

**From: Jiao Yu Da Ci Dian (A Big Dictionary of Education)**

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### **Andragogical Terms Translation**

**By Ling li**

**Andragogy** Art and science of guiding adult learning, and a subject of conducting research in adult education theories, processes and methods for the purpose of directing adult learning. This term stems from Greek “dros” and “agein”. It was initially used by Rosenstock in 1924, and then was employed as a book title by Hanselmann in 1951. This term has been being generally utilized in all European countries and can also be seen in the documentations in United Nations Educational, Scientific and Cultural Organization. It holds the belief that adults differ from children and adolescents in the following perspectives: bodily and mental development, social status, responsibilities and roles, life experiences, learning motives and needs, available study time and so on, so that the way to organize adults’ learning should be different from that to children and adolescents. In 1950’s and 1960’s of 20<sup>th</sup> century, Europe came up to a set regarding basic procedure including 5 stages: educational needs analysis, curricula design, selecting methods, implementing plans, and evaluation. This plan was transferred to the US by the end of 1960’s and adopted by M. Knowles. Later on this plan was combined with adult development theories and evolved into some more systematic adult education theory. Andragogy considers such adult characteristics as: (1) adults’ self-concepts change from dependent to independent; (2) adults’ experiences are valuable learning resources; (3) adults learn to meet the needs of social development; (4) adults highlight the immediate practical application of the knowledge, and they conduct problem-centered learning

instead of knowledge-centered learning. Based on the above characteristics, the following adult educational theories are derived: (1) respect adults' self-directed learning; (2) integrate the experiences and learn from the experiences; (3) adult curriculum choosing complies with adults' life cycle responsibilities; (4) improve adults' problem solving abilities; (5) learning is an internal process in which the learner strives to reach his goals and meet his needs. The overall design for andragogy doesn't emphasize in "content plan" as in pedagogy, instead, it centers on " process design", which consists of: (1) teachers and learners collaborate in creating a good teaching – learning environment; (2) teachers and learners collaborate in making plans for teaching and learning; (3) teachers and learners collaborate in defining learning needs; (4) teachers and learners collaborate in working out learning goals; (5) teachers and learners collaborate in designing teaching lesson plans; (6) teachers help learners carry out their learning plans; (7) teachers and learners collaborate in evaluating teaching and learning effects.