# Chapter 8
# On the Cutting Edge of Additional Andragogical Developments

## ABSTRACT

*Gross addressed nine critical andragogical and four gerontological learning needs that must be met for successful aging in place for those with developmental disabilities. Nukic's research uncovered eight andragogical themes which helped adults learn English as a second language: goals, resources, qualifications, curriculum, environment, teaching strategies, learning, and obstacles. Pagano likens the andragogy of nature as man being like a tree – a metaphor of learning, values, will, and meaning systems. Giampaolo identifies the andragogical process as preparation, climate, planning, needs, objectives, designing, completion, and assessment. Keefe articulates the high extent Tennessee Highlander Folk School's actions corresponds with Knowles' six assumptions of andragogy. Washington showed how the use of andragogy in medical sales training leads to more beneficial corporate results. Cranton led a three-week truly andragogical class, garnering a comment from fellow adult educator, as the best class in which he was engaged. This chapter explores all of this.*

## INTRODUCTION

Gross (2015) addressed nine critical andragogical and four gerontological learning needs that must be met for successful aging in place for those with Developmental Disabilities. Henschke (2015b) declared that trust, empathy, and sensitivity enacted, combined to express reciprocally toward learners/supervisees and fostering the same things toward facilitators/supervisors, begins with their extending the "benefit of the doubt" to learners/supervisees in the workplace. Trust, empathy and sensitivity in reciprocity are central components to developing classrooms or workplaces ripe for fostering learning at its best, producing job satisfaction, and providing an atmosphere and environment conducive for fostering and enhancing supervisees' desire to retain their employment with the corporation -- thus reducing costs of employing new workers/supervisees. Nukic's (2015) research uncovered eight andragogical themes which helped

adults learn English as a second language: goals, resources, qualifications, curriculum, environment, teaching strategies, learning and obstacles. Pagano (2015) likens the andragogy of nature as man being like a tree – a metaphor of learning, values, and systems dealing with a will to meaning. Giampaolo (2015) identifies the andrgogical process as: preparation, climate, planning, needs, objectives, designing, completion, and assessment. Keefe (2015) articulates the high extent Tennessee Highlander Folk School's actions corresponds with Knowles' six assumptions of andragogy. Washington (2016) showed how the use of andragogy in medical sales training leads to beneficial corporate results. Cranton (2016) led a three-week truly andragogical class, garnering a comment from fellow adult educator, as the best class in which he was engaged. Sopher (2015) offers the viewpoint that one very important detail of Knowles' andragogical practice of andragogy that he overlooked in his writing needs to be noted - the hierarchy of andragogy. The way she sees it, andragogy is conducted in three different types of situations: self-directed learning with print or other nonhuman resources; self-directed learning while making use of a human resource; and self-directed learning under the guidance of an instructor/facilitator. Each situation requires more learner skill regarding goal-setting, decision-making, communication, group dynamics, and conflict management, as it progresses from no human resources to the guidance of an instructor/facilitator, which acknowledges the power of a formal role. Henschke (2015f) conducted two English language semester long andragogy workshops for Panamanian high school teachers - one group of 37 and another group of 20. Henschke helped them learn andragogical facilitation competencies for coupling this with the teaching of English.

## NARRATIVE

### Era # 16: On the Cutting Edge of Additional Andragogical Developments (2015-2016)

Grosso (2015) addressed the sub question: "which andragogical and gerontological adult learning needs must be met for aging adults with Developmentally Disabled (DD) to successfully age in place?" as following:

*Table 1.*

| Andragogical Learning Needs | Gerontological Learning Needs |
|---|---|
| - Engage, protect, teach/help learn<br>- Promote respect<br>- Create a climate conductive to learning (physically and psychologically) – have fun!<br>- Promote identity in retirement<br>- Collaboration<br>- Develop friendships/social ties<br>- Individualize learning<br>- Modeling<br>- Repetition | - How to prepare for and address age-related challenges faced by the general population<br>- How to deal with health problems that have a higher prevalence in older adults with DD (e.g., vision and hearing concerns, obesity, diabetes, and cardiovascular disease)<br>- How to manage weight by eating healthy and exercising regularly is essential for those striving to successfully age in place<br>- How to tackle myriad social age-related learning challenges (e.g., coping with an accumulation of loss, grief, isolation, and barriers to resource utilization) |

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