

# Chapter 14

## Conclusions of the Andragogy Book and Implications for Practice

### ABSTRACT

*Capsule descriptions of 57 research items from the previous chapter of andragogy materials were especially striking, so the capsules and citations have been listed in bullets below. A number of special addons regarding creativity and competency have been included that are especially useful. One learning technique—the living lecture—is especially helpful, citing its use 29 times with various learning groups. The author has also cited a short resume; at the end of it are the addresses of four websites where many of his papers are posted for downloading.*

### INTRODUCTION

Short descriptions of 57 andragogy research items from the previous chapter [Theory, Research and Definitions] of andragogy materials were especially striking, so those capsules and citations have been listed in bullets below. A number of special add ons regarding creativity and competency have been included that are especially helpful. 1. Five dimensions including 22 elements are cited for creatively helping organizations advance from being static toward becoming innovative; and, 25 personal actions are suggested for enacting personal creativity. 2. A learning technique especially helpful is – the Living Lecture – including a description of 29 times I have used it with various learning groups. 3. Beginning and advanced diagnostic instruments have been referenced for those persons wanting to identify and advance the development of their competency of andragogical facilitation in: learning, program development, administration, and research. 4. I have also cited a short resume of mine which includes the addresses of four websites where many of my papers are posted. The most amazing statistic is regarding the article of mine that has been downloaded from the websites the most times - *Considerations regarding the future of andragogy*. To the time of my writing this book, the article has been downloaded at least 5,030 times and the number continues to climb every day. It appears that andragogy (the research,

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theory and practice) will be present in the adult education and human resources development fields for a long time to come. Enjoy the continued journey!

## **NARRATIVE**

Although it has not been possible to go into the depth needed for a better understanding of andragogy in this book due to space limitations, hopefully the seventeen eras of the history and philosophy of andragogy and six major themes that have emerged are enough to encourage the adult education and human resource development practitioner, theorist and researcher to continue her/his exploration (theory, practice and/or research) of the concept of andragogy. Readers aware of other English language works that may add to the foundation of andragogy are invited and encouraged to inform the author so as to add to the discussion and contribution of this topic within HRD and the Adult Education Fields and to the constituencies served by those involved.

This interpretative form of research sought out the eras of the history and philosophy of andragogy and the major themes in the text of works on andragogy that were studied. The major themes discovered are: Evolution of the term andragogy; historical antecedents shaping the concept of andragogy; comparison of the American and European understandings of andragogy; popularization of and sustaining the American and world-wide concept of andragogy; practical applications of andragogy; and, theory, research and definition of andragogy.

However, the most striking observation of all the eras and themes is the strength of the andragogical foundation that will help advance adult education, which emerged in the last theme – the theory, research and definition of andragogy.

- Rosenstock-Huessy (1925) advanced the idea that andragogy is a necessity in which the past, present and future merges with theory becoming practical deeds;
- Simpson (1964) gave four strands for the training of adult educators;
- Hadley (1975) developed a 60 item questionnaire assessing an adult educator's andragogical and pedagogical orientation;
- Henschke (1989) developed an Instructional Perspectives Inventory with seven factors including teacher trust of learners;
- Stanton (2005) validated Henschke's instrument in line with self-directed learning readiness;
- Nottingham Andragogy Group (1983) addressed their beliefs about adults and adults' abilities to think creatively and critically in learning settings;
- Poggeler (1994) listed the ten trends which he hopes will help future andragogical research;
- Schugurensky (2005) did not understand the scope of andragogy in general and Knowles' idea of andragogy in particular;
- Zemyov (1994) saw Knowles' view of andragogy as being the fundamental scientific foundation of the theory base of adult education in Russia;
- Knowles (1978c) engaged the corporate executives of the Westinghouse conglomerate mega-corporation in a long-range development growth and maturing process;
- Delahaye, et al. (1994) found an orthogonal relationship between adult students' andragogical and pedagogical orientation;

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