

What is "Adult Education"?

By

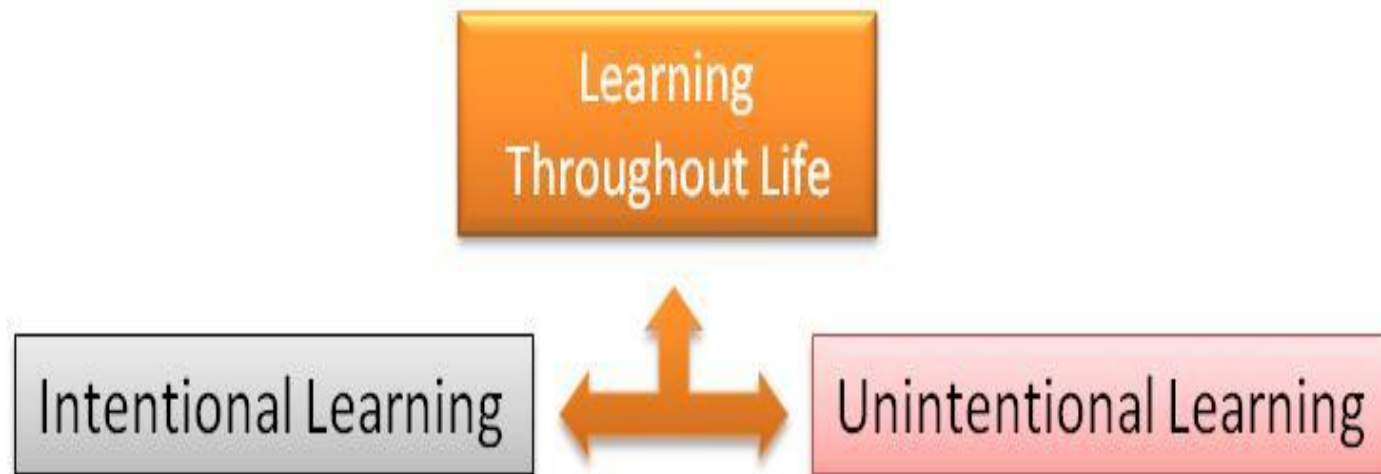
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Lifelong Learning

Terminology

- Pedagogy – the art, science, or profession of teaching (children).
 - Learning is “teacher directed”
 - Students “receive” knowledge
- Androgogy – the science of supporting lifelong education of adults (adult learning)
 - Assumes adults are “self directed”
 - Teacher “facilitates” learning
 - Students “control” knowledge

Androgogy



Outside Directed (Formal Education) Self Directed (Autodidactic) Acquired by Travel, Life, Experience

Development

- Indicators of Professionalization
 - Formation of supportive Associations
 - Development of “unique” body of knowledge
 - Formation of “schools” and curriculum
 - Specialized Degrees required by Employers in order to be “hired”
- Adult Educators are considered “professionals” equal to traditional teachers

Major Thinkers

- [Paulo Freire](#) (circa 1970)
- [Peter Jarvis](#) (circa 1987)
- Alexander Kapp (circa 1833)
- [Jurgen Habermas](#) (circa 1990)
- [Malcome Knowles](#) (circa 1978)
- [Edward Lindeman](#) (circa 1926)
- [Jack Mezirow](#) (present)

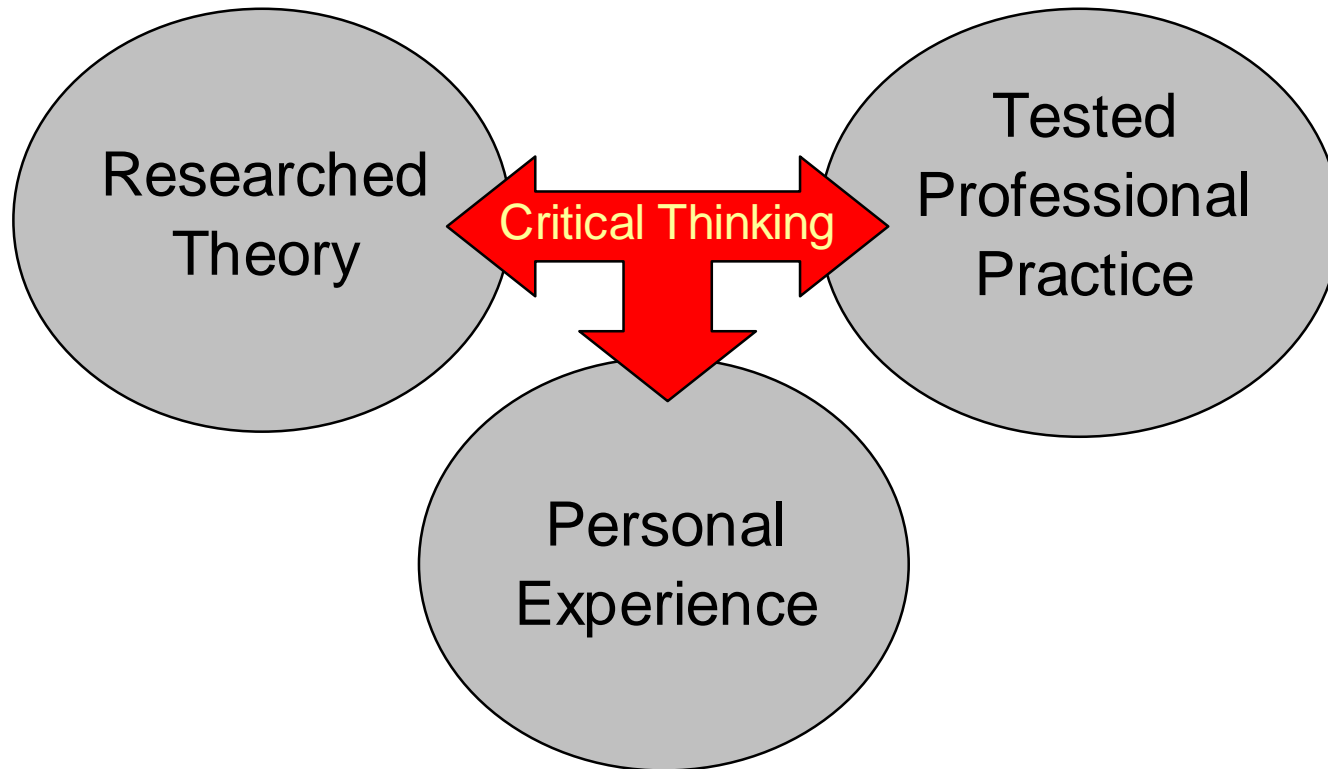
Knowles (Best Known)

- Analogy – Medical Diagnoses and Remediation
- Required an Instructor/Facilitator to be present
- Process
 - Set a cooperative learning climate,
 - Create mechanisms for mutual planning,
 - Arrange for a diagnosis of learner needs and interests,

Process cont'd

- Enable the formulation of learning objectives based on the diagnosed needs and interests,
- Design sequential activities for achieving the objectives,
- Execute the design by selecting methods, materials, and resources, and
- Evaluate the quality of the learning experience while re-diagnosing needs for further learning.

Learning Elements



Controversy

- Social Change/Progressive Education – Early history (1850 – 1980) was focused on social improvement.
 - Led by immigrants in the United States
 - Tended to focus remediation of class inequities through educational improvement
- Learning through Earning – Supporting and enhancing Career Development (1980 to present) and HR Dominated

Adult Learner Belief Structures

- Entry Voice
 - Value Academic knowledge.
 - Grades important.
 - Professor guides students and provides clear measures of success.
 - Successful instructor/student relationship based on helping student get good grades.

Belief Structures cont'd

- Outside Voice
 - Value Real World knowledge.
 - Reinforce and validate individual expertise.
 - Professor integrates expertise with academic information.
 - Successful instructor integrates both to increase work competencies.

Belief Structures cont'd

- Cynical Voice
 - Academic knowledge not highly valued.
 - Participate to gain credential.
 - Professor not seen as an expert.
 - Non-interactive in the classroom.
 - Desires non-graded activities.
 - Values only real-world knowledge.

Belief Structures cont'd

- Straddling Voice
 - Values both Academic and Real World knowledge.
 - Desires class activities that connect both.
 - Professor integrates both into class.
 - Desires collaborative learning that synthesizes and critiques adult life roles.
 - Engaged with many different types of learning groups.

Belief Structures cont'd

- Inclusion Voice
 - Values the “life of the mind” Academic world.
 - Develops complex world views.
 - Professors are co-learners in all phases of learning.
 - Theory, Professional Practice, and Personal Experience are all intertwined.
 - Likes writing research papers.
 - Values all communities that lead to intellectual growth.

Kasworm, C. (Feb, 2003). *Adult meaning making in the undergraduate classroom*. AEQ, Vol. 53. No. 2.