Chapter 5: Andragogy in Practice
# History of Andragogical Assumptions

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<tbody>
<tr>
<td>Need to Know</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td>Learner self-concept (self-directed)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td>Learner’s Experience</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td>Readiness to Learn (life tasks)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td>Orientation to Learning (problem-centered)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td>Motivation to learn (internal)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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Theorists’ Criticisms of Andragogy

❖ Focus only on individual

❖ No critical social agenda

❖ Doesn’t debate the relationship of adult education to society

❖ Hasn’t adopted
  • Critical philosophical perspective
  • Critical paradigm of adult learning
An Individual-Transactional Framework

- **Central concern of andragogy**

  - How the adult learning transaction occurs
Application of Andragogy

- **Essential feature**
  - Flexibility

- **Implemented in:**
  - Part
  - Whole

- **Strategies are situational**
The Andragogy in Practice Model

ANDRAGOGY IN PRACTICE
(Knowles, Holton & Swanson, 1998)

Goals and Purposes for Learning

Individual and Situational Differences

Andragogy:
Core Adult Learning Principles

1. Learner’s Need to Know
   - why
   - what
   - how

2. Self-Concept of the Learner
   - autonomous
   - self-directing

3. Prior Experience of the Learner
   - resource
   - mental models

4. Readiness to Learn
   - life related
   - developmental task

5. Orientation to Learning
   - problem centered
   - contextual

6. Motivation to Learn
   - intrinsic value
   - personal payoff

Institutional Growth
Subject Matter Differences
Social Growth
Individual Learner Differences
Individual Growth
Goals and Purposes for Learning

Institutional Growth

Societal Growth

Individual Growth
Differences that Impact Adult Learning

Subject-matter differences

Individual differences

Situational differences
Subject-matter differences

- Different subject matter may require different learning strategies
- Not all subject matter can be taught or learned in the same way
**Defined**

- Any unique factors that could arise in a particular learning situation

**Sets of Influences**

- **Micro-level differences**
  - Local situations dictate different learning/teaching strategies

- **Broader level differences**
  - Connects andragogy with socio-cultural influences of each situation

- **Situational influences before learning**
  - Cultural differences, learning history, etc.

- **Situational influences during learning**
  - Social, cultural, and situation-specific factors that may alter the learning transaction
Individual Differences

- Cognitive Differences
- Prior Knowledge Differences
- Personality Differences
### Cognitive Differences

1. General Mental Abilities
2. Primary Mental Abilities
3. Cognitive Controls
5. Cognitive Styles: Information Organizing

### Personality Differences

1. Learning Styles
2. Personality: Attention and engagement styles
3. Personality: Expectancy and incentive styles

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**Individual Differences (cont.)**
## Applying the Andragogy in Practice Framework

<table>
<thead>
<tr>
<th>Andragogical Principle</th>
<th>Expected Influence of</th>
<th>Individual and Situational Differences</th>
<th>Goals and Purposes for Learning</th>
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<tbody>
<tr>
<td></td>
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<td>Subject matter</td>
<td>Individual learner</td>
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<tr>
<td>1) Adults need to know why they need to learn something before learning it.</td>
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<td>2) The self-concept of adults is heavily dependent upon a move toward self-direction.</td>
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<td>3) Prior experiences of the learner provide a rich resource for learning.</td>
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<td>4) Adults typically become ready to learn when they experience a need to cope with a life situation or perform a task.</td>
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<td>5) Adults’ orientation to learning is life-centered; education is a process of developing increased competency levels to achieve their full potential.</td>
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<td>6) The motivation for adult learners is internal rather than external.</td>
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Reflection Questions

1. Discuss the ideas of adult learning and adult education and adult education and the implication of the differences.

2. Do you see andragogy’s focus on the learning transaction versus the goals and content of adult learning as a strength or a weakness? Discuss your position.

3. Discuss the ability of the andragogy in practice figure from a practitioner perspective.

4. Discuss the case examples by simply changing two of the specific influences (two of the cells) that could radically impact on the learning approach to be taken.