

## Chapter 7

# Clearer Emphasis on Congruence Between Scholarship and Practice of Andragogy Accompanied by Contribution to the Shaking World Economy

### ABSTRACT

*Bowman and Plourde assert that teens and young adults with intellectual disabilities could be effectively helped by best andragogical practices coupled with developing facilitator/learner strong, close relationships. Talbott addressed andragogical application in texting-based learning – what she called the next technology advancement in higher education because of its accessibility to underserved students. Savicevic declares research techniques in andragogy need to also include theoretical ground – spiritual values, aims of education, and conceptions of the adult person. Risley discovered that the scholarship and practice of one andragogue regarding the 11 elements of trust were andragogically congruent – an almost perfect match. Freund in a time of a weak economy identified quality andragogical instruction was helping improve 19 auto repair technology programs and thus their graduates' contributions to the economic market. Beard found Lindenwood University flourished as founder Mary Sibley used the Bennis leaders' strategy for taking charge. This chapter explores all of this.*

### INTRODUCTION

This chapter begins with Bowman and Plourde (2012) asserting that teens and young adults with intellectual disabilities could be effectively helped by best andragogical practices coupled with developing facilitator/learner strong, close relationships. Risley and Petroff (2012) gave expression to their experi-

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### ***Clearer Emphasis on Congruence Between Scholarship and Practice of Andragogy***

ence of dealing with a very rigid teacher who was suspicious and non-trusting of the students by having them sit in every other seat and making up a different test for each student. Thus, the students decided to take responsibility for implementing their andragogical approach to fulfilling the requirements of a doctoral research course in statistics by meeting/studying together between class sessions. The doctoral students detected on the teacher's part, that she was going to provide a psychological climate that lacked mutual respect, collaboration, mutual trust, support, openness, authenticity, pleasure, fun, and humanness. Although the teacher did this throughout the course, the doctoral students trusted themselves and each other and learned statistics. Talbott (2012) addressed andragogical application in texting-based learning – what she called the next technology advancement in higher education because of its accessibility to underserved students. Savicevic (2012) declares research techniques in andragogy need to also include theoretical ground – spiritual values, aims of education and conceptions of the adult person. Risley (2012) discovered that the scholarship and practice of one andragogue regarding the 11 elements of trust, were andragogically congruent – an almost perfect match. Reischmann (2013) asserted that from a practical standpoint, 'Life-wide learning', 'learning en passant', and 'compositional learning' may be used to imply 'adult education. However, this kind of curriculum is built with four competencies. They are: Teaching, planning/organizing, counseling/consulting, and research. Freund (2013) in a time of a weak economy, identified quality andragogical instruction was helping improve 19 auto repair technology programs, thus their graduates' contributions to the economic market. Beard (2014) found Lindenwood University flourished as founder Mary Sibley used the Bennis (1984) leaders' strategy for taking charge.

## **NARRATIVE**

### **Era # 15: Clearer Emphasis on Congruence Between Scholarship and Practice Accompanied by Contribution to the Shaking World Economy (2012-2014)**

Bowman and Plourde (2012) said that teens and young adults with Intellectual Disabilities (ID) meet the criteria of teen and adult learners chronologically but may be deficient in many other areas of teen and adult learning. The spectrum of intellectual and adaptive capabilities among teens and adults with ID may be vast with each individual being unique. Nonetheless, there are specific teaching and learning approaches that have been proven to be effective when working with teens and adults with ID. Best Andragogical Practices include: understanding and working with learning styles; spending the time that is vital for practice of repetition for memory retention; emphasizing aspects of their strength is in concrete experience; making provision for their short attention spans, helping them set goals; adapting materials to their needs; providing an atmosphere conducive to learning; and, pressing for learning improvement by prompting, modeling, scaffolding, and task analysis. Of utmost importance is that with them, as well as any learners, developing strong and close relationships once again affirms that 'it is the relationship that teaches'.

Wheaton and Hart (2012) concerned themselves with the fact that because adult students are returning to college in record numbers, instructors must prepare to position these non-traditional students for academic success. The area they are most concerned about is writing proficiency. They present findings of a pilot study in which they gathered data on adult students' perceptions of themselves as writers. The authors contend that one important aspect of enhanced student learning is the integration of self-directed learning activities into the instructional techniques. To support this contention the findings of this pilot

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