

Feature Article

A History of Andragogy and its Documents as they Pertain to Adult Basic and Literacy Education

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Abstract

This paper on the History and Philosophy of Andragogy includes items related to andragogy, especially as they apply to adult basic and literacy learners as well as the instructors and educators that facilitate the learning of these adults. Many of these documents as well as the accompanying experience of the author have been discovered and accumulated over a period of 16 years. While this article contains only 70 documents, there are now more than 500 documents covering wider and more extensive andragogical research. These particular documents, though limited to the English language, are arranged chronologically and have been obtained from the Internet. The author began his privileged journey into adult education in 1984 and has since travelled to 20 countries to work with adult educators.

Major Eras in the History and Philosophy of Andragogy Around the Globe

Since the emergence of this historical and philosophical study of andragogy, there has emerged sixteen eras around which the following documents are arranged. This aspect of studying andragogy grew out of the extensive research that was originally conducted between 1998 and 2009, on the six major themes of andragogy, as follows: evolution

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of the term andragogy; historical antecedents shaping the concept of andragogy; comparison of the American and European understandings of andragogy; popularizing and sustaining the American and world-wide concept of andragogy; practical applications of andragogy; and, theory, research, and definition of andragogy. Since 2009 the author has been developing the themes of andragogy, and rearranging these documents into a somewhat chronological order of when they had been published in order to place them in the historical and philosophical frame in which they appear in this document.

Early Appearances of Andragogy: 1833-1927

The term ‘andragogy,’ as far as scholars 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 begins the book with a discussion on childhood; however, between pages 241 to 300 he turns his attention to adulthood – Andragogy or Education in the man’s age (an image of this particular page may be viewed at <http://www.andragogy.net>). Kapp argued that education, self-reflection, and educating the character are the first values in human life. He then referred to vocational education of the healing profession, soldier, educator, orator, ruler, and men as the family father. Here we find patterns which repeatedly can be found in the ongoing history of andragogy: the education of inner, subjective personality (‘character’); outer, objective competencies (what later is discussed under ‘education vs. training’); and that learning happens not only through teachers, but also through self-reflection and life experience, which makes it more than ‘teaching adults.’ The term andragogy lay fallow for many decades, perhaps because adult education was being conducted without a specific name to designate what it was. Nonetheless, in the 1920s Germany became a place for building theory and another German resurrected the term (Reischmann, 2004).

About the same time in the mid-1920s, Lindeman (1926) from the USA, traveled to Germany and became acquainted with the Workers Education Movement. He was the first to bring the concept of andragogy from Europe to America. Although he clearly stated that andragogy was the method for teaching adults, the term did not take hold in the United States until many years later. Lindeman (1926) presented an interesting theory on teaching adults in which he asserted that the best method

for teaching adults is discussion, a different approach than that used for teaching children.

Andragogy's Second American Appearance and its Establishment: 1964-1970

Another extensive period of time elapsed until the term andragogy was used again in published literature. This time it appeared in Great Britain. Simpson (1964) proposed that andragogy could serve as a title for an attempt to identify a body of knowledge relevant to the training of those concerned with adult education. He posited that the main branches of andragogy could be parallel to what already existed in child education. The four main branches would be the study of the principles of adult education, adults, educational psychology of adults, and generalized andragogical methods for teaching adults. Simpson advised that adult education attempt to adopt these fields of study.

Knowles (1970) acquired the term in 1966 from Dusan Savicevic. After becoming acquainted with the term, Knowles infused it with much of his own meaning garnered from his already extensive experience in adult education. He then combined his expanding practice around the world, with his university teaching of budding adult educators, and quite broadly fleshed out his ideas on andragogy through the publication of *The Modern Practice of Adult Education: Andragogy vs. Pedagogy*. The main structure of his andragogical expression took the form of a process design instead of a content design, with specific assumptions and processes. The assumptions about adult learners turned out to be that: they are self-directing, their experience is a learning resource, their learning needs are focused on their social roles, their time perspective is one of immediate application, their motivation is much more internal than external, and they want to know a reason that makes sense to them why they should learn a particular thing they are being asked to learn. The learning processes adults want to be actively and interactively involved in are preparation for the learning experience they will encounter, establishing a climate conducive to learning, cooperative planning, diagnosing their needs, setting objectives, designing the sequence, conducting the activities, and evaluating learner progress.

These new ideas and theories helped to establish a strong foundation for andragogy within the United States. Ultimately, andragogy would move towards the training of adults and human resource development.

Movement Toward Applying Andragogy To Human Resource Development: 1971-1973

In the 1970s, andragogy would become linked to development of human resources. Furter (1971), from France, proposed that universities recognize a science for the training of man to be called andragogy. The purpose would be to focus not on children and adolescents, but on man throughout his life.

Knowles (1972) further applied this idea by declaring that there was a growing interest of many industrial corporations in the andragogical education process. With managers functioning as teachers (or facilitators of learning), he believed that andragogy offered great potential for improving both interpersonal relationships and task effectiveness. As a result, Knowles (1973) focused a full application of his conception of andragogy toward the Human Resource Development (HRD) movement. He saw the importance of testing and relating andragogy within the corporate sector.

These discoveries of andragogy helped to revolutionize the way that training programs for human resources were executed throughout the United States and many other countries.

Additional Contributions to and the Implementation of Andragogy: 1974-1980

Additionally, the second half of the 20th century saw further exploration of andragogy and how to implement it. For example, Knowles (1974) helped the Maryland State Department of Education formulate a major workshop and accompanying materials on adult basic and literacy education. He conceptualized adult basic and literacy learners in such a way that his suggestions for facilitating their learning impacted this part of the adult education movement in the USA as well as expansive international settings (Henschke, 1989, 2009, 2012b, 2013b & 2014).

Further, Hadley (1975), in his doctoral dissertation at Boston University developed and validated an instrument of 60 items [30 andragogical and 30 pedagogical] that could help in assessing an adult educator's orientation with respect to the constructs of andragogy and pedagogy. The instrument was labeled as the Education Orientation Questionnaire (EOQ). The 60 items were developed from a pool of more than 600 statements illustrating how pedagogical or andragogical attitudes and beliefs about education, teaching practices, and learning were obtained.

Other scholars began to expand upon adult education ideals by augmenting them for specific situations. One example is Kabuga (1977), an adult educator from Africa. Kabuga broke ranks with strict adult education processes and advocated using highly participative teaching/learning techniques with children as well as adults in his native Africa. He was quite committed to and convinced of the value of the andragogical idea in all areas of education, despite the fact that he had not tested those andragogical techniques with other students besides adults.

Furthermore, Ronan (1980) developed a model program based on andragogy to find ways to bring illiterate and undereducated adults into Massachusetts adult education programs. Ronan concluded that program activities could best be determined by the goals and objectives generated by the needs assessment of all participants, which included young adults from schools, courts, welfare offices, and veterans and civic groups, including academic and life skills, occupational assessment and vocational training, and job placement.

The importance of needs assessments, participative teaching and learning, and adult educator assessment instruments contributed greatly to the implementation of andragogy in adult education programs. These contributions also laid the groundwork for self-directed learning, which has become a vital element of adult education.

Strengthening the Numerous Uses of Andragogy amidst Growing Controversy and the Establishment of Self-Directed Learning: 1981-1984

Mezirow (1981), adding to the discussion on andragogy, developed a critical theory of adult learning and education, and laid the groundwork for what he called a charter for andragogy.

Suanmali (1981), a doctoral student of Mezirow, focused his dissertation research on 174 adult educators, including professors and practitioners, and ten core concepts of Mezirow (1981) that all related to self-direction in learning. The major theme that came out of his research was that to assist adults in enhancing their capability to function as self-directed learners, the educator must decrease learner dependency, help learners use learning resources, help learners define his/her learning needs, help learners take responsibility for learning, organize learning that is relevant, foster learner decision-making and choices, encourage learner judgment and integration, facilitate problem-posing and prob-

lem-solving, provide a supportive learning climate, and emphasize experiential methods.

Around the same time, the early 1980s, a controversy was emerging around Knowles' portrayal of andragogy. Knowles' perspective in being a professor of adult education was to populate the field with practitioners; he did not think the field needed more researchers. Many adult educators agreed with what Knowles had to say in his books which appeared during the 1970s [*The Modern Practice of Adult Education: Andragogy vs. Pedagogy* – 1970; *The Adult Learner: A Neglected Species* – 1973; and, *Self-Directed Learning: A Guide for Learners and Teachers* – 1975]. Many professors felt that Knowles didn't provide enough convincing research in these books. He was criticized for the lack of research and the heavy emphasis placed on practice over investigation. (These insights were garnered by the author this by listening to conversations of adult education professors and practitioners during this period of time.)

However, despite the growing controversy, contributions continued to be made to andragogy. Adam and Aker (Eds.) (1982) examined the psychological and physiological factors in adult learning and instruction. The authors discussed learning and instruction with all kinds of adult learners including adult basic education learners. The psychological factors included teaching and learning processes, stages and conditions of learning and instruction, remembering and forgetting, and tips for designing and managing instruction. The physiological factors included the aging process, vision, hearing, learning, and performance (psychomotor skills and verbal communication).

A further exploration of physiological factors by Allman (1983) revealed the connection between brain plasticity (fluid intelligence) and adult development. She asserted that this concept and research coupled with Mezirow's (1981) and Knowles' (1970, 1980) understanding of andragogy could be linked with her ideas on group learning and then merged into a more comprehensive theory of andragogy.

Meanwhile, Brockett (1983a) substantiated that andragogy is being used to help hard-to-reach adults become more self-directed in learning to improve their lives. Brockett (n.d., circa, 1983b) also affirmed that the principles of andragogy have been applied successfully in a wide range of settings including business, government, colleges and universities, continuing professional education, religious education, adult basic education, elementary/secondary education, and in using a proactive approach for developing written materials.

As a final point, Knowles (1984) presented a book in which he cites thirty-six extensive case examples of applying andragogy in practice, revealing what worked and what did not, and summarizing the lessons that could be learned from experience in the effectiveness of andragogy in various settings. This wide ranging array of connections with various groups included applications in: business, industry, and government; colleges and universities; education for the professions; continuing education for the health professions; religious education; elementary and secondary education; and remedial education.

Despite the growing controversy around andragogy, the field continued to expand. Its scope increased to include a great many areas, in numerous sectors throughout the country.

Andragogical Models for Self-Directed Learning and the Preparation of Adult Educators: 1985-1988

MacFarland (1985) insisted that adult programs and adult vocational programs in particular, would play an increasingly important role in the nation's educational system, eventually absorbing the role currently played by secondary vocational education. As such, there was a growing need for new processes and models for self-directed learning and the preparation of adult educators.

Taylor (1986) offered a very strong and articulate research based model, for the andragogical process of transitioning adult learners into learning for self-direction in the classroom. This is from the learners' point of view and has eight stations on a cycle of what may be characterized as a cultural journey. The process alternates between phases and transitions. The critical points are: (1) equilibrium phase; (2) disconfirmation transition; (3) disorientation phase; (4) naming the problem transition; (5) exploration phase; (6) reflection transition; (7) reorientation phase; (8) sharing the discovery transition; and finally, the next step is to come back to equilibrium.

With a new focus on how the adult learns, it was then necessary to prepare the adult educators to teach adults in such a manner as they would need to be successful. Henschke (1987) posed an andragogical model for conducting preparation of new and seasoned adult educators to ready them for engaging adults in active learning. The five building blocks of this model are: 1) beliefs and notions about adult learners; 2) perceptions concerning qualities of effective teachers; 3) phases and se-

quences of the learning process; 4) teaching tips and learning techniques; and 5) implementing the prepared plan.

Terry (1988) was able to apply the aforementioned methods of learning and teaching to foster the moral development of adults within the institutional church. The results showed that moral development is a part of the healthy adult personality that continues throughout one's life. Churches, as societal institutions, play a vital role in the development of moral reasoning in adults. Religious educators can foster moral reasoning through andragogical methods of learning and teaching.

If adult educators would become more sensitive and aware of their adult learners they would encourage their development as self-directed learners and enable them to succeed with their individual goals.

The Foundation of Trust Undergirds Andragogical Learning Despite the Andragogy Debate: 1989-1991

Henschke (1989) developed an andragogical assessment instrument for helping adult educators improve their practice in working with and facilitating the learning of all adults. The assessment instrument, entitled the Instructional Perspectives Inventory (IPI), included the following seven dimensions: teacher empathy with learners, the learners' trust of the teacher, planning and delivery of instruction, accommodating learner uniqueness, teacher insensitivity toward learners, learner-centered learning processes, and teacher-centered learning processes. The central and strongest core of this instrument is a focus on the the learners' trust of the teacher. There are 11 items that teachers can exemplify to gain the trust of their learners:

1. Purposefully communicating to learners that they are each uniquely important
2. Believing learners know what their goals, dreams and realities are like
3. Expressing confidence that learners will develop the skills they need
4. Prizing the learners to learn what is needed
5. Feeling learners' need to be aware of and communicate their thoughts and feelings
6. Enabling learners to evaluate their own progress in learning
7. Hearing learners indicate what their learning needs are
8. Engaging learners in clarifying their own aspirations

9. Developing a supportive relationship with learners
10. Experiencing unconditional positive regard for learners
11. Respecting the dignity and integrity of learners. (pp. 4-5.)

In another work at this time Knowles (1989b) provided a clue about a major ingredient necessary and quite obviously present in everything he did, and indeed, everyone he deeply touched. In the development and revision of his theory he considered both pedagogical and andragogical assumptions as valid and appropriate in certain varying situations (to the delight of some and to the dismay of others). The problem he discovered with this approach is that ideological pedagogues may fall into the trap of doing everything they can to keep learners dependent on them, because this is their main psychic reward in teaching. However, on the other hand, Knowles saw that andragogues will accept dependency when it clearly is the reality and will meet the dependency needs through didactic instruction until the learners have built up a foundation of knowledge about the content area sufficient for them to gain enough confidence to take responsibility for planning and carrying out their own learning projects. And even pedagogues, when they themselves experience being treated like an adult learner, can experience greater psychic rewards when learners become excited with learning, and began experimenting with andragogy.

Knowles' common sense approach in his primarily descriptive rather than prescriptive writing has a wide appeal. His presentation of andragogy as a fresh way of thinking about adult education has attracted thousands of disciples from the ranks of practicing adult educators and has improved the relationship between educator and learner. In fact, Griffith (1991) credited Knowles as being the best known American adult educator.

Scientific Foundation of Andragogy Being Established: 1992-1995

Knowles continued to work on his theory of adult education by using a scientific approach for understanding the learner and educator. As a result, Knowles (1993) discovered a very critical variable in andragogy: the level of the learner's skill in taking responsibility for his or her own learning. Consequently, he emphasized the necessity of andragogues experimenting with building a "front end" (p. 99) into their program design. By this he means to first expose the adult learner to

the notion of self-directed learning (in contrast to dependent didactic learning). Next, the educator should help the learner to practice some of the accompanying skills of self-directed learning such as self-diagnosis, identifying resources, and planning a learning project. Zmeyov (1994), clearly in support of andragogy, 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, in the process of education.

Lewis (1994) studied the use of the andragogy teaching and learning processes with African American adults at Martin University. He explained one of the difficulties encountered in teaching African American adults at Martin University as being students who were poorly prepared for higher education.

Henschke (1995) focused on describing a dozen different episodes with groups in various settings, where he applied his understanding and adaptation of Knowles' theory of andragogy. Some of the results he considered successful included facilitating learning in ABE, AEL, and TE-SOL areas.

With a more scientific approach, andragogy becomes more serviceable for adult education programs throughout various learning institutions and agencies.

Knowles' Theory Gains in Popularity: 1996-1997

Houle (1996), in talking about Knowles' work in andragogy said that it remains the most learner centered of all patterns of adult educational programming. Houle concluded by saying,

Those who wish to do so can wholly contain their practice in the ideas expressed by Knowles and others, establishing appropriate physical and psychological climates for learning and carrying forward all of its processes collaboratively. Far more significantly, andragogy influences every other system. Even leaders who guide learning chiefly in terms of the mastery of subject matter, the acquisition of skills, the facing of a social problem, or some other goal know that they should involve learners in as many aspects of their education as possible and in the creation of a climate in which they can most fruitfully learn (p. 30).

Milligan (1997) continued to support his original investigation of andragogy (1995) in which he conceptualized his summary of it as the

facilitation of adult learning that can best be achieved through a student centered approach and this includes adult basic and literacy education.

Antecedents to an Historical Foundation of Andragogy: 1998-1999

Zmeyov (1998) aptly defined andragogy differently from others. He said that andragogy is “the theory of adult learning that sets out the fundamentals of the activities of learners and teachers in planning, realizing, evaluating and correcting adult learning” (p. 106). This includes adult literacy education and basic education.

Draper (1998), in providing an extensive, world-wide background on andragogy, reflected on and presented an overview of the historical forces and antecedents influencing the origin and use of the term andragogy. These forces include: the humanistic social philosophy of the 1700s & 1800s; the early twentieth century labor movement in Germany and USA; international expansion of adult education since World War II; commonalities of different terminologies; the debate in North America; the progressive philosophy underlying andragogy in North America; stimulation of critical discussion and research; and the viability of andragogy as a theory. He concluded that, “Tracing the metamorphoses of andragogy/adult education is important to the field’s search for identity. The search for meaning has also been an attempt to humanize and understand the educational process” (p. 24).

Henschke (1998) also emphasized that, in preparing educators of adults, andragogy becomes a way of being or an attitude of mind, and needs to be modeled/exemplified by the professor. Otherwise, if we are not modeling, what we are teaching?

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

The most comprehensive of all the publications on andragogy is a book that includes thirty of Savicevic’s (1999b) publications within a twenty-six year period. His work has addressed how andragogy has and will shape literacy, the work place, universities, training and research, the humanistic philosophies, the evolution and future of andragogy, and the practice of adult education.

Draper considered how the past has shaped andragogy while Savicevic considered how andragogy will shape the future in relation to lit-

eracy, research, and training. It is apparent how further research and study on the theory of andragogy has shifted the understanding of adult education over a period of time.

Empirical Research Being Pressed for Investigating Andragogy's Value while Objection Remains: 2000-2002

At the turn of the century, a great deal of research yielding empirical results helped to improve the validity of the andragogic approach. Johnson (2000) saw andragogy as an approach to learning that includes a focus primarily on the needs of the learner in every aspect of his/her life. During his forty years in the field [much of which he worked in some capacity with Malcolm Knowles], he successfully tested and applied this andragogical method with many participants affirming the results in a wide variety of settings.

Billington (2000) found that key factors relating to andragogy helped all adult learners grow, or if absent, had the potential to make them regress and these factors also applied to adults in literacy and basic education. The factors were: 1) a class environment of respect; 2) learner abilities and life achievements acknowledged; 3) intellectual freedom, self-directed learning, experimentation and creativity encouraged; 4) learner treated fairly and as an intelligent adult; 5) class is an intellectual challenge; interaction promoted with instructor and among students; and 6) regular feedback from instructor. The understanding of these factors by adult educators is key in creating a productive and dynamic learning environment.

Further comprehension of the exploration of andragogy was ascertained as Cooper and Henschke (2001a, 2001b) identified eighteen English language articles and studies as foundational to the theory of andragogy. The six sections they discovered as being important to depicting andragogy were: evolution of the term andragogy; historical antecedents shaping the concept of andragogy; comparison of the American and European understandings of andragogy; popularizing the American and worldwide concept of andragogy; practical applications of andragogy; and, theory, research, and definition of andragogy.

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

The identification of these factors, articles, and criteria promoted the understanding and use of andragogy throughout many programs and also provided substantial sources and references for the research base of andragogic theory.

Bringing European and American Andragogy Closer Together as Distance Education Emerges: 2003-2004

Two European scholars have determined that andragogy has important connections with various styles of teaching and also with other branches of study, including genealogy. One of these scholars, Pica-vet (2003), said learning family history in an andragogical way is much more important than just knitting names together. The concept is about such things as culture, human behavior, social relations, sociology, biology, psychology, philosophy, geography, economics, law, philology, learning, and education.

The second scholar, Haugoy (2003), identified andragogy closely with various models of flexible open classrooms for the independent students, who can control their own learning processes, and have the will, motivation, and discipline to continue working. These models go back to Bishop Gruntvig's life path with strong advocacy for using andragogy with adults in their learning.

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.

Heimstra (2004) made what could be considered an extensive addition to the theory, research, and definition of andragogy. He provided annotations on 97 works related to andragogy, thus contributing to its international foundation as well as providing a pool of references for all countries to utilize in their various adult education programs.

Henschke (2004) also found deep involvement in andragogy, when he paraphrased Robert Frost's Poem "The Gift Outright" delivered at the USA 1961 Presidential Inaugural Ceremonies of John Kennedy and Lyndon Johnson. The paraphrase follows:

Andragogy belonged to us before we belonged to Andragogy.
Andragogy was my longing desire in living, teaching and learning
for a few decades
Before I was her educator. Andragogy was mine

In undergraduate school, in graduate school, in theological seminary, in clinical training, in parish ministry, in doctoral studies, in university faculty, in consulting with various organizations throughout society,
But I belonged to Pedagogy, still captive,
Possessing what I still was unpossessed by,
Possessed by what I now no more possessed.
Something I was withholding made me weak
Until I found it was myself
I was withholding from the dynamic, vibrant idea of Andragogy,
And forthwith found new educational and living possibilities
in surrender.
Such as I was I gave myself outright
(The deed of gift was many deeds of dialoguing with others about
Andragogy)
To Andragogy vaguely realizing a new idea embodying teaching,
learning, and living,
But still unstoried, artless, unenhanced,
Such as Andragogy was, such as she will become.

The Hesitation Concerning Andragogy Continues While Many Still Stand By Andragogy: 2005-2006

Esposito (2005) found that emotional intelligence, a type of social and personal intelligence, is important to managing interpersonal relationships and interactions, especially in the business and educational sphere. By learning to understand and improve one's emotional intelligence, learners can have a more personalized and effective learning experience.

Stanton (2005) related the andragogical concept of an Instructional Perspectives Inventory [IPI] to the concept of self-directed learning readiness [SDLRS]. There was congruence between the two, especially in relation to the dimensions of learner-centered learning and the trust gained between the instructor and learners.

Biao (2005) addressed the andragogical issue of a tendency on the part of other educators (and even other adult educators not inclined to consider the validity of andragogy as being part of adult education) to think that any educator can teach, administer, manage, research, etc., an andragogical academic program or course. One aspect of this illustrates

the point that andragogy programs and courses need to be staffed by people academically prepared and competent in andragogy. This is especially important with those facilitating adult basic and literacy education. Savicevic (2006b) reflected about his perception of Knowles' position in sustaining andragogy over the long range of its history into the future.

Forty years in development of a science is not a long or ignorable period. I met professor Knowles four decades ago and argued on term and on concept of andragogy. Since then, the term and the concept of andragogy enlarged and rooted in the American professional literature. There is no doubt that Knowles contributed to it, not only by his texts, but with his spoken word and lectures. He was a 'masovik', i.e. a lecturer on mass events. He told me that he lectured on 10,000 visitor stadiums as if he was inspired by an ancient agonistic spirituality! His contribution to the dissemination of andragogical ideas throughout the USA is huge. The history of andragogy will put him on a meritorious place in the development of this scientific discipline. (p. 20)

The continued support and implementation of andragogy by scholars such as Eposito, Stanton, Biao, and Savicevic is of great importance to the understanding and implementation of andragogy by adult educators throughout the United States and the world. Without the support of such scholars and educators, the theory of andragogy could fall by the wayside.

Knowles and Other Scholars' Prominent Long Range Contributions to Andragogy's Continuance into the Future: 2007-2008

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. Knowles had provided an elaborate system in which one came up with a model of competencies for being an excellent adult educator drawn from a number of sources. Then that same person would assess (on a Likert type scale) her/his level of func-

tioning on each of the competencies. Next, the person would go back to the competencies and indicate the level s/he thought was required for effectively doing the particular task at hand. Finally, the person would select the competencies to work on and improve that had the largest gap between their present level of performance and the required level of performance.

Another contribution to Andragogy was made by Isenberg, (2007), in a published version of her Doctoral Dissertation (2005) completed at the University of Missouri-St. Louis. She provides a break-through framework for bringing together the interaction of andragogy and Internet learning. She also blends the practical and theoretical, the practice and research, and the technology and learning process, in the very crucial area of health related concerns.

Furthermore, Henschke and Cooper (2007) provided one of the first detailed papers on the worldwide foundation of andragogy in the English Language, published in the Romanian Institute for the Adult Education Yearbook. It articulated the six sections that were first developed in this research and discussed at the beginning of this article (Cooper and Henschke, 2001a & b).

Additionally, Goodall (2007) used andragogic methods to profile Rev. Father Boniface Hardin, founder and leader of Martin University, the only predominantly Black University in Indiana that has served Indianapolis' poor, minority, and adult learners for 30 years.

And finally, a review of theories, philosophies, and principles by O'Bannon and McFadden (2008) has led to the development of the experiential andragogy model for practical use with adult learners. The model has six stages: motivation, orientation, involvement, activity, reflection, and adaptation.

The beginning of the new century has opened the way to a great number of contributions to andragogy by a number of scholars and educators ensuring the further use and study of andragogy well into the future.

Applying Andragogy Ideas and Learning Techniques Throughout the World: 2009-2011

In one of the most important and comprehensive studies of andragogy, Tannehill (2009) gathered data from 85 different higher institutions. These institutions used andragogy for educating and servicing

adult learners in post-secondary institutions, and the data gathered demonstrated the importance of increased attention to andragogy and its impact on the student experience.

In another critical study, entitled “Out of Crisis: Reflections of an Iraqi and an American on Advocacy for Andragogy,” Bright and Mahdi (2010) pointed out interesting findings. The study reflected on the significance of inclusive education (andragogical theory) in collaboration between American and Arab cultures in meaningful ways, with change, learning, and teaching approaches that can influence political and social philosophies of leadership. They mentioned that education is a critical aspect in fostering and securing long term peace and stability. They explored the theoretical principles of andragogy, how it is considered a paradigm, and how it could enhance the exchange of cultural knowledge and friendship. They contended that andragogical adult educational theory, processes, and research are elemental to a vision of a peaceful world and a stabilized Iraq.

In LeNoue, Hall, & Eighmy(2011), the need for technology-based andragogy methods are discussed. LeNoue et al. vigorously and energetically asserted their point of view regarding, “A world increasingly characterized by high digital connectivity and a need for life-long, demand-driven learning calls for the development of andragogies specialized to DML (*digitally mediated learning*) environments” (p. 6). They go on to make clear that in this kind of situation instructors would best assume the role of guide, context provider, quality controller, and facilitator, thus encouraging learners to take responsibility for their own learning process in supporting the meeting of needs and accomplishment of personal goals.

Borges (2011) writes primarily in a theoretical review of the term andragogy as a science dedicated to adult education, which involves the use of differentiated teaching practices, according to surveys conducted by scholars concerned with learning adults, among them are Eduard Lindeman, Malcolm Knowles, John Henschke, and Paulo Freire. The paper also presents a field study that means a search for diagnosis/analysis of the reality of English teaching practices among adults in the capital city of Belem of in the state of Para, Brazil.

In many countries the theory of andragogy has become more integral to the education of adults. Its widespread approach to basic and literacy education has made it appropriate to many cities and institutions throughout the world.

Clearer Emphasis on Congruence between Scholarship and Practice Accompanied by Contribution to the Shaking World Economy: 2012 and Beyond

Bowman and Plourde (2012) said that teens and young adults with Intellectual Disabilities (ID) meet the criteria of teen and adult learners chronologically, but may be deficient in many other areas of teen and adult learning. There are specific best andragogical practices in teaching and learning approaches that have been proven to be effective when working with teens and adults with ID such as understanding and working with learning styles; spending time emphasizing concrete experience; making provision for their short attention spans; helping them set goals; adapting materials to their needs; providing an atmosphere conducive to learning; and pressing for learner improvement by prompting, modeling, scaffolding, and task analysis. Of utmost importance is the affirmation that 'it [andragogy] is the relationship that teaches.'

Between the years of 1985 and 2009 Henschke (2012c) journeyed eight times to Para, Brazil. During these trips he focused on using andragogy, the art and science of helping adults learn, to conduct a series of 29 workshops. Among the 29 workshops Henschke spent 453 hours instructing 1,150 adult educators from Brazil on adult education methods and techniques. Additionally, these workshops engaged 21 partner states from Brazil and the USA and were represented by 36 educational, corporate, industrial, social service, religious, healthcare, NGO, commercial, and governmental agencies and institutions. These workshops proved invaluable to the country of Brazil and its adult educators by improving adult education practices.

Likewise, Henschke (2012b) talked about his work in nation building through andragogy. He indicated some of his international experience of and involvement in the very essence of exemplifying the concept— nation building through andragogy and lifelong learning as being on the cutting edge educationally, economically, and governmentally. Although he has been privileged to engage adult learners in research and learning experiences in nineteen countries through andragogical and lifelong learning processes, he presents here only a sketch of his personally unique approach of work and learning in what he calls 'nation building' with people in the five countries of Brazil, South Africa, Mali, Thailand, and Austria.

Risley (2012b) discovered an important aspect of finding out whether one adult educator, who espouses andragogy in scholarship, is con-

gruent and consistent in practice and actually exemplifies andragogy in practice. She triangulated this research through ten data sets and confirmed ‘saying and doing’ as a clear overlay.

Henschke (2013b) looked at the history, philosophy, and major themes of andragogy that have emerged in his research and practice. He explores those aspects of andragogy within the context of the theme of the conference – Lifelong Learning for All in 2013 – and indicates how the expanding scope of this investigation offers a frame for carrying forward an inspirational concept to the great benefit of lifelong learning constituencies around the globe. He also emphasizes the eleven elements of trust that make this variety of andragogy ‘super.’ Henschke (2013d) focused this study on the extent to which trust, empathy, and reciprocity in sensitivity may enhance the andragogical foundation of learning, but that insensitivity may destroy andragogical learning altogether. The influence of insensitivity upon the andragogical foundation of learning is striking, especially in its possible negative impact on learning.

In his 2014 article entitled “Andragogical Curriculum for Equipping Successful Facilitators of Andragogy in Numerous Contexts,” Henschke brings together some major elements and suggestions for applying andragogy to adult basic learners and adult literacy learners programming. He has garnered these elements from various sources and his experience in a variety of settings. Although he has referenced these learners in many places [70 references] throughout the paper, and has included mainly items that address these learners, his research in andragogy over a period of 15 years has discovered almost 500 documents in the English language. Space limitations here require that only a small portion of these findings be included. In Table 1 are some of the most important characteristics of adult learners that have been discovered throughout the author’s research and suggestions for helping them learn.

A Brazilian Engineering Professor, UFPA:-

Using some of these processes listed above with a Brazilian Engineering Professor in the College of Engineering at the Federal University of Para (UFPA), Brazil, brought an interesting observation. As we went through these suggestions, one at a time, finally this engineering professor exclaimed

Now I get it, I know what I have been doing wrong with my students. I know why I have not connected with them and they don’t

understand. I now know what I need to do that will help them understand the engineering concepts. I have only been focusing on the content, and I need to focus on them and engage with them so that they can process the concepts through their minds. [Henschke 2009, 2014]

Table 1
Characteristics of Adult Basic and Adult Literacy Learners with Andragogical Techniques for Helping them Learn.

Characteristics	Andragogical Techniques
Immediate Concerns	Use realistic problems, adult-oriented material, and concrete situations.
Low Self-Concept	Respect the learner for what the learner respects in him or herself; involve the learner in planning and decision-making for the curricula; tap his or her experiences.
Different Value Systems	Relate education to life and direct plans of work to the coping skills of the learner; encourage open discussions around the value shifts from youth into aging; make no moral judgments as to what is good or bad.
Use of Defense Mechanisms	Allay excuses given by the frustrated without attacking them; emphasize importance of goal-seeking and of becoming something better (constructive behavior); accept any patterns of self-protection against internal as well as external threats.
Sensitivity to Nonverbal Communication	Be alert for clues of what is said and what is not said but felt; in responding, guard against negative nonverbal responses in voice, gestures, or facial expressions.
Alienation	Enhance the learners' attitudes about their

(feelings of helplessness over control of events)	ability to learn; orient learners to be and to seek out resources in their community; cite examples in which human potential, once awakened, changed one's life drastically.
Reticence and Lack of	Help learners to experience success and security by giving small tasks before proceeding into more demanding activities; present well-planned and meaningful lessons; begin with familiar and concrete problems; add humor to every session.
Hostility and Anxiety Toward Authority	Project yourself as a friend or guide with genuine honesty and a warm regard for each person; dress conservatively; allow controversy in group discussion; speak in conversational tone.
Fear of School, Failure and Change	Assure entire group that choice of seating, espouses, and homework are to be voluntary; teach good study habits; encourage interaction; set a warm, informal, relaxed atmosphere; constantly reassure learners in their small successes.
Limitations from Deprived Home Life	Find ways to remedy the physical and emotional handicaps resulting from limitations in environment; provide a quiet, comfortable place for study; provide well-stocked supplementary aids; encourage use of the library, agencies, and/or learning center.
Cultural Exclusion	Provide a link between learners and sources of pleasure, learning, and cultural enrichment open to them; post schedules of community activities or review with learners the weekly events in local papers; schedule field trips to lectures, libraries for films or demonstrations, or public court hearings; invite a cooperative extension agent to give a demonstration relating to some home need expressed in planning sessions.

Conclusions on the History and Philosophy of Andragogy

There are still numerous additional documents waiting to be included in further iterations of this research. Nonetheless, andragogy is not just the work of one or a few persons, but is the result of efforts by multiple people from numerous nations around the globe over a period of more than one hundred years.

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