

Chapter 11

Combining American, European, and World Andragogy Together

ABSTRACT

Savicevic provided a critical consideration of fairly scientific andragogical concepts in 10 European countries, five each eastern and western. Knowles provided the most articulate American conception of andragogy with six assumptions and eight process elements, tested and refined with 12 entities. Knowles was criticized by Welton for neglecting democratic social action and Hartree failing his promise. Knowles' andragogy was supported from Long seeing its vibrant strength, Griffith on practice, Tough on warmth, Maehl on advocacy of learners, Isenberg on connecting internet learning, and Houle on learner-centeredness. Lindeman was the first to bring andragogy to the USA. Kessels and Peoll brought together such things as andragogy, self-directed learning (SDL), learning organization, and learning in the workplace. Merriam et al. suggested andragogy be replaced with 'transformative learning' as the new andragogy. Henschke and Boucouvalas updated and published Malcolm's autobiographical journey. This chapter explores all of this.

INTRODUCTION

This chapter begins with Savicevic (1991, 1999a) who provided a critical consideration of andragogical concepts in ten European countries – five eastern and five western – and focused on it being a fairly independent scientific discipline. Young (1985) claimed that the European concept of andragogy was more comprehensive than the American concept. Knowles (1995) provided the most articulate American conception of andragogy with six assumptions and eight process elements, which he tested and refined with twelve different entities. Knowles was criticized by: Jarvis in England and Candy in Australia, Welton for neglecting democratic social action; Grace for its being focused on exclusion, maintenance and conformity; Hartree felt Knowles' failed his promise. In contrast Knowles' andragogy survives and thrives with support from: Illeris on adults' learning; Peters and Jarvis valuing Knowles' vision; Long's seeing its vibrant strength; Griffith on practice; Tough on warmth; Maehl on advocacy of learners; Isenberg on connecting internet learning; and Houle on his learner-centeredness. Lindeman (1926) was

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the first to bring andragogy to the USA. Kessels and Peoll (2004) bring together such things as: Self-Directed Learning [SDL], Learning Organization, and Learning in the Workplace. Roberson (2004) found older rural adults were highly engaged and involved in SDL. Henschke (2006b) outlined four major historical social movements that were interlinked with influencing Knowles' andragogy with him, in turn, also influencing those social movements. Boucouvalas (2008) emphasized groups, community and society in Knowles' andragogy. Eight doctoral dissertations concentrated on Knowles' work in andragogy. Risley's (2012) dissertation strong congruence between Henschke's scholarship and practice. Savicevic's (2006b) estimation of Knowles' andragogical history will put him in a meritorious place in the development of andragogy as a scientific discipline. Merriam et al (2009) suggested andragogy be replaced with 'transformative learning' as the new andragogy. Fifteen annual Malcolm S. Knowles' andragogical programming Awards have been given by AAACE since 1995. Henschke and Boucouvalas (2019) updated and published Malcolm's (1989) autobiographical journey.

NARRATIVE

Comparison of the American and European Understanding of Andragogy (Theme #3)

Savicevic (1991, 1999a) provided a critical consideration of andragogical concepts in ten European Countries – five western (German, French, Dutch, British, Finnish), and five eastern (Soviet, Czech-Slovak, Polish, Hungarian, Yugoslav). This comparison showed common roots but results in five varying schools of thought: (a) Whether andragogy is parallel to or subsumed under pedagogy in the general science of education; (b) Whether agology (instead of andragogy) is understood as a sort of integrative science which not only studied the process of education and learning but also other forms of guidance and orientation; (c) whether andragogy prescribes how teachers and students should behave in educational and learning situations; (d) the possibility of founding andragogy as a science is refuted; and, (e) that endeavors have been made to find andragogy as a fairly independent scientific discipline.

Savicevic (1999a, 1999b) clearly aligned himself with the fifth school of thought in that this research aims toward establishing the origin and development of andragogy as a discipline, the subject of which is the study of education and learning of adults in all its forms of expression. Thus, it requires an understanding of andragogy in Europe and America through comparing and contrasting. He identified the problem, the framework of study, the research methodology, the similar and different findings, and the various perspectives in these two places that have the longest traditions and/or strongholds in andragogy.

The European concept of andragogy is more comprehensive than the American conception, even though Europeans do not use the terms andragogy and adult education synonymously (Young, 1985). In addition, the primary critical element in European andragogy is that an adult accompanies or assists one or more adults to become a more refined and competent adult, and that there should be differences in the aims of andragogy and pedagogy (assisting a child to become an adult). Likewise, there should be differences in the relationship between a teacher and adult pupils and the relationship between a teacher and children.

Showing the strength of andragogy through its long history in Europe, Savicevic (2003) indicates that comparative andragogy has numerous elements that are essential in addressing this scientific research topic. Those eight elements included in the book are: Comparative perspectives of education and learning

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