

Chapter 2

Strengthening the Practice and Research Foundation of Andragogy Amidst Some Growing Controversy and Resistance to It

ABSTRACT

*Zemke and Zemke believed 30 ideas/concepts/techniques related with adult learning/andragogy can help toward accomplishing the job as adult educators. Tenant analyzed Knowles' popular andragogical assumptions and processes, while Hartree, Jarvis, and the Davenports considered Knowles' andragogy overrated in its contribution. Not to be deterred, Knowles' published his book *The Adult Learner* (third edition) and *Andragogy in Action*, a compendium of 36 positive organizational results of andragogy. Brookfield called American andragogy an unproven theory. Taylor offered a very strong and articulate research-based process model for Knowles' andragogical implementation of four phases and four transitions into learning for self-direction in the classroom. Henschke developed an andragogical assessment inventory entitled: *Modified Instructional Perspectives Inventory (MIPI)*, which is Cronbach Alpha validated three times for reliability, including seven factors of which 'teacher trust of learners' is the strongest factor with 11 elements describing its dimensions. This chapter explores this.*

INTRODUCTION

This decade garnered points for and against andragogy with help toward providing a firm foundation for andragogy. Zemke and Zemke (1981) believed there were 30 ideas/concepts and techniques that can give insight and strong practical focus to help accomplish the job of adult andragogy and self-directed learning. Brockett (1983a) substantiated that andragogy was used to help hard-to-reach adults become more self-directed to improve their lives. In contrast, Hartree (1984) and Jarvis (1984) thought Knowles'

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andragogy didn't live up to its promise, losing much of its appeal. Not to be deterred, Knowles (1984b) documented applying andragogy in 33 institutions across seven organizational categories. Young (1985) viewed European andragogy as being more comprehensive than American andragogy. Although Brookfield (1986) opined that andragogy was not a proven theory, Taylor (1986) from Canada, offered very strong, research evidence on how andragogy helped transition andragogical self-directed learning into transforming the traditional classroom. Feuer and Gaber (1988) shook the world with claims that in human resource development (HRD) adults learn differently from children. Henschke's (1989) Andragogical Instructor Perspectives Inventory research showed "teacher trust of learners" – comprising 11 solid elements – as the strongest factor in andragogy. Finally, Knowles' (1991) dream of andragogical lifelong learning focuses its strength on "getting in touch with curiosities,"

NARRATIVE

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At this juncture almost 150 years after the term of andragogy was coined, there were various points of view clamoring for consideration. Zemke and Zemke (1981, 1996) selected at least thirty ideas/concepts/techniques that they think they 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 their 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. Martin found Vincent influenced adult education with idealism; Lindeman influence it with pragmatism; and, Knowles influenced it with realism, with all of them reflecting change and congruent with prevailing social thought.

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; furthermore, they 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 which 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 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 Long's paper, information on anthropology, psychology, sociol-

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