Transformative Learning and Adult Education

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Professor

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* 1. **Assignment #1 – Course Essential Elements**
  2. **1. Select One (1) Core Essential Element from the Syllabus Outline:**
  3. a. Create a 350-word original discussion paper (with cited sources) during the week
  4. of the residency. Be prepared to discuss and engage with other students during
  5. the live sessions. Post this document in DIAL.
  6. b. Professor will check for quality of content and word-count requirements. Grade
  7. assigned will be Credit or No Credit (CR/NC).

**Course Essential Elements**

1. Andragogy

2. Transformative Learning Theory

3. Educational Taxonomies

4. Multiple Intelligences Theory

**Andragogy**

Andragogy may be defined as the scientific understanding and practice of adult learning and the methods and principles used in adult education. The term andragogy was coined by the German educator Alexander Kapp in 1833 and popularized by Malcolm Knowles. It has significant impact particularly in higher education and in platforms of universities, community education and workplace learning, which use andragogical design that incorporates real-world experiences, collaboration and flexibility in the curriculum. Adult students are encouraged to participate in self-directed learning in which they play an active part in the direction of their learning experiences by integrating their backgrounds, contributing to class discussions, and participating in learning contextualization activities. As adult education evolves, the principles of andragogy become more relevant with lifelong learning becoming more important due to the dynamic nature of the world and the continuing technological advances. This essay explores the core principles of andragogy, its application in different learning settings, highlights some research findings, and discusses its importance in adult education.

Unlike pedagogy which focuses on the learning of children, andragogy targets adult learners and their unique needs, motivations, experiences and challenges. Andragogy was established with understanding that adults learn differently due to life experiences, goals and stages in life. Knowles (1980) identified several key principles that guide adult education. Self-concept is one of the foundational elements of andragogy, and directs individuals towards taking greater responsibility for their learning process, learning activities and decisions on what, when and how to learn, which promotes engagement.

Th role of prior experience in another important principle identified by Knowles (1980). Per Knowles (1980) , adult have a wealth of life experiences which build a platform for new learning. Life situations are valuable assets which make learning more relevant and meaningful as adults are able to make connections between the learning contents and real-world events, resulting in increased relatability, understanding and retention.

Adult learners are generally motivated by immediate practical needs (Knowles 1980), and have a readiness to learn, unlike children, who may learn for the sake of learning. Andragogy, stresses the importance of creating learning experiences that are pertinent and applicable to professional and personal challenges, with educational programs designed to address practical matters instead of presenting theories.

Andragogy also proposes that adults learn best in a collaborative environment. Adults often prefer a learning atmosphere where they can engage in discussions, share experiences, and learn from others. Collaborative learning among adults enhances motivation and engagement, and helps adults to feel that they are part of a community. By promoting dialogue and peer learning, educators can facilitate a deeper understanding of the material and help adults to gain confidence in their ability to apply what they have learned.

The application of andragogy is crucial in various adult education contexts, such as workplace training, continuing education, and adult literacy programs. In these settings, the principles of self-direction, prior experience, problem-solving, and collaboration can be effectively integrated into curricula and teaching strategies. For example, in workplace training, adult learners are often tasked with learning new skills or knowledge that directly relate to their job responsibilities. By using andragogical principles, trainers can design programs that are relevant, practical, and engaging for employees.

The research performed by Purwati (2022) concluded that the six characteristics/principles of andragogy are applicable in designing teaching and learning materials, teaching activities, and assignments enacted by teachers. Per Hartree (1984), search has been conducted in two main directions: first, in the field of philosophy, where efforts have been made to evolve a coherent position, and secondly, in psychology, where the concern is to develop a unified theory of adult learning as a basis for a distinctive theory of adult teaching. Findings in both these areas remain contentious; the second, in particular, raises difficult questions. Can a unified theory of adult learning be said to exist already? On what basis could such a theory be properly established? Hartree (1980). The Fogelberg (2023) studies summarized that “There is a focus on key aspects of andragogy that are consistently viewed as highly impactful when teaching adults, including the concept and value of self-directed learning (SDL), and how neuroscience supports the incorporation of SDL into classrooms…”. Rahmawati (2023) results of the literature review revealed that the application of andragogy principles in adult education provides a variety of benefits including increasing resilience, learning motivation, facilitating understanding in the learning process and being able to improve better learning outcomes.”

In conclusion, andragogy offers valuable insights into the unique characteristics and needs of adult learners. By emphasizing self-direction, the use of prior experiences, problem-solving, and collaboration, andragogy ensures that adult learning is engaging, relevant, and effective. The adoption of andragogical principles in adult education may lead to increased motivation and improved learning, creating an important framework for educators, where adult learners will thrive.

**References**

Fogelberg, K. (2023). Andragogy. *Educational Principles and Practice in Veterinary Medicine*, 133-144.

Hartree, A. (1984). Malcolm Knowles’ theory of andragogy: A critique. *International journal of lifelong education*, *3*(3), 203-210.

Knowles, M. S. (1980). The Modern Practice of Adult Education: From Pedagogy to Andragogy. Cambridge, IL: Follett Publishing.

Purwati, D., Mardhiah, A., Nurhasanah, E., & Ramli, R. (2022). The six characteristics of andragogy and future research directions in EFL: A literature review. *Elsya: Journal of English Language Studies, 4*(1), *86-95*.

Rahmawati, Y. I., & Hiryanto, H. H. (2023). Implications of the andragogy concept in various community education settings: A literature review. *Empowerment: Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah*, *12*(2), *85-96*.