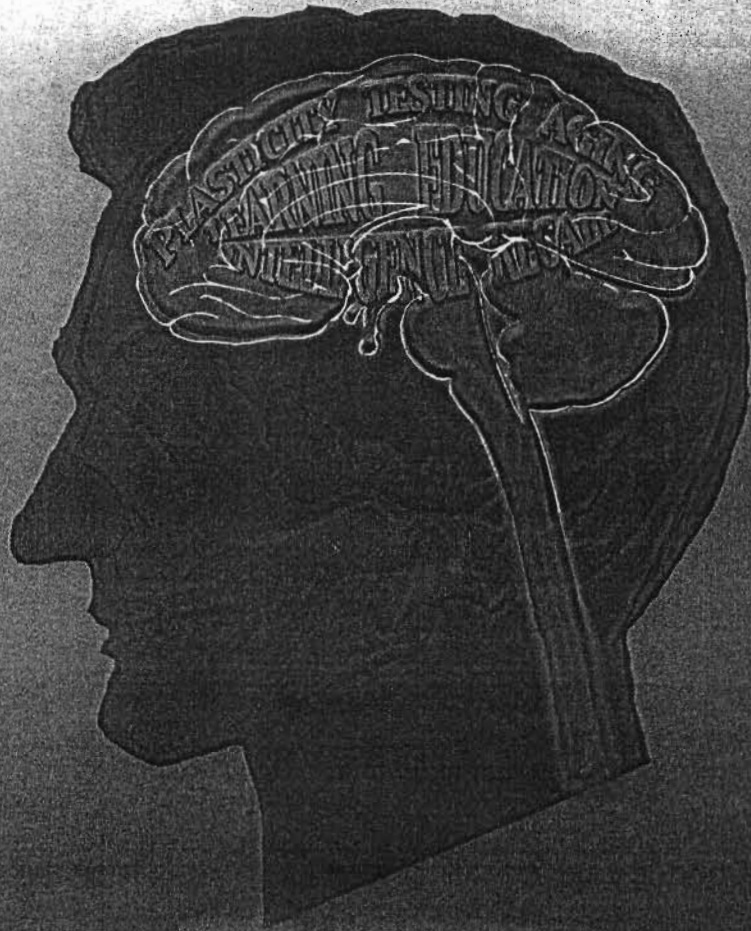


# No One Is Too Old To Learn

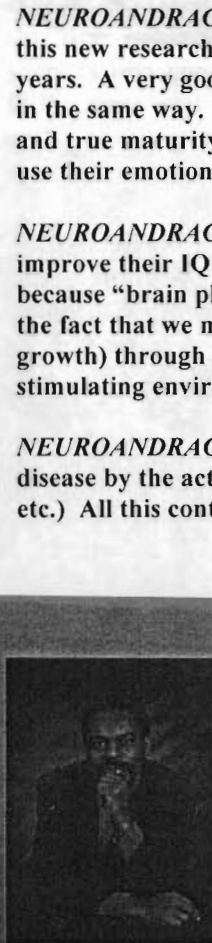
## Neuroandragogy: A Theoretical Perspective on Adult Brain Functions and Adult Learning



Clive A. Wilson

Foreword by John A. Henschke

PLASTICITY    TESTING    AGING  
LEARNING    EDUCATION  
INTELLIGENCE    RECALL



Clive has an earned Doctorate in adult studies from Oral Roberts University. He specializes in andragogy (the science of adult education and learning), and has over 30 years of experience working with adults. Clive is the founder of an adult training institute. He and his wife have made NY home.

*NEUROANDRAGOGY* tells of new advances in brain research. Much of this new research confirms what teachers of adults have been saying for years. A very good example of this is that children and adults do not learn in the same way. The brain of the child does not reach new brain function and true maturity until age 21 and older. This is clearly seen when youths use their emotions to decide and not their executive brains as adults do.

*NEUROANDRAGOGY* includes research that confirms ways adults can improve their IQ and sharpen their minds even into old age. This is possible because "brain plasticity" still occurs late in life. Even more interesting is the fact that we may even be able to experience neurogenesis (new brain cell growth) through life if we continue to learn new things and live within a brain stimulating environment.

*NEUROANDRAGOGY* also makes the case for a possible delay of Alzheimer's disease by the activity of new learning (music, a new language, a new town, etc.) All this contributes to good brain health which improves on life itself.



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## FOREWORD

The term "Andragogy" was coined and first appeared in published form in 1833 by German School Teacher, Alexander Kapp in his book entitled *Platon's Erziehungslehre* (Plato's Educational Ideas) (See Appendix). He intended andragogy to be the education adults experienced which included and combined the education of inner, subjective personality ('character') and outer, objective competencies. Kapp also promoted andragogy as learning that takes place beyond self-reflection and life experience and, that it is more than just teaching adults (photo-copies of early German works can be found in the appendix).

Since Kapp's time andragogy as a term, as a theory, as a subject and as a science has been studied widely and has gained international recognition, developing deep roots in spite of repeated philosophical and ideological transformation. Historically speaking, when adult education became a field of theorizing in Germany in the 1920's, the term andragogy was not in use and had not been for more than 85 years. A reintroduction of the term brought a change to the direction of educational theory and practice. Andragogy then became the description of sets of explicit reflections, related to the why, what for, and how of teaching adults. With the passing years, andragogy was declared in different ways, such as the true method by which adults keep themselves intelligent about the modern world, and representing the learning process in which theory and practice become one.

With new insights in adult learning habits, scientific research, as well as modern approaches to theory and practice, a new foundation for Andragogy began to emerge. By the 1980's andragogy began to take on a professional appearance and soon became recognized by some researchers as a fairly independent scientific discipline, and was established as a subject of study. Through the years andragogy's growth has resulted from changes and also additions of empirical research to its scientific foundation.

Clive Wilson's original edition of *No One Is Too Old To Learn: Neuroandragogy: A Theoretical Perspective On Adult Brain Functions And Adult Learning*, represents such an addition, and is a landmark in the presentation of a scientific foundation for research in adult learning and its roots in and relationship to the adult human brain. This is the only book I know that delivers such in-depth

information and research about the scientific foundation of how adults learn. In this book, Clive has focused purposefully on the adult brain, its cognitive functions, its graduation, and its relationship to the education and learning process of the adult. This book is an important contribution to our literature as well as a valuable resource for those individuals who wish to contribute to andragogy as a scientific discipline of study.

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