Chapter 6
Knowles' Prominent Long–Range Contribution to Andragogy

ABSTRACT

Newman declared Knowles as the only adult educator who provided an andragogical means to assess the needs of adult learners. Isenberg provided a breakthrough framework for bringing together the interaction of theoretical and practical aspects of andragogical and internet learning. Zollar and Harrison concluded that Knowles' expanding upon his earlier work propelled the movement of the differences between individual adult and child learners. Boucouvalas underscored, clarified, and strengthened Knowles' andragogical emphasis being on organizational as well as individual learning. Vodde's research on police preparation found better results with using Knowles' andragogy than with using pedagogy. Henschke discovered the same with Brazilians in 30 corporations. Henry's dissertation on Knowles was number eight and was published later as a history of Knowles' thought. Brights and Mahdi's andragogical research in Iraq fostered and secured long-term peace and stability. This chapter explores all of this.

INTRODUCTION

It is refreshing when someone opposed to a particular point-of-view, nevertheless, expresses clear acknowledgement of the value of a beneficial illustration provided by the other side. 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. Isenberg (2007) provided a break-through framework for bringing together the interaction of theoretical and practical aspects of andragogical and internet learning. Hurt's (2007) study found that effective software training can be divided into five components: pretraining; systematic training; minimalist training; situated training; and used the principles of andragogy throughout the entire process. Zollar and Harrison (2007) concluded that Knowles' (1970)

expanding upon his earlier work, propelled the movement of the differences between individual adult and child learners. Henschke and Cooper (2007) provided one of the first detailed papers on the world-wide foundation of andragogy in the English Language, published in the Romanian Institute for Adult Education Yearbook. Boucouvalas (2008) underscored, clarified and strengthened Knowles' andragogical emphasis being on organizational as well as individual learning. Vodde's (2008) research on police preparation found better results with using Knowles' andragogy than with using pedagogy. Henschke (2009) discovered the same with Brazilians in 30 corporations. Tannehill (2009) provided one of the broadest and most encompassing studies of using andragogy for educating and servicing adult learners in 85 different post-secondary institutions. Henry's (2009) dissertation on Knowles was number eight and was published later as a history (2011) of Knowles' thought. Bright's and Mahdi's (2010) andragogical research in Iraq fostered and secured long term peace and stability. LeNoue et al. (2011) 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).

NARRATIVE

Era # 14: Knowles' Prominent Long - Range Contribution to Andragogy's Continuance into the Future (2007-2011)

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

The True Course Ministries, Inc. (2007), Richardson, Texas, received the Malcolm S. Knowles Award for Outstanding Program Leadership following andragogical principles. It was awarded by the American Association for Adult and Continuing Education (AAACE) during their annual conference in Norfolk, Virginia. The elements of andragogy are seen in their mentoring design as they work to enrich the life of the present and future Church. They do this "…through the design and implementation of customized mentoring experiences with career clergy and other Christian leaders so that they may achieve a sure start, a fruitful journey, and a faithful finish in life and ministry" (p. 3).

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) suggested 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

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