Chapter 5
Hesitation Concerning Andragogy Continues

ABSTRACT

Sandlin critiques andragogy's prominence from three contrasting adult education trends: Africentric, feminist, and critical. Stanton validates congruence between andragogy and self-directed learning through an almost perfect 'bell-shaped' facilitator measurement. Reischmann insists andragogy is the science of lifelong/life-wide learning and adult education as the practice of education/learning of adults. Biao's 25-year Nigerian study supports only andragogically prepared facilitators be allowed to teach andragogy. Savicevic observed that since his initial 1966 USA visit to his 2006 visit, there had not been one single serious study in adult education/learning that did not refer to andragogy as a conception. Bellamio translated Knowles' 1990 edition of The Adult Learner into Italian. This action helped Italian HRD professionals take responsibility for improving their sphere of influence within their corporations. Savicevic's perceives on Knowles' contribution in andragogy will place him meritoriously in the development of this scientific discipline. This chapter explores all of this.

INTRODUCTION

Hesitations regarding andragogy finds Bellaire's (2005) recommendation for a combination of pedagogical and andragogical teaching methodologies to encourage the emergent adult learner to become an effective self-directed learner. Sandlin (2005) critiques andragogy's prominence from three contrasting-trends in adult education: africentric, feminist and critical. Stanton (2005) validates congruence between andragogy and self-directed learning through an almost perfect 'bell-shaped' facilitator measurement. Isenberg (2005) developed and tested 'Virtual Health Coach' internet program that successfully combines andragogy principles with Instructional Technology regarding smoking cessation and weight loss. Stricker's (2005) study on the comparison of understanding an implementation of andragogy between K-12 principals and teachers is: Principals would benefit from gaining understanding and implementing andragogy in their administrative practices; and, teachers would benefit from understanding and implementing self-directed learning by taking responsibility for their own continuing lifelong learning.

Reischmann (2005) insists andragogy is the science of lifelong/life-wide learning and adult education as the practice of education/learning of adults. However, Biao's (2005) twenty-five year Nigerian study supports only andragogically prepared facilitators be allowed to teach andragogy. Savicevic (2006) observed that since his initial 1966 USA visit to his 2006 visit, there had not been one single serious study in adult education/learning that did not refer to andragogy as a conception. Bellamio (2006) translated Knowles' 1990 edition of *The Adult Learner,* into Italian. This action helped Italian HRD professionals take responsibility for improving their sphere of influence within their corporations. Savicevic's (2006) perception is that Knowles' contribution in andragogy will place him meritoriously in the development of this scientific discipline.

NARRATIVE

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While Many Stand by Andragogy (2005-2006)

Bellaire (2005) suggests a modified combination of andragogy and pedagogy to be used with participants transitioning into becoming an adult learner and focuses on the appropriateness of andragogy as the approach of choice for teaching traditional undergraduate college students. Many college students enter post-secondary studies directly from high school and do not fit the mold of an adult learner as defined by the literature of andragogy. Based upon the findings of the study, the recommendation is for a combination of pedagogical and andragogical teaching methodologies to encourage the emergent adult learner to become an effective self-directed learner.

Despite Sandlin (2005) calling andragogy a cornerstone of adult education for many decades, she has serious reservations about its prominence, and critiques it within what she thinks are three main-trend perspectives in the field of adult education: Africentric, feminist, and critical. She also seeks to help remedy some of the problems with an adult education based on andragogy and to facilitate a different kind of adult education practice. What is apparent in this paper is a huge lack of knowledge and understanding about andragogy worldwide but restricts her argument on Knowles' variety of andragogy and what other adult education scholars have been saying for a number of years about Knowles' view.

Schugurensky (2005) argued that Knowles' ideas about andragogy did not offer anything new to the field of adult education even though it made the list of those things chosen as a 'selected moment of the 20th century'. However, he did acknowledge that Knowles' theory has an impact on the field of education. Nevertheless, the argument he presented shows a woeful lack of understanding of the scope of andragogy in general and Knowles' perspective in particular.

Knowles, et al. (2005) presented a sixth edition of this work on Knowles' andragogy, but it was mainly provided for an HRD audience that was interested in moving andragogy forward on a track that was somewhat at variance of Knowles' original work. This, of course, was published eight years after the death of Knowles.

Esposito (2005) found that emotional intelligence, a type of social and personal intelligence, is important to managing interpersonal relationships and interactions, especially in the business and educational sphere. These are the hallmark of andragogy that also offers more personalized and effective solutions for the learners.

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