995) indicated that each component of andragogical philosophy holds important insights for adult Christian education. Thus, Christian adult education needs to consider more of the principles of andragogy. Andragogy, the science of adult learning, is based on the belief that the ways in which adults and children learn differ from five standpoints: self-concept, life experience, readiness to learn, time perspective, and orientation to learning. The works of Walter Ong, Malcolm Knowles, and Paulo Freire present an alternative, more participative modality through which educators and clergy can transmit theological processes and principles. A model process called a praxis cycle has been developed based on principles proposed by Ong, Knowles, and Freire and has been suggested as a model for delivering emancipatory education for Christian adults. According to the model, teachers/facilitators use dialogue to help students/disciples develop the competencies required to become biblically literate, critically conscious, and actively involved Christian citizens.

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

Welton (1995) leveled one of the most vigorous assertions 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 articulate 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.

Challis (1996) submits that the current move towards outcomes or competence-based qualifications within the education and training arenas begs many questions about the processes of learning as well as the measurable results. Her paper explores how far the principles embedded in the andragogic approach to adult learning through the accreditation of prior learning are at odds with a qualification system predicated on the measurement of performance. It proposes a model of student-controlled reflection that can lead to the identification of a range of prior achievements which may then form the basis for claiming credit, thus creating a bridge between two apparently opposed frameworks.

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.

Cooper, A. (nd., Circa, 1997) makes a strong link between Joyce & Weil (1996) non-directive model of teaching and Knowles' Andragogical process in her action research interim report on work with 9th grade learning disabled students in a special education program at a secondary school.

Kussrow (1997) proposed 'Holosagogy' instead of andragogy as a new, complete system of learning and teaching that applies to teachers and learners of all ages, cultures, and disciplines in all educational settings. According to facts about the human brain, human modalities, learning styles, and intelligences, the component of community, and an important cornerstone for the holosagistic paradigm, educators cannot expect earlier systems of teaching to respond adequately to a culturally diverse, information-based society and its educational needs.

Svedlow (1997) investigated the lifelong learning in the museum based on andragogy, using the interview with older museum visitors and observation of a younger comparison group. The study revealed four interesting adult learning behaviors: social, theoretical, inquiry, and intuitive. The array of learning styles suggests a need for variety in the educational formats used in museums.

van Gent (1997) presented a review of the book 'Lessons in Beauty: Art and Adult Education'. This book explored the connections between art and education and, specifically, the links among the art of painting, the training of artists, and the education of adults. Five chapters discuss moralization, professionalization, aestheticization, musealization, and indoctrination. "Instruction and Diversion: Moral Lessons in Dutch Art" concentrates on the ethical education of adults with the help of techniques that belong to the world of the visual arts. 'Painters and Andragogues: Two Cases of Professionalization' focuses on the vocational training of painters. 'Art to the People: Ruskin and Morris in the Netherlands' discusses the following the social, cultural, and educational climate in Great Britain after the Industrial Revolution; the ideas and activities of Ruskin and Morris; and their influence on leading figures in the multifaceted area of Dutch popular education. 'The Museum as Educator of Adults: Commercial Success and Social Failure' examines the past of museums and results of museum education in the Netherlands. 'A Genealogy of Cultural Education: In Search of Discipline' covers the following topics: successive practices with regard to a broadly defined 'cultural education' of adults; how two processes of professionalization took place, one in the field of strict 'art education', the other in the wider area of 'sociocultural work'; and the search for links between art and discipline using quotations from 'discursive networks' closely connected with the past of Dutch cultural education.

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 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.

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.

Boucoulas (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.

Tanaka and Ever (1999) proposed ‘ergonagy’ as the new term for occupational-vocational education and training. The term is formed from the Greek terms ‘ergon’ (work) and ‘agogos’ (lead). Ergonagy integrates concepts associated with education and training related to preparation for, and performance of, work. The five case studies in Japan and in the United States provided evidence that neither pedagogy nor andragogy can be the sole strategy for occupational and vocational education and training. Rather, a combination of the two, in the form of ergonagy, is most appropriate in as much as it subsumes pedagogy and andragogy and more clearly defines

and describes occupational-vocational education and training for better international dialogue, research, and comparative studies.

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 Gruntvig and their practical realization, thoughts of E. N. Medinsky; view of E. C. Lindemann; Thorndike's comprehension; and, thoughts of Freire. (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.

Wallace (2000) asserts that professionals continue to learn throughout their careers. They make large investments in time and money in continuing education (CE). She maintains that familiarity with the principles of adult learning are essential whether you are selecting a learning program as a consumer or designing a program as a provider. She believes there are important differences in how children and adults learn, based on their different life roles, the amount of life experience they have, and their life goals. She references Knowles (1973) book (on andragogy) when stating that adults are not a homogenous group; however, when it comes to learning, generally they: 1] Are much more self-directed than children, 2] Take responsibility for their

learning experiences, 3] Seek learning experiences that are learner-oriented, 4] Have a large reservoir of life experiences to bring to and support new learning, 5] Flourish when their abilities and life achievements are acknowledged and respected, 6] Prefer a practical and immediately relevant approach, 7] Learn readily from their peers, 8] Have formed a dominant learning style and know what it is, 9] Want immediate and regular feedback, 10] Are ready to learn when an event in their personal/professional life sparks “the need to know”, 11] May be “education wounded” from earlier pedagogical experiences and, 12] Require “unlearning” to become an effective adult learner. She emphasizes that CE programs are a “billion dollar industry” and that professionals seek quality programs.

Wallace also suggests that planners incorporate adult learning principles into CE program design and provides the following examples: a] Talk to some of the learners as part of your needs assessment, b] involve the learners in the choice of instructional techniques, c] provide a means for learners to contact the instructor(s) *before* the instruction to ask questions and share their concerns, d] identify the instructional technology to be used in the program brochure, e] select examples and demonstrations that are familiar to the learners, f] vary the instructional techniques so that a diversity of learning styles are satisfied, g] keep the time agenda flexible to allow for related “detour” discussions, h] start the learning event with an ice breaker in order for group bonding to occur, i] help create a learning community for collaborative learning, j] build trust between the instructors and learners so no one is afraid to ask “dumb” questions, k] allow for practice of new knowledge and skill in a “safe” environment, l] arrange for feedback on the learner’s progress, m] integrate the new knowledge with what the learners already know, n] arrange for a location that is pleasant, comfortable and without interruptions, o] organize seating to promote interaction rather than authoritarian schoolroom style, p] use alternative delivery via internal networks, q] the web and other technology to give learners a choice of time and place, and, r] support post-instruction performance with guides, checklists and charts.

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.

Cooke and MacSween, (Eds.) (2000) presented the relationship between adult education institutions and social movements. The book focuses on the inter-relationships between adult education/andragogical institutions and social movements, contains 31 papers originally presented at a 1998 conference on the history of adult education. A major sub-theme is the role

of adult education as an agent of change or a form of social control. Another important sub-theme is that of cultural, political or religious identity, often linked with linguistic issues or liberation movements. 37 experts from 15 countries provide an international dimension for this work, which consists of 31 revised and enlarged papers originally presented in 1998 at the VII International Conference on the History of Adult Education. The language of publication is English. The period principally treated extends from the 18th to the 20th century. The links between adult education institutions and social movements are important not only for educational historians but also for social and cultural history.

Wildemeersch, Finger, and Jansen (Eds.) (2000) described the relationship between the adult education including andragogy and social responsibility based on the book. In this book, 16 authors from Europe, Africa, and the United States reflect on the transformations that are currently taking place in the field of adult and continuing education. The 12 chapters are "Reconciling the Irreconcilable? Adult and Continuing Education Between Personal Development, Corporate Concerns, and Public Responsibility" (Matthias Finger, Theo Jansen, Danny Wildemeersch); "Modern Field and Post-Modern Moorland: Adult Education Bound for Glory or Bound and Gagged" (Richard Edwards, Robin Usher); "The Education of Adults as a Social Movement: A Question for Late Modern Society" (Peter Jarvis); "Flexibilization or Career Identity?" (Frans Meijers, Gerard Wijers); "Different Views on Literacy" (Max van der Kamp, Laurenz Veendrick); "Learning for Sustainable Development: Examining Life World Transformation Among Farmers" (Joke Vandenabeele, Danny Wildemeersch); "In Defense of Education as Problematization: Some Preliminary Remarks on a Strategy of Disarmament" (Jan Masschelein); "Adult Education and Training in the Framework of Reconstruction and Development in South Africa" (Astrid von Kotze); "The Transformation of Community Education" (Ruud van der Veen); "Civil Society as Theory and Project: Adult Education and the Renewal of Global Citizenship" (Michael Welton); "Empowerment and Social Responsibility in the Learning Society" (Cees A. Klaassen); and "Reframing Reflectivity in View of Adult Education for Social Responsibility" (Theo Jansen, Matthias Finger, Danny Wildemeersch).

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 was framed along a binary path. This path includes examples such as adult/child, isolation/relation, objective/subjective, explicit/implicit, Black/White, and the list could go on.

England (2001) uses Knowles' andragogical assumptions to examine the effectiveness of the discipleship training ministries of the Southern Baptist churches. It concludes with a subjective interpretation of the findings corresponding to the research questions. Implications of the study are included as well as how this study may be improved.

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.

Klapan (2001) pointed out the role of adult education theory and practice (Andragogy) is to create the assumptions that people become aware of latent educational needs and remove obstacles to their fulfillment. Educational needs of adult should be regarded as both human and societal needs. They should motivate and encourage individual development in accordance with social needs. Understanding and respect of adult needs are preconditions of every conceptualization of adult education. Therefore, it is needed to dedicate special attention to the nature of educational needs as the key question of Andragogy.

Although andragogy has provided many useful approaches for improving educational methodology and has been accepted almost universally, it still has connotations of a teacher-learner relationship. Kenyon and Hase (2001) proposed 'Heutagogy', new educational approach where learners themselves determine what and how learning should occur. It may be viewed as a natural progression from earlier educational methodologies and may well provide the optimal approach to learning in the 21st century. The Public Sector Executive Management Program at Southern Cross University, which is a postgraduate course to train students to work as troubleshooters, problem solvers, and general consultants in charge of improvement, illustrated the use of a heutagogical approach. Heutagogical approaches to Australia's vocational education and training (VET) recognized the critical importance of learners in all aspects of the learning process.

Alfred (2001, circa) is reluctant to afford andragogy and self-directed learning a prominent contributor to raising the level of learning in the African-American community. None the less, she acknowledges that they have had a profound impact on our understanding and practice of adult education.

Klapan (2001) remarked that conceptualization of educational needs in andragogy should be regarded as the key question of adult education theory and practice. Educational needs of adults should be regarded as both human and societal needs. They should motivate and encourage individual development in accordance with social needs. Understanding and respect of adult needs, adult education theory and practice should create the assumptions that people become aware of latent educational needs and remove obstacles to their fulfillment. The educational needs are the motivator of every act of education.

Albon and Trinidad (2001) assert that university students are adults, therefore Andragogical approaches to learning should be implemented within universities. In (circa 2002), Albon and Trinidad advocate the following characteristics of andragogy are necessary to learning environments: 1. Letting learners know why something is important to learn; they must value the learning, 2. Mutuality of responsibility in defining goals,

planning, and conduction activities that are based on the real needs of the participants, that is, showing learners how to direct themselves through information (self-direction), 3. Relating the topic to the learner's experiences and using this experience as a springboard for developing objectivity, 4. Motivating people, as they will not learn until they are ready and motivated. Often this requires helping them overcome inhibitions, behaviors, and beliefs about learning; it requires a worth for the individual and their self-concept, 5. An open, democratic environment where individual differences in style, time, place, and pace of learning are integrated into the learning experience.

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 21st 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.

Boucouvalas 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.

Roberson (2002) mentioned that adult education (Andragogy) can incorporate with Travel by providing the impetus for education in a new school of travel. Andragogy seems more appropriate to learning in travel than the typical pedagogy represented in mass tourism. The study indicated that interaction with locals, preparation for the trip, having expert study guides, self-directed planning, length of stay, journaling, and discussion have the potential to foster education and meaningful travel. These nicely coincide with the philosophy of andragogy, especially mutual planning, an environment for participative learning, and discussing and chronicling one's experiences.

Nemeth and Poggeler, (Eds.) (2002) described the book entitled *Ethics, ideals and Ideologies in the History of Adult Education. Studies in Pedagogy, Andragogy, and Gerontagogy* as a comprehensive book in comparative adult education focusing on how personality, societal values and politics have influenced the mission of adult education, contains 34 papers originally presented at a 2000 conference on the history of adult education. Several experiences and examples of major ideas and trends in the above areas were presented by many well-known adult educators.

Different individuals still have very different understandings of andragogy. Some consider andragogy a pedagogic discipline, whereas others consider it a relatively autonomous science within the framework of the general sciences of teaching and learning. Klapan (2002) brought up the needed consideration of andragogy, a science of adult education in today's world. In addition, it reviewed the main problems facing andragogy included its systematic nature is more the result of other theoretical deliberations than those of its own. Until the mid-19th century, andragogy founded its development mainly on prevailing communal, social, economic, political, and cultural conditions in various countries. In the 1950s, andragogy turned increasingly into a science whose goals were directed toward humans and their relationship to the world in which practice is only the result of human's 'spiritual praxis'. Andragogy must now deal with the theoretical organization of its theory, historically perceive its achievements thus

far, and become connected with other sciences to accelerate its own development and simultaneously acquire an identity of its own and an internal coherence as a science.

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 Visualization 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.

Redden (2003) is a bit skeptical of those who are quite unquestioning about Andragogy. She emphasizes that by using some ideas from andragogy cautiously, all of us can make our online or classroom courses more attuned to our learners and therefore more successful.

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.

Rossman (2003) posited 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.

Shannon (2003) asserts that adult learning theory as espoused by Malcolm Knowles has become the basis for many educational strategies in medicine, but there are dangers in uncritically accepting theories without evaluating the evidence. The major areas of research on adult learning focus on self-directed learning, critical reflection, experiential learning, distance learning, and learning how to learn. As if all this is not enough, there is a multitude of learning theories for educators to make use of. The bottom line is that the more we understand about physicians as learners – what motivates them, what their needs are, what satisfies them, what helps them learning and change – the more effective our Continuing Medical Education (CME) efforts will be.

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.

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 too 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.

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.

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.

Gu & Ji (2004) illustrate that although the Peoples Republic of China is under a different political system than most other countries throughout the world; nevertheless they have given attention to the andragogical perspective to educational programs as evidenced by Beijing Chinese Adult Education Associations translation of Andragogical terms.

Kessels and Poell (2004) portray a perspective from andragogy, individual learning, and social capital theory as a contribution to the discussion on the relationship between adult learning theory and human resource development (HRD). They suggest that andragogy and social capital theory may contribute to transforming the traditional workplace into an environment conducive to adult learning, emphasizing the importance of social networks, partnerships, collaboration, interaction, and knowledge sharing. In addition, integrating learning into the day-to-day work environment is aided by meaningful relationships which social capital provides.

**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 20th 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.

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, Freire 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.

Ray and Chu (2005) examined the teaching styles and the student preferences for teaching styles of adult educators in Taiwan by applying analysis from Eastern cultural perspective. The findings indicated that both students' preference of teaching styles and the operational teaching styles tend to andragogy, and there is a gap between students' preference of teaching styles and the operational teaching styles that students' preference tends to be more andragogical than the operational teaching styles except the dimension of teaching process (assessment, objective setting, course planning, and evaluation). It is believed that Eastern cultural (especially Confucius influences) plays an important role contributing to the described situation.

The andragogical model of adult learning and education developed by Malcolm Knowles. the basis for much of 'adult learning theory', is summarized and reviewed in terms of its assumptions, principles and recommended practices. By recasting the model as a theory with attendant hypotheses, it is then critiqued in terms of its theoretical adequacy and empirical support. Clardy (2005) mentioned that andragogy is found wanting because it slights the full range of adult learning experiences, makes misleading distinctions between adult and child learners, minimizes individual differences between adult as learners, and does not adequately deal with the relationship between motivation and learning. Empirically, research testing the effects of andragogy provides inconclusive and contradictory outcomes. New directions for establishing a better theory of learning effectiveness are suggested.

Ozuah (2005) in addressing the origins of pedagogy and andragogy, contends that andragogy is a more appropriate educational paradigm to strive for in medical education schools. However, where the learners, albeit adults, have no relevant prior experiences, it is appropriate to begin helping them learn from their dependence, but moving them toward self-directedness. Thus, five main learning theories have been described in the educational literature and may serve as useful vehicles for understanding some aspects of adult learning: behavioral theory, cognitive theory, constructivist theory, humanistic theory, and developmental theory. The goal of each learning theory follows: a) behavioral theory seeks change in observable behavior; b) cognitive theory seeks usable knowledge and problem-solving know-how; c) constructivist theory seeks a process of knowledge acquisition and shared understanding, d) developmental theory seeks achievement by each learning of his or her maximum potential, and, e) humanistic theory seeks to provide a nourishing and encouraging environment for fostering and helping the natural tendency of people to flourish in learning. Consequently, a summary of adult learning principles are that adults learn best when:

- they want or need to learn something,
- in a non-threatening environment,
- their individual style needs are met,
- their previous experience is valued and utilized,
- there are opportunities for them to have control over the learning process,
- there is active cognitive and psychomotor participation in the process,

- sufficient time is provided for assimilation of new information,
- there is an opportunity to practice and apply what they have learned,
- there is a focus on relevant problems and practical applications of concepts, and,
- feedback is provided to assess progress towards their goals.

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.

Reischmann (2005) made a clear distinction in his definition between andragogy and adult education. He defined andragogy as the science of the lifelong and life-wide education/learning of adults. Adult education is focused on the practice of the education/learning of adults. Another use of the principles of andragogy is in the public school setting.

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 2006-2011

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 reflected 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, 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 declares the 21st 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)

Andragogy, originally brought to prominence by Malcolm Knowles, has been criticized as an atheoretical model. Houde (2006) examined the principles of andragogy through two current motivation theories: self-determination theory and socioemotional selectivity. The two motivation theories of self-determination theory and socioemotional selectivity add depth and perspective to andragogy. Using the theories, much of the underlying assumptions of andragogy could be validated through empirical research. Self-determination theory opens up the internal motivators that Knowles refers to in the principles of andragogy. Socioemotional selectivity theory gives insight into the 'adult' aspect of andragogy, and why adults have the motivations ascribed to them as well as differing perspectives than children. Each principle of andragogy is supported in to some extent through examination through the lens of self-determination theory and socioemotional selectivity. The study contributes to new knowledge in two ways. Connecting andragogy to recent psychological motivation theories adds a new dimension to this extensively-used model. Utilizing these theories to anchor a validation strategy for andragogy will help develop a sound argument for andragogy as a cross-culturally applicable model. The second contribution is in the realm of cross-disciplinary understanding in HRD. However, a planned process of testing the general concept and progressively narrowing the focus would enable a new branch of research to delve into the intricacies of andragogy.

Moberg (2006) pointed out that many methods and principles apply well to both pedagogy and andragogy. An obvious example, Skinner's work on reward and consequences to modify behavior works with students of all ages (Boshier, 2006). Both children and adults are motivated by good grades and avoid bad grades. Despite his flaws and detractors, Knowles' central point is well taken; adults are different from children, they learn differently, and educators do well to teach adults differently.

Forrest and Peterson (2006) lament that despite radical changes in teaching assumptions, management educators have continued to use the archaic term pedagogy (the art and science of teaching children) to describe their work. Thus, pedagogy does not encompass the needs of adults common in management classrooms today. However, andragogy happens to be descriptive of the creation of an independent, adaptable individual. In addition, change is afoot and management educators already use techniques that take advantage of the current dynamic instructional strategies in andragogy. These andragogical underpinnings seek to help these adult learners become more self-directed, ready to learn, focused on using experience to inform their learning, and increasingly embracing a performance-centered orientation to learning.

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.

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)

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.

Hurt (2007) showed that adults often rely on software training to keep abreast of these changes. Instructor-led software training is frequently used to teach adults new software skills; however there is limited research regarding the best practices in adult computer software training. This study focused on identifying how software trainers use the minimalist approach to training, situated cognition, and andragogy in the software instruction of adult by interview two software trainers employed in the training department of a large organization located in the southern United States. The results of this study found that effective software training can be divided into five components: pretraining; systematic training; minimalist training; situated training; and andragogy. The results revealed that the final category- andragogy is the most important mediating variable across this entire process. Both software trainers interviewed showed clear evidence that they used the principles of andragogy throughout the entire process.

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.

England (2007) analyzed how, if at all the andragogical assumptions of Malcolm Knowles model, was used with the students in the courses taught at the New Orleans Baptist Theological Seminary. Issues and practices within the ministry of Christian higher education created by the research are presented in addition to the implications for applying the findings to this organization.

Pew (2007) promoted critical thinking about pedagogy, andragogy, and their relationships to student motivation. This article does not offer answers or solutions to the paradoxes or real world challenges presented. The student's motivation to achieve the end product of a higher education must be strongly ingrained and developed internally, and of sufficient strength to sustain goal-oriented progress in the best and the worst of motivational times. Therefore it is needed to create learning environments that let students draw on the internal resources that brought them to college in the first place. As instructors must focus on creating an environment where students can gain knowledge

and skills in critical thinking and problem solving in their chosen areas of learning. However, adopting andragogical methodologies should include letting students know clearly what they can expect from higher education and what instructors expect from them as adult learners (including responsibility for their own motives and leadership in their learning process), develops in lifelong learners intrinsic behavioral drivers that are portable, dynamic, and student owned and controlled.

Woodard (2007) tested the adult learning theory in informing a training program for newly-hired employees in industry, a training program was set up using Knowles' concepts of andragogy. Evaluation results from before and after the new training program indicated that the perceptions of those in the new training program changed in a positive direction. This clearly indicates that the concept of andragogy does translate to the workplace.

Goodall (2007) profiled Rev. Father Boniface Hardin, founder and leader of Martin University, the only predominantly Black University in Indiana that has served Indianapolis' poor, minority and adult learners for 30 years in an andragogical manner. In addition to running the university, Hardin has received dozens of awards and honors for his work in the community. The playwright and poet has produced and co-hosted television and radio programs and is versed in 15 languages. Hardin also uses his resemblance to the legendary abolitionist Frederick Douglass as a teaching tool. Thirty years ago, the Rev. Father Boniface Hardin envisioned a language school for African-Americans, but what he founded has become so much more. Hidden away in a nondescript complex in one of the poorest neighborhoods in Indianapolis, Martin University is so modest that students and faculty park their cars in a tiny dirt-and-gravel lot across the street. Teaching at Martin is based on the principle of andragogy, a method of teaching that is specific to adult learning. Now, founder and leader Rev. Father Boniface Hardin is planning to step down. His final day as president will be December 31, 2007 and he says that he is counting on students and faculty to select a leader who will continue his mission.

Lemieux, Boutin and Riendeau (2007) revealed that there is an urgent need to develop a model of partnership between traditional universities and Universities of the Third Age, whose function is quite distinct from established universities' traditional role in teaching, research, and community services, ensuring better training for educators working with senior citizens. Determining the roles of teachers, supervisors, and students will facilitate greater cooperation, and allow for a linkage of Universities of the Third Age (U3A) with traditional faculties of education, as well as further refinement of the theoretical and practical professional andragogical training of future educators of older people.

Chivers (2007) determined the ways in which postgraduate study in vocational fields supports the development of advanced competences amongst mid-career professionals was based on written communications passing between a limited number of students and one tutor on a single postgraduate study program.. The quantified results demonstrated that the main domain where mid-career professionals on this postgraduate course were most strongly challenged to learn and develop in advanced andragogical competences

was the meta-competence domain on the Cheetham and Chivers model. Thus, tutors needed to focus strongly on supporting the very demanding learning leading to the growth of meta-competencies. Given the ready availability of relevant factual information to mid-career professionals in the information age, there is much less need to focus on teaching facts, although supporting the interpretation and application of such factual information by students retains great importance.

Zwikael and Gonen (2007) indicated that games exemplifying andragogy are an effective teaching and classroom training tool, since they allow students to practice real-life events. In the area of project management, most games focus on the planning phase of a project. The study described a new game, called PEG--Project Execution Game that focus on real world problems during the projects execution. It was proved that a game is an effective tool for teaching the unstructured area of project execution, and gives the student a taste of real-life experience. The Project Execution Game can be implemented with students in project management training sessions. With this game, the students gain more practical relevant experience, as compared to alternative teaching techniques. Furthermore, the game can be used in organizational training to improve project managers' techniques and experience in reacting to unexpected events. Finally, it can also be used with project managers practicing before the actual execution of a big project.

Ravn (2007) called attention to the fact that conferences for professionals rely on massive one-way communication and hence produce little learning for delegates--and to introduce an alternative, the 'learning conference', that involves delegates in fun and productive andragogical learning processes. Six learning processes for use during conferences are described: individual reflection; the buzz dyad; 'You have won two consultants, free of charge'; facilitated group work; the knowledge exchange; and lunch with gaffer tape. The study introduced the learning theory and learning techniques into an educational context which has resisted innovation, the professional conference as a forum for mutual inspiration and human co-flourishing. It offers alternatives to wall-to-wall lecturing: some simple processes for involving delegates so as to help them derive inspiration from the material presented and from each other.

Boechler, Foth and Watchorn (2007) determined the optimal andragogical uses of educational hypermedia for older adult learners, it is prudent to conduct research focusing on this particular participant group. However, the value of research findings, especially in cross-sectional studies, may depend on attentiveness towards the specific needs of older adults. Ignoring these needs may lead to an underestimation of the capacity of older adults to use hypermedia applications for learning and communication. This paper also described the necessary changes in sampling, procedures, and protocols adopted to accommodate a sample of older adults in the testing of educational technology.

Roberts' (2007) purpose of research was to provide and conduct, according to the components of andragogy, classes on Fiscal Management at the Texas State Division on Fiscal Management, assess the classes using the andragogical components, and recommend way to improve the classes that are offered. The andragogical components he suggests were the following assumptions: The need to know a reason that made sense to them as to why they should learn something, their capacity for self-direction, their

prior experience being valued, instruction being related to their life situations, being engaged in problem-solving, and motivation by internal or external pressures. The classes did not align with the andragogical model. Nonetheless, at least one of the two groups involved in the research expressed opinions that aligned with five of the six components. In addition, the following recommendations were made to improve and bring the classes closer to the andragogical model: more robust introductions, more self-directed learning activities, applying the material whenever possible, structuring classes around work activities, and understanding and exploiting learner motivations.

Randal (2007) leads an online class discussion where it is proclaimed that Andragogy is derived from a male/masculine point of view and might be tied in its origins to what may be called patriarchal elitist views. However, after closer scrutiny her focus is on Knowles' point of view, and her woeful lack of knowledge about the broad world wide perspective of the history and philosophy of andragogy, as presented in this paper (Henschke, 2011) is very apparent and obvious.

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 help 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.

Taylor, Kroth, and Lindner (circa, 2008) identify synergistic andragogy (SA) as bringing two or more adult learning groups together with the purpose of producing more learning than either group might experience individually. In order to create synergistic andragogy, six steps that have been identified are: a) identify two or more adult learning groups; b) identify a common theme central to both groups; c) identify a learning objective or end result for students to achieve; d) provide different means of Andragogical instruction; e) bring groups together for a common learning experience; and, f) evaluate. They go on to explain how SA works and conclude that although it lacks empirical support, it shows signs of potential. This highlights the idea that we are able to do much more together than we can do alone.

Boucoulas (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.

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)

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, practical 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.

Savicevic (2008) indicated that the roots of andragogy are deeper than certain contemporary authors mean. Historical and comparative research showed that the learning and education of adults have always been integral parts of human activity and of human aspirations to learn. Theoretical discourses on pedagogy vs andragogy were common during the second half of the twentieth century in the former Yugoslavia. Two

schools of thought were formed: pedagogical and andragogical. The first considered pedagogy as an 'integral' science of upbringing; the second one considered andragogy to be a relatively independent science dealing with distinctions of learning and education of adults. There were interesting discussions on andragogy in other countries. The greatest numbers of supporters of the concept of andragogy as a social scientific discipline (or under another name) come from Central and Eastern Europe and from the USA.

Traore (2008) proposed that the practice of andragogy, the art and science of helping adults learn is an alternative solution to improving the effectiveness of teaching for those contemporary teachers who find it increasingly difficult to make course material and the classroom experience relevant to today's students. Learning circles as a learning strategy, formerly called study circles, provided a welcoming and dynamic learning context, which eases the transition from teacher-centered to student-centered learning. This strategy is characterized by abundant interaction and cooperation

Van Hook (2008) examined the early building blocks of intelligence and learning through signs and symbols, such as examined by Vygotsky and Freire. Then the inquiry moves into methods of achieving resonance as praxis of learning as expanded on by Freire, and connecting with students by addressing their multiple intelligences as described by Gardner, as well as their level of emotional intelligence as proposed by Goleman. Next is a brief consideration of the role of intention in learning, before moving on to the achievement of educational duration and transformation through principles of andragogy as considered by Knowles and others. The article wraps up with a contemplation of learning goals toward self-actualization through illumination and the sacrament of teaching, as expounded on by Maslow and Johnson. The finding showed that a theory of education well grounded in principles of andragogy, transformation, self-actualization, should represent a commitment to hope, aspiration, even love. The consideration of transformational learning as a partnership between the educator and the educatee is at the heart of *andragogy*, a concept grounded in a focus on the fully developed intention and desire of the adult to transform into a self-actualized being. Educators and students alike, as they consider the developmental possibilities of self-actualization, should realize the term does not imply a super-human achievement. The self-actualized person is not a perfected person, devoid of flaws and even guilt over inevitable human shortcomings. Self-actualization is a process rather than an end, and even personal shame may serve a developmental process. By providing an educational climate that resonates with adults, offers learning opportunities that coincide with the developmental intentions, respects andragogical rights and responsibilities, adult educators may find the opportunity to play a part in a true, enduring, transformation of humanity.

Cloud and Kritsonis (2008) proposed national implications for andragogy: implementing postmodernistic strategies and the 'Ways of Knowing through the Realms of Meaning' for the improvement of ethical conduct for the improvement of public education by illustrating the effectiveness of using the tenets described in the 'Ways of Knowing Through the Realms of Meaning' by Kritsonis (2007) to improve ethical conduct. Ten recommendations to implement the 'Ways of Knowing Through the Realms of Meaning' (2007) for the improvement of ethical conduct to enhance the overall effectiveness of the organization include 1) leadership, 2) instruction, 3) behavior management programs, 4) parental involvement, 5) staff development, 6) motivational strategies, 7) establishing climate, 8) establishing vision/ campus improvement plan, 9) extra-curricular activities/ fine arts program, and 10) personal selection. The six

fundamental patterns of the realms of meaning outlined by Kritsonis: symbolics, empirics, esthetics, synnoetics, ethics and synoptics offer succinct guidelines regarding improving ethical conduct.

Seng and Fraser (2008) investigated the use of classroom psychosocial, andragogical environment to evaluate the adult computer application courses in Singapore. The reviewed of past research on psychosocial learning environments showed that relatively few studies have involved the use of environment dimensions either as criterion variables in the evaluation computer education programs or with adult learners (in contrast to elementary and secondary school students). This study is distinctive in that it used a learning environment instrument in program evaluation among 250 working adults attending courses in five computer education centres in Singapore. Factor analysis supported a five-factor structure (Trainer Support, Involvement, Autonomy/Independence, Task Orientation, and Equity) for a learning environment questionnaire, and scale alpha reliabilities ranged from 0.77 to 0.92 with the class mean as the unit of analysis. Generally, students perceived their learning environments favourably in terms of the levels of Trainer Support, Task Orientation, and Equity, and this pattern varied little either between males and females or between younger and older students (with the main exception being that males perceived more Trainer Support and Involvement, while females perceived lower levels of Equity). However, student satisfaction varied between the sexes and between students of different ages. Students reported greater satisfaction in classes perceived to have more Trainer Support, Involvement, and Task Orientation.

Reggy-Mamo (2008) applied an experiential approach to intercultural education at Beulah Heights University, a predominately African-American institution, specializes in reaching the adult student of average age 38. Most of these students have 9-to-5 jobs as well as family and church responsibilities; there are pastors, teachers, church administrators, health care workers, salespersons, bank tellers, security officers, postal workers, morticians, and so forth. The study indicated that as adults return to the classroom, they are most likely to succeed in courses that andragogically validate their work-based prior learning and competencies. Thus, the instructor's challenge has been to carefully develop an intercultural communication course designed specifically for the adult learners with the view to getting them actively involved experientially, making use of learning styles and the rich backgrounds that each of them brings to the classroom. At the beginning of the course, various interactive experiences are used to help students see themselves as a product of their own cultural environment. This is based on the assumption that knowing one's own culture makes a person more able to understand people from other cultures. As the course progresses, additional interactive experiences including cultural scenarios, case studies, simulation games, and mock visits are introduced to provide a context in which students can learn to apply intercultural communication principles, theories, and strategies appropriately when relating to people of different cultures, worldviews, and value systems.

Fenwick (2008) mentioned that 'learning processes' in the workplace is recognized as an emerging concepts and new perspectives in the field of adult education. The study indicated four major topics on andragogical learning processes in the workplace that are important for addressing key purposes and issues of workplace learning from an adult educator's view: (1) emerging definitions; (2) emerging focus on practice-based learning

processes; (3) emerging importance of identity and literacy; and (4) power and politics in learning.

Henschke (2008a) addressed and actively engaged 100 people in the Middle East in using the living lecture format to emphasize the andragogical approach to staying ahead of the curve in human capital management. Their attention remained at a high pitch in the learning setting.

Henschke (2008b) outlines his development in international adult education which carries a strong emphasis in andragogy, thus reflecting his philosophical orientation. He has found that andragogy is practiced quite the same in numerous countries around the globe. At least, the way that adults learn in various regions of the world is similar, notwithstanding the context.

Henschke, J. A. (2008c) focused on various perspectives on international adult education that seven people wrote about in their experiences from an andragogical point of view. It was very interesting that each one, although they have different experiences internationally, maintain the desire to keep actively engaged in learning.

Henschke (2008d) reflects on the struggles between one university in the USA and one in South Africa struggled to cooperate in developing a perspective on lifelong learning. However, the balance between andragogy and pedagogy was not consistent and smoothly working.

Henschke (2008e) became aware of increasing practice of andragogy is gaining momentum in numerous countries. Despite the controversy andragogy generates, it still remains a dominant perspective in adult learning.

Isopahkala-Bouret (2008) investigated the nature of learning in work role transitions from specialist roles to managerial roles in a context of a large international technology organization. Therefore, this study drew upon andragogy and a transformative learning theory to outline an interpretative framework and focuses on in-depth, narrative analysis of a small number of role transition experiences. As a result, the study revealed how first-time project managers and team leaders wonder about their abilities and actions; compare 'self' with role models; and become aware of the power aspect of managerial roles. Such reflection eventually leads to a perspective transformation regarding 'self' and new roles. However, it also involves adaptation to the prevailing organizational norms, values, and leadership ideals. It added to an understanding of learning in transitions and informed those working in the human resource development or otherwise involved in the organizational transfer processes.

O'Sullivan, D. (2008) argued that adult educators should not be outside the remit of their own theorising. This is situated in terms of contemporary debates about the possibility of truth and certainty in understanding and changing the world. Maintaining the vision of adult education/andragogy as a transformative force in society while respecting the integrity of our students as co-participants in this process is identified as a pivotal challenge. Constraints on engaging with this challenge are analysed and further resources for turning theory on ourselves are suggested.

Taylor and Kroth (2009) suggest that a measurement instrument for andragogy be developed with what appears to be a rather ambitious goal of its being for both practitioners and scholars.

Practitioners may use it to assess the kind of andragogical learning needed in a learning situation, to re-align the class process as needed during the session, and, to provide data to help the facilitator redesign the class after the fact for the next round of the course. Scholars may use it to have a baseline to develop quantitative measures of andragogy in the field of adult education.

Duff (2009) discovered that andragogy applied to older adults learning in unique ways through intergenerational learning. The growing number of older adults returning to postsecondary education has created not only a new trend but a new tradition in higher education. Understanding how classroom experiences impact their perceptions of belonging as well as influence their motivation, retention, and learning becomes critical. The aim of this research was to conduct a qualitative study with learners 55 years and older, situated in an intergenerational classroom, to gain insight and understanding of their perception of belonging and its effects on them as older learners. Using in-depth interviews, qualitative questionnaires, and journal entries, this study explored the experiences and perceptions of belonging among 21 learners, 55 and older, from two postsecondary institutions. Findings from this grounded theory study describe several classroom conditions responsible for contributing to the experience of belonging among older learners. These findings suggest that experiences of belonging not only acted as motivational and belonging factors but also had mediating effects on the view of the self among these older learners as well. Results from this study confirm past research and add to the limited research on experiences of belonging among adult learners over 55 years in an intergenerational classroom.

Merriam, et al., (2009) acknowledges that andragogy is here to stay. However, they suggest that the field needs to get on with five other important matters of understanding adult learning and move beyond andragogy. These five other important matters of understanding adult learning which they suggest are: Transformative learning; spirituality and adult learning; embodied knowing; the neuroscience of adult learning; and, narrative learning. The major rationale for this appears to be a way focused on their concern with moving the field beyond centering andragogy at the heart of our adult learning theory, which they consider may expand the potential for engaging more adults in 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 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) Universidade 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.

From November 23 until December 5, 2009, I returned to Belem, Para, Brazil for the eighth time, for three other adult education (andragogy) purposes. First, I conducted an adult education workshop on the topic of ‘Learning Contracts’, for 25 faculty at the University of Amazonia [UNAMA]. Second, I participated in the UNESCO International Civil Society Forum [FISC] Pre-Conference for NGOs, from November 28-30, 2009. Third, I participated as a Member [a very high honor] 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, where there were 1150 participants from 144 countries around the globe. UNESCO conducts these CONFINTEA 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. Of course, I contributed an andragogical perspective to and within the sessions.

When totaling all seven (8) trips I have made to Para, Brazil, within the time span of 25 years between 1985 and 2009, the numbers related to adult education activities that I have conducted (all focused on andragogy, the art and science of helping adults learn) follow: 1150 Adult Educators from Brazil participated in 29 workshops or courses on using adult education methods and techniques, involving 453 hours of instruction in all the courses, engaging 21 Partner States from Brazil and USA, represented by 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.

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,

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.

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 raised 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)

McGrath (2009) also reviewed the evidence on how adult students learn through examining of Knowles' model of andragogy and explores how the theory continues to be important for practitioners in Ireland. The finding showed that Andragogy in essence aims to look at how learning in the classroom can be made more attractive for adult students. Therefore, it is imperative that lecturers/ tutors are aware of the fact that adult needs are very different to the needs of children in relation to classroom learning. Thereby, the teaching style that is adopted in the adult classroom should be the focus of attention for educational institutions, and this should be monitored to ensure that adult students enjoy the educational experience.

Ryan, et al. (2009) investigated the conversation initiated by Denis O'Sullivan in the 2008 issue of the 'Adult Learner' because he raises several important points about the nature of Irish adult education and the need to develop a rigorous theoretical basis for the authors' work. The responses, albeit gathered on a modest scale and briefly analysed, demonstrate a sophisticated understanding of the ideas that underpin much of adult and community education and bear little resemblance to the redemptive discourse that O'Sullivan claims dominates adult education. In keeping with the ethos of learner-centredness, they conducted a small piece of research among some of the adult learners we are working with, asking them to describe their understanding of adult and community education. The responses repeatedly cited andragogy, self-directed learning and learner-centeredness as key characteristics of adult education. They also mentioned the importance of experience (which they transformed through learning); the role of adult education in achieving greater social equality; recognising the experience of alienation in other learning contexts and the need to belong; developing supportive learning (in which people learn from one another and co-construct knowledge); and creating more egalitarian relationships between tutors and learners. The conversation also needs to include sustained attention to important external forces that influence adult education (for instance national and global economic trends and the demands set by the state and international policy bodies). Finally, the researchers mentioned the need for educators and learners to continue this debate according to their own terms of reference.

Taylor and Kroth (2009) employed a meta-analysis of the theory of andragogy and its search for a measurable instrument. The study explored three areas surrounding andragogy: (a) its concept

and history, (b) its assumptions, and (c) its primary criticisms. The finding pointed out that the educational community embraced the concept of andragogy when it was brought into the mainstream by Knowles. Since 2000, articles and studies continue to be written incorporating andragogy with a particular discipline. What appears to be missing in the literature, however, is whether andragogy is present in the instructional design. The study revealed four major obstacles that affect the ability of andragogy being tested to produce empirical evidence: 1) whether andragogy is a theory of adult learning; 2) there is an absence of a clear meaning as to what procedures constitute andragogical practice; 3) andragogy faces a 'Catch-22' like situation; and 4) the extent to which the assumptions are characteristic of "adult" learners only. By assessing what worked and what did not work based on the andragogical assumptions incorporated, future classes/trainings can be more successful for learners.

Holton et al. (2009) assert that although andragogy has emerged as a dominant framework for teaching adults in the last 40 years, no adequate measurement instrument for the principles and process elements has appeared. Thus, no empirical test of the theory has been possible. Their article reports on initial attempts to develop such an instrument. It revealed promising scales to measure five of the six andragogical principles and six of the eight process elements.

Matai & Matai (2009) clarify that learning of how to acquire knowledge has been the main objective of conventional education, and in a minor fashion, the learning of how to realize. Cooperative Education is a new model that presents an alternation of Academic Periods at the university and work term periods. They label this as Andragogy. They assert that andragogy, which in Greek means, 'man conduct science' is based on a principle that many problems originated in higher education result from not considering the age of the group of students which is above the one to whom the pedagogy appropriated for is applied. It appears that if this perspective of problem-posing is espoused, andragogy may be effectively used as a way to address these situations and adopt the perspective of problem-solving. They apply this directly to university education and seek to restructure what transpires in university education to focus on dealing with the total society.

Totoraitis (2010) is convinced that an utmost priority of an andragogue is to establish contact with a human being. If this is the case, then, an andragogue's primary task is to seek and establish this contact with another human and give the following message: I want to accomplish certain things in life but can't achieve them on my own. In such a situation an andragogue's task is to help overcome the barrier. Applying andragogical principles in one's work means helping the learning person understand and decide with he/she wants to pursue and what kind of knowledge still has to be acquired to move forward, rather than 'feeding' the learning person with information.

Moberg (2010) investigated several best practices and best techniques of the college writing center, he revealed that the training of the tutors, organization of the services, and management of the quality of the tutoring program are the key considerations in establishing and maintaining a quality writing support program. Whatever the service delivery model, the tutoring methods remain more important than the technologies in the

quality of service. Besides, he clearly described that the construct of andragogy offers important lessons for how best to design programs such as writing support at the college level.

Zamir (2010) proposes some updating of andragogy into a modern era following her recent experience in multicultural mediation. She analyzed different approaches to andragogy ['Colonial' and 'Pluralistic'] which she conceptualized from classical approaches in andragogy on the background of the historical periods that they developed. She asserts that modern andragogy should be seen in the context of multicultural societies, which created tools of multicultural mediation in Israel during the past 30 years. The multicultural mediation process relies on active listening and learning among the parties to the theory and practice of pluralistic andragogy. Thus, a mutual recognition and respect avoids any hidden interest of the state in power and control. Consequently, we may seek for truthful changes in attitude, politics and institutional arrangements in our society towards the other, where andragogy means to support his/her cultural self-identity.

Maughan and Mupinga (2010) put forward the rationale to understand that the linkage between adult learning theory, andragogy, and instructional technique is very basic. They state by understanding the fundamental ways adults learn, and creating or using methods in harmony with those learning styles to investigate content processes and problems in an area of study, one optimizes the teaching/learning process. To use instructional techniques that are not linked to adult learning theory makes the teaching/learning process ineffective and indiscriminate. They assert at best, learning might occur through serendipity.

Andragogical concepts have been identified as an educational approach for enhancing the society. The study of *Out of Crisis: Reflections of an Iraqi and an American on Advocacy for Andragogy* by Bright and Mahdi (2010) pointed out interesting findings. The study reflected on the significance of inclusive education (andragogical theory) in collaboration between American and Arab cultures in meaningful ways, with change, learning and teaching approaches that can influence political and social philosophies of leadership. They mentioned that education is a critical aspect in fostering and securing long term peace and stability. They explored the theoretical principles of andragogy, how it is considered a paradigm, and how it could enhance the exchange of cultural knowledge and friendship. They contended that andragogical adult educational theory, processes, and research are elemental to a vision of a peaceful world and a stabilized Iraq.

Chan (2010) identified instances of andragogy being applied to numerous situations: education, medicine, criminal justice, and management. In addition, the artistic side of andragogy can capture all the thoughts of a shaman, a silent knower, as well as a deer talking in the wood. It offers an alternative to education dominated by the goals and philosophies of an undemocratic state. Doctor consultations are improved by establishing understanding, collaboration, and enhanced relationships with patients. It can also help improve and mature an educator in the way they deal with learners, and may possibly contribute greatly in helping adults to achieve their full level of humaneness.

Cooke (2010) puts forward the idea that if a librarian uses andragogical processes in their library instruction, it will become a useful tool to combat library anxiety and empower adult learners. This she bases on the literature in library science (specifically library instruction) and adult education which aims to arm librarians with a working knowledge of andragogy. Her reason for making this proclamation and considers it very important is that adults are becoming a much larger student demographic at colleges and universities around the world, and the specific needs, characteristics, and anxieties of adult learners are often overlooked. She considers that instruction librarians' most valuable tool for working with adult learners is bibliographic instruction. Thus, effectively designed Andragogical sessions can alleviate the library anxiety of adult learners and empower them to become better students.

Burholt, Nash, Naylor, and Windle (2010) argue that researchers should approach *training* (sic – I am very skeptical when researchers use the word *training* in the process of assisting human beings in their process of learning) older people by using Andragogical (or geragogical) methods, and that in the absence of rigorous randomized controlled trials, they should report on both the success and failures of these methods to allow comparisons across studies. They consider that it is only by subjecting participatory research *training* (sic – there is that word again) programs to the scrutiny of the scientific community that we will be able to identify the essential elements of the art and science of andragogy that should be employed in *training* (sic) older adults.

Bradley (2010) compared the outcomes among staff members of nonprofit social service agencies who participated in or completed and andragogically-facilitated or a pedagogically-conducted online learning module on foundation grant writing. Effectiveness was measured on participants' self-reported reaction to learning, program completion rates, achievement growth, and grant writing performance scores. Two open-ended response items were also included within the evaluation to add narrative depth to the empirical results via triangulation. Fourteen participants in each of the pedagogical and andragogical learning modules completed the program. The Andragogical group gave a more favorable rating of the course module than the pedagogical group. The andragogical participants reported a higher overall learner satisfaction with their module than the pedagogical participants.

LeNoue et al. (2011) vigorously and energetically assert their point of view regarding, “A world increasingly characterized by high digital connectivity and a need for life-long, demand-driven learning calls for the development of andragogies specialized to DML (*digitally mediated learning*) environments” (p. 6). They go on to make clear that in this kind of situation instructors would best assume the role of guide, context provider, quality controller, and facilitator, thus encouraging learners to take responsibility for their own learning process in supporting the meeting of needs and accomplishment of personal goals.

Glancy and Isenberg (2011) propose an expanded version of something very constructive that may happen as E-Learning [online learning] comes into prominence, and has increased rapidly in higher education. Early versions of online learning attempted to mirror the traditional face-to-face (FtF) classroom with generally less than favorable results. However, they propose a conceptual e-learning framework based on andragogy theory, transformative learning theory, and media synchronicity theory. Andragogy theory specifically addresses the adult learner as

naturally self-directed. Transformative learning theory addresses the adult learner's desire for new meaning that leads to a new perspective. Media synchronicity theory addresses the best media for conveyance and convergence in communication of new information and knowledge creation. The conceptual e-learning framework support the self-directed adult learner and lifelong learning. E-learning based on this framework has the potential to out-perform not only current online platforms such as Blackboard and WebCT, but also traditional FtF learning for adult education and with better and different outcomes. It also gives a direction that may potentially improve FtF learning through the incorporation of the conceptual e-learning framework in the classroom.

Galbraith (2011) outlines various aspects of andragogy since Knowles depicted it as needing an atmosphere (learning climate) that was conducive to fostering the learning of adults, She emphasized that the atmosphere underscore respect, acceptance and support for the adult learner. The relationship between instructor and learner should be altered to nurture a spirit of joint inquiry. Learners need to be charged with the task of directing or at least participating in planning their own learning. Another essential ingredient in adult learning is reflection and refinement, whether of the learning or of personal tenets. Consequently, adults would thrive in learning opportunities being supported with teaching/learning techniques coupling with the experiences of: Learning contracts, which encapsulates learner direction in educational design; Problem-Based Learning (PBL), which promotes problem-solving and critical thinking; Collaborative Learning, which builds communication and interpersonal skills; Situated Learning, which targets specific technical skills with authentic application to the real-world; Experiential Learning, which supports learner risk-taking and reflection; and, Communities of Practice, which can embody all of the above, enabling the creation of knowledge.

Atherton (2011), on the other hand, expressed his view that in presenting andragogy, Knowles was quite arrogant, as well as a formulation that may be taken as an integration or summation of other learning theorists. It is axiomatic for Knowles that the role of the teacher is to provide opportunities for individuals to learn, and that the teacher cannot accept responsibility for their failure or refusal to do so: the task of learning itself is therefore owned by the learner. However, he does admit to being seriously unfair by indicating that he resents the smugly self-righteous way Knowles seems to have cornered the market in respecting and empowering adults in education.

Henschke (2011a) 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).

Henschke (2011b) seeks to improve the process of building and conducting active andragogical, adult learning experiences by considering and implementing the various elements that need to be

included. After reflecting on his 22 years of experience in the adult education field and immersing himself in the literature of adult education, he concluded that there were five major elements (which he called building blocks) for conducting and engaging participants in an Adult Learning Experience, which 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. Before a presentation the audience may be divided into teams of four or five people. Depending upon how many groups there are, each team is given one of the five building blocks to address the following question: As you are readying yourself for helping a group of adults learn, what would/do you focus on regarding your...? (beliefs and notions about adult learners, etc.) After each group develops their answer, and a spokesperson gives their answer, then the author will make comments on each answer in turn, and then summarize. This demonstrates the building blocks “best practice.”

Henschke (2011c) attempts to improve the lecture, by adding numerous techniques with it to engage the learners more actively in the learning process, supporting it with the theories of large group meetings and andragogy, and naming it ‘a living lecture for lifelong learning’. The process of the living lecture for lifelong learning is described as follows. Before the presentation/lecture, which the leader has prepared on a predetermined topic prior to the time of its audible delivery, the audience may be divided into four teams and be asked to serve as listening teams. Each team respectively, listens to a five to seven minute lecture for things to be clarified, disagreed with (rebuttal), elaborated, and practically applied. After the lecture the teams generate one or more points or questions they want to raise following which one spokesperson from each group in turn presents one point at a time which they want addressed and the speaker responds until all items are discussed or time runs out. The presenter (teacher, trainer, or facilitator) takes a lead part in all of the proceedings as a manager of the interaction. This session will demonstrate the ‘best practice’ process of a living lecture for lifelong learning.

Reischmann (2011a) created an andragogy description on Wikipedia, the free encyclopedia. It includes: A replica of the original published document in 1833 by A. Kapp, three understandings of it, Knowles’ assumptions, diversity and generalization, critique, the European development toward professionalization, andragogy as an academic discipline, references, suggestions for further reading, external links, and other related things to consider.

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.

Moehl (2011) investigated the relationship of psychological type, as measured by the Myers-Briggs Type Indicator (MBTI) and instructional perspective, as measured by the Modified Instructional Perspectives Inventory (MIPI) among faculty across academic disciplines at four campuses of a public land-grant university. Results yielded a significant relationship between the MBTI and the MIPI. Findings provide evidence that variations in instructional perspectives among faculty members of similar MBTI types teaching in same academic disciplines do exist. Exposure to andragogical adult learning theories, methods, and/or instructional strategies accounted for a significant proportion of the variation.

Baskas (2011) examined Knowles' theory of andragogy and his six assumptions of how adults learn: They need to know a reason for learning something that makes sense to them; the concept of a learner is increasingly self-directing; the learner's experience is a rich resource for learning by self and others; their readiness to learn develops from life tasks and problems; the orientation to learning is toward immediate application; and motivation is mostly by internal incentives and curiosity. He also provided evidence to support two of Knowles' assumptions based on the theory of andragogy. These had to do with the role of experience, and motivation to learn. As no single theory explains how adults learn, it can best be assumed that adults learn through the accumulation of formal and informal education, and lifelong experiences. Results also revealed strong connections between Knowles' six assumptions and learning methods of adult learners.

Blanchard, et al (2011), draw a clear and specific connection between andragogy and medical education. Given the amount of time residents teach, it is important to train them in adult learning principles and techniques. To do this, attending faculty must also be facile with learning theory, but faculty development programs often focus on teaching techniques rather than underlying constructs. Where residents' teaching does not incorporate adult learning tenets, it may very well cause role conflict with junior learners. Blanchard, et al advance that teaching skills should be more clearly conceptualized for faculty and residents and incorporated into their respective curricula. It is also important for residents to explore their own assumptions about teaching and learning that affect their residents as teachers' role.

Borges (2011) consists primarily in a theoretical review of the term andragogy as a science dedicated to adult education, which involves the use of differentiated teaching practice, according to surveys conducted by scholars concerned with learning adults, among them: Eduard Lindeman, Malcolm Knowles, John Henschke and Paulo Freire. The paper also presents a field study that means a search for diagnosis/analysis of the reality of English teaching practice among adults in the city of Belem of Para.

Ockers (2011) positions her work in Andragogy regarding the help they seek to provide for others. It would be excellent if she is able to accomplish her vision with individuals and organizations, for at Andragogy we believe that everyone deserves to have the knowledge and skills to do a great job at work. We delight in supporting people to learn and grow, and seeing individuals, teams and businesses thrive through learning.

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

Risley (2012a) carries the andragogical approach one step farther in describing the process of having the responsibility for developing, designing and implementing her doctoral comprehensive examination in andragogy. In addition, she provides her reflections on the process and analyzes the experience through the lens of Knowles' six andragogical assumptions and eight process elements. This, in turn, is articulated as what could be considered a 'best practice' within the field of adult education as an illustration of research-to-practice connection.

Bowman and Plourde (2012) perceive that andragogy has an environment that could be termed as quite unrestrictive. This may or may not be the case. Nonetheless, they advocate that emphasis needs to be on the most effective instructional environment for these teens and young adults with Intellectual Disabilities (ID). It is somewhat difficult to decipher all the intricate nuances of their research, but they at least include, in their andragogical perspective for this population, a combination of such things as: An integrated setting with other learners; support and aid as needed; articulating and outlining the possible choices they have available to them including the consequences that accompany each choice; having things that allow them to have significant control toward independence of a normalized life; orientation toward their learning being lifelong; a vital element of repetition, reinforcement, and practice; offering experiences that are more concrete than creative; and, helping them set learning goals that are relevant, realistic, attainable, purposeful and useful in each of the learner's life.

Larson (circa, 2012) at the Thomas M. Cooley Law School, Michigan State University, takes a bold step and proposes 'teaching out of the box', which for him means using the principles of andragogy (the six assumptions and eight elements in the process as espoused by Malcolm S. Knowles) as the way of carrying this forward. This seems unusual but he suggests that in today's world, law students who will ultimately be lawyers in the real, rough-and-tumble, world will find it beneficial in that they will need to interact with people facing real problems / situations in the 'real-world' instead of just thinking that all they have to do is to feed people information from a law textbook.

Isenberg and Henschke (2012) are two professors at Lindenwood University in St. Charles, Missouri (Drs. Susan Isenberg and John Henschke) are applying andragogy to create a new Doctor of Education degree program in andragogy by involving students of andragogy in the process. This application of andragogy is a best-practice model because it is based on the assumptions of the adult learner, the elements of the adult learning process, a 1999 theoretical model, a 2011 conceptual framework, and years of experience and research. Current Andragogy Emphasis students volunteer to meet for an hour every Friday with Isenberg and Henschke to think strategically, plan and assist to carry out the necessary steps to create the program from which they intend to graduate. This is a work in progress and the initial three years is a test upon which the long-range program is being built.

Mariam Mercado (circa, 2012) Director of the AIU Virtual High School, provides their perspective on how andragogy operates in their educational system. Their Philosophy is: We believe that individuals have the ability to use their own potential to manage their personal, global and cultural development. However, in order to expand that ability, students need to attain a sense of equilibrium, initiative and self-awareness. Their Vision is: The empowerment of the human race towards the individual's achievement of self-initiative and control. Their Mission is: to be a one of a kind learning institution concerned about generating educational alternatives that will lead to a more efficient individual; empowering learners and helping them take advantage of the enormous array of available resources in order to eliminate the current range of unawareness, obsolescence and limitations.

Risley and Petroff (2012) give expression to their experience of deciding to take responsibility for implementing their andragogical approach to fulfilling the requirements of a doctoral research course in statistics. This was especially interesting and a novel undertaking in light of the fact that on the first night of class the faculty member assigned seats to the 'doctoral students' in that course in a way that there would be one seat between each student and another. She indicated that she was having this seating arrangement because she knew that if she let them sit wherever they chose, they would 'cheat'. She also informed them that in order to make doubly certain that the students could not cheat in the course, she had made up different quizzes and tests for each one of them. The doctoral students detected on the teacher's part, that she was going to provide a psychological climate that lacked mutual respect, collaboration, mutual trust, support, openness, authenticity, pleasure, fun, and humanness. Although she did this throughout the course, the doctoral students trusted themselves and each other and learned statistics.

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.

Henschke (2012b) 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 his 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. His 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.

Henschke (2012c,d,e,f) presents various research findings of the element of trust in andragogical learning. With each finding, trust is strengthened as important in learning.

Risley (2012b) 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 following specific statements are exact wordings of the elements of trust that have emerged from Henschke's extensive research on trust. *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 by Risley (2012b) 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.

Henschke (2012a) provides the unique professional preparation he has in both fields for merging counseling and andragogy—the art and science of helping adults learn. Providing general counseling information, he then gives a sketch and time gaps of publication in adult education and counseling. Next, he presents a chronology of publications merging the two fields. In the future trends section, a comprehensive model for counseling in adult education is constructed, including: an andragogical approach, dimensions of maturation, closely connecting counseling and learning, with life tasks, challenges, and dealing with our human values and priorities within human systems of adult life. Examples are articulated of both the professional and learner implementing the model.

Dr. Malcolm Shepherd Knowles popularized andragogy as the theory of adult learning and was referred to as the Father of Adult Education in the United States (US). As his andragogical doctoral students, Han and Henschke (2012) had extensive personal contacts with him. This paper utilizes the method of auto-ethnography to explore how cross-cultural learning and cross-cultural mentoring facilitate transformative learning with the development of intercultural

competencies for sojourners when they interact with a significant human being in cross-cultural settings.

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 in 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.

Andragogy has received mixed reviews in the past. Some have analyzed it from a positive perspective. Some have analyzed it from a negative perspective, and some have ignored it altogether. Very little if any effort has been devoted to researching the economic impact of andragogy, especially during this prolonged economic downturn in the USA, in addition to many other countries throughout the world. In this article Henschke (2013a) looks at the theories undergirding his practice of andragogy, eras of the scope of various writings in English concerning andragogy, economic implications of his application of andragogy, and his thoughts about future research trends in andragogy.

Henschke and Isenberg (2012) and Isenberg and Henschke (2013) present the idea of building an andragogy doctoral program, and doing it andragogically. This actual illustration is of one university that is doing it by presenting various stages of this as the program grows. Doing this has its benefits and pitfalls and these are clearly explained in each paper.

Henschke (2013b) looks at the History, Philosophy and Major Themes of Andragogy that have emerged in his research and practice. He explores those aspects of andragogy within the context of the theme of the 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. He also emphasizes the eleven elements of trust that make this variety of andragogy ‘super’.

Henschke, (2013c) provides thoughts on how the conception came about regarding reorienting a Higher Education Institution toward Lifelong Learning (LLL). The background of LLL in ancient times and its emergence in recent times is presented. The researcher’s involvement is described in bringing this about as a concept, and doing the research to flesh-out the specific elements. The research includes developing a definition of LLL; bringing together the international partners from 19 countries to identify the seven major elements of a LLL Higher Education Institution; engaging two universities from opposite sides of the globe in articulating the 78 measurable performance indicators; and, actively involving a major International University (Chulalongkorn – Bangkok, Thailand) to go through the steps for setting in place and implementing its being a global player on the stage in moving forward that idea for the future of the world in general and the world of lifelong learning – its length, height, depth, and breadth.

Henschke (2013d) focuses this study on the extent to which trust, empathy, and reciprocity in sensitivity may enhance the andragogical foundation of learning, but that insensitivity may destroy andragogical learning altogether. The influence of insensitivity upon the andragogical foundation of learning is striking, especially in its possible negative impact on learning.

Henschke (2013e) asserts that trust has moved well beyond the lofty literature of the abstract discussions into the usable, where the rubber-meets-the-road application and development into practice and technology. Even in a highly unlikely place as a very brutal prison, the implementation of trust throughout helped to radically transform its culture into a very humane place. This is true across the board in many institutions and numerous communities. Clearly, the trend is toward conducting more research in trust and understanding the basic notion of trust as a way to foster its development and implementation across all levels of organizations and communities, throughout society.

Lubin (2013) used an instrument, originally developed by Henschke (1989) for teachers, and modified it for use with coaches measuring the extent to which coaches used the philosophy of andragogy in their practices. Andragogical elements of empathy, trust and accommodating coachee uniqueness were revealed at above average or high above average levels. Of those interviewed, 100% of the coaches reported using the principles and processes of andragogy in their practices. Based on their stories, best practices (88) for engaging andragogy in the practice of coaching were developed.

Reischmann (2013) asserted that from a practical standpoint, ‘Life-wide learning’, ‘learning en passant’, and ‘compositional learning’ may be used to imply ‘adult education. However, this kind of curriculum is built with four competencies. They are: Teaching, planning/organizing, counseling/consulting, and research.

Conclusions on the History and Philosophy of Andragogy

Andragogy was first authored by Alexander Kapp (1833) a German high school teacher. Here 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. Andragogy was asserted as education at the man’s age including self-reflection, and educating the character.

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 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 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's 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--Germany, France, Holland, Britain, Finland; and, five eastern -- Soviet Republic, Czech-Slovak Republics, Poland, Hungary, Yugoslavia. 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 3rd 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: 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. His study is dedicated to searching for the roots of andragogical ideas starting from the antique civilizations up to the present time. Billington (2000) found that among 60 men and women, ages 37 to 48, a number of key factors relating to andragogy helped

them 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, suggested 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 technology in a relationship with andragogy. The authors identified a number of characteristics they derived from Knowles' concept of andragogy that they indicated were crucial for operating distance education programs effectively.

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.

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.

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 also become obvious in the expanding depth, breadth, and 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 21st 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 & 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 the 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.

Boucouvalas (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.

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, practical 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 44 years between Missouri, USA and Para, Brazil. This spreads over my making seven trips to Belem, Para, Brazil, in a period of 25 years, conducting 29

different courses, seminars, forums and workshops, all focused on andragogy, with a total of 1150 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 453 hours.

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 emphasized the interest in adult education in Poland rising, a stronger need to educate professionals necessary for the realization of goals and tasks set for the adult education sector, particularly in recent times the steps being taken to strengthen the position of andragogues in the job market in Poland, and with the andragogical specialization at the Faculty of Education at the University of Warsaw.

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.

From November 23 until December 5, 2009, I returned to Belem, Para, Brazil for the eighth time, for three other adult education (andragogy) purposes. First, I conducted an adult education workshop on the topic of 'Learning Contracts', for 25 faculty at the University of Amazonia [UNAMA]. Second, I participated in the UNESCO International Civil Society Forum [FISC] Pre-Conference for NGOs, from November 28-30, 2009. Third, I participated as a Member [a very high honor] 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, where there were 1150 participants from 144 countries around the globe. UNESCO conducts these CONFINTEA 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. Of course, I contributed an andragogical perspective to and within the sessions.

This study yielded several interesting points toward various applications of adult education (Andragogy).

- Andragogy is an educational needs for adults both individual and society.
- Andragogy offers the important lessons for particular program designing and implementation.
- Andragogy has been proved that it is beneficial concepts for fulfilling adult

learners' lives in many countries all over the world based on the reviews (Taiwan, Japan, Iraqi, European countries: Ireland, Africa, and US).

- Andragogy can also be applied with the new technology and innovations. It help in the process of adult Computer software.
- Most studies still validate the Andragogy in all related areas: background, key concept, process, and etc.
- Many studies focused on the Andragogy, while some studies related Andragogy with other concepts such as motivation to see the better results.
- There are several of the studies analyzed and synthesized, and measure whether andragogical assumptions are being incorporated in instructional settings, as well as critiqued the Andragogy in particular point. However, in the recent year (2000), there aren't many studies that pay attention on the criticisms
- Several critique points include the ability of andragogy being tested to produce empirical evidence: imperfect empirical sources, Knowles features Lindeman's five key assumptions about adult learning in Knowles' 1998 work on adult learning theory (p. 39), whether andragogy is present in the instructional design, whether andragogy is a theory of adult learning, 2) absence of a clear meaning as to what procedures constitute andragogical practice, and the extent to which the assumptions are characteristic of "adult" learners only.
- Most of the studies are mainly focus on the Andragogy theory to the practice of it with different target groups, programs and services, public and private organizations, and even in different culture in various countries.
- Although andragogy has provided many useful approaches for improving educational methodology and has been accepted almost universally, it still has connotations of a teacher-learner relationship.
- One study discovered and expanded of the concept of andragogy in order to develop the adult people and the countries as a whole. It clearly indicated that Andragogy, adult educational theory, process, and research are the key to promote a long term peaceful and sustainable world (Bright, Larry K.; Mahdi, Ghada S., 2010).
- Henschke (2012b) 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.
- Risley (2012b) 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. These ten data sets 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.

Undoubtedly, aforementioned literature highlights that the study of Andragogy is still a major interest area in the adult education. Many research studies around the world have been applied and used the Andragogy as a fundamental theory and practice to develop and enhance the adult learners' quality of lives. The educational community embraced the concept of andragogy when it was brought into the mainstream by Knowles (Taylor, 2009). Identifying several English language articles and studies since 1964 to the present as foundational to the theory of andragogy in its relationship to practice. The results indicated 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 be written incorporating andragogy with a particular discipline, to the international foundation for its research, theory and practice linkage now stands at more than three hundred and twenty-five, and more are waiting to get included on the list.

Finally, the conclusion was reached that all research studies outlined in this article, still are encompassed 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 (and also other countries around the world): Popularizing and Sustaining the American and World-Wide Concept of Andragogy; Practical Applications of Andragogy for individual, organization, and society; and, Theory, Research, and Definition of Andragogy. (Cooper and Henschke, 2001b)

This is a History and Philosophy of Andragogy around the world, based on more than 400 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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