**Question:**

Generate a sample Developmental Readings Log for Philosophy of Adult Education course containing 12 entries from 2 books and 2 journals, guided by the instructions for Developmental Readings in the Learning Contract.

**Course Objectives:**

1. Summarize Adult Education principles and philosophy.
2. Discuss philosophy of education of OASIS Institute of Higher Learning Program of study.
3. Explain, summarize, and model the principles of effective teaching and learning to enhance student skill development in their roles as teachers and learners.
4. Define the relationship of methods and goals to philosophy.
5. Engage the general assumptions undergirding educational theory.

**Sample Development Readings on Philosophy of Adult Education**

Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2014). *The adult learner: The definitive classic in adult education and human resource development*. Routledge.

1. p.4 (Additive – objective #1)

“The six principles of andragogy are (1) the learner’s need to know, (2) self-concept of the learner, (3) prior experience of the learner, (4) readiness to learn, (5) orientation to learning, and (6) motivation to learn.”

1. P.4 (Additive – objective #3)

New adult educators appreciate the usefulness of the core principles in navigating some of the difficulties associated with the adult learning process.

1. p.5 (Additive – objective #5)

There are many additional factors that affect adult learning in any situation which cause adult learners to behave in a particular way, and these behaviors substantiate belief in the core principles.

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Wadhwa, S. (2000). *Theory And Principles Of Adult*. Sarup & Sons.

1. p. 2 (Additive – objective #1)

The diversity of the needs of the adult learner inherently causes significant resistance to efforts to impose patterns in “traditional” teaching formats.

1. p. 18 (Additive- objective #1)

The recognition that linking adult education with people's day-to-day lives is viewed as an important linkage in overcoming unwillingness or lack of interest on the part of learners and is also a practical necessity and prerequisite for lifelong learning.

1. p. 14 (Additive – objective # 5)

“Every individual must be in a position to keep learning throughout his life. The idea of lifelong education is the keystone of the learning society.”

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Sandlin, J. A. (2005). Andragogy and It’s Discontents: An Analysis of Andragogy from Three Critical Perspectives. *PAACE* *Journal of Lifelong Learning, Volume 14*, 25-42. [sandlin2005.pdf](https://www.iup.edu/pse/files/programs/graduate_programs_r/instructional_design_and_technology_ma/paace_journal_of_lifelong_learning/volume_14,_2005/sandlin2005.pdf)

1. p. 27 (Variant)

Andragogy promotes the universal illustration of a generic adult learner with white middle class values.

1. p. 28 (Variant)

Andragogy normalizes one way of being, thereby promoting sexism and racism in education

1. p. 32 (Variant)

Some strands of Feminism including structural and post- structural also “criticize andragogy for assuming political neutrality and for not dealing with the structural factors of privilege and oppression that affect power relations in the learning environment.”

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Ozuah, P., O. (2005). First, There Was Pedagogy And Then Came Andragogy. Albert Einstein College of Medicine, Yeshiva University: *Open Journal Systems* *21:83-87*. DOI: 10.23861/EJBM20052190

1. p. 83 (Additive – objective #1)

“The approach to adult learning will be via the root of problem solving, not subjects.”

1. p. 84 (Additive – objective #1)

The self concept of the adult learner is that they are self-directed and autonomous

1. p. 86 (Additive- objective #5)

“Adult learning theory also asserts that an adult’s time perspective changes from postponed application of knowledge to immediacy of application and accordingly, orientation to learning shifts from subject-centered to problem centered.”

**Analysis and Summary of Readings**

1. Total number of entries - 12
2. Total number of books - 2
3. Total number of journals - 2
4. Number of entries that were additive - 9
5. Number of entries that were variant - 3
6. Number of entries that met course objective #1 – 5
7. Number of entries that met course objective #2 – 0
8. Number of entries that met course objective #3 – 1
9. Number of entries that met course objective #4 – 0
10. Number of entries that met course objective #5 – 3