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Part I: Adult Learning

an informal business



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Chapter 5: Andragogy in Practice

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History of Andragogical Assumptions

Changes in core andragogical principles

	The Adult Learner 5 th ed. (Knowles, Holton & Swanson, 1998)	Adult Learner 4 th ed. (Knowles, 1990)	Making of an Adult Educator (Knowles, 1989)	Adult Learner 3 rd ed. (Knowles, 1984)	Andragogy in Action (Knowles, 1984)	Modern Practice of Adult Education 2 nd ed. (Knowles, 1980)	Adult Learner 2 nd ed. (Knowles, 1978)
Need to Know	Y	Y	Y	Y			
Learner self-concept (self-directed)	Y	Y	Y	Y	Y	Y	Y
Learner's Experience	Y	Y	Y	Y	Y	Y	Y
Readiness to Learn (life tasks)	Y	Y	Y	Y	Y	Y	Y
Orientation to Learning (problem-centered)	Y	Y	Y	Y	Y	Y	Y
Motivation to learn (internal)	Y	Y	Y		Y		

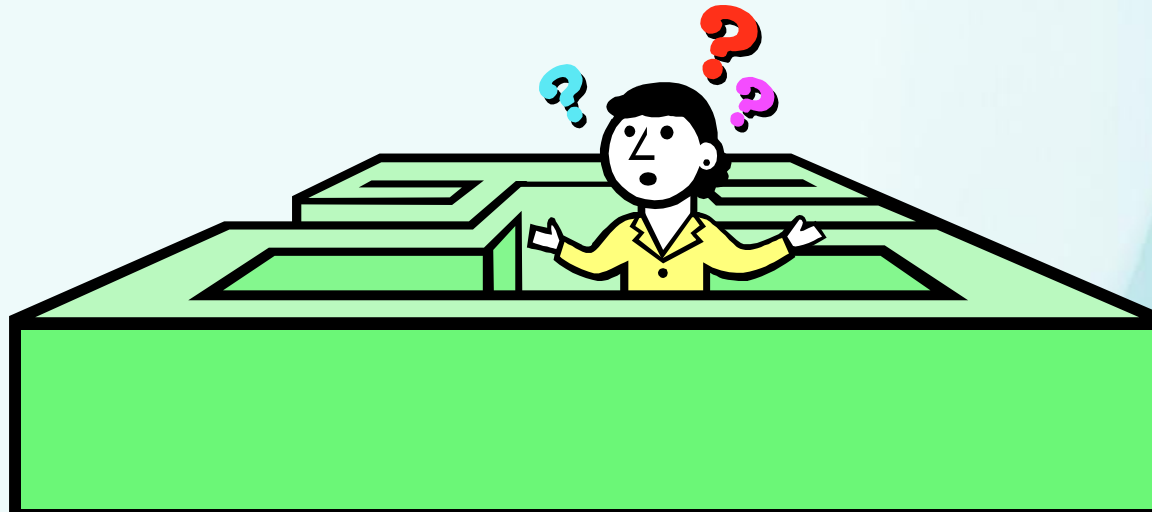
Theorists' Criticisms of Andragogy

- ❖ **Focus only on individual**
- ❖ **No critical social agenda**
- ❖ **Doesn't debate the relationship of adult education to society**
- ❖ **Hasn't adopted**
 - Critical philosophical perspective
 - Critical paradigm of adult learning

An Individual-Transactional Framework

❖ Central concern of andragogy

- How the adult learning transaction occurs



Application of Andragogy

❖ Essential feature

- Flexibility

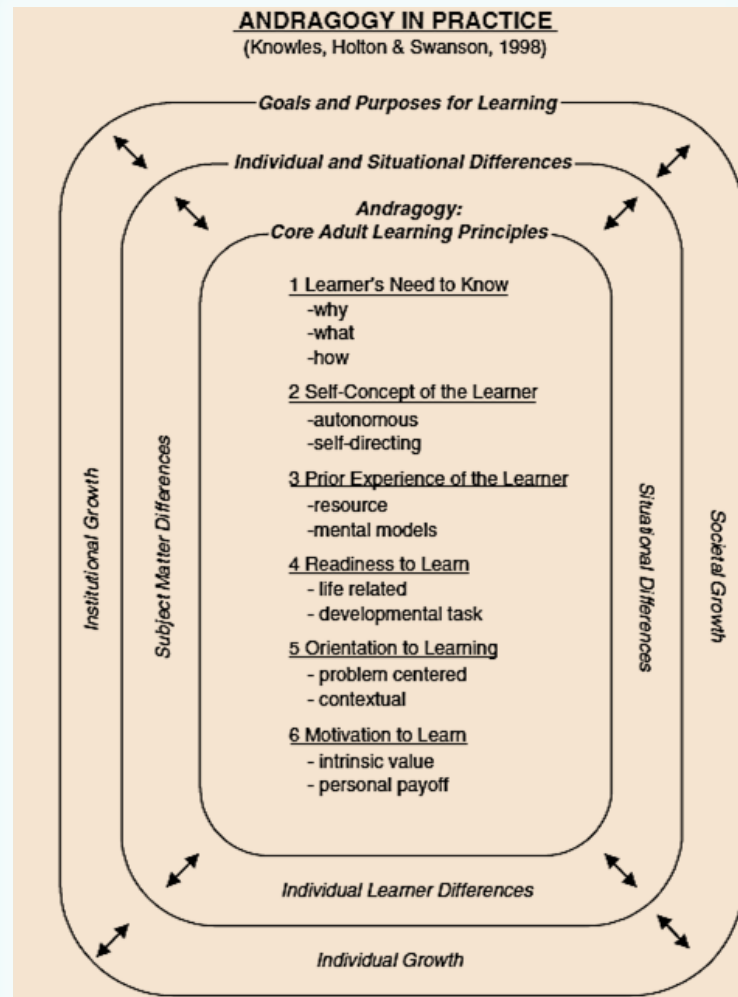
❖ Implemented in:

- Part
- Whole

❖ Strategies are situational



The Andragogy in Practice Model



Goals and Purposes for Learning

Institutional Growth

Societal Growth



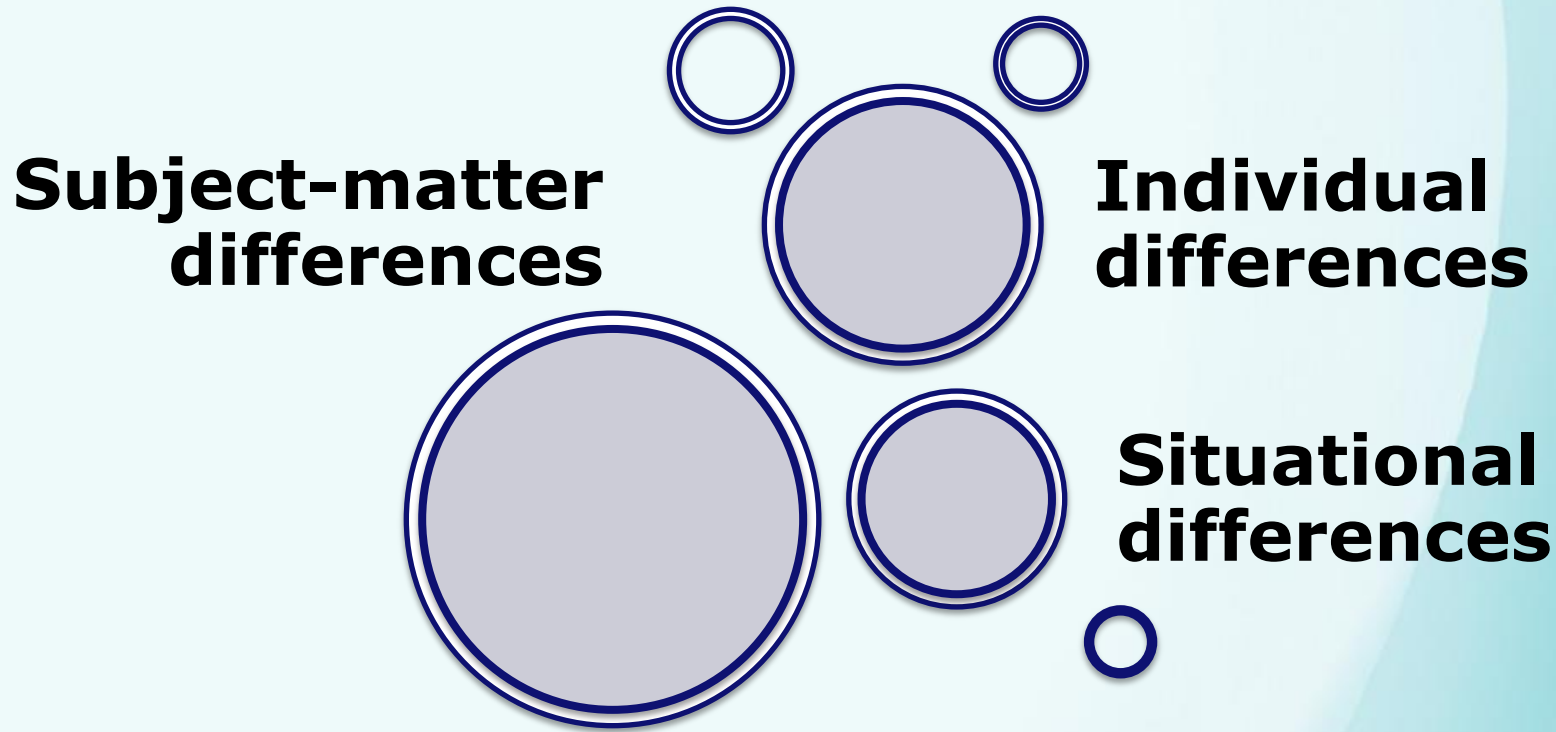
Individual Growth



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Differences that Impact Adult Learning



Subject-matter differences

- ❖ **Different subject matter may require different learning strategies**
- ❖ **Not all subject matter can be taught or learned in the same way**



Situational differences

❖ Defined

- Any unique factors that could arise in a particular learning situation

• Sets of Influences

Micro-level differences

- Local situations dictate different learning/teaching strategies

Broader level differences

- Connects andragogy with socio-cultural influences of each situation

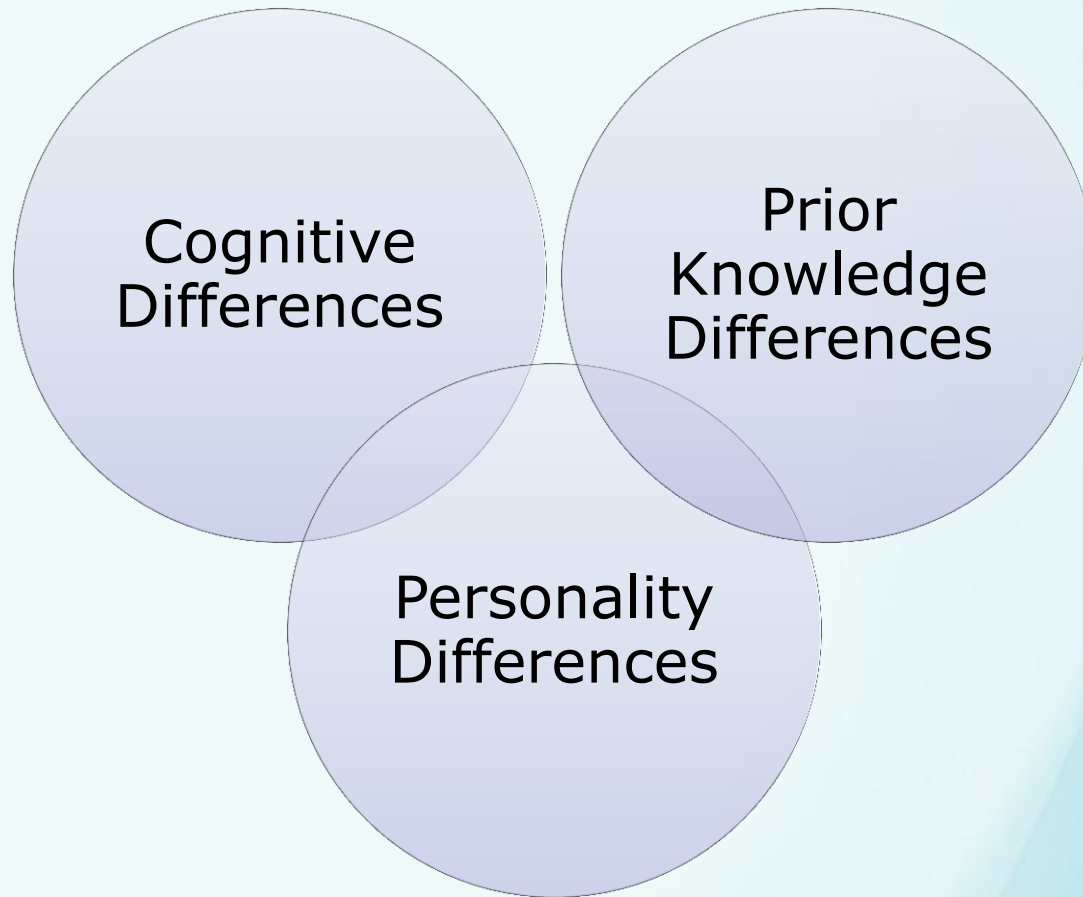
Situational influences before learning

- Cultural differences, learning history, etc.

Situational influences during learning

- Social, cultural, and situation-specific factors that may alter the learning transaction

Individual Differences



Cognitive Differences

1. General Mental Abilities
2. Primary Mental Abilities
3. Cognitive Controls
4. Cognitive Styles: Information gathering
5. Cognitive Styles: Information Organizing

Personality Differences

1. Learning Styles
2. Personality: Attention and engagement styles
3. Personality: Expectancy and incentive styles

Applying the Andragogy in Practice Framework

Andragogical Principle	Applies to these learners?	Expected Influence of					
		Individual and Situational Differences			Goals and Purposes for Learning		
		Subject matter	Individual learner	Situational	Individual	Institutional	Societal
1) Adults need to know why they need to learn something before learning it.							
2) The self-concept of adults is heavily dependent upon a move toward self-direction.							
3) Prior experiences of the learner provide a rich resource for learning							
4) Adults typically become ready to learn when they experience a need to cope with a life situation or perform a task							
5) Adults orientation to learning is life-centered; education is a process of developing increased competency levels to achieve their full potential.							
6) The motivation for adult learners is internal rather than external.							



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Reflection Questions

- 1. Discuss the ideas of adult learning and adult education and adult education and the implication of the differences.**
- 2. Do you see andragogy's focus on the learning transaction versus the goals and content of adult learning as a strength or a weakness? Discuss your position.**
- 3. Discuss the ability of the andragogy in practice figure from a practitioner perspective.**
- 4. Discuss the case examples by simply changing two of the specific influences (two of the cells) that could radically impact on the learning approach to be taken.**