

Chapter 13

Theory, Research, and Definition of Andragogy

ABSTRACT

Rosenstock posed andragogy as a necessity in which the past, present, and future merges with theory in becoming practical deeds. Knowles presents his first published iteration of andragogy as being a major technological breakthrough in the field of adult education. Hadley developed a 60-item questionnaire assessing an adult educator's andragogical and pedagogical orientation. Henschke developed an andragogical inventory that contained 45 items within seven factors, found congruence with self-directed learning, and was Cronbach-Alpha validated for reliability three times with an almost perfect 'bell-shaped' measurement for an andragogical facilitator. Poggeler listed 10 trends he hopes will be helpful for future development of European andragogy and perhaps may apply to the USA. Rachal identified seven criteria for implementing empirical studies of andragogy. Biao found after 25 years of research that andragogical programs/courses need to be staffed by people academically prepared and competent in andragogy. This chapter explores all of this.

INTRODUCTION

After World War One (WWI), Rosenstock (1925) posed andragogy as a necessity for rebuilding Germany from its devastation, in which the past, present and future merges with theory in becoming practical deeds. Knowles (1968a) presents his first published iteration of andragogy as being a major technological breakthrough in the field of adult education. Hadley (1975) developed a 60-item questionnaire assessing an adult educator's andragogical and pedagogical orientation. Henschke (1989) developed an andragogical inventory that contained 45 items within seven factors, found congruence with self-directed learning and was Cronbach-Alpha validated for reliability three times with an almost perfect 'bell-shaped' measurement for an andragogical facilitator. Poggeler (1994) listed ten trends he hopes will be helpful for future development of European andragogy and perhaps may apply to the USA. Taylor (1986) offered a very strong and articulate research-based model, for the eight-step andragogical process of transition into learning for self-direction in the classroom. Sopher (2003a) asserted that experiencing Knowles 'the

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person' and Knowles 'the facilitator of adult learning' was seamless, consistent, authentic and practical, but one would need to experience it directly in person. Henschke (1998a) attempted a descriptive definition of andragogy that moved in the direction of calling it a scientific discipline of study. Knowles (1993) articulates a very critical variable of andragogy is building in a 'front end' experience of self-directed learning in the program. Risley's (2012b) ten data sets confirmed congruence and consistency in 'saying and doing' related to teaching as being a clear overlay and just about a perfect fit. Rachal (2002) identified seven criteria for implementing empirical studies of andragogy. Biao (2005) found after 25 years of research that andragogical programs/courses need to be staffed by people academically prepared and competent in andragogy.

NARRATIVE

Rosenstock-Huessy (1925) posed andragogy as the only method for the German people and Germany, dispirited and degenerated in 1918 after World War I, to regenerate themselves and their country. He suggested that all adult education (andragogy), if it is to achieve anything original that shapes man, which arises from the depths of time would have to proceed from the suffering which the lost war brought them. Historical thinking is a fundamental dimension of andragogy, in that past events are to be analyzed for what can be learned from them so that past failures might not be repeated. In this way the past becomes unified with the present and future – history past becomes unified with present knowledge and action for moving us toward the future. In andragogy, theory becomes practical deed; in the responsible word, in the crucible of necessity, however, practical deeds become the stuff of theory. Andragogy is not merely "better" as an education method for this purpose it is a necessity.

About the same time, Lindeman (1926a) from the USA traveled to Germany and became acquainted with the Workers Education Movement. He was the first to bring the concept to America. Although he clearly stated that andragogy was the method for teaching adults, the term did not take hold in the new land until many years later. Lindeman presented an interesting piece on the method for teaching adults. Basically, he asserted (1926a) in his first use of the word andragogy, that the method for teaching adults is discussion, which is different from the teaching of children. Moreover, in his classic *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 USA for a major practical application of andragogy as the method for teaching adults. In addition, Anderson and Lindeman (1927) reiterated the concept as it was to the new land of America.

Lindeman (1938) contributed an early idea about Andragogy, which was a cogent clarification on a deep-seated conflict in the United States regarding the purposes of adult learning and education which is also foundational to the purposes of organizational learning and education. There are those who represent the *mechanistic* viewpoint and others who hold the *organic* viewpoint. On one hand, holders of the *mechanistic* view seem to believe that adult education is designed to meet the needs of illiterate, unfortunate, or underprivileged persons; extending something which is already here, extending the existing patterns of education to an older group. Their ideas surround adult education with quantitative, if not static, character. Adult and organizational learning/education to them is giving these neglected, underprivileged learners a benefit which others have acquired in the normal course of experience. On the other hand, holders of the *organic* view assume at the outset that adult and organizational learning/

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