CUTTING EDGE DISCOVERIES FOR THE 2015: CAPSULE OF A HISTORY AND PHILOSOPHY OF ANDRAGOGY

John A. Henschke, Ed. D.[1]

ABSTRACT: This 2015 updated capsule on a History and Philosophy of Andragogy includes nine new items and is mainly limited [with a few exceptions] to a chronological history and the accompanying philosophy of andragogy, in line with when the English language documents were published and personal descriptions of events were recorded. Some of these documents, however, present aspects of the events and ideas which recount the years and contexts prior to the time in which they appeared in published form. To date, nearly 500 documents have been discovered, but space limitations in this paper allowed the inclusion of only 140 – a fraction of the total number. Each of 16 eras is articulated with selected works and the cutting edge discoveries are found mainly in the most recent era.

Keywords: Andragogy, eras, history, philosophy

Major Eras in the History and Philosophy of Andragogy

This history and philosophy study of andragogy has 16 eras that are identified. As near as possible, I have presented the documents mostly in the order in which they were published. Obviously, some of them indicate stages and years of development that are not strictly chronological. Nevertheless, the order in which they are presented provides a process of building and stronger case for considering andragogy as a viable part of the field of adult education.

Early Appearances of Andragogy: 1833-1927

The term 'andragogy,' as far as we know, was first authored by Alexander Kapp (1833), a German high school teacher. In the book entitled '*Platon's Erziehungslehre'* (*Plato's Educational Ideas*) he describes the lifelong necessity to learn. Kapp refers to vocational

---

[1]John A. Henschke, Ed. D., studied with Malcolm S. Knowles at Boston University (BU), writing his doctoral dissertation on Malcolm's contribution to the theory and practice of adult education into the beginning of 1973. John has worked in 19 foreign countries around the globe in andragogy, and is the 2015 Chair of the International Adult and Continuing Education Hall of Fame [IACEHOF]. He has been Visiting Professor of Chulalongkorn University, Bangkok, Thailand. He is Visiting Professor of The Radio and Television University, Beijing, Peoples' Republic of China. He was Associate Professor of Adult Education in the College of Education at the University of Missouri-St. Louis; and, now serves as Associate Professor and Chair of the Andragogy Emphasis Specialty Doctoral Program , School of Education, Lindenwood University, St. Charles, MO 63301-1695;   E-Mail: JHenschke1@lindenwood.edu ; Phone: 636-949-4590 [Work]; Phone: 314-651-9897 [Cell]. Andragogy Websites: http://www.lindenwood.edu/education/andragogy   and   http://www.umsl.edu/~henschke and http://works.bepress.com/john_henschke   and   http://trace.tennessee.edu/cgi/myaccount.cgi?context=

education of the healing profession, soldier, educator, orator, ruler, and men as the family father. Here we find patterns which repeatedly can be found in the ongoing history of andragogy: Included and combined are the education of inner, subjective personality ('character'); outer, objective competencies (what later is discussed under 'education vs. training'); and, that learning happens not only through teachers, but also through self-reflection and life experience, which makes it more than 'teaching adults.' The term andragogy lay fallow for many decades, until the 1920s, as it became used in the Workers Education Movement (Reischmann, 2004).

Lindeman (1926) from the USA traveled to Germany and became acquainted with the Workers Education Movement. He was the first to bring the concept to America. Although he clearly stated that andragogy was the method for teaching adults, the term did not take hold in the new land until many years later.

Andragogy's Second American Appearance and its Foundation Being Established 1964-1970

Another extensive period of time elapsed until the term andragogy was published in English. This time, it appeared in Great Britain. Simpson (1964) proposed and issued a call that andragogy could serve as a title for an attempt to identify a body of knowledge relevant to the training of those concerned with Adult Education. Knowles (1970) indicated that he acquired the term in 1967 from Dusan Savicevic. [It was actually in 1966 (Sopher, 2003)]. However, after becoming acquainted with the term, Knowles infused it with much of his own meaning garnered from his already extensive experience in adult education.

 Knowles' (1970) andragogical expression took the form of a process design instead of a content design, with assumptions and processes. The assumptions about adult learners at that time were: They are self-directing, their experience is a learning resource, their learning needs are focused on their social roles, their time perspective is one of immediate application. The learning processes adults want to be actively and interactively involved in are: Establishing a climate conducive to learning, cooperative planning, diagnosing their needs, setting objectives, designing the sequence, conducting the activities, and evaluating learner progress.

Movement Toward Applying Andragogy To Human Resource Development: 1971-1973

Furter (as cited in Faure, 1972), from France, proposed that universities recognize a science for the training of man to be called andragogy. The purpose would be to focus not on children and adolescents, but on man throughout his life. Ingalls (1972) provided the first handbook guide to using andragogy in helping adult educators [they called them 'trainers' in those days] become more systematic and consistent in their engaging learners in the learning process. This was developed and tested in a branch of the US

Government. Knowles (1973) focused a full application of his conception of andragogy toward the Human Resource Development (HRD) Movement. He worked vigorously in the corporate sector and thus saw the importance of testing and relating andragogy within it.

Emergence of Self-Directed Learning Skills As a Major Way to Implement Andragogy: 1975-1981

Knowles (1975) published his guidebook for learners and teachers on the topic of Self-Directed Learning. This was the first time that he labeled pedagogy as 'teacher-directed' learning and andragogy as 'self-directed' learning. Previously, pedagogy was for children and andragogy was for adults.

Mezirow (1981) developed a critical theory of adult learning and education, and laid the groundwork for what he called a charter for andragogy. This included the core concepts that would enhance adults' capability to function as self-directed learners. Suanmali (1981), a doctoral student of Mezirow, focused his dissertation research on Mezirow's charter for andragogy. He found support and agreement among 174 adult education professors and practitioners for andragogy, that the educator must: decrease learner dependency, help learners use learning resources, help learners define his/her learning needs, help learners take responsibility for learning, organize learning that is relevant, foster learner decision-making and choices, encourage learner judgment and integration, facilitate problem-posing and problem-solving, provide a supportive learning climate, and emphasize experiential methods.

Strengthening the Numerous Uses of Andragogy Along With Growing Controversy and Resistance Toward It: 1981-1984

Both the Nottingham Andragogy Group (1983) and Allman and Mackie (1983) addressed their beliefs about adults and adults' abilities to think creatively and critically in learning settings. Their perspective on andragogy is clearly driven by research in adult development through life phases. They also reported a belief that Alexander Kapp, a German teacher, first used the word andragogy in 1833 to describe the educational theory of Plato.

Nonetheless, some lack of enthusiasm about Knowles' andragogy concept was reflected by Hartree (1984). She expressed the feeling that Knowles' andragogy did not live up to what she interpreted as his desire for its becoming a comprehensive learning theory for adult education.

Jarvis (1984) wrote that the theory of andragogy had moved into the status of an established doctrine in adult education. However, he thought it did not have the grounding in sufficient empirical research to justify its dominant position. Not to be deterred at this point, Knowles (1984) presented the first book in which he cites thirty-six

extensive case examples of applying andragogy in practice. In it he revealed what worked and what did not.

Identifying the Stronger European Base of Andragogy in Comparing it with the American Base: 1985-1988

Yonge (1985) perceived the European concept of andragogy as being more comprehensive than the American conception. He considered that most Europeans do not use the terms andragogy and adult education synonymously. Taylor (1986) offered a very strong and articulate research based model for the andragogical process of transition into learning for self-direction within the classroom. This is from the learners' point of view and has various phases on a cycle of what may be characterized as a cultural journey. Ross (1988) connected the concept of andragogy and its value with some of the research on teacher effectiveness. He believed that teachers' behavior relates to student achievement. Davenport (1987) questioned the theoretical and practical efficacy of Knowles' theory of andragogy. He suggested that adult education would simply be better off to drop the word from its lexicon.

The Foundation of Trust Undergirds Andragogical Learning Despite The Andragogy Debate: 1989-1991

Henschke (1989) developed an andragogical assessment instrument entitled, Instructional Perspectives Inventory (IPI). The central and strongest major core of this instrument was originally and still is a focus on the teacher trust of learners. Nadler (1989) stated that Human Resource Development (HRD) is based in learning, and every HRD practitioner should have an understanding of the theories of Adult Learning. This was a crucial observation, because many in HRD have overlooked that consideration. Krajinc (1989) perhaps provides the most beneficial definition of andragogy. She states, "Andragogy has been defined as…'the art and science of helping adults learn and the study of adult education theory, processes, and technology to that end' " (p. 19). Long (1991) speculated that although Knowles' form of andragogy is weak in empirical confirmation, it has survived the criticism leveled against it. Two reasons are that Knowles is a leader in the field and is widely respected for other contributions.

Scientific Foundation of Andragogy Being Established Amid Skepticism and Misunderstanding: 1991-1995

Savicevic (1991) provided a critical consideration of andragogical concepts in five western European Countries, and five eastern European Countries. He also drew on sources from ancient times. This comparison showed common roots and indicated endeavors toward andragogy as a fairly independent scientific discipline. Additionally, he credited J. A. Comenius in the seventeenth century with being regarded the founder of andragogy.

At this time, there was again strong criticism of American andragogy, and that coming from Candy (1991) in Australia. At the time Knowles' articulated andragogy, self-expression and personal development were in vogue. Thus, self-directed learning and andragogy were gaining some prominence in becoming known as autonomous learning. Houle (1992), in contrast, emphasized the impact of Knowles on American andragogy, and how he worked this out in practice especially in non-school settings and the workplace. He went on to indicate that scholars and theorists may find great value in Knowles' (1993) discussion of the development of learning theories in the educational literature, his exploration of the roots of his own thinking about theorizing. Knowles (1993) articulates on a very critical variable in andragogy, and the level of the learner's skill in taking responsibility for his or her own learning.

Knowles (1993) claimed that the andragogical model of adult learning provides guidelines for gearing Christian adult education toward the development and support of 'mature Christian persons' in contrast to 'dependent Christian persons.' The possible directions of Christian maturation include:

From	Toward
(The Pedagogical Model)	(The Andragogical Model)
■ Dependence on others for religious ideas	■ Ability to identify and think about religious issues for one's self
■ Ignorance of the traditions and literature of the Christian church	■ Informed understanding of the traditions and literature of the Christian church
■ Passive conformity to prevailing patterns of behavior of church members	■ Creative questing for continuously more effective ways to translate Christian ideals into behavior
■ Narrow interest in religious matters	■ Constantly expanding interest in religion
■ Selfish concern for personal problems	■ Altruistic concern for the welfare of others
■ Vague definition of personal value system	■ Clear and integrated perception of personal value system
■ Self-righteousness about state of personal religious development	■ Humility about state of personal religious development
■ Fragmentary application of Christian ideals to life	■ Total application of Christian ideals to life

Hooks (1994) said "the possession of a term does not bring a process or practice into being: concurrently one may practice theorizing without ever knowing/possessing the term…" (p. 61). It is sometimes later that this kind of practice is given a label that comes into common use. In this case the label would be andragogy. Poggeler (1994) listed trends which he hopes will be helpful for future development of European andragogical research. These include at least: International knowledge, "development-

andragogy" of the Third World, and understanding the "lifeworlds" of the participants. Zmeyov (1994) clearly supported andragogy. He stated that the most important trend in adult education in Russia is the application and further development of Knowles' (1970, 1980) theory of adult learning, or andragogy.

Momentum Gained Against Andragogy While Counter Arguments Assert Its Value: 1995-1998

Welton (1995) asserted that "the 'andragogical consensus'…formulated by the custodians of orthodoxy in the American Commission of Professors in the 1950s and solidified by Malcolm Knowles and others in the 1960s and 1970s, has unraveled at the seams" (p. 5). He articulated that the fundamental accusations expressed are because this perspective inadequately serves the interests of the disenfranchised in North American society. VanGent (1996) asserted that andragogy has been used to designate the education of adults. He considered that its future lies only as a generic term for adult education. Hanson (1996), from the other side of the discussion, called for adult educators not to search for a separate theory of adult learning [andragogy]. He suggests that we remove many of the unsubstantiated assumptions based on almost utopian beliefs about the education and training of adults linked to un-contextualized views of learning and empowerment.

Houle (1996), in talking about Knowles' work in andragogy said that it remains the most learner centered of all patterns of adult educational programming. He also added a number of other things. Knowles kept evolving, enlarging, and revising his point of view and therefore became something of a moving target, particularly since he was intimately involved with numerous projects at every level of magnitude in both customary and unusual settings all over the world. He could bring to discussions and debates a wealth of experience that his opponents could not match. In addition, some of his followers developed variant conceptions of andragogy, thereby enlarging the discourse. Knowles idea on andragogy had application to a wide variety of settings. Houle concluded by saying,

> Those who wish to do so can wholly contain their practice in the ideas expressed by Knowles and others, establishing appropriate physical and psychological climates for learning and carrying forward all of its processes collaboratively. Far more significantly, andragogy influences every other system. Even leaders who guide learning chiefly in terms of the mastery of subject matter, the acquisition of skills, the facing of a social problem, or some other goal know that they should involve learners in as many aspects of their education as possible and in the creation of a climate in which they can most fruitfully learn (p. 30).

Antecedents to a Historical Foundation of Andragogy Being Extended and Broadened : 1998-2000

Henschke (1998a) asserted that long before the term andragogy appeared in published form in 1833, ancient Greek and Hebrew educators, if not others, used words that although they were antecedents to andragogy, included elements of the concept that has come to be understood as some of the various meanings and definitions of andragogy. He attempted a descriptive definition of andragogy that moved in the direction of calling it a scientific discipline of study. This he posed in contrast to what others considered to be a fading influence of andragogy. He went back earlier in history and claimed that the language of the Hebrew prophets, before and concurrent with the time of Jesus Christ, along with the meaning of various Hebrew words and their Greek counterparts -- learn, teach, instruct, guide, lead, and example/way/model -- provide an especially rich and fertile resource to interpret andragogy. He expected that by combining a probe of these words and elements with other writings, a more comprehensive definition of andragogy may evolve.

Draper (1998) in providing an extensive, world-wide background on andragogy, reflected on and presented an overview of the historical forces influencing the origin and use of the term andragogy: The humanistic social philosophy of the 1700s & 1800s, the early twentieth century labor movement in Germany and USA, international expansion of adult education since World War II, commonalities of different terminologies, the debate in North America, the progressive philosophy underlying andragogy in North America, stimulation of critical discussion and research, and the viability of andragogy as a theory.

Empirical Research Being Pressed for Investigating Andragogy's Value While Objections Remain: 2000-2002

Billington (2000) found that with sixty men and women from ages 37 to 48, there were a number of key factors relating to andragogy that helped them grow, or if absent made them regress and not grow. The factors were: A class environment of respect; their abilities and life achievements acknowledged; intellectual freedom, self-directed learning, experimentation and creativity encouraged; learner treated fairly and as an intelligent adult; class is an intellectual challenge; interaction promoted with instructor and between students; and, regular feedback from instructor.

To the arguments that question the value of Knowles' approach to andragogy, Maehl (2000), in addressing the philosophical orientations of a number of adult educators, suggests that Knowles led in the direction of making andragogy quite humanistic that gained wide adoption in the field. This approach also was fused with other philosophies, particularly in human resource development applications. He also emphasized that Knowles elaborated his ideas of self-directed learning within the context of andragogy. This influenced a generation of adult educators, through his sensitive and nurturing spirit, to adopt the practice of andragogy broadly. What drew and maintained a strong following was what Maehl described Knowles as advocating.

Rachal (2002) clearly identified seven criteria suitable for implementation in future empirical studies of andragogy: Voluntary participation, adult status, collaboratively-determined objectives, performance-based assessment of achievement, measurement of satisfaction, appropriate adult learning environment, and technical issues. This certainly presents a challenge to those in the field that may be willing to expend the energy to conduct any empirical research study on the results of andragogy.

Bringing European and American Andragogy Closer Together As Distance Education Emerges: 2003-2004

Showing the strength of andragogy through its long history in Europe, Savicevic (2003) indicated that comparative andragogy has numerous elements that are essential in addressing this scientific research topic. Those eight elements included in the book are: Comparative perspectives of education and learning of adults; historically-comparative researching in andragogy; andragogical comparisons in our cultural environment; international dimensions of adult education; conceptual and linguistic standardizing in andragogical comparisons; theoretical and methodological scope of comparative andragogy; currents of constitution of comparative andragogy; and, conclusions concerning comparative andragogy.

Sopher (2003) asserted that Malcolm Knowles taught her more about adult education than even he realized. Her experience of learning with him in 1991 was a magical experience that she still recalled 12 years later in 2003 as if it happened yesterday. For her, experiencing Knowles 'the person' and Knowles 'the facilitator of adult learning' was seamless –his modeling every aspect of what he taught and wrote, a process that was consistent, authentic and practical. In order to understand his method, one would need to experience it directly – it was like his facilitation of participants' learning was done throughout any given day as with the grace of a skilled conductor directing an orchestra. Her thought was that the main reason Malcolm's hierarchy of andragogy did not appear in his publications is that it would be challenging for anyone to separate him personally and professionally. Moreover, it would have been more challenging for Knowles to reflect on details of his practice that are tightly intertwined with him on a personal level.

Drinkard and Henschke (2004) found nurse educators who have a doctoral degree in other than nursing (adult education to be specific) as more trusting of their learners in an andragogical classroom than nurse educators who have a doctoral degree in nursing. This was largely due to the lack of anything regarding how to facilitate the learning of adults in the nursing doctoral program, as contrasted with facilitation of the learning of adults being a very prominent part of the adult education doctoral programs where andragogy is actively practiced.

Illeeris, (2004) a Danish adult educator for 30 years, who by his own declaration is not an andragogue, but a pedagogue, was convinced that adults need to be actively involved in developing and executing adult education programs. He asserted that it is of "… entirely decisive importance that the point of departure of planning is that the participants in adult education programs are *adults*, humans that both formally and in reality are responsible

for their own actions and decisions" (p. 163). He went on to indicate here that he is quite in line with Knowles in his agitation for andragogy as a discipline, which is in many ways different from the pedagogy of children's schooling and upbringing.

The Hesitation Concerning Andragogy Continues While Many Still Stand By Andragogy: 2005-2006

Sandlin (2005) admitted that andragogy was a cornerstone of adult education for many decades. Notwithstanding, she has serious reservations about its prominence, and critiques it within the Africentric, feminist, and critical adult education perspectives. Stanton (2005) related the andragogical concept to the concept of readiness for self-directed learning. There was not only congruence between the two, but also the Henschke (1989) Instructional Perspectives Inventory [IPI] was validated as an almost perfect 'bell-shaped' measurement of an andragogical facilitator.

Wilson (2005) conducted this predictive study which tested the theory of andragogy in a post-secondary educational setting. It produced a sound psychometric instrument (ALPDEQ) presumably named "Adult Learning Professional Development Educational Questionnaire." It is one of the first to successfully isolate adult learners, a major step forward in testing andragogy. Results provided insight of andragogy's effect on two student outcomes, learning and satisfaction. The findings revealed adult learners enrolled in a MBA degree program provided evidence of learning and were not influenced by andragogy. However, satisfaction with instructor and course was affected by perception of andragogical teaching behaviors exhibited by faculty. The study included many exploratory faculty and student characteristic variables, never before studied, and results indicated characteristics, above and beyond age, gender, and ethnicity, were predictors to learning and satisfaction.

Another use of the principles of andragogy is in the public school setting. The purpose of Stricker's (2006) research was to determine the attitudes of principals toward teachers as learners by answering the following question: Do principals understand adult learning (andragogy) and do they have the competencies to create the conditions conducive for learning in school based staff development? He found a relationship between principals and teachers that does not contribute to creating the conditions conducive for adult learning in school based staff development. He posited that principals in this district would benefit by a better understanding and implementation of andragogy. Teachers, on the other hand, would also benefit from gaining understanding and implementing self-directed learning so they may become actively involved in and take responsibility for their own continuing, lifelong learning.

Knowles' Prominent Long Range Contribution to Andragogy's Continuance into the Future: 2006-2011

Savicevic (2006a) expressed his realization that almost 50 years of experience with andragogical ideas acquired in different social, cultural and educational environments, are reflected through the prism of his personal experience. Very importantly, he also observed that since his first visit to the USA in 1966, up through 2006, the identifiable trace of andragogy on USA universities is that there had not been a single serious study on adult education and learning that did not refer to andragogy as a conception. Savicevic also addressed the diversity of andragogical ideas in an international framework, which also became obvious in the expanding depth, breadth, worldwide nature of this research.

Isac (2006) analyzed the five distinct features Lorga and Gusti explicitly or implicitly asserted concerning andragogy in the interwar Romania: There is a peculiar difference between andragogy as theory (i.e., the principles of adult education) and the practice of adult education. In their efforts to innovate, adult education was completely neglected during the Communist Regime from 1945 to 1989. As a consequence Romania did not have enough time to succeed with desirable outcomes of reaching a uniquely Romanian theoretical paradigm of 'andragogy'. Therefore, Isac suggested that it is now up to the post 1989 Revolution to reconsider and seek to renew these valuable traditions according to contemporary imperatives of the European Union.

Savicevic (2006b) reflected about his perception of Knowles' position in sustaining andragogy over the long range of its history into the future.

> Forty years in development of a science is not a long or ignorable period. I met professor Knowles four decades ago and argued on term and on concept of andragogy. Since then, the term and the concept of andragogy enlarged and rooted in the American professional literature. There is no doubt that Knowles contributed to it, not only by his texts, but with his spoken word and lectures. He was a 'masovik', i.e., a lecturer on mass events. He told me that he lectured on 10,000 visitor stadiums. As if he was inspired by an ancient agonistic spirituality! His contribution to the dissemination of andragogical ideas throughout the USA is huge. The history of andragogy will put him on a meritorious place in the development of this scientific discipline. (p. 20)

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 exhibited the largest gap between their present level of performance and required level of performance.

Cercone (2008) asserts that the online educational environment is increasingly being used by adults and should be designed based on the needs of adult learners. This article discusses andragogy, an important adult learning theory, and reviews three other adult learning theories: self-directed learning, experiential learning, and transformational learning. During this discussion, the theories are examined for the ways in which they may be applied to the design of online learning environments. In addition, the 13 characteristics of adult learners developed by the author are examined, and an analysis of how these characteristics influence the design of an online learning is presented. Recommendations follow regarding how to design an online classroom environment while considering the application of adult learning theories. Of the 13 characteristics developed by the author, andragogy is the most comprehensive as it considers 10 of the characteristics, experiential learning only considers four [4] characteristics, self-directed learning theory considers three [3] characteristics, and transformative learning theory considers three [3] characteristics. The author provides a total on 93 techniques for helping address and enhance the 13 adult learner characteristics.

Henschke (2011) considers that andragogy has much to contribute to the vibrant future of the adult education and learning field. He bases this on his research of having discovered and identified at that time at least 330 English Language documents that had been published on andragogy. Despite resistance from various quarters of the field, some of the more astonishing and seemingly positive and valuable empirical and experiential findings relate to effectively applying andragogy to internet learning, andragogy being more effective than pedagogy in preparing police for their role in society, and an Arab and American jointly contending "…that andragogical adult educational theory, processes, and research are elemental to a vision of a peaceful world and a stabilized Iraq" (p. 36).

Henry (2011) said that the purpose of his book is twofold: to trace the evolution of the thinking of Malcolm Knowles over the period 1950 to 1995 and to show that during the course of his writing he developed a clear and coherent conceptual framework. This book is a journey through the pages of Knowles' major writings. It plots the emergence of new ideas in the sequence in which they occurred and provides an account of the overall development of Knowles' thought. This book does not attempt to impose viewpoints on Knowles but strives to allow an authentically "Knowlesian" andragogical perspective to emerge according to what the principal writings themselves disclose.

Clearer Emphasis on Congruence between Scholarship and Practice Accompanied by Contribution to the Shaking World Economy: 2012-2014

Henschke (2012b) talks about his work in Nation Building through andragogy. He indicates that his international experience of and involvement in the very essence of exemplifying a conception of the following in various countries around the globe – nation building through andragogy and lifelong learning: on the cutting edge educationally, economically, and governmentally. Although he has been privileged to engage adult learners in research and learning experiences in a dozen countries through andragogical and lifelong learning processes, he presents here only a sketch of his personally unique approach of work and learning in what he calls 'nation building' with people in five countries: Brazil, South Africa, Mali, Thailand, and Austria. His purpose is to clearly articulate some of the who, what, when, where, why and how of his most successful facilitation activities of helping adults learn in such a way that any adult educator, who may be disposed and committed to do so, could learn these processes and replicate them with others.

Henschke (2012c,d,e,f) also presents various research findings of the element of trust in andragogical learning. With each finding, trust is strengthened as important in learning.

Risley (2012) discovered an important aspect of finding out whether one adult educator, who espouses andragogy in scholarship, is congruent and consistent in practice and actually exemplifies andragogy. She triangulated this research through ten data sets and confirmed 'saying and doing' as a clear overlay and just about perfect fit. *The eleven andragogical elements of teacher trust of learners measured were: purposefully communicating to learners that each is uniquely important; expressing confidence that learners will develop the skills they need; trusting learners to know what their own goals, dreams and realities are like; prizing the learners' ability to learn what is needed; feeling learners need to be aware of and communicate their thoughts and feelings; enabling learners to evaluate their own progress in learning; hearing what learners indicate their learning needs are like; engaging learners in clarifying their own aspirations; developing supporting relationships with learners; experiencing unconditional positive regard for learners; and, respecting the dignity and integrity of learners.* The ten data sets used in confirming that this adult educator's scholarship and practice are andragogically congruent were: focus group of students in class regarding anticipated and actual trust; the teacher's perception of his trust in students; course evaluations from Fall, 2009 through Spring, 2012; video recording of the adult educator facilitating 28 clock hours of class time with students; interviews with facilitator's current and past colleagues, some who agree with andragogy and some who disagree; interview of the course facilitator; observations regarding the facilitator's congruence of practice and scholarship; memories and reflections of the researcher on the facilitator.

Henschke (2012a) provides the unique professional preparation he has in both fields for merging counseling and andragogy – the art and science of helping adults learn. Providing general counseling information, he then gives a sketch and time gaps of publication in adult education and counseling. Next, he presents a chronology of

publications merging the two fields. In the future trends section, a comprehensive model for counseling in adult education is constructed, including: an andragogical approach, dimensions of maturation, closely connecting counseling and learning, with life tasks, challenges, and dealing with our human values and priorities within human systems of adult life. Examples are articulated of both the professional and learner implementing the model.

Dr. Malcolm Shepherd Knowles popularized andragogy as the theory of adult learning and was referred to as the Father of Adult Education in the United States (US). As his andragogical doctoral students, Han and Henschke (2012) had extensive personal contacts with him. This paper utilizes the method of auto-ethnography to explore how cross-cultural learning and cross-cultural mentoring facilitate transformative learning with the development of intercultural competencies for sojourners when they interact with a significant human being in cross-cultural settings.

Savicevic (2012) gives a broad-brush sweep in addressing a number of current major issues in andragogy research. He declares that research in andragogy cannot be reduced to research techniques. It includes theoretical ground as well. Theory is a research base for understanding. Philosophy is very important for research in andragogy: spiritual values, aims of education and learning, conceptions of an adult person, andragogical ethical reflection on theory and practice. Research in andragogy has its research context. The problem of methodology has been neglected. Research methods and procedures are not separate from philosophical grounds. Contradictions have appeared in andragogy over whether one should create knowledge through research or borrow the knowledge from other sciences. Since andragogy has become a university discipline, the link between teaching and research has been requested by some.

Andragogy has received mixed reviews in the past. Some have analyzed it from a positive perspective. Some have analyzed it from a negative perspective, and some have ignored it altogether. Very little if any effort has been devoted to researching the economic impact of andragogy, especially during this prolonged economic downturn in the USA, in addition to many other countries throughout the world. In this article Henschke (2013a) looks at the theories undergirding his practice of andragogy, eras of the scope of various writings in English concerning andragogy, economic implications of his application of andragogy, and his thoughts about future research trends in andragogy.

Henschke and Isenberg (2012) and Isenberg and Henschke (2013) presented the idea of building an andragogy doctoral program, and doing it andragogically. This actual illustration is of one university that is doing it by presenting various stages of this as the program grows. Doing this has its benefits and pitfalls and these are clearly explained in each paper.

Henschke (2013b) looks at the History, Philosophy and Major Themes of Andragogy that have emerged in his research and practice. He explores those aspects of andragogy within the context of the theme of the conference – Lifelong Learning for All in 2013 – and indicates how the expanding scope of this investigation offers a frame for carrying

forward an inspirational concept to the great benefit of lifelong learning constituencies around the globe. He also emphasizes the eleven elements of trust that make this variety of andragogy 'super.'

Henschke (2013c) provided thoughts on how the conception came about regarding reorienting a Higher Education Institution toward Lifelong Learning (LLL). The background of LLL in ancient times and its emergence in recent times is presented. The researcher's involvement is described in bringing this about as a concept, and doing the research to flesh-out the specific elements. The research includes: developing a definition of LLL; bringing together the international partners from 19 countries to identify the seven major elements of a LLL Higher Education Institution; engaging two universities from opposite sides of the globe in articulating the 78 measurable performance indicators; and, actively involving a major International University (Chulalongkorn – Bangkok, Thailand) to go through the steps for setting in place and implementing its being a global player on the stage in moving forward that idea for the future of the world in general and the world of lifelong learning – its length, height, depth, and breadth.

Henschke (2013d) focused this study on the extent trust, empathy, and reciprocity in sensitivity may enhance the andragogical foundation of learning, but that insensitivity may destroy andragogical learning altogether. The influence of insensitivity upon the andragogical foundation of learning is striking, especially in its possible negative impact on learning.

Henschke (2013e) asserts that trust has moved well beyond the lofty literature of the abstract discussions into the usable, where the rubber-meets-the-road application and development into practice and technology. Even in a highly unlikely place as a very brutal prison, the implementation of trust throughout helped to radically transform its culture into a very humane place. This is true across the board in many institutions and numerous communities. Clearly, the trend is toward conducting more research in trust and understanding the basic notion of trust as a way to foster its development and implementation across all levels of organizations and communities, throughout society.

Lubin (2013) used an instrument, originally developed by Henschke (1989) for teachers, and modified it for use with coaches measuring the extent to which coaches used the philosophy of andragogy in their practices. Andragogical elements of empathy, trust and accommodating coachee uniqueness were revealed at above average or high above average levels. Of those interviewed, 100% of the coaches reported using the principles and processes of andragogy in their practices. Based on their stories, best practices (88) for engaging andragogy in the practice of coaching were developed.

Reischmann (2013) believes that andragogy is the discipline that deals with the lifelong and life-wide learning and education processes of adults. He usually expresses it with less impressive words: If I had the money that companies and administrations, hospitals and the military throw out of the window right now within a circle of 20 miles because of poor and demotivating personnel management, unnecessary conflicts, incompetence of the workforce, and poor leadership of the managers, I would immediately be a millionaire! My graduates, working in these organizations, for sure reduce this

unnecessary cost, and even if they are only successful in 30% of the situations, that is a lot of money. In addition, andragogy is a value to people, who are more happy in their daily work life, and develop a stomach ulcer many years later than most, or never. Our graduates are searched for specialists on the job market. He says andragogues can do this kind of work. We do not talk any longer about some nice cultural entertainment a night per week: We talk about dollars, effectiveness, a humane place in the workplace and community. And not only for individuals, but likewise for society and country: International competition leaves back those national economies that do not invest in educated citizens. And that means investment in adult and continuing education. Competencies are needed so fast (today), that we cannot wait until the children bring these new competencies from school. He identifies four [4] competencies in andragogy that are needed: Teaching, Counselling/Consulting, Planning/Organizing, and Research.

Henschke (2014e) addressed the crucial issue of Andragogy receiving various mixed reviews in the past. Some have analyzed it from a positive perspective. Others have analyze it from a negative perspective, still others have viewed it from a neutral or passive point of view while and some have ignored it altogether. Most of the discussions have limited their observations to how Malcolm S. Knowles addressed andragogy. There has been an inadequate investigation of the foundation and background of andragogy from a world perspective. This research is based on more than 450 major works published in English from national and international sources on andragogy that may help provide a clear and understandable international foundation for the linkage between the research, theory, and practice of andragogy. However, less than 100 documents are referenced in this paper. Six themes have emerged that provide a foundation for the linkage: The evolution of the term; historical antecedents shaping the concept; comparison of American and European understandings; popularizing and sustaining the American and world-wide concept; practical applications; and theory, research, and definition. This is an update for 2014 of this ongoing research.

Henschke (2014c) addresses a curriculum definition, especially as it relates to preparing teachers to be successful in working with adult learners. The main thrust is to clearly articulate some of the major elements needed to help the art and science of helping adults learn idea and practice of that process be as consistent/congruent as feasible. Reciprocity among empathy, trust, and sensitivity are considered to be crucial in the teaching and learning exchange. Competence and experience in andragogy is important even to the extent of selecting and using various techniques and methods in the learning experience, whether used with learners in higher-order thinking or used with lower-level learners. Techniques the author has found helpful are mixing a lecture with discussion of questions raised by learners in response to content of the lecture; encouraging and giving learners opportunity to take more responsibility for their learning, thus becoming more self-directed; varying one's approach for accommodating different learning styles each learner possesses; looking at a perspective of learning in various areas/pillars of life – being, knowing, doing, living together, changing, and developing sustainability. A true story is provided illustrating a principle of andragogy – doing in practice the same thing one believes and says.

Henschke (2014d) posited a definition of lifelong learning as a master andragogical principle/concept regarded as the continuous and never complete development, changes, and adaptation in human consciousness in an ever increasing number of situations. This paper provides thoughts on how this international conception came about and moved forward regarding reorienting Higher Education Institutions toward Lifelong Learning (LLL). The background of LLL in ancient times and its emergence in recent times is presented. His involvement is described in bringing this about as a concept, and doing the research to flesh-out the specific elements of LLL. This research includes: Developing a definition of LLL; bringing together the international partners from 19 countries to identify the seven major elements of a LLL Higher Education Institution; engaging two universities from opposite sides of the globe in articulating and listing the 78 measurable performance indicators [MPI] for LLL; bringing together participants for discussing the MPI from 13 nations at an International Lifelong Learning Conference; and, actively involving a major International University (Chulalongkorn – Bangkok, Thailand) to go through the steps for setting in place and implementing its being a global player on the stage in moving forward that idea for the future of the world in general and the world of lifelong learning [LLL] – its length, height, depth, and breadth.

Lu (2014) addressed the issue that in higher education, teaching effectiveness in the classroom is a guarantee to improve the quality of education. However, teaching effectiveness comes from the personal motivation, perception and satisfaction in the teachers' jobs. The merit incentive payment system is directly linked to teachers' motivation and perception, which also directly or indirectly results in satisfactions with the teachers' career and students learning in the classroom. This study investigates the relationships between teachers' payment, teacher's/student's satisfaction, and teacher's performance evaluated from an instructional perspective and certain factors such as ages, gender, degrees etc. in relation to teacher/student motivations and perceptions. Study participants were students and teachers both working and enrolled in four different higher education systems from 2012 to 2014 semesters in Nanjing, The Peoples' Republic of China. Henschke's (1989) Modified Instructional Perspectives Inventory (MIPI) [an andragogical measurement inventory] had been used in various situations to evaluate teacher performance in the class from instructional perspectives. The MIPI includes seven factors: *Factor 1: Teacher Empathy with Students, Factor 2: Teacher Trust of Students, Factor 3: Planning and Delivery of Instruction, Factor 4: Accommodating student Uniqueness, Factor 5: Teacher Insensitivity toward students, Factor 6: Experience-based Learning Techniques (Learner-centered Learning Process), and Factor 7: Teacher-centered Learning Process.* The MIPI-s, an adaptation of the MIPI, will be used to evaluate student's teacher performance in class from an instructional perspective. Students and teachers reported satisfaction with learning and teaching using a *Likert-type scale* is based on a demographic questionnaire. This study utilized a quantitative approach with standard multiple regression analysis and ANOVA. There were three dependent variables: teacher annual incomes, teacher satisfaction and student satisfaction. The independent variables included some covariates in relation to teacher motivations and perceptions and seven factors of MIPI and MIPI-S with 45-item respectively. The results of the regression analysis and ANOVA demonstrate significant

relationships between teacher annual incomes and seven factors of MIPI/MIPI-S, and teacher's/student's satisfaction with teaching/learning as well. The sample contains 457 teachers and 9,017 students. The data had been collected via online questionnaires.

Henschke (2014b) provided a personal perspective and description of his learning experience on living a long, healthy life. It is my story on this topic and includes the following sections: An introduction, healthy life descriptions according to various age categories; a healthy long life depicted in relationship to various human values and human systems; dimensions of maturing for healthy, long lives; for seekers of self-actualization reaching toward a long healthy life; his more personal side of this story in experiencing a long healthy life of 82 years thus far; a disclaimer on the reader being free to choose or not choose some of his guidance processes; how he came into adult education; numerous Bible instructions guiding and helping him learn in his long, healthy life to date; a source of influence – an idea that takes hold on a person; andragogy took hold of him and eight central elements of this; additional promises from God enhancing his healthy and lengthy life; a view by some other person than Henschke – Lori Risley; and, a conclusion to this matter from his point of view on tools, trends, and methodologies in adult and community health education.

Charungkaittikul and Henschke (2014) set forth the andragogical idea that today's world may be characterized as the dawn of the new millennium of the learning society where knowledge is considered as a country's most valued asset and primary source of power. In the increasingly intense competition among the international communities, Thailand has been respected as advancing the andragogical approach to transforming communities, cities and regions into learning societies engaged in a sustainable development strategy that promotes the continual learning of individuals – the smallest unit of society. It emphasizes balance among the economy, society, natural resources and environment; and, is transforming the Thai people into knowledge citizens and knowledge workers. These carry stipulations concerning lifelong learning, educational enhancement and global competitiveness aimed toward developing appropriate manpower to move the society toward sustainable happiness as compared and contrasted with maintaining the 'status quo.' This article aims to identify the current situation of lifelong learning and education in Thailand; analyze and synthesize the five best learning society case studies; and, propose guidelines for developing a sustainable lifelong learning society.

Henschke (2014a) designed this article to address: the introduction of lifelong learning from ancient times; dimensions of maturation as guides for lifelong learning; considering the andragogical approach in early, adult, and lifelong learning; counseling adult learners contributes added dimensions to facilitating lifelong learning; assessing life's challenges within the decades of lifelong learning, core values, and human systems; 1997 – CONFINTEA V – Hamburg, Germany – lifelong learning emphasis only on older adults; 2009 – CONFINTEA VI – Belem, Para, Brazil – lifelong learning emphasis being throughout life; prominent role of higher education institutions changing toward lifelong learning; developing definitions of lifelong learning and learning in general; characteristic elements of lifelong learning higher education institutions; implementing

challenges of lifelong learning, core values and human systems; and, two appendices including beneficial instruments for use in lifelong learning.

On the Cutting Edge of Additional Developments 2015 and Beyond into the Future

Henschke (2015) declared that trust, empathy, and sensitivity enacted, combined and expressed reciprocally toward learners/supervisees and fostering in them the same toward facilitators/supervisors, begins with their extending the "benefit of the doubt" to learners/supervisees in the workplace. Reciprocity on a daily basis means: Interrelatedness, mutual assistance, give and take, aiding and abetting, mutuality, interplay, learning, cooperation, and collaboration, that most especially becomes operational in the workplace. Trust, empathy and sensitivity in reciprocity are central components to developing classrooms or workplaces ripe for fostering learning, producing job satisfaction, and providing an atmosphere and environment conducive for fostering and enhancing supervisees' desire to retain their employment with the corporation -- thus reducing costs of employing new workers/supervisees. Developing relationships that nurture learners/supervisees *and* learning in the workplace is of significant importance to workplace learning. Learning at its best is built on trust, empathy, sensitivity and reciprocal relationships through practices in the workplace. Through the use of what I call "A Living Lecture," participants and the facilitator share in identifying a number of elements of trust, empathy, and sensitivity with reciprocation, and minimizing insensitivity in the learning process, as well as uses of the same "in practice"; and, will utilize the process of raising questions for clarification, rebuttal, elaboration and practical application. In this way, learners have the opportunity to discuss, debate, and construct a usable framework of trust, empathy, reciprocation and sensitivity through the lens of their own experiences that can strengthen learning in their own learning and work environments.

Grosso (2015) addressed the sub question: "which andragogical and gerontological adult learning needs must be met for aging adults with DD to successfully age in place?" as following:

Andragogical Learning Needs	**Gerontological Learning Needs**
- Engage, protect, teach/help learn	- How to prepare for and address age-related challenges faced by the general population
- Promote respect	
- Create a climate conductive to learning (physically and psychologically) – have fun!	- How to deal with health problems that have a higher prevalence in older adults with DD (e.g., vision and hearing concerns, obesity, diabetes, and cardiovascular disease)
- Promote identity in retirement	
- Collaboration	- How to manage weight by eating healthy and exercising regularly is essential for

- Develop friendships/social ties	those striving to successfully age in place
- Individualize learning	- How to tackle myriad social age-related learning challenges (e.g., coping with an accumulation of loss, grief, isolation, and barriers to resource utilization)
- Modeling	
- Repetition	

Nukic (2015) completed his study as an andragogical exploration of how formal and non-formal adult English as second language programs helped non-English speaking adults learn English as a second language in the United States. He wanted to find out what ESL programs did to help adult students learn English. He explored 10 ESL programs through secondary interview data and primary data provided by focus groups and observations. He used axial coding to determine if Billington's (1988) seven characteristics were present in ESL programs, and he determined that most of the programs did include the seven characteristics which are: *A class environment of respect; their abilities and life achievements acknowledged; intellectual freedom, self-directed learning, experimentation and creativity encouraged; learner treated fairly and as an intelligent adult; class is an intellectual challenge; interaction promoted with instructor and between students; and, regular feedback from instructor.* However, none used all seven consistently. Based on open coding, eight themes emerged: goals, resources, qualifications, curriculum, environment, teaching strategies, learning, and obstacles. Throughout the ESL teacher interviews, focus groups, and observations, these themes emerged as the most important characteristics ESL programs used or needed in order to help non-English speaking adults learn English. All 10 ESL programs had a common goal – help adult ESL learners learn English. However, not all ESL programs helped non-English speaking adults in the same way.

Nukic further emphasized how each program helped students varied in students' and program's goals - most ESL programs helped non-English speaking adults learn English by having a goal that aligned with students' individual goals. The resources commonly used were a large amount of classes offered in easily accessible locations. With regard to teachers' qualifications - most ESL programs had qualified individuals (minimum master's degree in teaching) teach ESL courses. With regard to curriculum - the curriculum was recommended to be adjusted to what students wanted and needed to learn. In consideration of environment – the classroom environment should be welcoming and open for students to feel non-threatened. For teaching strategies, most programs recommended participation as the main approach for helping students learn, and for learning – most of the data represented indicated that student engagement and self-directness was the most important factor in students' abilities to learn. And, with regard to obstacles – most programs indicated that attendance and diversity were the largest obstacles in students' learning.

Pagano (2015) likens the andragogy of nature as man being like a tree. There is the root system of personal values, made up of: respect, passion, determination, enthusiasm, awareness, responsibility, listening, integrity, creativity, courage, and trust. There is the

conductor system [or trunk] which is the torso-person system seen as a bio-psycho-social being. This torso-person is made up of six concentric rings: the need to know, motivation, orientation towards learning, willingness to learn, the role of experience, and self-concept. The foliage system is the V.I.T.A. – the [*volonta*] will, imagination, tolerance and action. This is comprised of the umbrella – will to meaning and is composed of: family of origin, health/physical shape, partner or stepfamily, personal growth (spiritual dimension), hobbies/passions, friends, money/finances, and work/career. This is quite a metaphor that could be developed into a comprehensive perception of the dynamic, living, human being.

Giampaolo (2015) studied the idea that creation of a personalized learning path has been proposed to students attending six courses of two graduate degree programs at the University of Padua in Italy. The personalized learning plan concluded between teacher and students allowed to define objectives, strategies, resources and evidence that have been assessed. The practice of the personalized plan saw the teacher become a resource for students, a facilitator of learning. The realization of these plans allowed developing an experiential reflection on practice to better understand how academics could respond to the needs of personalization for students and, specifically, how the learning contracts could help faculty members to draw guidelines to personalize learning. The idea of personalized learning reflects many of the earmarks or process elements of Knowles (1995) take on andragogy, such as: (a) prepare the learner to the learning program, (b) create a climate conducive to learning psychological and physical, (c) involve the learner in a mutual planning, (d) engage the learner in diagnosing their learning needs, (e) engage the learner in the formulation of the learning objectives (f) involving learners in designing learning plans, (g) help learners to complete their learning plan, (h) engage the learner in the assessment of learning outcomes.

When Ramnarayan and Hande (2015) addressed using Self-Directed Learning in conducting educational experiences in the Johns Hopkins Medical Schools they used the Theoretical Framework of the andragogical process elements outlined by Knowles (1970), Setting a climate conducive to adult learning, establishing a structure of mutual participative planning, diagnosing the needs of adult learners, setting the learning objectives for adult learners, designing a plan to carry out the learning, conducting the pattern of learning experiences, and evaluating the learning experiences by the learners.

Keefe (2015) said that in the field of adult education, one of the better known concepts is that of the Six Assumptions of Malcolm Knowles. These assumptions, according to Knowles, divide the world of pedagogy, defined as the art and science of teaching children, from that of andragogy, conceived as the art and science of helping adults learn. In the realm of education for older learners, myriad schools and programs dot the educational landscape, but one particularly unorthodox institution of adult education, the Highlander Folk School, led by activist educator Myles Horton, stands out for its teaching roles in the Union Labor Movement of the 1930s and 1940s, and the Civil Rights Movement of the 1950s and 1960s. This paper looks at Myles Horton of the Highlander Folk School, his background, education and preparation for establishing his lifelong dream of using alternative education among the "common

uncommon people" for learning how to solve social and economic justice problems, and this paper then focuses on the extent to which the philosophy and teaching actions of Horton correspond to the Six Assumption Framework of andragogy as delineated by Malcolm Knowles.

Conclusions on the History and Philosophy of Andragogy

This is a History and Philosophy of Andragogy around the world, based on numerous English language documents. Eight new documents are included in the 2015 iteration of this andragogical research. There are a total of nearly 500 English Language documents identified for the broad research on andragogy through 16 major eras. Only a fraction of these documents are included in this work. Two Hundred more are waiting to be included in further iterations of this research. Nonetheless, andragogy is not just the work of one or a few persons, but is the result of efforts by multiple people from numerous nations around the globe. The reader is invited to join that effort. Please contact the author at the e-mail address provided on the bottom of the first page of this article.

References

Billington, D. D. (2000). *Seven characteristics of highly effective adult learning programs. New Horizons for Learning,* Seattle: New Horizons. Retrieved September 28, 2002 from http://www.newhorizons.org

Birzer, M. (2004). Andragogy: Student centered classrooms in criminal justice programs. *Journal of Criminal Justice Education, 15*(2), 393-411.

Boucouvalas, M. (1999). Comparative thinking and the structures of adult cognition: An epistemological and methodological challenge for comparative adult education. In J. Reischmann, Z. Jelenc, & M. Bron (Eds.), *Comparative adult education: The contributions of the International Society for Comparative Adult Education [ISCAE] to an emerging field of study* (pp. 65-76). Ljubljana, Slovenia: Slovenian Institute for Adult Education and ISCAE.

Boucouvalas, M. (2008, November). *Highlighting the group/community/societal emphasis in Knowles' treatment of andragogy.* A Power Point Presentation to the Commission of Professors of Adult Education Conference, Denver, CO.

Bradley, J. (2010). *A comparison of course completion, satisfaction, achievement, and performance among non-profit professionals who complete andragogical or pedagogical online learning modules on grant writing* (Unpublished doctoral dissertation). University of Southern Mississippi, Hattiesburg, MS.

Candy, P. (1991). *Self-direction for lifelong learning: A comprehensive guide to theory and practice.* San Francisco, CA: Jossey-Bass Publishers.

Cercone, K. (2008). Characteristics of adult learners with implications for online learning design. *AACE Journal, 16*(2), 137-159.

Charters, A. N. (1977). Resources for educators of adults: Accessibility to resources for educators of adults. Prepared for Graduate Program in Andragogy, Universidad Simon Rodriguez, Caracas, Venezuela. Alexander N. Charters Papers, Special Collections Research Center, Syracuse University Library.

Charungkaittikul, S., & Henschke, J. (2014). A learning society model toward enhancing a sustainable lifelong learning development. UNESCO [United Nations Educational Scientific and Cultural Organization] Special Journal Publication of Articles Selected and Expanded From The World Conference of Comparative Education, Buenoes Aries, Argentina, June, 2013.

Christian, A. C. (1982). *A comparative study of the andragogical-pedagogical orientation of military and civilian personnel* (Unpublished doctoral dissertation). Oklahoma State University, Stillwater, OK.

Cooper, M. K., & Henschke, J. A. (2001). Andragogija, Osnove Teoriji, Istrazivanja I

Prackticnog Povezivanja, (translation from English into Serbian: Kristinka Ovesni), *Andragoske Studije Journal*, *8,* 5 – 14.

Cooper, M. K., & Henschke, J. A. (2007). Expanding our thinking about andragogy: Toward the international foundation for its research, theory and practice linkage in adult education and human resource development – A Continuing Research Study. In K. King & V. Wang (Eds.), *Comparative adult education around the globe: International portraits and readings of the history, practice, philosophy, and theories of adult learning* (pp. 151-194). Hangzhou, Peoples' Republic of China: ZhejiangUniversity Press.

Davenport, J. III. (1987). Is there a way out of the andragogy morass? *Lifelong Learning: An Omnibus of Practice and Research*, *11*(3), 17-20.

Draper, J. A. (1998). The metamorphoses of andragogy. *The Canadian Journal for the Study of Adult Education, 12*(1), 3–26.

Drinkard, G., & Henschke, J. A. (2004). Instructional perspectives of nurse educators engaged in teaching via distance education. In *Proceedings of the Twenty-Third Annual Midwest Research-to-Practice Conference in Adult, Continuing and Community Education Conference* (pp. 80-85). Indianapolis, IN: Indiana University – Purdue University.

Faure, E. (Ed.). (1972). *Learning to be: The world of education today and tomorrow*. Paris: UNESCO.

Ferro, T. R. (1997). The linguistics of andragogy and its offspring. In J. Levine (Ed.),

Proceedings of the Midwest Research-to-Practice Conference in Adult, Continuing and Community Education (pp. 29-34). East Lansing, MI: Michigan State University.

Furter, P. (1971). Grandeur et misere de la pedagogie. University of Neuchatel. (Cited In E. Faure (Ed.) (1972). *Learning to be: The world of education today and tomorrow* (p. 116). Paris: UNESCO Paris.

Giampaolo, M. (2015). *Personalization of learning in context university: Theories, tools and field experience* (Unpublished doctoral dissertation). University of Padua, Italy.

Grace, A. P. (2001). *Using queer cultural studies to transgress adult educational space*. In V. Sheared & P.A. Sissel (Eds.), *Making space: Merging theory and practice in adult education* (pp. 257-270). Westport, CT: Bergin & Garvey –An Imprint of Greenwood Publishing Group, Inc.

Grosso, T. (2015). *Exploring how older adults who qualify for the Association on Aging with Development Disabilities (AADD) programs and services learn to successfully age in place* (Unpublished doctoral dissertation). Lindenwood University, St. Charles, MO.

Hadley, H. N. (1975). *Development of an instrument to determine adult educator's orientation as andragogical and pedagogical* (Unpublished doctoral dissertation). Boston University School of Education, Boston, MA.

Han, P., & Henschke, J. A. (2012, July-September). Cross-cultural learning and mentoring: Auto-ethnographical narrative inquiry with Dr. Malcolm Shepherd Knowles. *International Journal of Adult Vocational Education and Technology, 3*(3), 26-36.

Hanson, A. (1996). *The search for a separate theory of adult learning: Does anyone really need andragogy?* In R. Edwards, A. Hanson, & P. Raggatt (Eds.), *Adult learners, education and training 1* (pp. 99-108). London: Routledge and The Open University.

Hartree, A. (1984). Malcolm Knowles's theory of andragogy: A critique. *International Journal of Lifelong Education, 3*, 203–210.

Haugoy, G. (2003, September 18), *Developing flexible open classrooms from the independent students*, Retrieved July 13, 2005 from http//www.elearningeuropa.info/ index.php?page=doc_print&doc_id=4341&docing=1.

Henry, G. W. (2011). *Malcolm Shepherd Knowles: A history of his thought. education in a competitive and globalizing world.* New York, NY: Nova science Publishers, Inc.

Henschke, J. A. (1989). Identifying appropriate adult educator practices: Beliefs, feelings and behaviors. In C. Jeffries (Ed.), *Proceedings of the Eighth Annual Midwest Research-To-Practice Conference in Adult, Continuing and Community Education* (pp. 89-95). St. Louis, MO: University of Missouri.

Henschke, J. A. (1995). Theory and practice on preparing human resource development professionals. In *Proceedings of Academy of Human Resource Development Research Conference* (pp. 1-11). St. Louis, MO: University of Missouri.

Henschke, J. A. (1998a). *Historical antecedents shaping conceptions of andragogy: A comparison of sources and roots*. Paper presented at the International Conference on Research in Comparative Andragogy, Radovljica, Slovenia, September 10-13, 1998.

Henschke, J. A. (1998b). Modeling the preparation of adult educators. *Adult Learning*, *9*(3), 11–14.

Henschke, J. A. (1999). Historical antecedents shaping the terms performance and learning in human resource development: An exploratory study. In K.P. Kuchinke (Ed.), *Proceedings of the Academy of Human Resource Development Research Conference* (pp. 611--619). Champaign-Urbana, IL: University of Illinois.

Henschke, J., (2011). Considerations regarding the future of andragogy. *Adult Learning, 22*(1)*,* 34-37.

Henschke, J. A. (2012a). Counseling in an andragogical approach. In V.C. X. Wang (Ed.), *Encyclopedia of e-leadership, counseling and training* (3 Vols.) (pp. 569-586). Hershey, PA: IGI Global.

Henschke, J. A. (2012b). Nation building through andragogy and lifelong learning: On the cutting edge educationally, economically, and governmentally. In V.C.X. Wang (Ed.), *Handbook of research on technologies for improving the 21st century workforce: Tools for lifelong learning* (pp. 482-508). Hershey, PA: IGI Global.

Henschke, J. A., (2012c). Trust in learning makes a big difference. In K. Frush (Ed.), *The 2012 Proceedings of the Midwest Research-to-Practice Conference in Adult, Continuing, Extension, and Community Education* (pp. 22--26). Edmund, OK: University of Central Oklahoma.

Henschke, J. A., (2012d). Trust in learning – makes all the difference. In C. Boden-McGill & K. King (Eds.), *E Conversations about adult learning in our complex world* (pp. 15-- 31). A Volume in the Series: Adult Education Special Topics – Theory, Research & Practice in Lifelong Learning. Charlotte, NC: Information Age Publishing (IAP).

Henschke, J. A., (2012e). World-wide history and philosophy of andragogy: Current 2012 research limited to English language documents. Paper Presented to the *Commission of Professors of Adult Education Conference.* Las Vegas, NV; November 9, 2012.

Henschke, J. A., (2012f). Andragogy around the world in K-20 education: Research on it is all about trust. Chapter 49. In V.C.X. Wang, (Ed.), *Handbook of research on teaching and learning in K-20 education* (pp. 839-858). Hershey, PA: IGI Global.

Henschke, J. A. (2013a). Observations of the possible influence of andragogy on the economies of world nations. In V. C. X. Wang (Ed.), *International education and the next-generation workforce: Competition in the global economy* (pp. 115-13). Hershey, PA. IGI Global.

Henschke, J. A., (2013b). Super andragogy: Lifelong learning for all. [Paper Delivered as Conference Keynote Address.] In A. Ratana-Ubol (Ed.), *Proceedings of The 1ˢᵗ International Conference on Lifelong Learning for All 2013*: Sustainable Practices toward Lifelong Learning Society (pp. 27-49)**.** Bangkok, Thailand, Chulalongkorn University, July 18-19, 2013.

Henschke, J. A. (2013c). Reorienting a traditional higher education institution toward lifelong learning. In L. Risley Ed.), In *The 2013 Proceedings of the 32ⁿᵈ Research-to-Practice Conference in Adult and Higher Education* (pp. 90--102). Lindenwood University, St. Charles, MO.

Henschke, J. A. (2013d). From history to practice: How trust, empathy, reciprocity and sensitivity in relationships create the foundation of learning. In L. Risley (Ed.), *The 2013 Proceedings of the 32ⁿᵈ Research-to-Practice Conference in Adult and Higher Education* (pp. 78--89). Lindenwood University, St. Charles, MO

Henschke, J. A., (2014). Building on trust in a complex world: Educational research and technology. In V.C.X. Wang (Ed.), *Encyclopedia of education and technology in a changing society* (pp. 150--161 Hershey, PA: IGI Global.

Henschke, J. (2014a, April 28). *An international perspective on reorienting traditional higher education institutions toward lifelong learning*. A keynote paper presented at the Fourth International Conference on Adult and Continuing Education – Adult Education in Universities, Local and Regional Perspectives. Iasi, Romania.

Henschke, J. (2014b). A personal perspective and learning experience on living a long, healthy life. In V.C.X. Wang (Ed.), *Adult and community health education: Tools, trends and methodologies* (pp. 368-388). Hershey, PA: IGI Global.

Henschke, J. (2014c). Andragogical curriculum for equipping successful facilitators of andragogy in numerous contexts. In V. C. X. Wang & V.C. Bryan (Eds.), *Andragogical and pedagogical methods for curriculum and program development* (pp. 142-168). Hershey, PA: IGI Global.

Henschke, J. (2014d). Measurable Performance Indicators [MPI] for lifelong learning: Reorientation of a traditional higher education institution. In S. Charungkaittikul (Ed.), *Lifelong education and lifelong learning* (pp. 310-360). Bangkok, Thailand: Chulalongkorn University:

Henschke, J. (2014e). Focusing on a global perspective of andragogy: An update for 2014. St. Louis, MO – Bringing up to date the broad spectrum of the Six Major Themes of Andragogy. Unpublished Manuscript.

Henschke, J. (2015). *Considering the extent that reciprocity among trust, empathy and   sensitivity combine to enhance supervisee job satisfaction and their retention–thus reducing costs.* Presentation of a 'Food and Thought Session' at the 2015 Academy of Human Resource Development [AHRD] International Conference, St. Louis, MO, February, 2015.

Henschke, J., & Cooper, M. (2007). Additions toward a thorough understanding of the international foundations of andragogy in HRD and adult education. In *Inst.de Ins. "G.Barit" din Cluj-Napoca, Series Humanistica,* tom. V, 2007 (pp. 7-54). [This is the 2007 Yearbook of the Romanian Institute of Adult Education.]

Holton, E. III, Wilson, L., & Bates, R. (2009, Summer). Toward development of a generalized instrument to measure andragogy. *Human Resource Development Quarterly, 20*(2)*, 169-193.*

Hoods, W. (1998). *Andragogy: The act, process, or art of imparting knowledge and skill to adults*, http://www.survival.com/gogy.htm. Date Retrieved: October 23, 2007.

Hooks, B. (1994). Theory as liberatory practice (from Teaching to Transgress – as quoted byKaminsky, Sherrie). In *Comparing pedagogy and andragogy for both common and Dissimilar Meanings.* Retrieved from http://www.usm.maine.edu/~dlarson/kaminsky2.htm

Houle, C.O. (1992). *The literature of adult education: A bibliographic essay*. San Francisco, CA: Jossey Bass.

Houle, C.O. (1996). *The design of education* (2nd ed.). San Francisco, CA: Jossey-Bass.

Illeris, K. (2004). *Adult education and adult learning*, first English edition translated from Danish, Malabar, FL: Krieger Publishing Company.

Ingalls, J. D. (1972). *A trainer's guide to andragogy*. Washington, D. C.: United States Department of Health, Education and Welfare.

Isac, I. (2006). How to become an 'Adult Educator' in the interwar Romania: The examples of Nicolae Lorga and Dimitrie Gusti. In J. Reischmann (Ed.), *Proceedings of the 11th Standing International Conference on the History of Adult Education (IESVA)* (pp. 1-9). Bamberg, Germany: September 27-30, 2006.

Isenberg, S. K. (2007). *Applying andragogical principles to internet learning*. Youngstown, NY: Cambria Press.

Jarvis, P. (1984). Andragogy: A sign of the times. *Studies in the Education of Adults, 16*, 32–38.

Johnson, L. F. (2000, April), *Dialogues in andragogy.* Paper presented to a doctoral research graduate credit seminar on andragogy, conducted at the University of Missouri – St. Louis, Winter Semester, 2000.

Kabuga, C. (1977). Why andragogy in developing countries*? Adult Education and Development: Journal for Adult Education in Africa, Asia, and Latin America.* Reprinted in Knowles, M. S. (1990). *The adult learner: A neglected species* (4th ed.). Houston Texas: Gulf Publishing Company (pp. 233-239).

Kajee, L. (n.d. circa, 2003). *Making waves, not just surfing the net: ICT and learning in the ESL classroom*, Johannesburg, South Africa: University of the Witwatersrand, Unpublished paper.

Kaminsky, S. (n.d., circa 2003). *Comparing pedagogy and andragogy for both common and dissimilar meanings*. Retrieved July 18, 2004 from http://www.usm.maine.edu/!dlarson/kaminsky2.htm.

Kapp, A. (1833). *Die andragogik ober bildung im mannlichen alter. Platons Erziehungslehre, als Padagogik fur die Einzelnen und als Staatspadagogik*. Germany: Minden und Leipzig.

Keefe, D. (2015, July). Andragogy in the Appalachians: Myles Horton, the Highlander Folk School, and education for social and economic justice. *International Journal of Adult Vocational Education and Technology, 6(*3), 16-30.

Knowles, M. S. (1970*). The modern practice of adult education: Andragogy vs. Pedagogy*. Chicago, IL: Association Press/Follett.

Knowles, M. S., (1973). *The adult learner: A neglected species.* Houston, TX: Gulf Publishing.

Knowles, M. S. (1975). *Self-directed learning: A guide for learners and teachers*. New York, NY: Association Press.

Knowles, M. S. (1980*). The modern practice of adult education: From pedagogy to andragogy* (Revised Edition). Englewood Cliffs, NJ: Cambridge Book Company.

Knowles, M. S. (1984). *Andragogy in action: Applying modern principles of adult learning*. San Francisco, CA: Jossey-Bass Publishers.

Knowles, M. S. (1989). *The making of an adult educator: An autobiographical journey.* San Francisco, CA: Jossey-Bass Publishers.

Knowles, M. S. (1993). Contributions of Malcolm Knowles. In K. Gangel & J. Wilhoit (Eds.), *The Christian educator's handbook on adult education* (pp. 91-103). Wheaton, IL: Victor Books – A Division of Scripture Press.

Knowles, M.S. (1995). *Design for adult learning: Practical resources, exercises, and course outlines from the father of adult learning*. Alexandria, VA: American Society for Training and Development.

Krajinc, A. (1989). Andragogy. In C. J. Titmus (Ed.), *Lifelong education for adults: An international handbook* (pp. 19-21) Oxford: Pergamon.

LeNoue, M., Hall, T., & Eighmy, M. (2011). Adult education and the social media revolution. *Adult Learning, 22*(2), pp. 4-12.

Lindeman, E. C. (1926). Andragogik: The method of teaching adults. *Workers' Education, 4*, 38.

Long, H. B. (1991). *Evolution of a formal knowledge base*. In J.M. Peters & P. Jarvis (Eds.), *Adult education: Evolution and achievements in a developing field of study* (pp. 66-96). San Francisco,CA: Jossey-Bass Publishers.

Lu, Y. (2014). *An exploration of merit pay, teacher and student satisfaction, and teacher performance evaluation from an instructional perspective* (Unpublished doctoral dissertation). University of Missouri, St. Louis, MO

Lubin, M. M. (2013). *Coaching the adult Learner: A conceptual framework for engaging the principles and processes of andragogy for best practices in coaching* (Unpublished doctoral dissertation). Virginia Tech/National Capital Region, Falls Church, VA.

Maehl, W. (2000). *Lifelong learning at its best: Innovative practices in adult credit programs.* San Francisco, CA: Jossey-Bass Inc. Publishers.

Mason, R. A., Henschke, J. A., & Weitzel, T. R. (2001, 7 March). Air carrier check airman training: An adult education model. In *Proceedings of the 11ᵗʰ International Symposium on Aviation* Columbus, OH: Lawrence Erlbaum Associates.

Merriam, S. B. (2001, Spring). *Andragogy and self-directed learning: Pillars of adult learning*

theory. The new update on adult learning theory, San Francisco, CA: Jossey-Bass,

New Directions for Adult and Continuing Education, no. 89, 3–13.

Merriam, S. (2004). The changing landscape of adult learning theory. In J. Comings, B. Garner, & C., Smith (Eds.), *Review of adult learning and literacy: Connecting research, policy, and practice* (pp. 199-220). Mahwah, NJ: Lawrence Erlbaum Associates.

Mezirow, J. (1981, Fall). A critical theory of adult learning and education. *Adult Education*, *32*(1), 3–24.

Milligan, F. (1995). In defense of andragogy. *Nursing Education Today, 15*, 22-27.

Moehl, P. (2011). Exploring the relationship between Myers-Briggs Type and instructional perspectives among college faculty across academic disciplines (Unpublished doctoral dissertation). University of Missouri-St. Louis, MO.

Nadler, L., & Nadler, Z. (Eds.). (1989). *The handbook of human resource development (*2ᵈ ed.).

New York, NY: John Wiley & Sons.

Nevins, S. C. (no date, circa, 2003). Andragogy versus pedagogy: The secret to successful

Business learning. Retrieved from http://www.westchesterventuregrp.com/EntrepreneurForum/Andrag. October 31, 2003.

Newman, M. (2007, November 1). Personal interview with John Henschke during the American Association for Adult and Continuing Education (AAACE) Conference, Norfolk, VA. (copy available upon request from jhenschke1@lindebwoo.edu)

Nukic, A. (2015). An exploration of how English as a Second Language programs help non-English speaking adults learn English as a second language (Unpublished doctoral dissertation). Lindenwood University, St. Charles, MO.

Osborn, S. (1999). *Andragogy*. Belgrade, Yugoslavia: Faculty of Philosophy. Retrieved from Forum Website: http://ifets.gmd.de/

Ovesni, K. (2000), *Concepts and models of professional preparation of andragogues*, Retrieved

July 12, 2005 from http://www.geocities.com/kowesni.geo/indexma.html?200512.

Pagano, L. (2015), *The andragogy of nature: A model of human development.* Independent Learner; Graduated from the University of Bologna, Italy. Unpublished Paper.Sent to John A. Henschke; Printed copy available by request from jhenschke1@lindenwood.edu

Pleskot-Makulska, K. (2009). The training of adult education specialists in Poland. In M. Boucouvalas (Ed.), *Proceedings of the Commission on International Adult Education [CIAE] Pre-Conference, American Association for Adult and Continuing Education [AAACE] Conference* (pp. 143-150). Cleveland, OH. Translated into English by Marcin Basiak.

Poggeler, F. (1994). *Introduction – Trends of andragogical research in Europe*. In P. Jarvis & F. Poggeler (Eds.), *Developments in the education of adults in Europe* (pp. 9-15). Frankfurt am Main: Peter Lang, Studies in Pedagogy, Andragogy and Gerontology (Volume 21).

Rachal, J. (2002, May). Andragogy's detectives: A critique of the present and a proposal for the future. *Adult Education Quarterly: A Journal of Reserarch and Theory*, *22*(3), 210-227.

Ramnarayan, K., & Hande, S. (2015). *Thoughts on self-directed learning in medical schools: Making students more responsible*. New Horizons for Learning - a leading web resource for identifying and communicating successful strategies for educational practice. Baltimore, MD: Johns Hopkins School of Medicine.

Ratana-Ubol, A., & Henschke, J. (2015, April-June). Cultural learning processes through local wisdom: A case study on adult and lifelong learning in Thailand*. International Journal of Adult Vocational Education and Technology* [IJAVET], *6*(2), 41-60.

Reischmann, J. (2000). *Our understanding of andragogy*, Bamberg, Germany, Hande, Otto Freiderick University, Homepage: http://www.andragogy.net.

Reischmann, J. (2004). Andragogy: History, meaning, context, function. Retrieved from

http://www.andragogy.net. Version Sept. 9, 2004.

Reischmann, J. (2005). Andragogy: History, meaning, context, function. In L.M. English (Ed.)., *International encyclopedia of adult education* (pp. 58-63). Houndsville, NY: Palgrave Macmillan.

Reischmann, J. (2013). *Andragogy and adult education*. St. Charles, MO: Lindenwood University – Educational Leadership Speaker Series. September 23, 2013.

Risley, L. (2012). One andragogical approach to comprehensive examination question(s): Encouraging a doctoral student to develop his or her individualized comprehensive examination question(s). Presented at *31ˢᵗ Annual Midwest Research to Practice Conference in Adult, Continuing, Extenson, and Community Education*. Edmund, Oklahoma.

Risley, L., & Petroff, K. (2012). Considering andragogical learning in a pedagogical classroom. Presented at *31ˢᵗ Annual Midwest Research to Practice Conference in Adult, Continuing, Extension, and Community Education*. Edmund, Oklahoma.

Roberts, M. (2007). Applying the andragogical model of adult learning: A case study of the Texas comptroller's fiscal management division. In *Applied Research Projects, Texas State University-San Marcos*. Paper 209. Retrieved from http://ecommons.txstate.edu/art/209

Rosenstock-Huessy, E. (1925). *Andragogy – 1925*, Retrieved October 26, 2005 from http://www.argobooks.org/feringer-notes/t24.html

Ross, B. E. (1988). *Integrating andragogy with current research on teaching effectiveness*. In W. Rivera (Ed.), *Proceedings of the Lifelong Learning Research Conference* (pp. 29–33).College Park, MD: University of Maryland.

Rostad, S., (1998). Nordic Folk Academy Socrates Project entitled 'The public and the library'. Nordic Council of Ministers, St. Strandstraede 18, DK-1225 Copenhagen K, Denmark. Retrieved from http://x-stream.fortunecity.com/melrose/81/sweden.htm

Sandlin, J. A. (2005). Andragogy and its discontents: An analysis of andragogy from three critical perspectives. *PAACE Journal of Lifelong Learning, 14*, 25-42.

Savicevic, D. (1991). Modern conceptions of andragogy: A European framework. *Studies in the Education of Adults*, *23*(3), 179–201.

Savicevic, D. (1999). *Adult education: From practice to theory building*. Volume # 37 in a series Edited by F. Poggeler. Series entitled: Studies in Pedagogy, Andragogy, and Gerontagogy. Frankfurt am Main: Peter Lang.

Savicevic, D. (2000). *The roots and evolution of andragogical ideas* (Koreni I razvoj andragoskih ideja -in the Serb Language), Beograd: Serbia (formerly Yugoslavia) Institut za pedagogiju I andragogiju Andragosko drustvo Srbije.

Savicevic, D. (2003). *Komparativna andragogija.* Beograd, Serbia: Institut za pedagogija i andragogiju Filozofskob fakulteta, Univerziteta u Beogranu.

Savicevic, D. (2006a). *Andragogical ideas in international framework* (Andragoske ideje u medunarodnin okvirima in the Serb Language), Beograd, Serbia: Institut za pedigogiju i andragogiju Drustvo za obrazovanje odraslih.

Savicevic, D. (2006b). Convergence or divergence of ideas on andragogy in different countries. In *Papers presented at the 11ᵗʰ Standing International Conference on the History of Adult Education (IESVA)* (pp. 1-24), Bamberg, Germany: September 27–30, 2006.

Saveicevic, D. (2008, July-August). Convergence or divergence of ideas on andragogy in different countries. *International Journal of Lifelong Education*. *27*(4), 361-378.

Savicevic, D. (2012). Research problems in andragogy: Comparative considerations. In M. Bron & J. Reischmann (Eds.), *Proceedings of the 2012 International Society for Comparative Adult Education (ISCAE) Conference* (pp. 203-211). Las Vegas, NV & Tuebingen, Germany.

Simonson, M., Smaldino, S., Albright, M., & Zvacek, S. (2003). *Teaching and learning at a distance: Foundations of distance education* (2nd ed.). Columbus, OH: Merrill Prentice Hall.

Simpson, J. A. (1964). Andragogy. *Adult Education, 37*(4), 186–194.

Sopher, M. (2003). *The hierarchy of andragogy that Malcolm Knowle*s practiced. Madison, WI: Unpublished Paper.

Stanton, C. (2005, April). *A construct validity assessment of the instructional perspectives inventory* (Unpublished doctoral dissertation). University of Missouri-St. Louis, St. Louis, MO.

Stricker, A. N. Jr. (2006). *Learning leadership: An investigation of principals' attitudes toward teachers in creating conditions conducive for learning in school-based staff development*, (Unpublished doctoral dissertation). University of Missouri-St. Louis, MO

Suanmali, C. (1981). *The core concepts of andragogy* (Unpublished doctoral dissertation). Columbia University Teachers College, New York, NY: University Microfilms no. 8207343.

Tannehill, D. B. (2009). *Andragogy: How do post-secondary institutions educate and service adult learners?* (Unpublished doctoral dissertation). University of Pittsburgh, Pittsburgh, PA.

Taylor, M. (1986). Learning for self-direction in the classroom: The pattern of a transition process. *Studies in Higher Education, 11*(1), 55-72.

Taylor, B., & Kroth, J. (2009). Andragogy's transition into the future: Meta-analysis of andragogy and its search for a measurable instrument. *Mountain Plains Adult Education Association Journal of Adult Education, 38*(1), 1-11.

VanGent, B. (1996). Andragogy. In A. C. Tuijnman (Ed.), *The international encyclopedia of adult education and training* (pp. 114-117). Oxford: Pergamon.

Vatcharasirisook, V. (2011). *Organizational learning and employee retention: A focused study examining the role of relationships between supervisors and subordinates* (Unpublished doctoral dissertation). University of Missouri-St. Louis, MO.

Vodde, R. F. (2008). *The efficacy of an andragogical instructional methodology in basic police training and education* (Unpublished doctoral dissertation). University of Leicester, U.K.

Welton, M.R. (1995). *In defense of lifeworld.* Albany, NY: SUNY Press.

Wie, A. L. (2003). *Improving adult learning*, Hogskolen i Nesna: Socrates Education and Culture.

Wilson, C. (2006). *No one is too old to learn: Neuroandragogy- A theoretical perspective on adult brain functions and adult learning.* New York, NY: iUniverse, Inc.

Wilson, L. (2005). A test of andragogy in a post-secondary educational setting (Unpublished doctoral dissertation). Baton Rouge, LA: School of Human Resource Education and Workforce Development.

Yonge, G. (1985). Andragogy and pedagogy: Two ways of accompaniment. *Adult Education Quarterly, 35*(3), 160–167.

Zmeyov, S. I. (1994). Perspectives of adult education in Russia. In P. Jarvis & F. Poggeler (Eds.), *Developments in the education of adults in Europe* (pp. 35–42). Studies in Pedagogy, Andragogy and Gerontology, volume 21,   Bern, Switzerland: Peter Lang.

Zmeyov, S. I. (1998). Andragogy: Origins, developments and trends. *International Review of Education, 44*(1), 103–108.