Chapter 10
Prominent Themes in International Andragogy Around the Globe

ABSTRACT

Reconfiguring many hundreds of historical and philosophical andragogy documents in this research into six major themes was a formidable but worthy task. In short, Theme 1 included Draper's outlining a worldwide historical background on andragogy; Theme 2 emphasizes Savicevic's panoramic sweep of andragogy's development in the European setting; Theme 3 presents a comparison of Savicevic's European perspective and Knowles' American perspective; Theme 4 garners Newman's view of Knowles process for effectively identifying adult learner needs; Theme 5 offers Ingalls' idea of using andragogy in corporations; and Theme 6 supports Biao's contention that only andragogues teach andragogy. Knowles' presentation declared andragogy as a 'breakthrough' in the adult education field. Draper offered an overview of historical forces influencing the origin and use of the term 'andragogy'. Henschke and Savicevic bring together ancient sources that are antecedent developments of andragogy.

INTRODUCTION

Rearranging many hundreds of andragogical documents in this research into major themes was a formidable but worthy task. A few documents are highlighted to illustrate the six major themes. Themes are labeled below next to the numbers. Theme #1 included Drapers (1998) outlining a worldwide historical background on andragogy. Theme #2 emphasizes Savicevic's (1991, 1999a) panoramic sweep of andragogy's development in the European setting. Henschke (2004) provides his internal experience and reflection on being captivated by andragogy. Theme #3 presents a comparison of Savicevic's (2003) European perspective and Knowles' {1970-1996) American perspective. Theme #4 garners Newman's (2007) view of identifying adult learner needs and Henschke's (2009b) look at four elements in andragogically managing human capital. Theme #5 offers Ingalls' (1976) idea of using andragogy in corporations. Mezirow (1981) developed a charter for andragogy. Theme #6 supports Biao's (2005)

contention that only andragogues teach andragogy. Savicevic (1999a, 2006a) has conducted the most research in andragogy. Knowles' (1968a) presentation of andragogy declared as a 'breakthrough' in the adult education field. Draper (1998) offered an overview of historical forces influencing the origin and use of the term 'andragogy'. Numerous alternative terms to andragogy have been proposed: Heutagogy, teleiagogy, ergonagy, holosagogy, gerontagogy, and pedandragogy. Nonetheless, Boucouvalas (1999) insisted andragogy includes the 'self' of the researcher, as a critical element in the research process. Zmeyov's (1998) andragogy has learners and teachers planning, realizing, evaluating and correcting adult learning. Feuer and Gaber (1988) shocks us with a statement that Knowles did enormous service to the adult education and human resource development fields by creating greater sensitivity among adult educators to the needs and interests of learners. Savicevic (1999a) andragogically ties together Socrates, Plato, Aristotle, Sophists, Ancient Rome, Comenius, Kapp, Mechanics Institutes, University Extensions, and People's Universities. Henschke (1998a) brings in Ancient Hebrew Prophets, Greek Philosophers and Jesus Christ of Nazareth in the antecedent development of andragogy. Wilson (2006) brings in brain research; Henschke (2004) shares personal inspiration; and, Taylor et al (2009) connects scholars and practitioners.

NARRATIVE

Major Andragogical Ideas and Themes Emerging From the Literature: A Sketch

This research presents many hundreds of major works published in English from national and international sources on andragogy that may help provide a clear and understandable international foundation for the linkage between the research, theory, and practice of andragogy and the major themes of andragogy that are available from the English language documents around the globe. Additional ones may emerge and become apparent through andragogy documents available from the multiple languages throughout the world. Nonetheless, since this book is authored by one person who is only conversant in English and no other language, he is limiting his observations to what is obvious to his limitations. This author would not be hesitant to encourage others conversant in one or more languages other than English and had such interest in andragogy, to undertake similar research which may possibly parallel this one in English. Be that as it may, in this author's investigation, six themes have emerged that provide a foundation of andragogy for the English version that is herewith presented: evolution of the term; historical antecedents shaping the concept; comparison of American and European understandings; popularizing and sustaining the American and world-wide concept; practical applications; and theory, research, and definition. As a reminder, with one exception, the research process for determining the naming of these six themes is actually the same as the second chapter in this work entitled "Seventeen Eras of History and Philosophy of Andragogy'. The exception for the naming of the six major themes was by a collaborative work between this author and an esteemed University of Missouri St. Louis andragogy colleague (Dr. Mary Cooper, now deceased) who discussed the essence of themes that emerged and the names became clear and were agreed on by us and were thus named.

Numerous international sources were tapped and included scientific research studies, theoretical think pieces, and reports on experiences and/or results from practical applications of andragogy. This interpretative form of research sought out the major themes in the text of works on andragogy that were studied.

The major themes discovered and named are:

Related Content

Changing Formal and Informal Learning Practices Using Smartphones: The Case of Market Women of Ghana

Julia Bello-Bravoand Anne Namatsi Lutomia (2019). *Multicultural Andragogy for Transformative Learning (pp. 171-193).*

www.irma-international.org/chapter/changing-formal-and-informal-learning-practices-using-smartphones/207502

Emerging Framework for Planning and Implementation of Online Programs

Victor M. Hernández-Gantes (2010). *International Journal of Adult Vocational Education and Technology (pp. 1-16).*

www.irma-international.org/article/emerging-framework-planning-implementation-online/48497

Critical Components of Curriculum Development for Career and Technical Education Instructors in the United States

Viktor Wang (2010). *International Journal of Adult Vocational Education and Technology (pp. 72-89).*

www.irma-international.org/article/critical-components-curriculum-development-career/39024

The Real Question: Why Write This Book?

(2020). *Redefining Post-Traditional Learning: Emerging Research and Opportunities (pp. 1-18).*

www.irma-international.org/chapter/the-real-question/235980

Self-Directed Learning Strategies in Adult Educational Contexts: Helping Students to Perceive Themselves as Having the Skills for Successful Learning

Roaa Aljafari (2019). *Self-Directed Learning Strategies in Adult Educational Contexts (pp. 124-137).*

www.irma-international.org/chapter/self-directed-learning-strategies-in-adult-educational-contexts/224469