

Chapter 1

My Initial Exposure to Andragogy

ABSTRACT

This chapter shares the author's first exposure to andragogy at Boston University, including the background and research foundation giving impetus to writing this book. Kapp from Germany coined the andragogy term based on Comenius' earlier conceptions stemming from educators in ancient times. Savicevic gave andragogy strength in Europe, shared it with Knowles who advanced it in the USA through application to human resource development (HRD) and viewing self-directed learning (SDL) as most important way to implement andragogy. Hadley developed/validated an andragogy/pedagogy measurement instrument. Simpson validated andragogy in the United Kingdom. Kabuga validated andragogy in Africa. Ingalls validated andragogy's nine dimensions for corporate managers' helping workers keep abreast and up to date with their various fields. Mezirow and Suanmali developed/validated with 174 adult educators' andragogy's charter with 10 SDL items.

INTRODUCTION

This chapter begins with a very personal perspective of how the author became involved with the concept and practice of andragogy – an educational term which was previously unknown to him. He shares his first exposure to andragogy at Boston University, including the background and research foundation giving impetus to writing this book. Nine chapters are listed on andragogy's history and philosophy and six major andragogy themes comprise four additional chapters. Kapp from Germany coined the andragogy term based on Comenius' [from Czech] earlier conceptions stemming from educators in ancient times. Savicevic gave andragogy strength in Europe, also sharing it with Knowles who advanced it in the USA through application to human resource development (HRD) and viewing self-directed learning (SDL) as the most important way to implement andragogy. Hadley developed/validated an andragogy/pedagogy measurement instrument. Simpson validated andragogy in the United Kingdom. Kabuga validated andragogy in Africa. Ingalls validated andragogy's nine dimensions for corporate managers' helping workers keep abreast and up to date with their various fields – in such things as: feeling re-

DOI: 10.4018/978-1-7998-3937-8.ch001

spected; treating mistakes as opportunities for learning and growth; discovering what they need to learn; extract learning from practical work experiences; take responsibility for designing their own learning; engage in planning for performance improvement; innovating and experiments to change what appears possible; developmental tasks and readiness-to-learn issues; engaging in joint problem-finding and problem-solving strategies. Mezirow brought the idea of a charter including 12 Self-Directed Learning (SDL) items for andragogy and Suanmali developed/validated with 174 adult educators' andragogy's charter with 10 of the 12 SDL items.

NARRATIVE

Andragogy: My Introduction, Background, and Foundation

My Introduction to Andragogy

My first exposure to the term 'andragogy' and its meaning was in the Fall of 1967 when I entered the Boston University (BU) academic doctoral program in adult education, with Malcolm S. Knowles being the lead professor in that program. Andragogy was a concept totally new to me. Malcolm was in some of the initial stages of implementing the concept into the BU program, having been introduced to it in the BU summer graduate adult education workshop of 1966 by a participant, Professor Doctor Dusan Savicevic from the University of Belgrade, Yugoslavia, which is now known as the nation of Serbia. The concept had been brought to the USA from the Workers Education Movement by Lindeman as early as 1926 (Lindeman, 1926a). Nonetheless, no USA adult educators knew much about andragogy or did anything with it until Knowles learned about it. Moreover, Dr. Knowles considered it to be insightful and a theoretical and practical breakthrough in organizing this part of adult and organizational learning within the field of adult education. Professor Savicevic had been teaching, researching, and professing in the andragogy subject area of adult education for a number of years, and it was already a familiar concept in European adult education circles. Much more will be said about this idea within the pages and chapters of this book as the title reflects the essence of this book: *Facilitating adult and organizational learning through andragogy: A history, philosophy and major themes journey*. Be that as it may, I will now launch into how this book came to be in my thinking and experience as well as my thorough engagement in pursuing this idea as a major thrust of my academic career which now spans 53 years.

Immediately after arriving at BU to enter the Adult and Higher Education Doctoral Program at the beginning of the 1967 fall semester, Malcolm Knowles invited all the adult education students to an informal gathering to get acquainted. He asked each of the approximately 25 people entering the BU Doctoral Program in Adult and Higher Education present to tell about their backgrounds, how they came to BU, what each hoped to gain from the program, and anything else each wished to share. When it came to my turn, I indicated that I was taught in my Christian upbringing that the days of miracles had passed immediately after the generation during which Jesus Christ of Nazareth and His Apostles lived on earth. Nevertheless, I perceived the experience of how Malcolm led the discussion that night to be miraculous as much as he had earlier in the summer arranged an impromptu doctoral admittance committee meeting, which resulted in me becoming a doctoral student at BU. Here I was, not yet in a formal class with Malcolm but I was already experiencing learning with him. It was andragogy in action, although I didn't realize at that early stage of my doctoral program that it was the enactment of andragogy in that

20 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/my-initial-exposure-to-andragogy/266336

Related Content

An EEG Study on Students' Learning in Practical and Theory-Based Hospitality Courses

Liwei Hsu and Yen-Jung Chen (2021). *International Journal of Adult Education and Technology* (pp. 40-60).

www.irma-international.org/article/an-eeeg-study-on-students-learning-in-practical-and-theory-based-hospitality-courses/272576

Spiraling into Transformative Learning

Patricia Cranton (2010). *International Journal of Adult Vocational Education and Technology* (pp. 1-13).

www.irma-international.org/article/spiraling-into-transformative-learning/39020

E-portfolios: From Business School to Business Office

Eleanor J. Flanigan (2012). *E-Portfolios and Global Diffusion: Solutions for Collaborative Education* (pp. 117-127).

www.irma-international.org/chapter/portfolios-business-school-business-office/64036

Introduction to Online Learning and the Adult Learner

Rosana Stanand Éva Kállay (2021). *Research Anthology on Adult Education and the Development of Lifelong Learners* (pp. 76-87).

www.irma-international.org/chapter/introduction-to-online-learning-and-the-adult-learner/279721

If at First You Don't Succeed, Become a Lifelong Learner: Gaining Capital through Online Higher Education Environments

Kathleen P. King, Christina M. Partin, Hidelisa C. Manibusan and Gillian M. Sadhi (2013). *Handbook of Research on Technologies for Improving the 21st Century Workforce: Tools for Lifelong Learning* (pp. 322-339).

www.irma-international.org/chapter/first-you-don-succeed-become/70170