Chapter 12
Practical Applications of Andragogy

ABSTRACT

Lindeman published the first andragogy idea in America. It was later that Knowles got serious with andragogy by engaging numerous practitioners in successfully applying andragogy in 33 different groups within seven educational and societal categories. Henschke's Modified Instructional Perspectives Inventory (MIPI) helped substantiate Drinkard's finding that nurses schooled in an andragogy doctoral program are more trusting of students than nurses doctoral educated in nursing. The MIPI was used successfully in 30 doctoral dissertations. Bellamio from Xerox Corporation in Italy was a force in applying andragogy with Italian HRD professionals. Isenberg coupled andragogy with internet learning. Henschke successfully applied andragogy between 1985 and 2009 with 1,128 Brazilian adult educators in 28 workshops within 21 states in 36 entities. LeNoue et al. vigorously asserted that in a world increasingly characterized by digital connectivity, lifelong learning requires andragogues specialized in digitally mediated learning environments. This chapter explores all of this.

INTRODUCTION

Although he did little with andragogy, Lindeman (1926a, 1926b) published the first andragogy idea in America. There was quite a gap in time before others got involved in it. Ingalls et al. (1972) provided the first handbook guide to use in helping adult educators become more systematic and consistent with learners in the andragogical process of learning. Knowles (1973) worked vigorously implementing andragogy into the corporate operation of human resource development (HRD). Ingalls (1976) added to the experience of using andragogy in corporate organizational learning HRD, in which he identified nine dimesions managers need competency in andragogy to help their workers learn and keep up to date in their various fields. Mezirow (1981) developed a charter for andragogy that included 10 core concepts of self-directed learning and Suanmali (1981) found 174 adult education professors to agree on them. It was later that Knowles (1984b) got serious with andragogy by engaging numerous practitioners in successfully applying andragogy in 33 different groups within seven educational and societal categories.

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Henschke's (1989) Modified Instructional Perspectives Inventory (MIPI) helped substantiate Drinkard's (2004) finding that nurses schooled in an andragogy doctoral program are more trusting of students than nurses doctoral educated in nursing. The MIPI was used successfully in 30 completed doctoral dissertations. Bellamio (2006) from Xerox Corporationin in Italy was a force in applying andragogy with Italian HRD Professionals. Isenberg (2007) coupled andragogy with internet learning. Henschke (2009a) successfully applied andragogy between 1985 and 2009 with 1128 Brazilian adult educators in 28 workshops within 21 states in 36 entities. LeNoue et al. (2011) vigorously asserted that in a world incresingly characterized by digital connectivity, lifelong learning calls for andragogues specialized in digitally mediated learning environments.

NARRATIVE

Lindeman (1926a, 1926b, 1961) presented an interesting piece on the method for teaching adults. He asserted (1926a) in his first use of the word andragogy, that the method for teaching adults is discussion, which he says is different from the teaching of children. In his classic book *The Meaning of Adult Education* (1926b), he never uses the term andragogy, but does include a chapter entitled, "In terms of method." A thorough analysis of this chapter reveals that he extensively explores, describes and explains the discussion method. Consequently, it seems safe to assume that he laid the earliest groundwork in the U.S.A., for a major practical application of andragogy as the method for teaching adults.

Knowles, (1968b) a short time after he published his first article on andragogy, was already applying andragogy in leadership training with the Girl Scouts. Although it was a new approach, it was enthusiastically embraced in that organization. Knowles (1969) was also applying andragogy in his adult education graduate courses at Boston University. He used the approach of group self-directed learning as the means for implementing andragogy. Thus, he helped groups of students take responsibility for learning as much as they were able to concerning a part of the subject matter of the course. Next, the various groups engaged the remainder of the class to actively learn that section of the course content. This was the way all the contents of the course were studied by the students.

Holmes (1980) objectives of this study were: (a) to determine the andragogical and pedagogical orientation of a selected group of adult educators; (b) to identify selected interpersonal behaviors of the adult educator sample and determine the relationship of these behaviors to andragogical and pedagogical orientations; and, (c) to determine if the relationship between interpersonal behaviors and an andragogical orientation differed from the relationship between interpersonal behaviors and a pedagogical orientation. The sample consisted of 197 Auburn University faculty and 103 Alabama Cooperative Extension personnel identified as experienced adult educators. The Educational Orientation Questionnaire was administered to determine the andragogical or pedagogical nature of the adult educator's orientations. The Fundamental Interpersonal Relationship Orientation Behavior Scale was administered to identify interpersonal behaviors of the adult educators. Questionnaires were returned by 167 subjects (55.7%). Results of the study indicated that: beliefs and attitudes about adult education were significantly different for the andragogical and pedagogical groups; a significant relationship existed between interpersonal behaviors and the orientations of adult educators categorized as andragogical; the relationship between interpersonal behaviors and the orientations of adult educators categorized as pedagogical was not significant.

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