Chapter 9
Beyond and Into the Future of Andragogy

ABSTRACT

Henschke observed Knowles face-to-face exemplifying 'congruence' between his talking about and modeling andragogy. McLagan focused on describing what is new in self-directed learning 4.0. Theriault talks about Aboriginal research recognizing the openness contribution of elders. Kheang proposed appropriate andragogical guidelines for USA teacher leaders in adult classrooms to enhance international undergraduate students' learning satisfaction. A number of doctoral students tested the andragogical Modified Instructional Perspectives Inventory (MIPI) application: Jones with controlling eating habits, Van Iseghem with virtual and hybrid employees in a technology firm, Primm in problem-based learners, Hamra comparing nurses in pre-ceptored and simulation learning, Anderson contrasting lean six-sigma and a combination of andragogy/leadership/organizational learning, Shostak between trial lawyers and jurors, and Curran with keyboard classes in programming and instruction. Also added are the early and advanced levels of competencies for learning facilitator, program developers, administrators, and researchers. This chapter explores all of this.

INTRODUCTION

This chapter began with Henschke (2017a) observing Knowles' face-to-face exemplifying 'congruence' between his talking about and modeling andragogy. ***Congruence*** means being a living example of the lessons being taught—walking the talk, not "do what I say, not what I do." Knowles' legacy demonstrated theory and practice mirroring each other, and exemplars in both practice and education abound in his work and the field of adult and continuing education. This is written about in all of Knowles' works included in this book, especially in Knowles (1984, 1996). McLagan (2017a) focused on describing what is new in self-directed learning 4.0. Theriault (2017) talks about Aboriginal research recognizing the openness contribution of elders. The co-constructive methodology we chose in Canada favors an ethnopedagogic approach *[it is an andragogical approach if you will]* that stays close to the reality of adult education. Kheang (2017-2018) proposed appropriate andragogical guidelines for U.S. Teacher

DOI: 10.4018/978-1-7998-3937-8.ch009

Leaders in adult classrooms to enhance international undergraduate students' learning satisfaction. The purpose of Charungkaittikul's (2018) post-doctoral research project was to plan the project during 2017 for the eventual implementation in Thailand, as follows: The overarching andragogical approach (using self-directed learning as the center means for implementing andragogy) for developing, implementing, and sustaining a lifelong learning society (including economic, moral, innovation, creativity, etc.) within families, small communities, large cities, provinces, universities, corporations, businesses, educational institutions, governments, NGOs, to ultimately turn Thailand into a quality dynamic lifelong learning society for the benefit of all people. A number of doctoral students tested the andragogical Modified Instructional Perspectives Inventory (MIPI) application: Jones (2018) with controlling eating habits; Van Iseghem (2018) with virtual and hybrid employees in a technology firm; Primm (2019) in problem-based learners; Hamra (2019) comparing nurses in pre-ceptored and simulation learning; Anderson (2019) contrasting lean six-sigma and a combination of andragogy/leadership/organizational learning; Shostak (2019) between trial lawyers and jurors; and, Curran (2019) with keyboard classes in programming and instruction. Also added in the early and advanced levels of competencies for learning facilitator, program developers, administrators and researchers.

NARRATIVE

Era # 17: Beyond and Into the Future of Andragogy (2017-2020 and Looking Forward)

Henschke (2017a) emphasizes that among the most useful elements of Malcolm Knowles' work are the six assumptions and eight processes of andragogy. The six assumptions are as follows: need to know, learner self-direction, role of learner experience, readiness to learn, orientation to learning, and motivation. The eight processes are: preparation, conducive learning climate, mutual planning, collaborative need diagnosis, mutually set objectives, contracted learning plans, collaboratively conducted learning activities, and learner-directed evaluation. Knowles' significant body of work provides numerous explanations, designs, and strategies that may be adapted for use (Knowles, 1990, 1995). Having been a face-to-face doctoral student with Knowles at Boston University, I was able to observe (and participate with him in the enactment of his life exemplifying congruence/consistency between his andragogical modeling and practice. ***Congruence*** means being a living example of the lessons being taught—walking the talk, not "do what I say, not what I do." Knowles' legacy demonstrated theory and practice mirroring each other, and exemplars in both practice and education abound in his work and the field of adult and continuing education. This is written about in all of Knowles' works included in this book, especially in Knowles (1984, 1996).

Henschke (2017b), Forthcoming) writes in first person about his initial exposure to Dusan Savicevic, which was in Tulsa, Oklahoma, USA, during the 1988 American Association for Adult and Continuing Education [AAACE] Conference. "I had a very positive experience in meeting face-to-face with the man from whom my mentor [Malcolm S. Knowles – my major adult education Professor at Boston University (BU) from 1967-1969] had received the term and concept andragogy. Malcolm had talked about Dusan and andragogy; and, he had developed his own brand and adaptation of it in the Doctoral Program at BU. I have adapted my own version and application of it in scholarship and practice of it over the years since. Nonetheless, it was not until 1993, where I was presenting a conference paper at

19 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/beyond-and-into-the-future-of-andragogy/266344

Related Content

Strategies to Reorienting Higher Education Institutions Toward Lifelong Learning Higher Education Institutions in Thailand
Suwithida Charungkaittikul, Archanya Ratana-Uboland John A. Henschke (2019). *International Journal of Adult Vocational Education and Technology (pp. 16-29).*
www.irma-international.org/article/strategies-to-reorienting-higher-education-institutions-toward-lifelong-learning-higher-education-institutions-in-thailand/238073

Creating a Scale for Service: The Volunteer UCF Continuum
Jarrad D. Plante, Thomas A. Bryerand Haley G. Winston (2019). *International Journal of Adult Vocational Education and Technology (pp. 54-65).*
www.irma-international.org/article/creating-a-scale-for-service/233907

Transformative Learning in an Online Environment
Patricia Cranton (2012). *Vocational Education Technologies and Advances in Adult Learning: New Concepts (pp. 54-63).*
www.irma-international.org/chapter/transformative-learning-online-environment/63559

Using Student Choice to Promote Technology Integration: The Buffet Model
Marshall G. Jonesand Lisa Harris (2012). *Developing Technology-Rich Teacher Education Programs: Key Issues (pp. 192-204).*
www.irma-international.org/chapter/using-student-choice-promote-technology/61925

ePorticulture: Growing A New Culture of Assessment
Kevin Kellyand Ruth Cox (2012). *E-Portfolios and Global Diffusion: Solutions for Collaborative Education (pp. 56-69).*
www.irma-international.org/chapter/eporticulture-growing-new-culture-assessment/64031