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A Productive Decade of Andragogy's History and Philosophy 2000-2009

Abstract: *With the foundation of andragogy having been laid, there was a serious attempt at investigating its value. Some felt that a broad scope was established in the practice to support growth in learners, with any mention of adult learning needing to include andragogy. Others perceived that andragogy produced unproductive debates along a binary path, with its being too caught up in individualization, the politics of exclusion, conformity, and de-contextualizing adult learning. However, some research revealed numerous dimensions of andragogy. The connection with distance learning became very strong and solid. New applications of andragogy were spawned into foreign language learning, internet learning, validation of the adult instructor's perspective, the public school, emotional intelligence, and an interlinking with brain research. The long range projection of andragogy saw a strong resurgence in numerous research papers being put forward through conferences and publications with the world-wide foundation being established by thorough documentation of the materials. Savicevic looks far into the future and credits Knowles with a meritorious place in the advancement of andragogy. Many new applications over an extensive period of time were increasing.*

Introduction

As the History and Philosophy of Andragogy continues to unfold and its dimensions become more visible, some scholars may move beyond just focusing on the pros and cons of Malcolm S. Knowles' involvement with it. The first 170 years since its inception helped to establish the foundation. The last ten years that andragogy has been discussed, will reveal its being extensively researched and indicate how it has informed much of the practice of adult education. The extent of literature written about and / or published on andragogy shows about an equal balance in volume between the initial 170 years (from 1833 into the beginning of 2000) and the next decade (from early in the year 2000 through a major part of the year 2009) – a decade of productivity.

Investigating Andragogy's Value
2000-2003

Billington (2000) found a number of key andragogical factors that were very valuable in helping adults grow and if absent made them not grow and in fact regress. Those factors were: a class environment of respect; their abilities and life achievements acknowledged; intellectual freedom, self-directed learning, experimentation and creativity encouraged; learner treated fairly and as an intelligent adult; class time intellectually challenging; interaction promoted with instructor and between students; and, regular feedback from instructor.

Rachal (2000) discovered little empirical evidence that andragogy provides better results from learning than other approaches. However, he identified from nineteen empirical studies, insights that may contribute toward helping establish criteria for an operational

definition of andragogy suitable for implementation in future empirical studies of andragogy.

Likewise, Gehring (2000) was concerned about applying principles of andragogy in the correctional setting. His tentative conclusion affirmed that although not all residents of correctional settings are ready to take full responsibility for their learning;there are some who are. These mature students, who deserve recognition as whole persons, will benefit from having the facilitator apply andragogical principles in their learning activities. Although residents of correctional situations are frequently 'late bloomers', they are quite capable of learning and maturing.

Taylor, et al. (2000) in their near 400 page volume, asserts that "...no discussion of approaches to teaching adults would be complete without mention of *andragogy...* " (p. 359), the approach developed by Knowles, who in their estimation combined it with constructivism, humanistic and cognitivist learning. Added to this, were andragogical assumptions about the design of learning, principles, characteristics, key successful factors, learner motivation, motivation barriers, curriculum design, and teaching delivery in the classroom.

To the arguments that question the value of Knowles' approach to andragogy, Maehl (2000), in addressing the philosophical orientations of a number of adult educators, suggests that Knowles led in the direction of making andragogy quite humanistic that gained wide adoption in the field. This also was fused with other philosophies, particularly in human resource development applications. He also emphasized that Knowles elaborated his ideas of self-directed learning within the context of andragogy. This influenced a generation of adult educators, through his sensitive and nurturing spirit, to adopt the practice of andragogy broadly. What drew and maintained a strong following was what Maehl described Knowles as advocating.

> An adult learning program should facilitate access by providing easy approach, a welcoming environment, supportive services, and adaptability to individual circumstances. The program should establish a friendly climate of learning for adults, both in a physical facility that is suitable and in a psychological environment that is warm, mutually respectful, trusting supportive, and collaborative. The program should involve learners in diagnosing their learning needs, setting learning goals, designing a plan of learning, managing the learning experience, and evaluating learning outcomes. An important device for accomplishing all these steps in learner involvement is the learning contract that a learner and teacher, or facilitator, develop mutually. Knowles also believed the process should be characterized by respectful acknowledgment of the learner's previous experience; adaptability to changes in the learner's circumstances during the course of learning; ongoing supportive engagement between the learner and the facilitator; and positive

reinforcement, or feedback, to the learner. (p. 78)

Pinheiro (2001) found that the perception of a multicultural international population of students in an American university indicated a preference for teaching-learning experiences congruent with the andragogical model. Their positive and preferred experiences were characterized by the andragogical themes of engagement and connectedness, while their negative and not preferred experiences were characterized by disengagement and disconnectedness.

Shore's (2001) perception that Knowles' andragogy became a catalyst for unproductive debates framed along a binary path. This path was such as adult/child, isolation/relation, objective/subjective, explicit/implicit, Black/White.

Grace (2001) considered that Knowles' (which is closely identified with and almost synonymous with andragogy in America) andragogy as a theory of how adults learn, ascended to prominence in the U.S. adult education after the 1970 publication of his book *The Modern Practice of Adult Education: Andragogy versus pedagogy.* By 1990 it was losing much of its punch as a result of the discussion and controversy surrounding it. He felt that Knowles' perspective is too caught up with individualization, institutionalization, professionalization, techno-scientization, self-directed learning, the politics of exclusion, maintenance, and conformity. Grace also believed it ignores resistance and transformation, and sees mainstream U.S. and Canadian adult education as having been complicit in sidelining cultural and social concerns, thus depoliticizing and decontextualizing adult learning. Although he saw Knowles' andragogy as having been effectively dismantled in the 1980s and 1990s, Grace presents a vigorous case for needing more of the same to neutralize its continued prominence and influence. Notwithstanding the hope of the demise (or at least receding) of andragogy, others found its application very useful. Numerous citations of its usefulness will follow in this chapter.

Mason, et al. (2001) indicated that air carrier check airmen could benefit greatly from Henschke's (1987) model in their preparation for becoming instructors in the pilot learning program. Most especially, they considered implementation of the plan would help pilot instructors display flexibility and an attitude of: Being open to ideas that differ from those in the design; caring and being capable of showing it; treating adults as individuals and recognizing that each is unique; supportiveness towards learners; and, considering the learning process as important.

Merriam (2001) also posited that the scholarship on andragogy since 1990 has taken two directions. One stream seeks analysis of the origins of the concept or its usage in different parts of the world, thus becoming a touchstone for professionalizing through the establishment of a scientific discipline. The other stream critiques andragogy for its lack of attention to the context in which learning occurs. She emphasized that andragogy as one of the two 'pillars' of adult learning theory (self-directed learning being the other pillar) will continue to engender debate, discussion, and research, thus suggesting that in so doing, it will further enrich our understanding of adult learning.

Gibbons and Wentworth (2001) expressed a concern about colleges and universities that are rushing at an alarming rate to answer the call of the growing number of online learners. They raised a crucial question: Can faculty make effective use of the online learning platform to design, construct and deliver a meaningful online course that addresses the motivations, needs, learning styles and constraints on non-traditional learners, while achieving the same learning outcomes as onground? They seek to address this question by revealing the need for substantive differences between online and onground teaching methodologies. They declare that dialogue is the methodological heart of the online learning paradigm. They also support the idea that learning a subject well requires intensive discourse in any field or discipline, and that the learners' need for individual dialogue contributes as much to the teaching and learning structure as the teacher offers in the way of course content or design. They further assert that those who teach online need to be helped to learn to respect the maturity of the adult learners and their motivations for learning. In this process of their being helped to become online faculty, they evolve from being an instructor and content expert to a facilitator and resource person. The new facilitator learns to create a course that emphasizes the primacy of the learner, grants a substantial measure of control to learners and places learning directly in the context of learners' own experiences.

Barclay (2001) made it clear that Knowles' concept of andragogy became infused with humanistic psychology. Although subjected to much debate as to whether it should be considered a theory, method, technique, or simply a set of assumptions, andragogy now occupies an important place in the adult education field. It has engendered awareness of the learning needs of adults and is now emerging as a base of concepts applicable for learning at a distance.

Cooper and Henschke (2001b) identified 18 English language articles and studies as foundational to the theory of andragogy in its relationship to practice. Showing the continuing discovery and expansion of a much broader than Knowles' conception of andragogy, the number of documents referenced and analyzed in this article contributing to the international foundation for its research, theory and practice linkage now stands at more than 200, and more are waiting to get included on the list. The research was outlined in the following six sections depicting andragogy: Evolution of the Term Andragogy; Historical Antecedents Shaping the Concept of Andragogy; Comparison of the American and European Understandings of Andragogy; Popularizing the American Concept of Andragogy; Practical Applications of Andragogy; and, Theory, Research, and Definition of Andragogy.

Cooper and Henschke (2001a) were privileged to have the above article translated into Serbian. It was then published in the Andragogy Journal, published in Yugoslavia to an audience largely acquainted with andragogy in one of its most pure form, as it is academically credible in the University of Belgrade.

Knowles' andragogy is considered by Livingstone (2001) as one theory that stresses the active practical engagement of adult learners in the pursuit of knowledge or cultural

change. This may be in contrast to other perspectives on andragogy in that they are more theoretical in nature, in contrast to presenting active engagement of adult learners in the process.

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. This certainly presents a challenge to those in the field that may be willing to expend the energy to conduct an empirical research study on the results of andragogy.

St. Clair (2002) only added to the practice perspective of andragogy. He suggests that andragogy does not work for everybody, and it does not define adult education. However, he does allow that it is one theory for the 21st century that will maintain its role as a necessary component of the field's shared knowledge.

Chesbro and Davis (2002) connect education on the health issue of osteoporosis (significant loss of bone density) with an application of andragogy – a process of education – based intervention with adults, especially in this case with older adults. This takes the application beyond the cognitive and affective, but moves it to include the psychomotor aspect including the physical body.

Roberson (2002) asserted that Knowles' theory of andragogy not only captures the beginning of the adult education movement but also provides a perspective that is timeless and applies to adult education in the multicultural world. Nevertheless, he provides actions that critics of Knowles' theory of andragogy have advised adult educators to take: incorporate issues of diversity and culture into ways of knowing; move beyond the family and focus on the social, economic, and political system of the learner's world; and, emphasize indigenous education. These may be questioned as to what they would contribute to the discussion on andragogy.

Moore (n.d., circa, 2002), in coming from a university context, focused attention on the term 'adult' as referring to 'all college students, undergraduate and above'. He suggested that 'andragogy' can be more broadly defined as all 'learner-focused' education. He also reflects on the self-directed or autonomous learner by referencing Knowles' (1970) perspective as especially characteristic of learning in adulthood. Adults have a self-concept of independence. Their everyday lives are perceived as being capable of self-direction, and this is also the case in their learning. In his listing of the adult learner characteristics, he provided the following implications for technology use: adults should be provided with adequate resources and technology tools to direct their own learning; adult learners should regularly be required to relate classroom content to actual life experiences; appropriate beliefs about learning are developed over time by providing students with many opportunities to ask their own questions and engage in personal inquiry; and, motivation and interest can be supported by designing authentic projects or tasks that the learner can see are relevant to their future needs.

Wilson's (2002) research into the historical emergence and increasing value of andragogy

in Germany and the USA, discovered, among other things, a connection between a foundational element in adults' capacity to continue learning even into their later years. This concept is labeled as 'fluid intelligence' and its being enhanced through andragogical interventions in self-directed learning.

Boudreaux. et al. (2002) examined a portion of the legacy of Malcolm Knowles through studying some of his personal correspondence, and studying it andragogically. A weakness of this approach was that the group did not have much background in the andragogical perspective.

Boucouvalas and Henschke (2002) emphasized the cooperative nature of andragogy in a global setting. They asserted that adult educators around the world are all part of the same family.

Aspel (2003) said, that to implement the concept of andragogy certain changes need to be made, even though the change from pedagogy to andragogy may be slow in coming. The changes are: (a) Adult learners need to know the why, what, and how of what is being taught; (b) They need to have a self-concept of their autonomous self-direction; (c) Their prior experiences need to be taken into consideration; (d) They need to be ready to learn; (e) Adults need to have an orientation to learning; and, (f) They need to understand their motivation to learn.

Schneider (2003) suggests that andragogy is more suited for non-traditional learners, and pedagogy is more suited for a traditional instructional approach. This appeared to recognize that andragogy had more going for it than just be applied to adults and pedagogy being for children.

Stratton (n.d., circa, 2003) outlines the processes of andragogy. He then poses various scenarios for solving adult learning problems with the andragogical perspective.

Picavey (2003) said that learning family history in an andragogical way is much more important than just knitting names together. The concept is about culture, human behavior, social relations, sociology, biology, psychology, philosophy, geography, economics, law, philology, learning, education, and so forth.

Morland (2003) assert that business trainers, coaches, and instructional designers need to understand the dynamics of an andragogical model of adult learning. Despite the controversy elicited by Knowles on an artificially narrow definition of pedagogy, his andragogical insights into adult learning behaviors and motivations are generally accepted.

Hugo (2003) put forward the perspective that andragogy is loosely defined as adult learning. However, more specifically andragogy is the formal term used to describe the process of educating and leading adults to fulfill their role as parent, educator, citizen or worker. He also summarized key characteristics of learners and mediated learning scenarios, with special reference to the potential of andragogically oriented Interactive 3D Visualiazation and Virtual Reality (IVVR). He compared the effectiveness of these

IVVR technologies with that of traditional pedagogical methods such as classroom training, self-study using media like text, broadcast video and audio, and other computer-based approaches.

Pastrana (n.d., circa, 2003) indicates that Andragogy International is a universe of solutions to facilitate the evolution of companies to their full potential through education, training and consulting. Individuals receive an improvement of the quality and scope of the responsibilities with which they are entrusted. This accrues to the direct benefit of the company and the individuals themselves.

In a word of caution, Sasmal (n.d., circa, 2003) attempts to juxtapose the Indian adult's behaviors against the principles of andragogy defined by Knowles, and draws a realistic picture of the adjustments that must be made in truly identifying the principles of learning for the Indian adult. These are mainly that they prefer to play the loyal disciple rather than questioning the trainer's authority, and that training programs must begin with a manual being provided to be considered effective.

The writer of *A philosophy of adult education* (no date, circa, 2003) in a Power Point presentation makes a strong case for an andragogical philosophy of adult education. His/her reasoning is that business and industry spend $30 to $40 billion per year on adult education, equal to 2.55 million FTEs (Full Time Equivalents), the size of 65 universities in the State of Michigan, and we have a real opportunity for making a significant impact.

Kajee (2003) reported on the impact of andragogy from a study conducted with English as a Second Language (ESL) undergraduate students in a university in South Africa. Their online Site Philosophy tabulates the characteristics of adult learners according to Knowles' conception of andragogy and their implications for the use of information and communication technology (ICT) in adult learning, with the major impact of this environment bearing positively on learner autonomy and self-directedness.

Paraskevas and Wickens (2003) tested the strengths and drawbacks of the Socratic Seminar, one teaching method of the andragogic model. This is a teacher-directed form of instruction in which questions are used as the sole method of teaching. This places students in the position of having to recognize the limits of their knowledge, and hopefully, motivating them to learn. This was found to be a very effective method for teaching adult learners, but should be used by the instructor with caution, knowledge, skill, and sensitivity, depending on the personality of the learners.

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. Although these models go back to Bishop Gruntvig's life path, they have found their way into Norway, Sweden, Denmark, Lithuania, Hungary, Malta, Spain, Belgium, and the Netherlands; thus, adding to the strong advocacy for using andragogy with adults in their learning

Andragogy and Distance Education

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. The characteristics are: the physical environment of a television classroom used by adults should enable them to see what is occurring, not just hear it; the physiological environment should be one that promotes respect and dignity for the adult learner; adult learners must feel supported, and when criticism is a part of discussions or presentations made by adults, it is important that clear ground rules be established so comments are not directed toward a person, but concentrate on content and ideas; a starting point for a course, or module of a course, should be the needs and interest of the adult learner; course plans should include clear course descriptions, learning objectives, resources, and timelines for events; general to specific patterns of content presentation work best for adult learners; and, active participation should be encouraged, such as by the use of work groups, or study teams.

Young (2003) analyzed the benefits phenomenon of learning in online continuing education programs for real estate practitioners, through the lens of Malcolm Knowles' concept of andragogy – self concept of the learner, role of experience, readiness to learn, orientation to learn, and motivation to learn. Benefits included: access to learning materials in advance of beginning the program, learning available flexibly and students can self-pace, programs can enhance learning style of shy students, learning tailored to individuals and companies, learner focused with learning contract, self-directed learners, cheaper and convenient, much learner support with coaches and mentors and technical help..

Rossman (2003) posits that andragogy provides a number of important things. They are: a context for developing distance education programs, a framework to build a climate conducive to adult learning, and a process for involving the adult learner more actively in the distance learning process.

Showing the strength of andragogy through it long history in Europe, Savicevic (2003) indicates that comparative andragogy has numerous elements that are essential in addressing this scientific research topic. Those eight elements included in the book are: comparative perspectives of education and learning of adults; historically-comparative researching in andragogy; andragogical comparisons in our cultural environment; international dimensions of adult education; conceptual and linguistic standardizing in andragogical comparisons; theoretical and methodological scope of comparative andragogy; currents of constitution of comparative andragogy; and, conclusions concerning comparative andragogy.

Sopher (2003) was the fifth of the series of doctoral dissertations focusing on the work of Malcolm S. Knowles in andragogy. She asserted that Knowles work is best understood by practitioners and researchers only if it is historically accurate, within his humanistic philosophy, explained in the context of his times, recognizing the role that each of the

four historical movements (humanistic adult education, human services, group dynamics, and human resources development) in the USA plays in Knowles' theory of andragogy.

Sopher (2003) determined that Knowles acquired the term from Savicevic in 1966. Nevertheless, 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, his university teaching of budding adult educators, and the publication of his landmark book on the topic of andragogy. The 1970 edition was entitled *The Modern Practice of Adult Education: Andragogy vs. Pedagogy.* The 1980 edition was entitled: *the Modern Practice of Adult Education: From Pedagogy to Andragogy.* He originally saw pedagogy as being for children and andragogy being for adults. The change of subtitle reflected a shift from his originally seeing andragogy and pedagogy being at opposite ends of a continuum, toward andragogy being used appropriately with younger learners under certain circumstances and pedagogy being used appropriately with adults when they are learning something entirely new. This American version of andragogy became popularized as a result during that time. The main structure of his andragogical expression took the form of a process design instead of a content design, with assumptions and processes. The assumptions about adult learners were ultimately determined to be: 1) they are self-directing, 2) their experience is a learning resource, 3) their learning needs are focused on their social roles, 4) their time perspective is one of immediate application, 5) they are intrinsically motivated and want to problem-solve, and 6) they want to know why they need to know something. The learning processes were ultimately determined to be that adults want to be actively and interactively involved in preparing for the adult learning experience, a climate conducive to learning, cooperative planning, diagnosing their needs, setting objectives, designing the sequence, conducting the activities, and evaluating their progress.

Nevins (n.d., circa, 2003) added to these assertions that successful business leaders are masters of andragogy. They need to be able to think-on-their-feet, quickly gather the facts and quickly make decisions. They recognize that time is not an ally and no-decision is a certain path to failure. On the other hand, they realize that in a short period of time they might not be able to get all of the facts to make a fully educated decision. Knowing that they must make a decision, they use the facts as they know them at the time and extrapolate them to the particular situation that they are faced with. This approach to decision making, he suggests, is the andragogical approach to learning.
Other types of businesses were also finding the benefits of andragogy.

Weinstein and Wie (2003) articulated the aims, needs, motivation, skills, self-confidence, learning conditions and responsibility of learners in andragogy. The andragogical principles guarantee learning success and quality of adult learning. In andragogics: The learner determines the aim, motivation of learning is clear and high, learners have practical experience, the educational program is flexible, active teaching methods are used, the educational environment is safe and friendly, information is tested for applicability at the present moment, learners think critically, and learners choose the type of evaluation to be used.

Colan, et al. (2003) asserts that andragogy is placed within the trends and context of adult education, variables affecting adult learning, a toolkit for facilitators, and various learning theories. These theories are: action learning, experiential learning, project-based learning, and self-directed learning.

Drinkard and Henschke (2004) found that nurse educators who have a doctoral degree in adult education as more trusting of their learners in an andragogical classroom than nurse educators who have a doctoral degree in nursing. This was largely due to the lack of anything regarding how to facilitate the learning of adults in the nursing doctoral program, as contrasted with facilitation the learning of adults being a very prominent part of the adult education doctoral programs where andragogy is actively practiced.

Wilson (2004) contributed a new paradigm for the scientific foundation of andragogy that defines learning in respect to the anatomical make-up of the brain and its biological functions. It moves away from a general definition to a specific definition, using empirical research conducted by the neuroscientists and biologists on memory, recall, learning, plasticity and experience. Additionally, andragogy and brain plasticity acknowledges that the brain expands with knowledge accumulation regardless of age. The brain like a muscle becomes stronger the more it is used. From the andragogical point of view, adults have an independent self-concept and exercise their brain muscle by directing their own learning.

Reischmann (2004) added an historical perspective discussing why during various periods andragogy lay dormant for extended decades and the scientific basis of andragogy. Much of his discussion centered on whether a term such as "andragogy" was necessary or that the field of adult education has been and will be able to flourish and do its work without a unique term.

Somewhat parallel to Reischmann above, Harriman (2004) addresses the essentials of andragogy / adult learning. He focuses on definition, questions whether it is different from the learning of children, principles, myths, and 19 methods of how adults learn best online, including the structure and characteristics of each method.

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. He says that applied correctly, the andragogical approach to teaching and learning in the hands of a skilled and dedicated facilitator can make a positive impact on the adult learner.

The perspective of Akande and Jegede (2004) holds the view that describes andragogy as one of the new sciences of education that is now gaining ground in many areas. They made the case that adults in Nigeria are far behind children in achieving technological

literacy. Thus, based on Knowles' (1980) and Zmeyov's (1998) similar definition of andragogy, they explored the mutual opportunities among andragogy and computer literacy to improve adult computer literacy skills in Nigeria. Their perspective holds the view that describes andragogy as one of the new sciences of education that is now gaining ground in many areas. It is democratic in the sense that the learner is seen as an active participant in the whole learning process. Thus, andragogical methods are highly appropriate for adult education in computer literacy.

Following this line of thinking, The Nebraska Institute for the Study of Literacy (n.d., circa, 2004) summarized Brookfield (1986), that in andragogy, facilitating learning is a transactional encounter. In this, learner desires and educator priorities will inevitably interact with and influence each other.

Donaghy (2004) in the process of his doctoral dissertation had an interview with Allen Tough and what he had to say about Malcolm Knowles with his andragogical and self-directed learning perspective.

> I don't know what to say about him… I love the guy, we all did. He's a wonderful man, a very special man and in fact he pioneered self-directed learning. We were very much in sync with each other, although we were on different paths but parallel paths, and we certainly admired and supported each other. Knowles was very approachable, even more so than Kidd and Houle. Knowles was on a first name basis with everyone. He had enormous amounts of energy and outgoing warmth, and he attracted an enormous number of students who carry on his work. Knowles documented the accomplishments of his students in each one of his books (p. 45).

Henschke (2004) also found deep involvement in andragogy, when he paraphrases Robert Frost's Poem [*Our 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 ws 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.

Illeeris, (2004) a Danish adult educator for 30 years, who by his own declaration is not an andragogue, but a pedagogue, was convinced that adults need to be actively involved in developing and executing adult education programs. He asserted that it is of "… entirely decisive importance that the point of departure of planning is that the participants in adult education programs are *adults*, humans that both formally and in reality are responsible for their own actions and decisions" (p. 163). He went on to indicate here that he is quite in line with Knowles in his agitation for andragogy as a discipline, which is in many ways different from the pedagogy of children's schooling and upbringing.

Thompson and Deis (2004) reviews and summarizes the literature that suggests a significant theoretical difference between andragogy and pedagogy. Centrally, the assumptions behind pedagogy [namely 'child conductor'] do not always fit the needs of the adult learner. Conversely, andragogy focuses on the adult and provides a better model for the growing number of nontraditional students enrolled in many universities.

Kail and Cavanaugh (2004) say that lifelong learning is becoming increasingly important, but it should not be approached as merely an extension of earlier educational experiences. It should be viewed and implemented andragogically with the understanding that learning styles change as people age.

Hesitations about and New Applications of Andragogy
2005-2006

Despite Sandlin (2005) calling andragogy a cornerstone of adult education for many decades, she has serious reservations about its prominence, and critiques it within what she thinks are three main-trend perspectives in the field of adult education: Africcentric, feminist, and critical. She also seeks to help remedy some of the problems with an adult education based on andragogy and to facilitate a different kind of adult education practice. What is apparent in her paper is a huge lack of knowledge and understanding about andragogy worldwide, since she restricts her argument on Knowles' variety of andragogy and what other adult education scholars have been saying for a number of years about Knowles' view.

Schugurensky (2005) argued that Knowles' ideas about andragogy did not offer anything new to the field of adult education even though it made the list of those things chosen as a 'selected moment of the 20th century'. However, he did acknowledge that Knowles'

theory has an impact on the field of education. Nevertheless, the argument he presented shows a woeful lack of understanding of the scope of andragogy in general and Knowles' perspective in particular.

Fidishun (n.d., circa, 2005) asserted that to facilitate the use of andragogy while teaching with technology, technology must be used to its fullest. In addition to the arguments of online being flexible for learning, self-paced, anytime and anywhere, learners may also adapt the lessons or material to cover what they need to learn and eliminate the material that is not appropriate or that they have already learned. The design must be interactive, learner-centered and facilitate self-direction in learners. Educators must become facilitators of learning, structure student input into their design and create technology-based lessons that can easily be adapted to make the presentation of topics relevant to those they teach.

Commenting additionally on the value of andragogy in technological learning, Knowles, et al. (2005) presented a sixth edition of this work on Knowles' andragogy, but it was mainly provided for an HRD audience that was interested in moving andragogy forward on a track that was somewhat at variance of Knowles' original work. This, of course, was published eight years after the death of Knowles.

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. These are the hallmark of andragogy that also offers more personalized and effective solutions for the learners.

Carlson (2005) sought to answer the question: What is the nature of the lived experiences of adults in the context of learning a foreign language in a formal learning environment? The theoretical framework of this qualitative study was grounded in Knowles' andragogy, Tough's self-directed learning theory, and Mezirow's perspective transformation theory, as well as in the researches of adult foreign language learning and factors that influence that process. The purpose was to discuss the applicability of andragogy, self-directed learning theory, and perspective transformation theory in the adult foreign language learning process and to create an interdisciplinary discourse among the scholarships of adult education, psychology, and linguistics.

Stanton (2005) related the andragogical concept to the concept of readiness for self-directed learning, and there was not only congruence between the two, but also the Instructional Perspectives Inventory [IPI] was validated as an almost perfect 'bell-shaped' measurement of an andragogical facilitator. She also established a five category scoring system for this andragogical instrument which is: High above average; above average; average; below average; and, low below average.

Isenberg (2005) developed and tested a 'Virtual Health Coach' Internet program that combines andragogical principles with Internet technology. It has numerous health issues being dealt with such as smoking cessation and weight loss. It is being used with the military, health care institutions, and is available online through website technology. The

research indicates excellent success with the participants in dealing with health issues.

Ray and Chu (2005) examined the teaching styles and the student preferences for teaching styles of adult educators in Taiwan. The findings indicated that although the instructors tended toward the andragogical, there was still a significant difference between the teaching styles practiced and the students' preference for teaching style. The researchers surmised that Eastern cultural influence contributes to this gap.

Reischmann (2005) made a clear distinction in his definition between andragogy and adult education. He defined andragogy as the science of the lifelong and lifewide education/learning of adults. Adult education is focused on the practice of the education/learning of adults. He suggested that not until the reality of andragogy has sound university programs, professors, research, disciplinarian knowledge, and students, would it be shown whether the term andragogy would be needed for clarification of the reality. He also found continuous interest in andragogy in numerous countries: Grundtvig in Denmark, Friere in Brazil, the Danish 'folkehojskole', the English University Extension, the Swedish study circle, the American 'encounter-group', and the German 'folk school' in every city, town, village and hamlet throughout the country.

Sayre (2005) pondered her experience and learning during her practice of andragogy in the corporate setting.

> As we know in andragogy, some of the differences from pedagogy include knowing why you want to learn, being self-directed in learning, and ready to learn. However, the truth is in organizational learning the participants don't always want to be in a given training program or learn a given skill. And they may think why they are there because their boss or the organization wants them to be. They might prefer to be back at the job, among other things. I tried various techniques, from andragogy and HRD, to make 'the why' more obvious. This included involving given employees and managers in the design and delivery of their own department's training as much as I could, which often made the program more relevant to context. I tend to think that HRD program designed with the HRD and adult education professional working with line managers, for instance, tends to allow those closest to the 'ground' to participate in building the program. (p. 2)

Jarvis (2006) suggested that Knowles' formulation of andragogy raised a number of debates about whether adults and children learn differently. Thus, he argues that it is experience and not age affects learning. This is not counter to what Knowles asserted, but Jarvis sticks with his misunderstanding of Knowles' perspective and thought his view solved a problem that he perceived was inherent in Knowles' view of andragogy.

From a practical 'wrap-up' viewpoint, Martin University webmaster (2006) sees andragogy as the place and process where adult learners (average age of 40) are involved in the learning process, and are encouraged to bring their considerable life and work experience into the discussions. Thus, adults often get better jobs, build their self-esteem

and serve as role models to family and friends to their great benefit.

The Board of Registration of real estate brokers & salespersons (2006) included a category labeled 'andragogy' as part of the curriculum for the 30-hour instructor course. They include such suggestions as: presenting new ideas by relating them to pre-existing learner knowledge, teach at learners' level not over their heads, show specific benefit of new material to learners, encourage appropriate learner questions, be tolerant of all, use a variety of teaching methods that will involve all learners in the learning process, build learners' self esteem, call learners by name, and present key points by using examples as illustrations.

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 by answering the following question: Do principals understand adult learning (andragogy) and do they have the competencies to create the conditions conducive for learning in school based staff development? He found a relationship between principals and teachers that does not contribute to creating the conditions conducive for adult learning in school based staff development. He posited that principals in this district would benefit by a better understanding and implementation of andragogy. Teachers, on the other hand, would also benefit from gaining understanding and implementing self-directed learning so they may become actively involved in and take responsibility for their own continuing, lifelong learning.

Wilson's (2006) research had turned into a book that was published regarding the historical emergence and increasing value of andragogy in Germany and the USA, discovered, among other things, a connection between a foundational element in adults' capacity to continue learning even into their later years – a concept labeled as 'fluid intelligence' – and its being enhanced through andragogical interventions in self-directed learning. In this book, he implies that some of the earlier ideas about andragogy might well need to be adjusted and mainly focused on the adult brain. He labels his idea as 'Neuroandragogy' and presents a theoretical perspective on adult brain functions and adult learning.

Peering Into a Long Range View of Andragogy
2006-2009

Another example of continued interest in andragogy and the influence of Knowles came during the third quarter of 2006 – July, August, and September – was a request from Mauro Magnani, an adult educator from the Province surrounding Reggio Emilia in Italy. This request was for Marcie Boucouvalas, Leo Johnson, and John Henschke [all former students of Knowles] to conduct two workshops in that part of Italy in September, 2006. Boucouvalas and Henschke were physically in Italy and Johnson was connected by telephone, The workshop topics included: the work of Malcolm S. Knowles in andragogy; and, andragogical competencies for professionals facilitating adult learning/andragogy and taking responsibility for their own lifelong, continuing learning.

Those adult education practitioners used these workshops to launch themselves into a continuing learning process of andragogy and Knowles' contribution to the concept of andragogy.

During the time Boucouvalas and Henschke were in Italy, in an interview with Bellamio (2006), a Human Resource Development (HRD) Professional working in the Xerox Corporation, Italy, Bellamio reflects that in the early 1990s he participated in a workshop conducted by Malcolm Knowles based on andragogy. Knowles used as a major resource the fourth edition of his book entitled, *The adult leaner: A neglected species*. The workshop was held at the Xerox Learning Center in Virginia, near Washington, D.C. Bellamio was so impressed by the benefits he derived from Knowles' workshop and the possible benefits he perceived to HRD Professionals in Italy, that he moved forward with having Malcolm's book, *The adult learner*, translated into Italian He saw Malcolm's andragogy and this action for translating the book as helping Italian HRD professionals take responsibility for improving their sphere of influence within their corporations, in contrast to the very minimal possibility of their corporations becoming centers of andragogical development. This book and its andragogical concepts have been continuously used by adult education and HRD professionals throughout Italy since its translation.

Savicevic (2006a) expressed his realization that almost 50 years of experience with andragogical ideas acquired in different social, cultural and educational environments, are reflected through the prizm of his personal experience. Very importantly, he also observed that since his first visit to the USA in 1966, up through 2006, the identifiable trace of 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. Savicevic also addressed the diversity of andragogical ideas in an international framework, which also became obvious in the expanding depth, breadth, worldwide nature of this research.

Isac (2006) analyzed the five distinct features explicitly or implicitly asserted concerning andragogy in the interwar Romania. These are as follows. There is a peculiar difference between andragogy as theory (i.e. the principles of adult education) and the practice of adult education. In their efforts to innovate, adult education was completely neglected during the Communist Regime from 1945 to 1989. As a consequence Romania did not have enough time to succeed with desirable outcome of reaching a uniquely Romanian theoretical paradigm of 'andragogy'. Therefore, Isac suggested that it is now up to the post 1989 Revolution to reconsider and seek to renew these valuable traditions according to contemporary imperatives of the European Union.

Gross (2006) discovered that those who choose andragogy for their advanced study at the University of Bamberg, Germany, look more to a social learning reason – interest in facilitating people's development. This is in contrast to altruistic motives dominated by helping. The focus here is on 'facilitating, educating, and guiding people'.

Henschke (2006a) found that andragogy is a crucial component of re-orienting individual

learners and higher education institutions toward a focus of lifelong learning. This was shared within the context that higher education institutions sensed the need to shift their traditional stance and become much more oriented toward lifelong learning.

Kruse (2006) asserted that pedagogic techniques must be used to teach a person of any age to play a musical instrument. However, self-initiated musical behaviors may indicate that andragogical, self-directed thought patterns have also been assimilated.

Bezensek (2006) indicates that Professor Dr. hab. (sic) Jurij Jug is prominent in adult education and andragogy in Slovenia. In addition, his research and practical work and their results confirm that he is universally informed about the results of andragogical research and practice in Europe.

Faber (2006) in discussing his way into andragogy became convinced that in the andragogical perspective of thinking and using this category, one could better discuss the problem of adults, independent of pedagogy, problems of self-education, life-wide learning, activities against lack of education, sense of responsibility, living after one's own concept – all these perspectives could be touched by a theory of andragogy. Here we have to remember: Adults are not children – a simple statement, but this must be understood in all seriousness.

Henschke (2006b) helped to place before the world wide adult education community the outline of four major historical social movements that were interlinked with influencing Knowles and his influencing them, as he developed and became the adult educator [andragogue] that he did, and shaping his unique conception of andragogy. The four major movements were: Humanistic Educational Philosophy, Human Services, Group Dynamics, and Human Resource Development. This was an article that was a modification and much shorter article version of Sopher's (2003) Doctoral Dissertation completed at The University of Wisconsin-Madison.

Taking a strong stance, Zmeyov (2006) from Russia, asserted that andragogy could be determined as the theory of adult learning that sets scientific fundamentals of activities of learners and teachers concerning the organization (i.e. planning, realization, evaluation, and correction) of adults' learning. Andragogy considers the learner as the real subject of his/her learning process. Thus, the learner is a self-directed, responsible person, and the principal performer. The teacher is primarily an expert in the learning technology and organizer of the cooperative activities in teaching and learning.

Henschke and Cooper (2006) offer three important implications of applying their findings to practice, theory or research. First, much research on andragogy emerged out of practice, and thus there is a strong connection for applying these findings to the improvement of practice and theory. Second, the strength of the andragogical theory, research and definition foundation may advance the practice of helping adults learn. Third, is the benefit to be derived by professionals willing to intentionally use andragogy,

as a means to enhance the enlightenment and illumination of the adult constituents they serve on the journey to their full degree of humaneness.

Dover (2006) suggests that Malcolm S. Knowles was not the first to use the term andragogy in the USA. He further argues that Knowles' popularization of andragogy explains why he is one of the most frequently cited theorists in adult education, and is often referred to as 'the father of adult learning'.

As if seeking to culminate and bring together all these valiant efforts, Savicevic (2006b) does a thorough historical tracing of the converging and diverging of ideas on andraogy in various countries. He dispels the notion of andragogy being part of pedagogy, but asserts that andragogy arose and emerged because of conflicts with some ideas surrounding pedagogy. He seeks to help lay a scientific research foundation for andragogy being the studying of the learning and education of adults, and declares the 21st century as a century of adult learning. Thus, he outlines what historical and comparative researchers tell us; emphasizes change of the paradigm from education to learning; provides a critical consideration of the pedagogy vs. andragogy relationship; and, highlights the convergence and divergence in the contemporary concepts of andragogy. He completes his analysis suggesting that deeper reconsideration of the terminology evolved in the field is needed, with a perceived although questionable necessity for constituting a science as the founding of a precise terminology.

Savicevic (2006b) also 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 nor 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 a 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)

Although Newman (2006) 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. 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 functioning 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 as

hand. Finally, the person would select the competencies to work on and improve that had be largest gap between their present level of performance and required level of performance.

Deveci (2007) studied andragogical and pedagogical orientations of 60 evening class adults learning English as a foreign language in Turkey. The results revealed that the adults were more andragogically oriented, but that they also had some tendencies toward pedagogy.

Blondy (2007) suggests that the usefulness and application of andragogical assumptions has long been debated by adult educators. The assumptions of andragogy are often criticized due to the lack of empirical evidence to support them, even though several educational theories are represented within the assumptions. The author analyzes the validity of andragogical assumptions related to adult learning and discusses application of these assumptions to the online learning environment, with the assertion that they represent an ideal starting point for adult educators to use in their online education instructional approach with adults.

Isenberg, (2007), in a published version of her Doctoral Dissertation (2005) completed at the University of Missouri-St. Louis, provides a break-through framework for bringing together the interaction of andragogy and Internet learning, while blending the practical and theoretical, the practice and research, and the technology and learning process, and does this in the very crucial area of health related concerns. 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. In addition, she presents a scientific foundation for research in andragogy and its in-depth roots in relationship to the very practical aspects of Internet learning. She sets forth an integrated protocol that includes elements from the literature and from the lived experience so that it is a valuable resource for those who may wish to build other adult / lifelong learning programs and systems, as well as to applying this process to other subject matter content areas.

Cooper and Henschke (2007) present a fully documented perspective on andragogy which has been absent from all previous author's published discussions. This was an open and up-front facing of a topic (andragogy) that by many has been considered unimportant to the adult education field.

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 Adult Education Yearbook. It articulated the six sections that were first developed in this research (Cooper and Henschke, 2001). However, because of additional findings in the continuing research, one section was revised from – Popularizing the American Concept of Andragogy – to – Popularizing and Sustaining the American and Worldwide Concept of Andragogy.

Batson (2008) argues that the entire ontology (manifested beliefs about teaching and learning) of higher education is misconceived. It does not fit with the proven realities of learning and with the new nature of knowledge construction n a Web 2.0 world. The education world needs to say goodbye to pedagogy and help to andragogy to create a better fit. This is the time to implement in our teaching practice five principles of andragogy: letting your learners know why something is important to learn; showing your learners how to direct themselves through information; relating the topics to your learners' experiences; connecting with their need so that they are motivated to learn; and, helping your learners overcome inhibitions, behaviors, and beliefs about their learning.

Henschke and Cooper (2008b) present a thorough picture of both the American and European perspectives on andragogy. They believe this to be much needed in the ongoing development of what many erroneously consider a static concept.

Baumgartner (2008) conducted an investigation into the implications of andragogy for curriculum and instruction. She included sections regarding andragogy: a short history, European conceptions, critiques, recent research, connections to the curriculum, principles, practice applications in the classroom, and a case study of impelling students to assume more responsibility for their own learning.

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 in non-traditional experiential learning settings and programs designed for adult learners. The experiential andragogy program model has six stages: (1) motivation, (2) orientation, (3) involvement, (4) activity, (5) reflection, and (6) adaptation. It needs to be tested through applied research to determine its strength in promoting individual personal growth and learning over a lifetime.

Vodde (2008) found that while a traditional, pedagogical, military model of training may have at one time served the needs and interests of police and society, its applicability and efficacy has been called into question. It was theorized that an andragogical (adult based) instructional methodology will serve as a more effective means for training police recruits. Andragogy, rooted in the belief that adults learn differently than children, bases its practices on the needs, interests, readiness, orientation, experience, and motivation of the adult learner. Considering these needs, andragogy focuses on facilitating a holistic, integrative, and collaborative approach to learning that places a strong emphasis on experiential learning. He concludes with the observation that while anecdotal data suggests that andragogy yields greater outcomes in learning and competencies when compared to a traditional, pedagogical, military model, the absence of empirical data served as an impetus to this study which revealed that an andragogical instructional methodology was more effective.

Henschke (2009b) outlines and applies andragogy to four major elements of moving in the direction of staying ahead of the curve in developing and managing human capital. This idea seeks to address the importance of minimizing the cost of keeping a workforce up-to-date, while maximizing the timing and energy focused on having the resources available for accomplishing the mission of the corporation. The four major elements include: preparing and planning for change in developing and managing human capital; required competencies of the change agent in developing and managing human capital; methods for implementing change / making change happen in developing an managing human capital; and, organizational goals and results from changing in developing and managing human capital.

Henschke (2009a) led an adult education (andragogical – the art and science of helping adults learn and the study / research of the same) contribution through the Partners of the Americas partnership of 43 years between Missouri, USA and Para, Brazil. This includes making six trips to Brazil, in a period of 13 years, conducting 19 different courses all focused on andragogy; with a total of 428 participants from five Brazilian states, and 33 educational, corporate, and service agencies. Total instruction time for all the programs came to 351 hours.

The program that Henschke designed and conducted with the folks in Brazil were without exception focused on the methods and techniques of teaching adults. More specifically, the content relates to the principles of adult education (andragogy – the art and science of helping adults learn). At this point, a capsule form of this content could be depicted in two ways which complement each other. The first one is oriented toward five building blocks of teaching teachers of adults how to teach adults. These include: beliefs and notions about adult learners; perceptions concerning qualities of effective teachers; phases and sequences of the learning process; teaching tips and learning techniques; and, implementing the prepared plan (Henschke, 1987). The second one is about the Knowles six assumptions and eight process elements. The assumptions are: Adults need to know why they should learn something; adults have a deep need to be self-directing; adults have a greater volume and a different quality of learning experience than youth; adults readiness to learn is tied closely with their needing to know or do something new in their life situation; adults enter into a learning experience with a task-centered orientation to learning; and, adults are motivated more by internal than external motivation. The process elements adults need are: Preparation for the learning; a climate conducive to learning; a structure for mutual planning; engagement actively in their determining their learning needs; translating their learning needs into objectives; designing a pattern of learning experiences; conducting the learning experiences; and, evaluating the extent to which their objectives have been met (Knowles, 1996; Henschke, et al., 2003).

Henschke went to Brazil for the seventh trip in 2009 to conduct nine andragogical workshops with 700 participants from a federal university, a private university, a Bi-National (Brazil and USA) English language school, a private Brazilian

English school, SESI – a Brazilian Governmental Education Division related to Education and Work; and a federal university hospital education division. In addition, he was honored by being invited to be a Member of the Official USA / UNESCO Delegation to the Sixth International World Conference in Adult Education (CONFINTEA VI) that was to be held May 19-22, 2009, in Belem, Para, Brazil. The Brazilian Government decided to postpone this Conference because of the threat of a Flu Epidemic from around the globe. Plans are to hold this Conference in late November or early December, 2009, in Belem, Para, Brazil. My research and practice work in contributing to andragogy will continue during these conferences and into the years to come.

Trends of Research

This ten years of writing and publication on andragogy has spauned an accelerated volume of work that is about equal to the initial 170 years. If the past decade of development (from 2000 through 2009) on the history and philosophy of andragogy is a prologue, then the years to come may see an exponential rise in researching and publishing on the topic of andragogy. Although to the present there have been well over 200 English language documents published that have been cited in these two chapters, there are still more than 200 doctoral dissertations that include the topic of andragogy waiting to be included in future iterations of this work.

In recent years there have been an increasing number of doctoral dissertataions including the subject. The pace appears to be picking up. In addition, at an International Adult Education Conference in 2006, there were more than fifteen papers included on the topic of andragogy. I had previously participated in a number of these kind of conferences, but had not witnessed this kind of volume of papers on andragogy. The interest appears to be increasing since the recent research has laid the groundwork of focusing on the world-wide perspective of andragogy, rather than just the past view of focusing on the practice of a few professional adult educators that use it in their day-to-day activities. Both of these points of view are beneficial and have set the emerging trends.

Conclusions

Billington (2000) found that with 60 men and women ages 37 to 48, a number of key factors relating to andragogy that helped them to grow, or if absent made them regress and not grow. Among all of the andragogical factors, self-directed learning is one of the most prominent and important.

To the arguments that question the value of Knowles' approach to andragogy, Maehl (2000), in addressing the philosophical orientations of a number of adult educators, suggests that Knowles led in the direction of making andragogy quite humanistic that

gained wide adoption in the field. This also was fused with other philosophies, particularly in human resource development applications. He also emphasized that Knowles elaborated his ideas of self-directed learning within the context of andragogy. This influenced a generation of adult educators, through his sensitive and nurturing spirit, to adopt the practice of andragogy broadly.

There were still sentiments being expressed against andragogy. Grace (2001) felt that Knowles' perspective on andragogy is too mucfh caught up with individualization, institutionalization, professionalization, techno-scientization, self-directed learning, the politics of exclusion, maintenance, and conformity, while ignoring resistance and transformation. He also saw USA and Canadian adult education as being complicit in sidelining cultural and social concerns, thus depoliticizing and de-contextualizing adult learning. He didn't see what he wanted – the effective continuing dismantling of andragogy.

However, 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.

Added to this articulation by Rachal on criteria for researching andragogy empirically, Simonson, et al. (2003) open up the area of a relationship with andragogy. He identified a number of characteristics needed in distance education systems designed for adults that are derived from Knowles' concept of andragogy.

Sopher (2003) asserted that Knowles' work in andragogy is best understood by practitioners and researchers only: If it is historically accurate, within his humanistic philosophy, and explained in the context of his times. She added that one also needs to recognize the role that each of the four historical movements (humanistic adult education, human services, group dynamics, and human resources development) in the USA plays in Knowles' theory of andragogy.

Henschke (2004) also found deep involvement in andragogy and expressed it in a paraphrase of Robert Frost's Poem (*Our Gift Outright*) delivered at the USA 1961 Presidential Inaugural Ceremonies of John Kennedy. Carlson (2005) discussed the applicability of andragogy in the adult foreign language learning process and to create an interdisciplinary discourse among the scholarships of adult education, psychology, and linguistics. Reischmann (2005) made the clear distinction andragogy as the science of the lifelong and life-wide education/learning of adults, and adult education is focused on the practice of the education/learning of adults.

Another person expressed a sentiment that andragogy needs to recede from adult education prominence. Despite Sandlin (2005) calling andragogy a cornerstone of adult education for many decades, she has serious reservations about its prominence, and critiques it within what she thinks are three main-trend perspectives in the field of adult education: Africcentric, feminist, and critical. She also seeks to help remedy some of the

problems with an adult education based on andragogy and to facilitate a different kind of adult education practice.

Nonetheless, Stricker (2006) used andragogical principles in the public school setting to determine the answer to the following question: Do principals understand adult learning (andragogy) and do they have the competencies to create the conditions conducive for learning in school based staff development? He found a huge gap between how andragogical the principals saw themselves in practice, and how andragogical the teachers saw the principals in their practice. It was obvious that the principals would benefit by a better understanding and implementing of andragogy. Teachers, on the other hand, would also benefit from gaining understanding and implementing self-directed learning so they may become actively involved in and take responsibility for their own continuing, lifelong learning.

The most cogently knowledgeable and articulate of all scholars that have researched and practiced in andragogy world-wide is Savicevic (2006a), who expressed his realization that almost 50 years of experience with andragogical ideas acquired in different social, cultural and educational environments, are reflected through the prizm of his personal experience. Very importantly, he also observed that since his first visit to the USA in 1966, up through 2006, the identifiable trace of 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. Savicevic also addressed the diversity of andragogical ideas in an international framework, which is also become obvious in the expanding depth, breadth, worldwide nature of this research in andragogy.

As if seeking to culminate and bring together all the valiant efforts of many in andragogy, Savicevic (2006b) does a thorough historical tracing of the converging and diverging of ideas on andraogy in various countries. He dispels the notion of andragogy being part of pedagogy, but asserts that andragogy arose and emerged because of conflicts with some ideas surrounding pedagogy. He seeks to help lay a scientific research foundation for andragogy being the studying of the learning and education of adults, and declares the 21st century as a century of adult learning. In contrast to his earlier expressed opinion, Savicevic reflected about his perception of Knowles' position in sustaining andragogy over the long range of its history into the future.

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Isenberg, (2007), in a published version of her Doctoral Dissertation (2005) completed at the University of Missouri-St. Louis, provides a break-through scientific foundation, framework and protocol for bringing together the interaction of andragogy and Internet learning, while blending the practical and theoretical, the practice and research, and the technology and learning process, and does this in the very crucial area of health related concerns. 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.

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This is a History and Philosophy of Andragogy around the world during a very productive decade from 2000 to 2009, based on more than 200 English language documents. 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.

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