Part I: Adult Learning

An informa business

Chapter 3: A Theory of Adult Learning: Andragogy

an informa business

Historical Teachers of Adults

China
- Confucius
- Lao Tse

Biblical Times
- Jesus
- Hebrew Prophets

Ancient Greece
- Aristotle
- Socrates
- Plato

Ancient Rome
- Cicero
- Evelid
- Quintillian

Routledge
Taylor & Francis Group
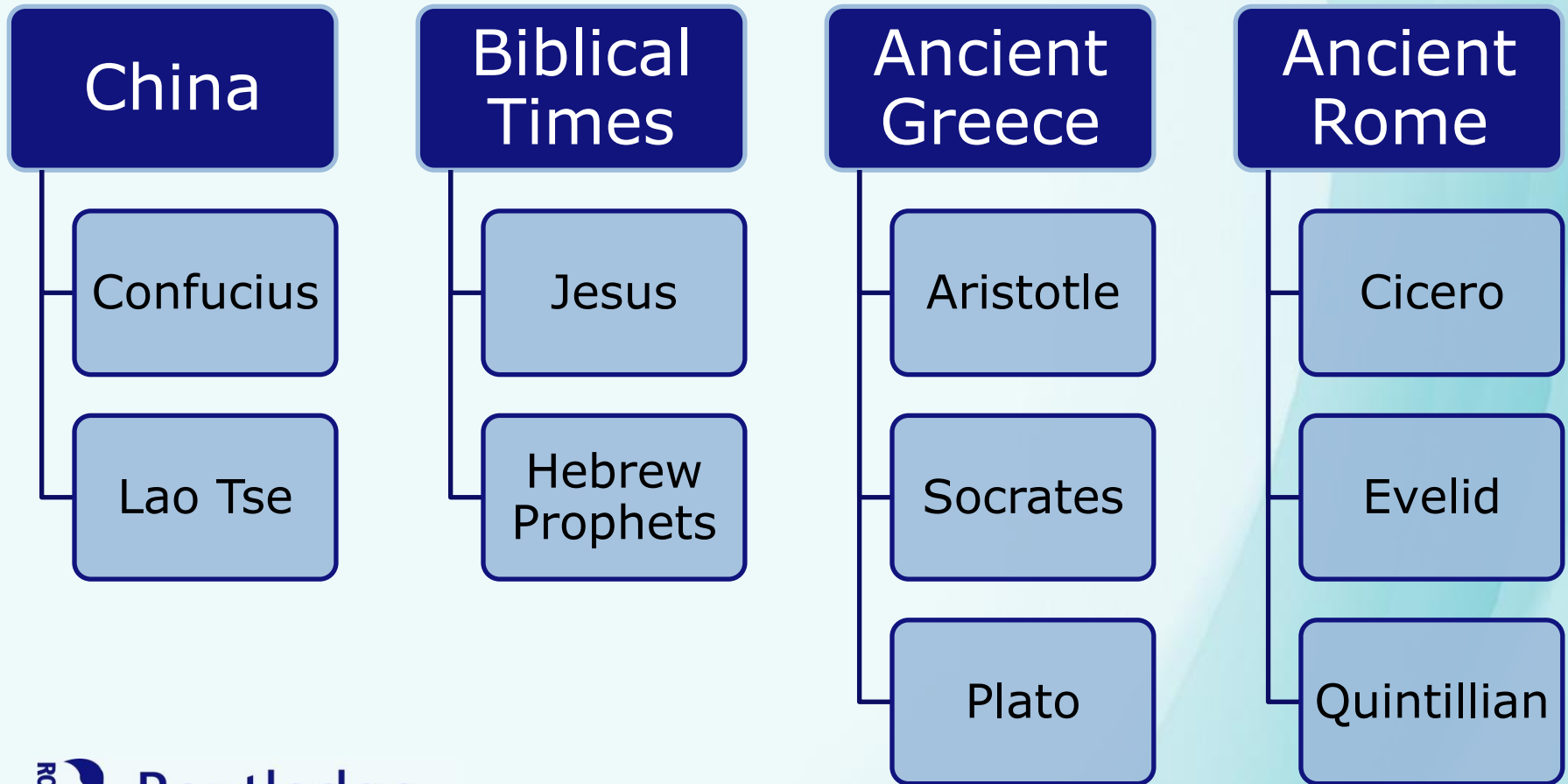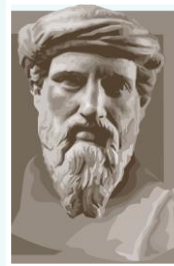
Historical Perception of Learning

A process of mental inquiry, not passive reception of transmitted content.
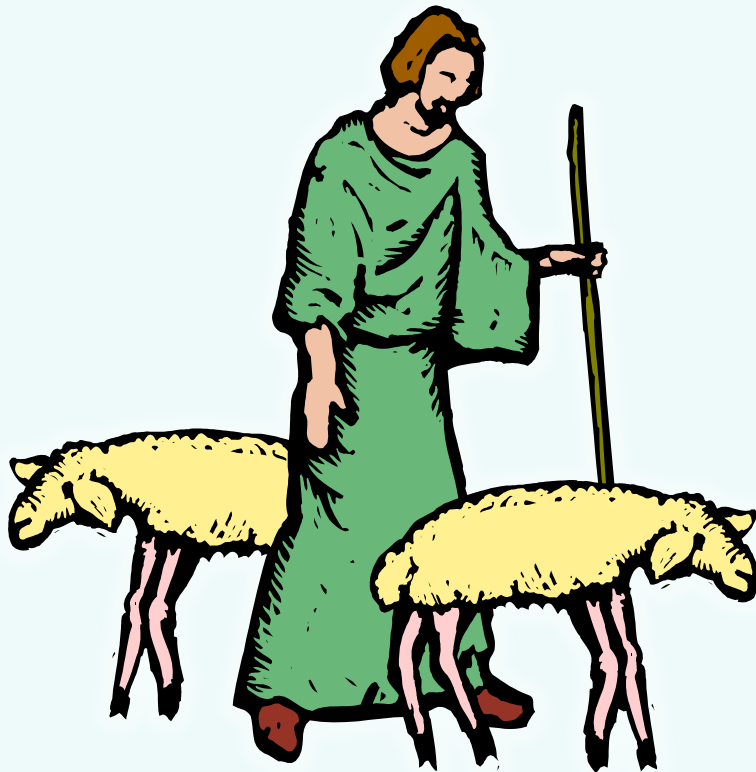
Learning Techniques

Case Method

Socratic Dialogue

Confrontational

Pedagogy

Case Method

❖ **Used by**
- Ancient Chinese
- Hebrews

❖ **Definition**
- Leader or group member describes a situation
  - ✓ Often in the form of a parable
- Group explores
  - ✓ Characteristics
  - ✓ Possible resolutions

Socratic Dialogue

❖ **Used by Greeks**

❖ **Definition**

- Leader or group member poses a question or dilemma
- Group members pool their thinking and experience to seek an answer or solution

Routledge
Taylor & Francis Group

Confrontational Learning Technique

❖ **Used by Romans**

❖ **Definition**

- Used challenges that forced group members to
  - ✓ State positions
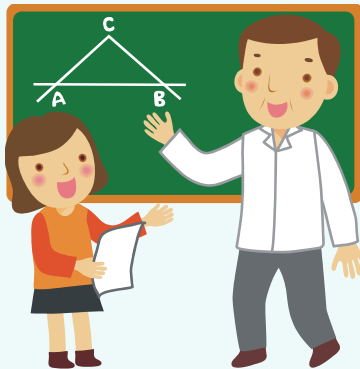 - ✓ Defend those positions

Routledge
Taylor & Francis Group

Pedagogy

❖ **Used in 7th Century Monastic schools**

❖ **Definition**

- "The art and science of teaching children"
  - ✓ Greek Derivative
    - "Paid" meaning "child"
    - "Agogus" meaning "leader of"
- Organizational basis for today's American educational system

Routledge
Taylor & Francis Group

The Pedagogical Model

❖ **Teacher directed education**

❖ **Learner has submissive role following teacher's instructions**

❖ **Ideological model**

Routledge
Taylor & Francis Group

ROUTLEDGE

Pedagogical Assumptions About Learners

The need to know

"Learners only need to know that they must learn what the teacher teaches if they want to pass and get promoted; they do not need to know how what they learn will apply to their lives."

The learner's self-concept

"The teacher's concept of the learner is that of a dependent personality; therefore, the learner's self-concept eventually becomes that of a dependent personality."

Routledge
Taylor & Francis Group

Pedagogical Assumptions About Learners (cont.)

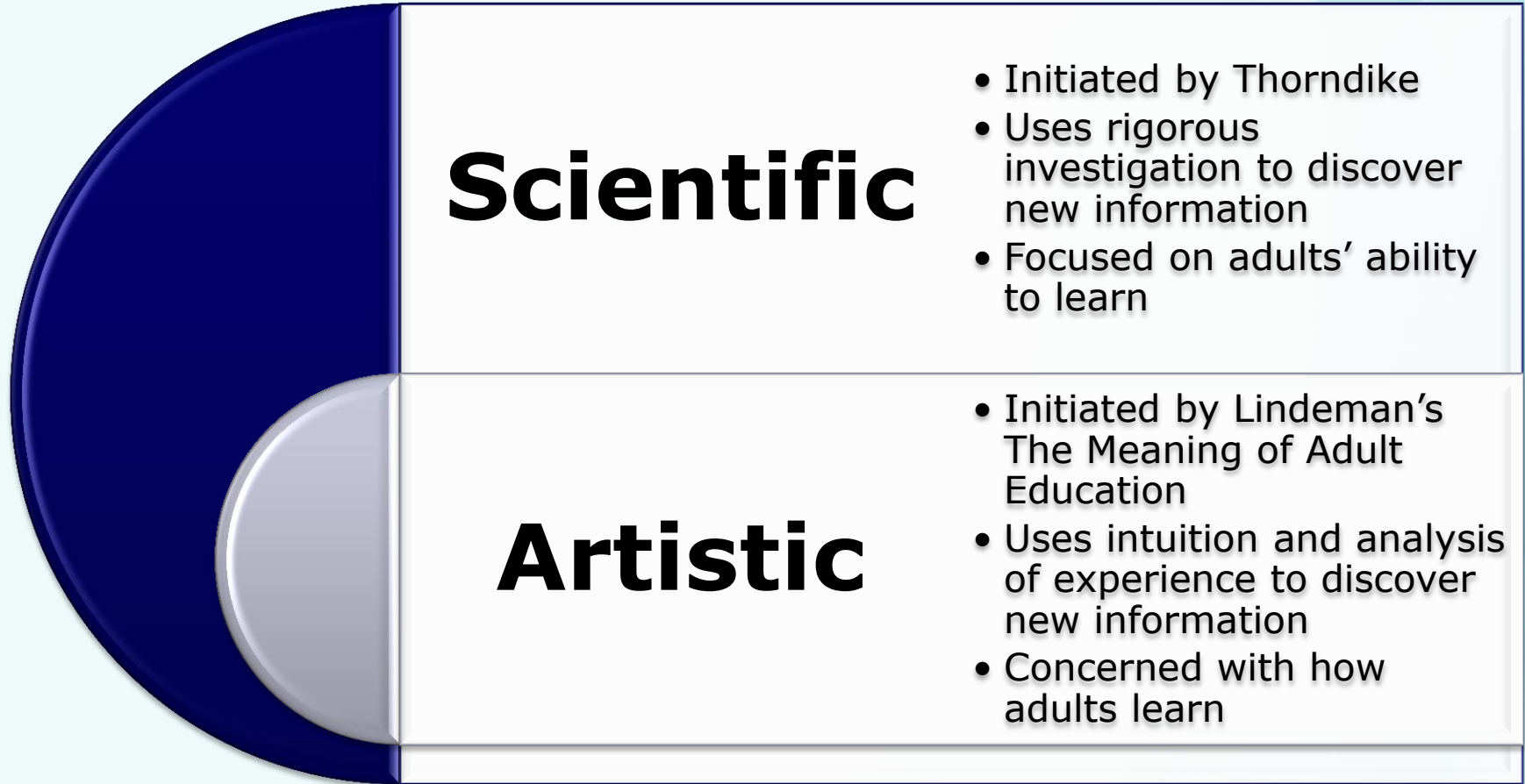|	
Readiness to learn	Ready to learn whatever the teacher says is important
The role of experience	Learner's experience has little value, it just happens to them. The teacher's transmittal techniques are the backbone of pedagogy.
Orientation to learning	Subject centered
Motivation	External Motivators

Routledge
Taylor & Francis Group
ROUTLEDGE

Adult Learning

Art or Science?

Adult Learning: 2 Streams of Inquiry

Scientific

- Initiated by Thorndike
- Uses rigorous investigation to discover new information
- Focused on adults' ability to learn

Artistic

- Initiated by Lindeman's The Meaning of Adult Education
- Uses intuition and analysis of experience to discover new information
- Concerned with how adults learn
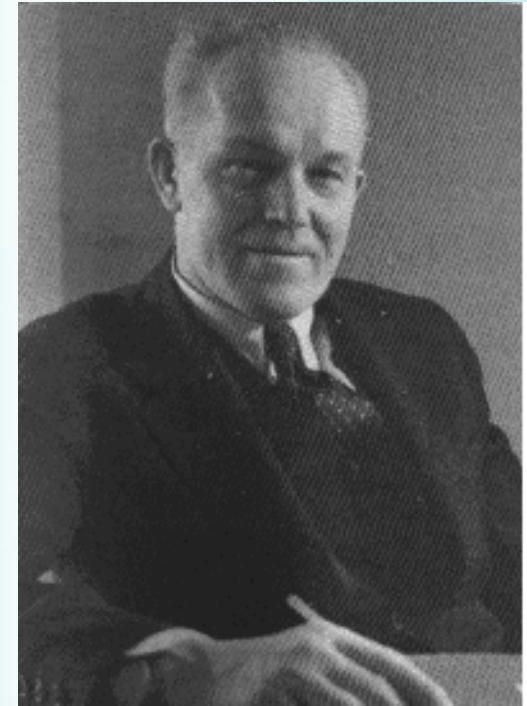
Adult Education

❖**Lindeman**

- Laid the foundation for a systematic theory of adult education

- Identified key assumptions about adult learners

Routledge
Taylor & Francis Group

Lindeman's 5 Key Assumptions

Motivated to learn as needs & interests are satisfied

Orientation to learning if life-centered

Experience is the richest resource for adults' learning

Deep need to be self-directing

Individual differences among people increase with age

Routledge
Taylor & Francis Group

Evolution of Adult Education

1926

American Association for Adult Education - founded

1926

Lindeman's *The Meaning of Adult Education* - published

1928

Thorndike's *Adult Learning* - published

*Scientific Stream
*Artistic Stream

1935

Thorndike's *Adult Interests* - published

1938

Sorenson's *Adult Abilities* - published

Routledge
Taylor & Francis Group

17

American Association of Adult Education

Journal of Adult Education (1929-1941)

- Most distinguished body of literature yet produced in Adult Education
- Insights from
  - Lawrence P. Jacks, Manchester College
  - Robert D. Leigh, Bennington College
  - David L. Mackaye, Department of Adult Education
  - Maria Rogers, NYC Adult Education Council
  - Ruth Merton, YMCA Education Department
  - Ben M. Cherrington, United States Department of State
  - Wendell Thomas, Author of Democratic Philosophy
  - Harrold Fields, NYC Board of Education

Contributions from the Social Sciences

Clinical Psychology

- 4 Functions of Human Consciousness
- 8 Ages of Man
- 5 basic hypotheses of student-centered approach to education
- Role of Safety
- The subconscious mind's influence on behavior

Developmental Psychology

- Provided knowledge of characteristics associated with age through the life span
- Identified tasks associated w/ different growth stages that lead to a person's readiness to learn different things at different times & create "teachable moments."

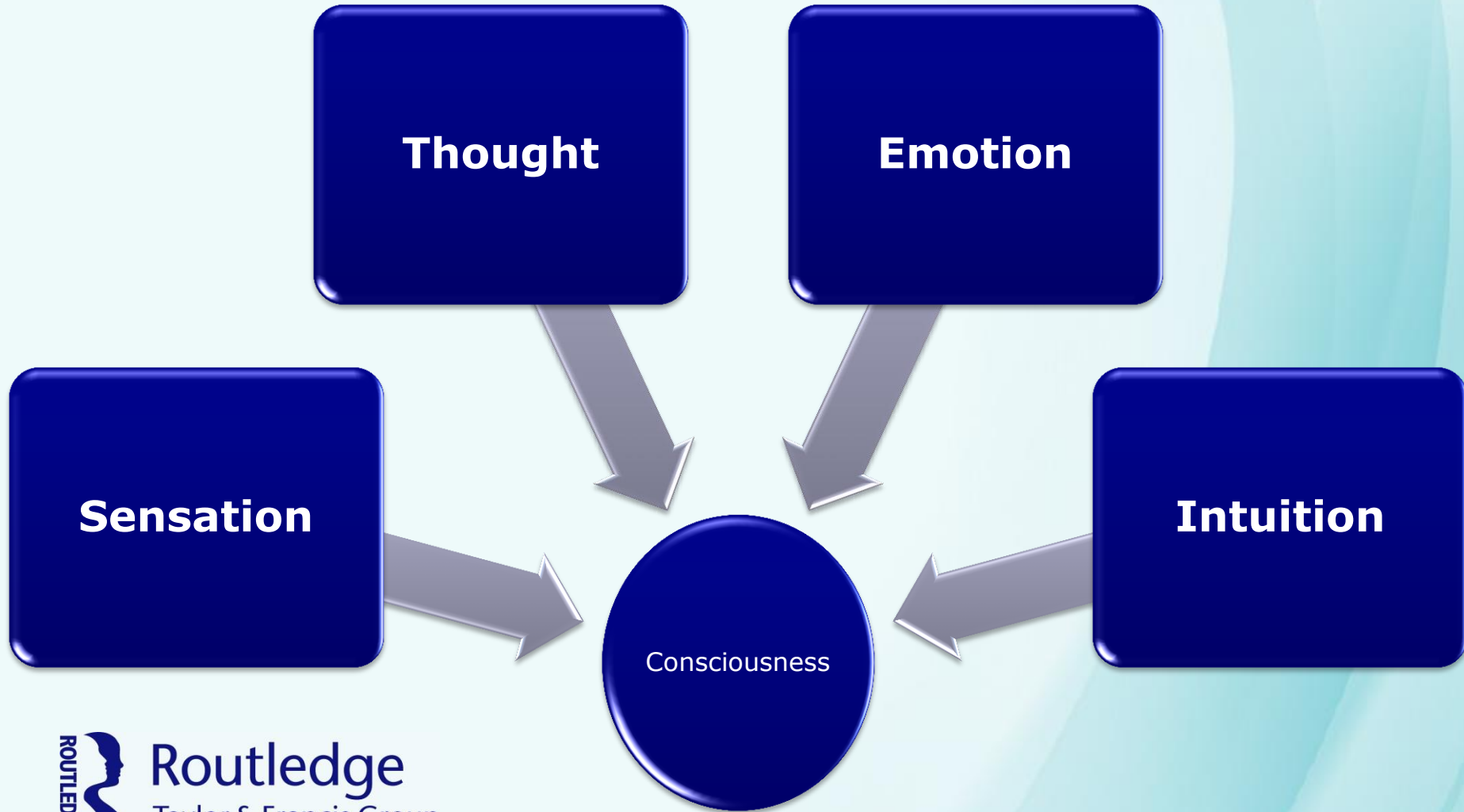Contributions from the Social Sciences

Sociology & Social Psychology

- Knowledge about groups & larger social systems' behavior including:
  - Forces that facilitate or inhibit learning & change
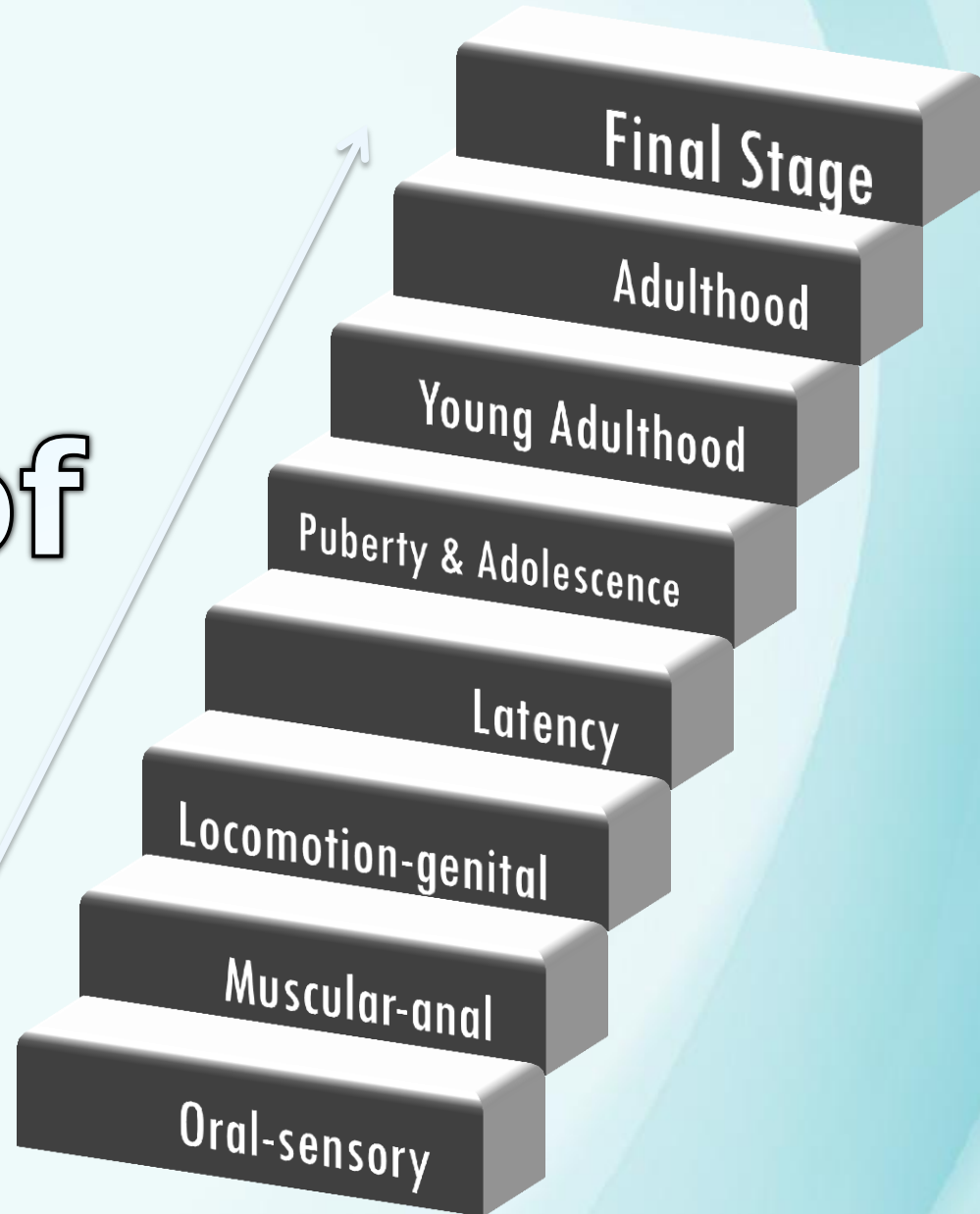 - Environmental influences

Philosophy

- Social movement of adult education to achieve a common goal of all programs & institutions
  - 2 Competing goals
    - Improvement of individuals
    - Improvement of society

4 Functions of Human Consciousness

8
Ages of
Man

Final Stage

Adulthood

Young Adulthood

Puberty & Adolescence

Latency

Locomotion-genital

Muscular-anal

Oral-sensory

Routledge
Taylor & Francis Group

5 Hypotheses of student-centered approach to education

1
- We cannot teach another person directly, we can only facilitate his learning

2
- A person learns significantly only those things which he perceives as being involved in the maintenance of, or enhancement of, the structure of self

3
- Experience which, if assimilated would involve a change in the organization of self, tends to be resisted through denial or distortion of symbolization

4
- The structure and organization of self appear to become more rigid under threat and to relax its boundaries when completely free from threat. Experience which is perceived as inconsistent with the self can only be assimilated if the current organization of self is relaxed and expanded to include it

5
- The educational situation which most effectively promotes significant learning is one in which (a) threat to the self of the learner is reduced to a minimum, and (b) differentiated perception of the field is facilitated.

Routledge
Taylor & Francis Group

Contributions from Adult Education

"Differential Psychology of the Adult Potential"

Better understanding about the process of adult learning

Defined 3 types of adult learners

Routledge
Taylor & Francis Group

Houle's 3 Types of Learners

The Goal-Oriented Learners

- Use education for accomplishing fairly clear-cut objectives
- Usually delay continuing education until mid-twenties or later

The Activity-Oriented Learners

- Find in the circumstances of learning a meaning that has no necessary connection with the content or purpose of the activity
- Usually begin their adult education when their problems or needs become sufficiently suppressing

The Learning-Oriented Learners

- Seek knowledge for its own sake
- Usually have engaged in learning for as long as they can remember

Routledge
Taylor & Francis Group

Unique Characteristics of Adult Learners

❖**Adult Learners have Unique Characteristics**

- Best settings for adult learning
  - ✓Informal
  - ✓Comfortable
  - ✓Flexible
  - ✓Nonthreatening

Routledge
Taylor & Francis Group

Andragogy

❖ **The art and science of helping adults learn**

- Introduced to America by a Yugoslavian adult educator in the mid-1960's

- More adequate organizing concept for adult education

- Opposite of pedagogical model

Routledge
Taylor & Francis Group

4 Definitions of "Adult"

Biological Definition
- When we reach the age at which we can reproduce

Legal Definition
- When we reach the age that the law says we can vote, drive, get married, etc.

Social Definition
- When we start performing adult roles (i.e. career, spouse, parent, etc.)

Psychological Definition
- When we arrive at a self-concept of being responsible for our own lives
- Being self-directing

Routledge
Taylor & Francis Group

ROUTLEDGE

The Andragogical Model

A system of alternative sets of assumptions

* **A transactional model that speaks to those characteristics of the learning situation**

Routledge
Taylor & Francis Group

The Andragogical Model's Assumptions About Learners

The learner's need to know
- Adults need to know why they need to learn something before undertaking to learn it

The learner's self-concept
- Adults have a psychological need to be treated by others as being capable of self-direction

The role of the learner's expectations
- Adults' experiences are who they are (negative & positive effects on education)

Readiness to learn
- Ready to learn what they need to be able to cope effectively with their real-life situations

Orientation to learning
- Life-centered. Learn most effectively when information is presented in context of real-life situations

Motivation
- Most strongly motivated by internal pressures

Reflection Questions

1. From your own experience, think of a situation that clearly illustrates pedagogy and one for andragogy.
2. Reflect on one of Lindman's five key assumptions about adult learners.
3. How has clinical psychology contributed to andragogy?
4. How has adult education contributed to andragogy?
5. How does the andragogical model fit with your own learning style?

Routledge
Taylor & Francis Group

Chapter 4: An Andragogical Process Model for Learning

an informa business

Pedagogical Approach

❖ Content Model

- Teacher:
  - ✓ Decides in advance what knowledge or skill needs to be transmitted
  - ✓ Arranges this body of content into logical units
  - ✓ Selects the most efficient means for transmitting this content
  - ✓ Develops a plan for presenting these content units in some sort of sequence

Routledge
Taylor & Francis Group

Andragogical Approach

❖**Process Model**

- Set of procedures for involving the learner in a process involving:
  - ✓ Preparing the learner
  - ✓ Establishing a climate conducive to learning
  - ✓ Creating mechanisms for mutual planning
  - ✓ Diagnosing the needs for learning
  - ✓ Formulating program objectives that will satisfy learning needs
  - ✓ Designing a pattern of learning experiences
  - ✓ Conducting learning experiences with suitable techniques and materials
  - ✓ Evaluating the learning outcomes and re-diagnosing learning needs

Routledge
Taylor & Francis Group

Content Model vs. Process Model

Process Elements		
Element	**Pedagogical Approach**	**Andragogical Approach**
1-Preparing Learners	Minimal	Provide information Prepare for participation Help develop realistic expectations Begin thinking about content
2-Climate	Authority-oriented Formal Competitive	Relaxed, trusting Mutually respectful Informal, warm Collaborative, supportive Openness and authenticity Humanness
3-Planning	By teacher	Mechanism for mutual planning by learners and facilitator
4-Diagnosis of Needs	By teacher	By mutual assessment
5-Setting of Objectives	By teacher	By mutual negotiation
6-Designing Learning Plans	Logic of subject matter Content units	Sequenced by readiness Problem units
7-Learning Activities	Transmittal techniques	Experiential techniques (inquiry)
8-Evaluation	By teacher	Mutual re-diagnosis of needs Mutual measurement of program

Preparing the Learner: Why?

❖ **Why?**

- To prevent culture shock, due to
  - ✓ No previous self-directed learning experience
  - ✓ Conditioned to be dependent on teachers to teach them

Routledge
Taylor & Francis Group

Preparing the Learner: How?

❖ **Learning-how-to-learn activities**

❖ Involves
1. Explanation of the difference between proactive and reactive learning
2. Identifying the participants
   • I-Thou vs. It-It relationships
3. A mini-project using proactive learning skills

❖ Time Range
   • 1 hour – 1 day

Routledge
Taylor & Francis Group

Establishing a Climate Conducive to Learning

❖ **Most crucial element in the whole process of HRD**

+ Climate must

  ✓ Be conducive to learning

  ✓ Convey human beings as most valuable asset

  ✓ Convey employee development as most productive investment

Routledge
Taylor & Francis Group

Establishing a Climate Conducive to Learning (cont.)

❖**Scientific Perspectives on the Importance of Learning Climate**
- Ecological Psychologists
  - ✓Physical environment's effects on learning
- Social Psychologists
  - ✓Human environment's effects on learning
    - Quality of interpersonal relations
- Industrial Psychologists
  - ✓Organizational environment's effect on learning
    - Structure, policies, procedures, & spirit of the institution where learning occurs

Routledge
Taylor & Francis Group

Learning Climate: Physical Environment
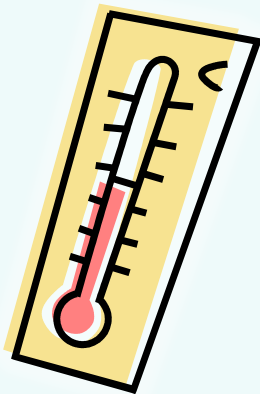
BASIC REQUIREMENTS

- Temperature
- Ventilation
- Refreshments
- Restrooms
- Comfortable Chairs
- Adequate Light
- Good Acoustics

Routledge
Taylor & Francis Group
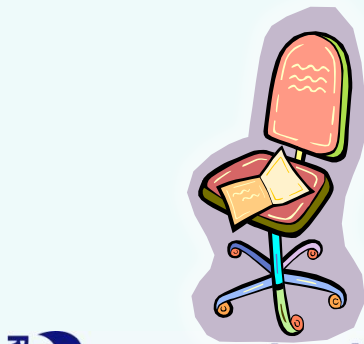
Learning Climate: Physical Environment (cont.)

❖ **Features that Enhance Learning**

- Color
  - ✓ Bright
    - Cheerful/ optimistic
  - + Dark
    - Depressed/ pessimistic
- Size & Layout
  - ✓ Tables to encourage interaction among learners
    - Round, oval, or hexagon-shaped

Routledge
Taylor & Francis Group

❖ **Features that Enhance Learning (cont.)**

- Human & material resources
  - ✓ Audiovisual
    - Books, journals, films, slides, tapes, etc.
  - ✓ Media
    - TV, audio/video tapes, information retrieval systems, amplified telephones, learning center systems, language labs, computer-assisted instruction, simulations, games, etc.

Routledge
Taylor & Francis Group

Learning Climate: Human/ Interpersonal

Behaviorists

- Self-improvement is approved/ rewarded
  - Self-improvement increases
- New behavior is approved/ rewarded
  - New behavior is maintained

Cognitive Theorists

- Emphasize
  - Orderliness
  - Clear goals
  - Explanation of expectations & opportunities
  - Openness to questioning of system
  - Honest & objective feedback
  - Experimentation

Routledge
Taylor & Francis Group

Learning Climate: Human/ Interpersonal (cont.)

Personality Theorists

- Emphasize a mentally healthful climate
  - Respect for individual & cultural differences
  - Anxiety levels controlled
  - Achievement/ affiliation motivations encouraged
  - Feelings are relevant to learning

Humanistic Psychologists

- Create psychological climate that feels
  - Safe
  - Caring
  - Accepting
  - Trusting
  - Respectful
  - Understanding
  - Emphasize "Atmosphere of Adultness"

Routledge
Taylor & Francis Group

Learning Climate: Organizational

❖ **Reward System**
- Behaviors that are rewarded are likely to be maintained

❖ **HRD Program Support**
- Central to achieving organizational goals

❖ **Management Philosophy**
- Theory X
  - ✓ Organizational climate that almost dictates mechanistic models of training
- Theory Y
  - ✓ Requires an organismic (and probably humanistic) model of HRD

Routledge
Taylor & Francis Group

Learning Climate: Organizational (cont.)

❖ **Structure of the organization**
- Hierarchically structured organizations (compared to functionally structured)
  - ✓ Less motivation for self-improvement
  - ✓ More blocks to learning

❖ **Financial Policies**
- Financial resources available to HRD influences
  - ✓ Organizational attitudes toward personnel development
- Key to success
  - ✓ HRD budget handled as a capital investment rather than as an operating cost

Routledge
Taylor & Francis Group

Organizational Climate: Role of Human Resource Developer

❖ 3 Roles of HRD Consultant

1. Advocate
2. Stimulator
3. Change Agent

❖ Objective

- To improve the total organization's quality as an environment for the growth & development of people

Routledge
Taylor & Francis Group

"**People tend to feel uncommitted to any decision or activity that they feel is being imposed on them without their having a chance to influence it.**"

Creating a Mechanism for Mutual Planning

Diagnosing the Needs for Learning

❖ **Vehicle for Determining Learning Needs**
- Model of Desired Behavior, Performance, or Competencies

❖ **3 Data Sources to Build Model**
- ✓ Individual
- ✓ Organization
- ✓ Society

Routledge
Taylor & Francis Group

Assessing Learning Discrepancies

❖ **Learning Need**
- The discrepancy or gap between the competencies specified in the model and their present level of development by the learners.

❖ **Learning Need Assessment**
- Learner
  - ✓ Self-Assessment (own perception of learning need)
- Human Resource Developer
  - ✓ Provides tools to help learner make responsible judgments

Routledge
Taylor & Francis Group

Formulating Program Objectives

Differing Views of Objectives

Behaviorist

- Objectives are meaningless unless they describe terminal behaviors in very precise, measurable, and observable terms

Cognitive

- Scope of objectives should be broad enough to encompass all types of outcomes for which the program is responsible

Learning as a Process of Inquiry

- Reject the idea that there should be reset or prescribed objectives

Andragogy

- Learner is likely to resist unless he freely chooses them as being relevant to his self-diagnosed needs

Designing a Pattern of Learning Experiences

Behaviorist

- Arranging contingencies of reinforcement so as to produce and maintain the prescribed behaviors

Cognitive and Inquiry Theorists

- Arranging a sequence of problems that flow according to organic stages of development, and providing appropriate resources for the solving of these problems by the learner

Third-force Psychologists

- Providing supportive environments in which the participants can help one another grow in existentially determined directions

Routledge
Taylor & Francis Group

Designing a Pattern of Learning Experiences (cont.)

The Andragogical Design Model

- Choosing problem areas that have been identified by the learners through self-diagnostic procedures
- Selecting appropriate formats for learning
- Designing units of experiential learning utilizing indicated methods and materials, and arranging them in sequence according to the learners' readiness and aesthetic principles

Behaviorist

Cognitive/ Inquiry Theorist

Third-force Psychologist

Andragogical Design Model

Routledge
Taylor & Francis Group
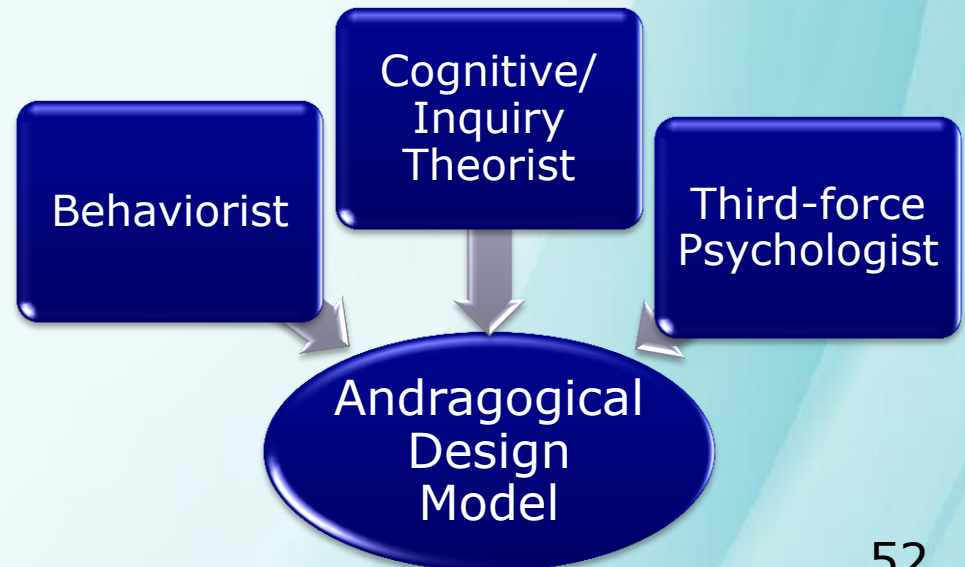
Concerned with human resources developer's role as administrator

Conducting Learning Activities

Evaluating the Program

- **Primary Purpose of Evaluation**
  - To improve teaching and learning

- **Kirkpatrick's 4 Steps of Evaluation**
  1. Reaction Evaluation
     - Getting data about how participants are responding to the program as it take
  2. Learning Evaluation
     - Getting data about the principles, facts, and techniques acquired by the participants
  3. Behavior Evaluation
     - Data about actual changes in what the learner does after the training compared to before
  4. Results Evaluation
     - Effects on turnover, costs, efficiency, etc.

Routledge
Taylor & Francis Group

Evolving Human Resource Development

❖**Questions the future human resource developer will ask**

- What are all of the resources in our system that are potentially available for the growth and development of people?

- How can we make more effective use of these resources for the systematic and continuous development of our people?

Reflection Questions

1. Discuss the implications of dealing with the learning process first and then content, versus dealing with content and then learning the process.

2. Report on a personal experience where the climate was not conductive to learning. Cite ideas from the chapter that speak directly to the situation.

3. Why is the idea of program/learning objectives so controversial?

4. Discuss the purpose and process of program evaluation and then comment on the primary evidence that you think (1) would satisfy the learner, (2) the facilitator, and (3) the agency financially underwriting the program.

Routledge
Taylor & Francis Group