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An International Capsule of the History and Philosophy of Andragogy

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September 26 – 28, 2010
East Lansing, Michigan

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An International Capsule of the History and Philosophy of Andragogy

John A. Henschke

Abstract: Andragogy was first authored by Alexander Kapp (1833) a German high school teacher. He asserted andragogy as education at the man's age including self-reflection, and educating the character as primary values in human life. The most cogently knowledgeable and articulate of all scholars that have researched and practiced in andragogy is Savicevic (2006a). After writing extensively internationally on andragogy for 50 years, he observed that since his first visit to the USA in 1966, up through 2006, tracing andragogy on USA universities is that there had not been a single serious study on adult education and learning that did not refer to andragogy as a conception. Houle (1996) asserted that Knowles' work in andragogy was the most learner-centered of all patterns of adult educational programming and influences every other system because of its creating a climate in which adults can most fruitfully learn. This research is based on 290 English language documents, representing 14 time periods in which there has been a foundation laid for research in the adult education field that has discussed the pro and con of andragogy. If the past is prologue, there will be a continuous stream of study and research on andragogy into the future.

Introduction

The research question of this study is: *What are the major foundational English language works published on the history and philosophy of andragogical research, theory and practice within the field of adult education and human resource development?* This study was based on 290 documents which included the concept of andragogy. The report of each document was placed in the order of the chronological years they were published. Fourteen sections/eras of this research follow.

Early Appearances of Andragogy, 1833-1927

The term 'andragogy', as far as we know, was first authored by Alexander Kapp (1833), a German high school teacher. In the book entitled '*Platon's Erziehungslehre*' (*Plato's Educational Ideas*) he describes the lifelong necessity to learn. He turns his attention to adulthood – Andragogy or Education in the man's age [a replica of this may be viewed at the following website] http://www.andragogy.net]. The term andragogy lay fallow for many decades. Nonetheless, in the 1920s Germany became a place for building theory and another German resurrected the term (Reischmann, 2004).

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.

About the same time, Lindeman (1926) from the USA traveled to Germany and became acquainted with the Workers Education Movement. He was the first to bring the concept to America that andragogy is the method for teaching adults. The term was published in English

only a few times in the first 100 years it existed. However, the use of andragogy increased in the almost eighty years that followed, which brings us up to the writing of this article.

Andragogy's Foundation Being Established, 1964-1970

Knowles (Knowles, 1970; Sopher, 2003)) acquired the term in 1966 from Dusan Savicevic. However, after becoming acquainted with the term, Knowles infused it with much of his own meaning garnered from his already extensive experience in adult education.

Applying Andragogy To Human Resource Development, 1971-1973

Ingalls (1972) provided the first handbook guide to using andragogy in helping adult educators [they called them 'trainers' in those days] become more systematic and consistent in their engaging learners in the learning process. This was developed and tested in a branch of the US Government. Knowles (1973) focused a full application of his conception of andragogy toward the Human Resource Development (HRD) Movement. He worked vigorously in the corporate sector and thus saw the importance of testing and relating andragogy within it.

Self-Directed Learning Skills To Implement Andragogy 1975-1981

Knowles (1975) published his guidebook for learners and teachers on the topic of Self-Directed Learning relating it to Andragogy. For him, andragogy was the underlying philosophy, and self-directed learning was a means to implement andragogy.

Ingalls (1976) added to the idea of using andragogy in corporate settings. Mezirow (1981), developed a charter for andragogy. Suanmali (1981) found support and agreement among 174 adult education professors and practitioners for Mezirow's charter.

Strengthening Andragogy Among Growing Resistance 1981-1984

Allman (1983), who was associated with the Nottingham [UK] Andragogy Group, considered the strong connection between brain plasticity (fluid intelligence) and adult development. She asserted that Mezirow's (1981) and Knowles' (1970, 1980) understanding of andragogy could be linked and merged with her idea. Nonetheless, some lack of enthusiasm about Knowles' andragogy concept was reflected by Hartree (1984). She expressed the feeling that Knowles' andragogy did not live up to what she interpreted as his desire for its becoming a comprehensive learning theory for adult education. Jarvis (1984) wrote that the theory of andragogy had moved into the status of an established doctrine in adult education. However, he thought it did not have the grounding in sufficient empirical research to justify its dominant position. Not to be deterred at this point, Knowles (1984) presented the first book in which he cites thirty-six extensive case examples of applying andragogy in practice. In it he revealed what worked and what did not.

European Base Stronger than American Base of Andragogy 1985-1988

Young (1985) perceived the European concept of andragogy as being more comprehensive than the American conception. Ross (1988) connected the concept of andragogy and its value with some of the research on teacher effectiveness. He believed that teachers' behavior relates to student achievement. Davenport (1987) challenged the theoretical and practical efficacy of Knowles' theory of andragogy. He suggested that adult education would simply be better off to drop the word from its lexicon.

Foundation of Trust Undergirds Andragogy Despite Debate 1989-1991

Henschke (1989) developed an andragogical assessment instrument entitled, Instructional Perspectives Inventory (IPI), with the central and strongest focus on the teacher trust of learners. Nadler (1989) stated that Human Resource Development (HRD) is based in learning, and every HRD practitioner should have an understanding of the theories of Adult Learning. This was a crucial observation, because many in HRD have overlooked that consideration. Long (1991) speculated that although Knowles' form of andragogy is weak in empirical confirmation, it has survived the criticism leveled against it. Griffith (1991) credited Knowles as being the best-known American adult educator, with his orientation toward andragogical practice.

Scientific Foundation Of Andragogy Being Established 1991-1995

Savicevic (1991) provided a critical consideration of andragogical concepts in five western European Countries, and five eastern European Countries. He credited J. A. Comenius in the seventeenth century with being regarded the founder of andragogy. At this time, there was again strong criticism of American andragogy, and that coming from Candy (1991) in Australia. Moreover, he articulated changing the concept of self-directed learning to autonomous learning.

Kaminsky (1993) suggested that whether we have knowledge for naming something academically or not, we may still be practicing pedagogy, andragogy, or any other 'gogy' or 'ism'. This is the reason she selected that idea from hooks (1994). Kaminsky found Mr. Ferro's remarks snobbish and exclusionary sounding as it appears that he does not want anyone, other than 'linguists', to try and name the world, or even to make up new ways of naming things. She argues that he wants that job to belong to the expert name-makers, who, it seems, can never be adult educators, let alone people who have never seen the inside of a college or high school. Poggeler (1994) listed trends which he hopes will be helpful for future development of European andragogical research. These include at least: International knowledge, "development-andragogy" of the Third World, and understanding the "lifeworlds" of the participants. Zmeyov (1994) clearly supported andragogy. He stated that the most important trend in adult education in Russia is the application and further development of Knowles' (1970, 1980) theory of adult learning, or andragogy.

Momentum Against Andragogy vs. Asserting Its Value 1995-1998

Welton (1995) asserts that "the 'andragogical consensus'...formulated by the custodians of orthodoxy in the American Commission of Professors in the 1950s and solidified by Malcolm Knowles and others in the 1960s and 1970s, has unraveled at the seams" (p. 5). He articulated that the fundamental accusations expressed are because this perspective inadequately serves the interests of the disenfranchised in North American society. Van Gent (1996) asserted that andragogy has been used to designate the education of adults. He considered that its future lies only as a generic term for adult education

Antecedents To Andragogy Being Extended and Broadened 1998-2000

Henschke (1998a) asserted that long before the term andragogy appeared in published form in 1833, ancient Greek and Hebrew educators used words that were antecedents to andragogy. His definition of andragogy moved in the direction of calling it a scientific discipline of study.

Draper (1998) presented an overview of the historical forces influencing the origin and use of the term andragogy. He concluded, "Tracing the metamorphoses of andragogy/adult education is important to the field's search for identity." (p. 24). The most comprehensive of all the publications on andragogy is a book that includes thirty of Savicevic's (1999) publications within a twenty-six year period. His work has addressed how andragogy has and will shape all aspects of adult education.

Boucouvalas (1999) insisted that refined methodological or epistemological tools and indicators are critical for sound research in comparative andragogy. However, the role and influence of the 'self' of the researcher in the research process, is an equally critical element to be considered.

Savicevic (1999b) indicated that Knowles was inconsistent in determining andragogy andthus had caused much confusion and misunderstanding. The most glaring mistake of Knowles was that he declared andragogy as a 'model' for teaching even in pre-school, thus moving it away from just applying to adults. He also declared andragogy as a scientific discipline.

Empirical Research of Andragogy Being Encouraged 2000-2003

Billington (2000) found that with sixty men and women, there were a number of key factors relating to implementing andragogy. If they were present, it helped them grow, or if they were absent, it made them regress and not grow.

To the arguments questioning the value of Knowles' approach to andragogy, Maehl (2000) addresses the philosophical orientations of a number of adult educators. He suggests that Knowles led in the direction of making andragogy quite humanistic that gained wide adoption in the field.

Grace (2001) considered that Knowles' andragogy as a theory of how adults learn was losing much of its punch by 1990 as a result of the discussion and controversy surrounding it. He felt that Knowles' perspective is too much caught up with extraneous matters.

Rachal (2002) clearly identified seven criteria suitable for implementation in future empirical studies of andragogy. Those criteria are: Voluntary participation, adult status, collaboratively-determined objectives, performance-based assessment of achievement, measuring satisfaction, appropriate adult learning environment, and technical issues.

Distance Education Bridges European and American Andragogy 2003-2004

By this time a connection was emerging between andragogy and distance education. Simonson, et al. (2003) identified a number of characteristics needed in distance education systems designed for adults that are derived from Knowles' concept of andragogy. Illeeris, (2004) is not an andragogue, but a pedagogue. He indicated that he is quite in line with Knowles' agitation for andragogy as a discipline, which is different from the pedagogy of children's schooling and upbringing.

Hesitation by Some While Many Still Stand By Andragogy 2005-2006

Sandlin (2005) admitted that andragogy was a cornerstone of adult education for many decades. Notwithstanding, she has serious reservations about its prominence, and critiques it within the areocentric, feminist, and critical adult education perspectives. Stanton (2005) related the andragogical concept to the concept of readiness for self-directed learning. There was not

only congruence between the two, but also the Henschke (1989) Instructional Perspectives Inventory [IPI] was validated as an almost perfect 'bell-shaped' measurement of an andragogical facilitator.

Another use of the principles of andragogy is in the public school setting. The purpose of Stricker's (2006) research was to determine the attitudes of principals toward teachers as learners. He found a gap between how the principals viewed themselves and how the teachers viewed them.

Knowles' Prominent Long Range Contribution to Andragogy 2006-2009

As if seeking to culminate and bring together all these valiant efforts, Savicevic (2006b, 2008) does a thorough historical tracing of the converging and diverging of ideas on andragogy in various countries. He lays a scientific research foundation for andragogy being the studying of the learning and education of adults. He also perceived Knowles' position in sustaining andragogy over the long range of its history into the future.

Although Newman (2007) declared he was not a fan of andragogy, he said that in his estimation Knowles had contributed something to adult education and andragogy that was quite unique. As he thought it through, he came to the conclusion that Knowles provided a means to assess the needs of adult learners, and he could not detect that any other adult educators provided such. They only had talked about assessing adult learner needs.

Isenberg, (2007), provides a break-through framework for bringing together the interaction of andragogy and Internet learning. She presents a dynamic design to meet the goal of the International Commission on Adult Education for the Twenty-first Century, focusing on five pillars of lifelong learning: To know, to do, to live together, to be, and to change.

Conclusion: Implications of Findings to Practice, Theory and Research

Each of the historical and philosophical findings could well be tested one's practice, theory, and research to determine if they are in line with the readers' personal and professional perspective. Houle (1996) said that Knowles' work in andragogy remains the most learner-centered of all patterns of adult educational programming, influences every other system, and reminds us of the importance of learners' active involvement in the learning process, which creates a climate in which they can most fruitfully learn. This elongated chronological presentation of its history and philosophy lifts up a theory of andragogy that may help us pause for giving it deeper consideration in our theorizing. Savicevic (2006) views Knowles' as having a prominent place in helping to establish andragogy as a scientific discipline of study. Each of us in our research may choose to have a part in making this a reality in the future .

Space limitations did not allow the inclusion of each reference that was cited in the paper. Thus, a copy of all the references cited in this paper is available upon request from the author at the following e-mail address: jhenschke@lindenwood.edu A more extensive version of the author's research conducted to date on the history and philosophy of andragogy is available at the following website: http://lindenwood.edu/education/andragogy.cfm This is found under Henschke's Published Works in 2009: A Perspective on the History and Philosophy of Andragogy:An International Sketch. In *Proceedings of the Commission on International Adult*

Education [CIAE] Pre-Conference, American Association for Adult and Continuing Education [AAACE] Conference, Boucouvalas, M. [Ed]. Vol. 1, pp. 54-122. 2009.

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An International Capsule of *Andragogy*: 177 Years of History, Philosophy, Practice, & Application – Our Work in Adult Education

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What is Andragogy?

- A Theory ?
- A Philosophy ?
- A Teaching Prescription ?
- A Scientific Discipline ?
- A Mechanical Tool or Technique ?
- A Strategy to Help Adults Learn ?

Definition(s):

"The Art and Science of Helping Adults Learn" -- Knowles

"The Art and Science of Helping Adults Learn and the Study of Adult Education Theory, Processes, and Technology to that End" -- Krajinc

Early Appearances of Andragogy 1833-1927

* Kapp, from Germany, coined it in 1833
* Rosenstock, 1925, used it in the hope to restore Germany after WW 1
* Lindeman, 1926, visited the Workers Education movement in Europe, and brought it to the USA

Andragogy Being Established 1964-1970

* Simpson, 1964 emphasized its importance for Great Britain

*Knowles, 1970 published landmark andragogy book "Modern Practice of Adult Education

Applying it to Human Resource Development 1971-1973

* Ingalls, 1972, publishes the first "Trainers Guide to Andragogy"

* Knowles, 1972, focuses "The Adult Learner: A Neglected Species" book on Human Resources Development

Self-Directed Learning used to Implement Andragogy 1975-1981

* Knowles, 1975, publishes his book: "Self-Directed Learning – A Guide for Learners and Teachers"
* Hadley, 1975, developed instrument measuring andragogy & pedagogy
* Mezirow, 1981, develops A Charter for Andragogy, self-directed learning was its major thrust

Andragogy Strengthens as Resistance Grows 1981-1984

* Zemke, 1981, emphasizes 30 things known about adult learning – we think
* Nottingham Group, UK, 1983, establishes andragogy study group
* Hartree, 1984, asserts "andragogy fails"
*Jarvis, 1984, prominence undeserved
* Knowles, 1984, "Andragogy in Action"

Europe's Andragogy Base Stronger than USA Base 1985-1988

* Young, 1985, sees European andragogy being more comprehensive than USA
* Taylor, 1986, identifies eight transitions for learning andragogy in the classroom
* Ross, 1988, connects andragogy to teacher effectiveness
*Davenport, 1987, questions USA validity
*Pratt, 1988, sees it as relational concept

Andragogy Obtains a Foundation of Trust Despite Debate 1989-1991

* Henschke, 1989, develops instrument that identifies trust as major element
* Kranjc, 1989, says andragogy includes art, science, study, and research
* Heimstra & Sisco , 1990, identify 97 research studies supporting andragogy
* Griffith, 1991, credits Knowles as inspiring countless adult educators

Scientific Foundation of Andragogy Laid amid Skepticism 1991-1995

* Savicevic, 1991, considers andragogical concepts in ten European Countries
* Savicevic, 1991, suggests ancient roots, credits Comenius as Founder of "A"
* Houle, 1992, says Knowles impacts "A"
* Poggeler, 1994, says 10 research trends
* Zmeyov, 1994, supports Knowles' "A"

Momentum Gained Against Andragogy while Many Assert its Value 1995-1998

* Welton, 1995, asserts adult education as abandoning democratic action
* Hanson, 1996, calls adult educators to not search for a separate term like "A"
* Houle, 1996, declares Knowles' concept of andragogy as being the most learner-centered pattern of adult education
*

Antecedents to Andragogy being Extended and Broadened 1998-2000

*Henschke, 1998, Traces Roots Back to Ancient Times, Hebrews, Greeks, etc.

*Draper, 1998, Outlines Metamorphisis of Andragogy since it inception in 1833

*Savicevic, 1999, indicated Knowles as being inconsistent and bred confusion

* Savicevic, 2000, also Shows Roots of Andragogy in Numerous Countries

Empirical Research Being Pressed for Investigating Andragogy 2000-2003

* Billington, 2000, found Andragogical Climate as Producing Human Growth

* Maehl, 2000, says Knowles' Andragogy Very Nurturing for People

* Rachal, 2002, Identified Seven Criteria for Empirical Studies of Andragogy

* Wilson, 2002, Included Brain Research in asserting that Older Adults Learn

European/USA Andragogy Closer & Distance Learning Emerges 2003-04

* Simonson, 2003, asserts Andragogy & Distance Education Share Knowles
* Weinstein & Young, 2003, Couples Real Estate Learning and Distance Education
* Akande and Jegede, 2004, Merge Andragogy and Computer Literacy Skills
* Illeeris, 2004, a Pedagogue, Agrees with Andragogy Actively Involving adults

Hesitation on Andragogy Continues While Many Support it 2005-2006

* Sandlin, 2005, Thinks Andragogy needs to Be Set Aside in Adult Education
* Carlson, 2005, Sees Andragogy Benefit in Foreign Language Learning
* Stanton, 2005, Validates Andragogical Instrument of Henschke, 1989
* Stricker, 2006, Identifies Gap Between Principals and Teachers on Andragogy

Knowles Prominent Contribution to Andragogy's Future 2006-2009

* Savicevic, 2006, Suggests Knowles in Meritorious Scientific Andragogy
* Newman, 2007, Credits Knowles with Andragogy Need Assessment Process
* Isenberg, 2007, Applies Andragogical Principles to Internet Learning
* Henschke, 2009, Culminates Eighth Andragogical Workshop Trip to Brazil

An Earlier Research Study

Evolution of the Term

Historical Antecedents Shaping the Concept

Comparison of the American & European Understandings

Popularizing & Sustaining the World-Wide Concept

Practical Applications

Theory, Research and Definition

Evolution of the Term

Influences regarding the origin, metamorphisis, and use of the term 'andragogy'

Historical Antecedents Shaping the Concept

Pre-dating and leading toward the concept are: the Hebrews, Greeks, Sophists, Romans, and Comenius, with the wish to provide comprehensive education and learning for one and all.

Comparing Europe and America

Five Eastern and five Western European views, compared with the practical adaptation in the USA, and South Africa seeking to bridge the variances

Popularizing and Sustaining the American and World-Wide Concept

*USA Introduction by Lindeman in 1926; and its rise to prominence in the 1970s by Knowles & others.

*Strong research and publication from 2000-2010.

Practical Applications

Identified and applied as: a method for teaching adults; like self-directed learning; providing an excellent learning climate; helping learners discover meaning; modeling for teachers; and, successful in many other settings.

Theory, Research and Definition

A broad, deep and strong scope of research and theory defining andragogy is provided for advancing adult learning in HRD, and is clearly articulated by a multiplicity of writers.