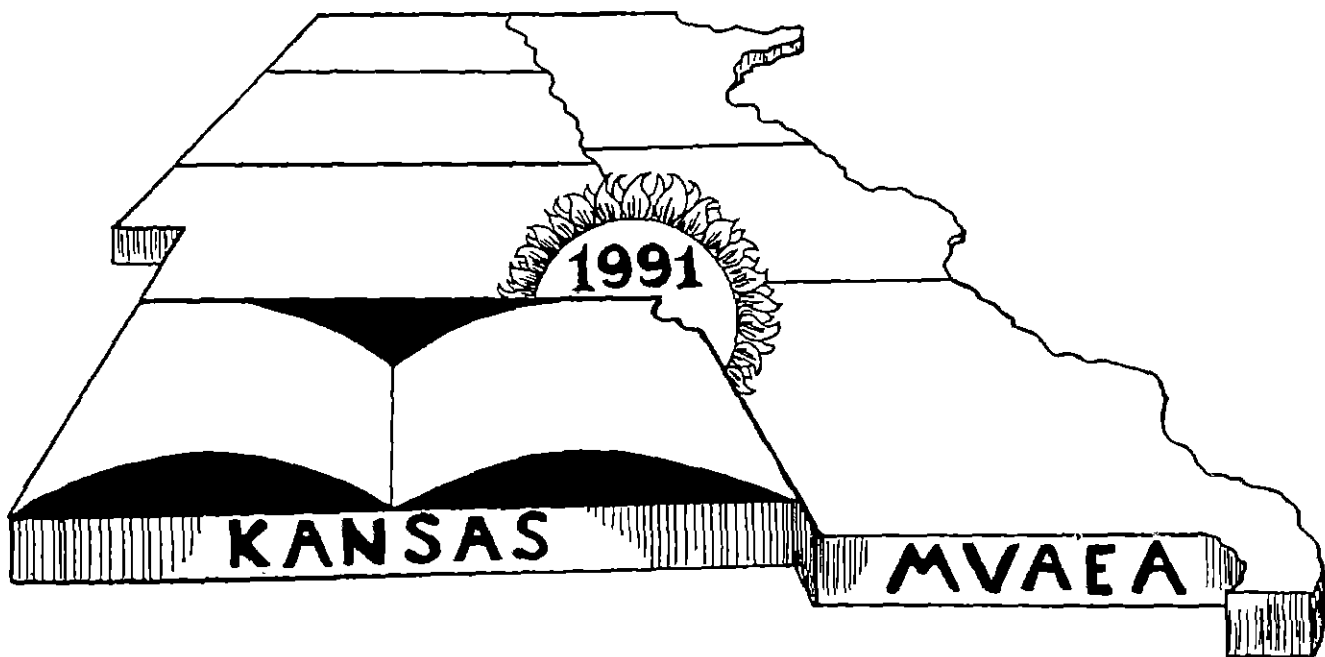


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UNIVERSITY CONCEPTS COMMON TO TRADITIONAL AND ADULT EDUCATION

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Serious differences exist between traditional education (as exemplified by the professorial approach in the university) and adult education (as represented by the adult learner's approach). Whereas the focus of the former has been on "what will be taught," the latter has emphasized "what I choose to learn." An analysis of some key concepts associated with these seeming contradictions may thus help to better accommodate adult education in the university.

The authors had previously delineated contradictory concepts identified respectively with the professorial approach and the adult learner's approach. Initially, this had entailed questions about how theory related to practice in Adult Education. Within the university, for instance, such questions tend to focus on a logical contradiction between the professorial approach (i.e., what will be taught) and the adult learner's approach (i.e., what I choose to learn). As a consequence, a clarification of this issue was undertaken through a philosophical analysis of these respective positions. The subsequent analysis entailed three phases: (1) the explication of two contradictory sets of terms, one commonly associated with university professors and the other generally related to practitioners in Adult Education, (2) an initial examination of these terms by specialized groups of practitioners in Adult Education, and (3) a determination as to whether these contradictions may also contain elements which both university professors and practitioners in Adult Education may instead have in common.

The authors then decided to focus more specifically on phases two and three of their initial undertaking. In regard to phase two, it was recognized that further analysis was in order as to the respective merits of the professorial emphasis on "what will be taught" and the adult learner's emphasis on "what I choose to learn." Hence, phase two involved moving from the initial explication state of the contradictory terms to their specific analysis by other groups of practitioners in Adult Education. The two sets of contradictory terms subsequently discussed were as follows:

<u>The Professorial Emphasis</u>	<u>vs.</u>	<u>The Adult Learner Emphasis</u>
1. What will be taught		What I choose to learn
2. Intristic knowledge		Instrumental knowledge
3. Justification by what is self-evident		Justification as perceived by need/use
4. Didactic (lecture) teaching/ learning		Ostensive (discovery)
5. Traditional education		Modern education
6. Curriculum/methods in Secondary Education		Curriculum/methods in Adult Education

Lastly, the authors initiated phase three of the undertaking. As previously mentioned, the focus of phase two had been on the delineation of six concepts identified as being contradictory between the professorial and the adult learner's approaches. The task of phase three, however, was a shift from the analysis of the inherent contradictions to an analysis of those educational concepts which both the professorial and the adult learner's approaches may instead have in common. These specialized groups of practitioners in Adult Education were asked to examine six such seemingly common terms. Namely: (1) the meaning of subject matter; (2) the nature of a discipline; (3) the concept of research; (4) graduate study in the university; (5) curriculum and teaching; and (6) grading practices. As initially stated, the authors anticipate that the groups' resulting explication of any inherent commonalty in these terms might result in better situating Adult Education in the university.