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A Study to Categorize Adult Education Literature Through Donlevy and Donlevy's Template of Perspectives

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**A Study to Categorize Adult Education Literature Through
Donlevy and Donlevy's Template of Perspectives**

A Study Presented to the Graduate Faculty
of the Department of
Occupational and Technical Studies
Old Dominion University

In Partial Fulfillment
Of the Requirements for the Degree of
Master of Science

By
Linda A. Mason
August 26, 1999

SIGNATURE PAGE

This research paper was prepared by Linda A. Mason under the direction of Dr. John M. Ritz in OTED 636, Problems in Occupational and Technical Studies. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Master of Science degree.

Approved by:

A handwritten signature in black ink, appearing to read "John M. Ritz", is written over a horizontal line.

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8-26-89

Date

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CHAPTER I

INTRODUCTION

The field of pedagogy includes a considerable amount of literature and authoritative writings including books, journal articles, and publications. The educational literature of K-12 can be efficiently approached through the infrastructure of Donlevy and Donlevy's Template of Perspectives. In addition, assessment of the K-12 literature is easily categorized through this template which includes the psychological, ideological, sociological, and technological perspectives. These perspectives all provide for a broad scope of analysis and examination into the area of pedagogical studies (Donlevy & Donlevy, 1997, p. 91).

The field of adult education is vastly accumulating literature and authoritative writings such as books, journal articles, and publications. Consequently, adult education literature needs an infrastructure so that an individual can appropriately and efficiently approach this field of study. The purpose of this study was to illustrate that the Donlevy and Donlevy template of perspectives can be used to approach the area of adult education by providing the same infrastructure that it provides to examine the K-12 educational literature. These perspectives, psychological, ideological, sociological, and technological, all provide for an extensive analysis and examination into the area of andragogical studies. This study will analyze whether adult education literature can be appropriately and efficiently arranged into one or more of these four perspectives. The Donlevy and Donlevy Template of Perspectives might provide for the arrangement of a broad scope of andragogical literature to be methodically categorized.

STATEMENT OF THE PROBLEM

The problem of this study was to determine if adult education literature could be identified and categorized using the Donlevy and Donlevy Template of Perspectives.

RESEARCH GOALS

The following objectives were established to address this problem:

- (1) How effectively can adult education literature be categorized by using the Donlevy and Donlevy Template of Perspectives?
- (2) What recommendations can be made from these perspectives for the teaching of adult education principles?

BACKGROUND AND SIGNIFICANCE

In years past, college classrooms were mostly comprised of recently graduated high school students who were continuing their education before going out into the world of work (Speer, 1996, p. 32). Once graduated, these students usually found a job in their field of study and worked there, possibly until retirement age. Lifelong employment is now considered a normal practice of yesteryear. Furthermore, businesses of the past seldom required individuals to acquire any additional formal education or training.

Times have changed. Current statistics show that the total enrollment for college students aged 25 and older has astronomically increased over 150% between the years of 1970 and 1990 (Jacobs & Stoner-Eby, 1998, p. 91). Additionally, the projected growth of adult enrollment in colleges and universities is expected to continue well into the next decade. To further account for the additional educational attainment of adult education is

the knowledge based or technological society of today. Our rapidly changing society requires an ongoing investment in additional attainment of education and skills for individuals, companies, and organizations to meet the technological advances and innovations that they are faced with today. Companies are training their employees to meet these needs through additional college courses or degrees, workshops, training programs, conferences, seminars, etc. Additionally, there is a growing trend for less formal types of adult education. Informal adult education programs such as, special needs type programs, quasieducational programs (cultural and community organizations such as libraries, museums, civic clubs, etc.), personal interest and recreational programs, and others, are all on the increase. In addition, economic, social, and technological developments provide an impetus for the influx in adult education and adult learning.

Consequently, the researcher found that with the expansion and growth of all of the aforementioned adult education programs, whether formal or informal, continuing professional education or basic skills education, voluntary or involuntary, has led to an extensive amount of literature and authoritative writings. In addition, with this increasing focus on adult education, its broad dimensions, and its encompassing issues, has also resulted in the accumulation of much literature. To provide organization for this collection of literature, the establishment of a structural framework may be helpful, a framework that can help a reader to identify and organize the broad area that these adult education writings embrace. This would provide for an efficient means for an individual or reader to approach this field of study.

LIMITATIONS

The following limitations were noted in this research study:

- (1) This research study does not include a definitive listing of all adult educational literature.
- (2) This research study was limited to the literature findings of the Old Dominion University Library.

ASSUMPTIONS

The following assumptions were made for this study:

- (1) The template of perspectives used for this study was complete and accurate.
- (2) The template of perspectives used for this study was originally designed for K-12 literature.

PROCEDURES

A synthesis of much adult education literature was conducted including the examination of books, journal articles, and government publications. The literature was then reviewed and identified. An analysis was made of each piece of literature and a profile developed so that it could be appropriately categorized into one of the four perspectives of the Donlevy and Donlevy Template of Perspectives.

DEFINITION OF TERMS

The following definitions are provided for a better understanding of the study:

Andragogy

Andragogy is referred to as the art and science of helping adults learn (facilitating).

Adult Education

Adult education is referred to as "activities intentionally designed for the purpose of bringing about learning among those whose age, social roles, or self-perceptions define them as adults" (Merriman & Brockett, 1997, p. 8).

Donlevy and Donlevy Template of Perspectives

This template was designed to provide an infrastructure of four perspectives that target the divergent areas of K-12 educational literature. The perspectives include: psychological, ideological, sociological, and technological. These perspectives provide for a broad scope of analysis, examination, and framework into pedagogical literature.

OVERVIEW AND SUMMARY

In Chapter I, the problem of the study was introduced by illustrating the vast accumulation of adult education literature. This study was designed to identify and categorize adult education literature by using the Donlevy and Donlevy Template of Perspectives. The problem will be measured using the following goals: (1) How effectively can adult education literature be categorized by using the Donlevy and Donlevy Template of Perspectives, and (2) What recommendations can be made from these perspectives for the teaching of adult education principles? In addition, the background and significance of the study were discussed which found that there was a substantial increase in current adult educational programs resulting in numerous amounts of adult education literature being produced. This also attributed to a need for an infrastructure to be used to appropriately and efficiently approach this field of study. Also in Chapter I, limitations of the study were discussed which set the boundaries of the study. Limitations included that this research study does not include a definitive listing of all adult educational literature and also that this research study was limited to the literature findings of the Old Dominion University Library. Assumptions of the study were identified which indicated that there were unalterable factors of the study believed to be true by the researcher. These assumptions concluded that the template of perspectives used for this study were known to be complete and accurate and also that the Donlevy and Donlevy Template of Perspectives used for this study was originally designed for K-12 literature. Also, an examination of the procedures of the study was determined which indicated that the study was conducted through a synthesis of much

adult education literature conducted by the researcher. Chapter I concluded with a definition of terms used in this study.

Chapter II will provide a review of literature relating to the study. It will focus on identifying adult education and the encompassing dimensions that this term represents. Also in Chapter II, the Donlevy and Donlevy Template of Perspectives will be discussed and each of the perspectives will be identified. Following will be a brief description and categorical placement of authoritative writings that will further describe these perspectives. Chapter III will identify the methods and procedures used to undertake this study. Chapter IV details the findings of the research study. Lastly, Chapter V summarizes the research study and draws conclusions and recommendations in respect to the research results.

CHAPTER II

REVIEW OF LITERATURE

To provide background and relevance to this study, this chapter has been organized into two sections of concentration. The first section addresses the field of adult education including the dimensions of andragogy. The second section addresses the Donlevy and Donlevy Template of Perspectives and is further organized into four subsections, each representing the different perspectives: psychological, ideological, sociological, and technological.

ADULT EDUCATION

Adult education has come to acquire several different interpretations and meanings. To first understand the meaning of adult education one must identify what constitutes an adult. The definition of adult, at many times, may be dependent on several factors including chronological age, biological occurrences, a specific stage of life, level of maturation, societal roles and/or cultural principles. Adults, according to Knowles (as cited in Merriam & Brockett, 1997, p. 5) “are individuals that behave as adults by performing adult roles and if their self-concept is that of an adult, that is the extent that an individual perceives herself or himself to be essentially responsible for her or his own life.” Therefore, adult education can encompass specific individuals who may be defined as such and also who are involved in specific activities. According to Merriam & Brockett (1997, p. 8), adult education is referred to as “activities intentionally designed for the purpose of bringing about learning among those whose age, social roles, or self-perceptions define them as adults.”

Another interpretation, according to Darkenwald and Merriam, refers to adult education "as a process whereby persons whose major social roles are characteristic of adult status undertake systematic and sustained learning activities for the purpose of bringing about changes in knowledge, attitudes, values, or skills" (as cited in Merriam & Brockett, 1997, p. 7). And yet another interpretation by Cyril O. Houle defines adult education "as a process involving planning by individuals or agencies by which adults alone, in groups, or in institutional settings, improve themselves or their society" (as cited in Merriam & Brockett, 1997, p. 8). With these interpretations and definitions, it is clearly evident that the meaning of adult education encompasses a broad range of translations.

While pedagogy is thought of as the art and science of teaching children, andragogy is the art and science of facilitating adults in the educational process. Andragogy and pedagogy, although sharing some similarities, are seen as two very different entities. A child's learning environment is subject based whereas an adult's learning environment is usually need based. Childhood education is mandatory, whereas adult education can be mandatory but also can be of a voluntary nature. Pedagogy has a much more universal term than andragogy, and while pedagogy encompasses specific areas, objectives, and goals, andragogy includes a much more diverse learning experience as adults bring much knowledge and experience to the learning environment. Also, while pedagogy usually refers to the K-12 level of education, andragogy encompasses a broad area of adult education such as basic skills, continuing education, whether degree seeking or not, professional development, human resource development, and personal/recreational development.

Through the discernment and compilation of the many contributors central to the field, adult education has arrived at a common set of principles that are inherent to the adult as a participant in adult education. To further clarify the meaning of adult education and some of its encompassing dimensions, the following principles are listed:

- (1) Adults participate in education for various reasons, including necessity, voluntary or involuntary purposes, or to achieve personal goals or motives.
- (2) The adult brings to the education environment varying backgrounds and experiences.
- (3) The role of the instructor should be that of a facilitator.
- (4) Facilitators should recognize that adults have varying learning styles and should implement instructional strategies accordingly.
- (5) Education is an instrument of social action and change.

Major contributors to the field of adult education have focused their attention on (1) defining and interpreting adult education and related concepts, (2) identifying some of the manifestations and purposes of adult education, and (3) perceptual determination of adult education's relationship to education in general (Merriam & Brockett, 1997, p. 25). These concepts all provide a basis for a theoretical framework and fundamental principles in which adult education concepts have expanded to today.

Malcolm Knowles, who has had an immeasurable influence on adult education, describes in his book, *A History of the Adult Educational Movement in the United States* (1977), three dimensions in which adult education can be approached. These dimensions are comprised of (1) the institutional dimension, which includes the sponsors of educational programs, (2) content areas, which includes what adults learn about in

various programs and reflects the goals and purposes of adult education, and (3) the personnel dimension, which considers who is involved in the educational process, including the implementers who deliver the information and the targeted audience (pp. 257-259).

Cyril O. Houle has contributed to the field of adult education through his analysis of how and why adults participate in adult education and who the providers are that implement adult education programs. In his book titled, *Continuing Learning in the Professions* (1980), he discusses the various reasons and actions of adults and groups of adults who seek to fulfill their own expectations and possibilities. Houle identifies guidelines inherent to adult education programs. He also discusses the professionalism of adult education providers, goals for lifelong education, and assuring professional quality through continuing education.

Jack Mezirow's works on adult education focus on the transformation theory which, over the years and through much criticism, has served to advance the understanding of adult learning. This transformation theory is the idea that adults make meaning of their learning experiences and situations in a way that influences how they think and perceive the world. The transformation theory explains the way that adult learning should be structured and determines how one views and interprets their learning experiences (Merriam & Brockett, 1980, pp. 140 -143).

THE DONLEVY AND DONLEVY TEMPLATE OF PERSPECTIVES

The Donlevy and Donlevy Template of Perspectives is an infrastructure that provides for the identification and categorization of K-12 educational literature. These perspectives, psychological, ideological, sociological, and technological, provide for an extensive analysis and examination into the area of pedagogical studies. Subsequently, K-12 educational literature is appropriately and effectively arranged into one of these four perspectives through this template thereby providing an individual or reader to approach this field of study in a more efficient manner. The Donlevy and Donlevy Template of Perspectives provides for the arrangement of a broad scope of K-12 educational literature to be methodically categorized.

Psychological Perspective

The psychological perspective includes educational writings on psychological theories of development, instructional practices, and learning processes. Also, management of student behavior and the developmental needs of students, including personal dilemmas that students encounter during the educational process, fall within this perspective. This perspective is constructive, preventive, and promotes educational reforms and improvements. Writings from authors such as Howard Gardner, Jean Piaget, and William Glasser, to name a few, are included in this perspective. Gardner is associated with learning processes and the theory of multiple intelligences. He examines the different mental operations associated with intelligence. Piaget's cognitive developmental theory represents the view that growth and development occurs in progressive stages from birth to maturity. These hierarchical stages are sequential and

successive and they form an order of increasingly intellectual comprehension and integration of mental operations. Glasser, an advocator of phenomenology and humanistic psychology, seeks to understand the functions of motivation and achievement in students, essential factors that are related to learning (Ornstein & Hunkins, 1998, pp. 107-113 & 124-128).

The psychological perspective also includes teacher instructional practices and focuses on the awareness that teachers need to work effectively with the many variables that comprise the teacher-learning situation. From the insights introduced by the psychological field, educational reformers and educators are provided the basic fundamental understanding and comprehensibility from which they can maximize school programs and also provide effectual strategies for the student educational process (Donlevy & Donlevy, 1996a, p. 193).

Ideological Perspective

The ideological perspective includes authoritative writings on the issues relating to social forces and the improvement of educational practices and curriculum design for the benefit of all. This perspective addresses the various groups in our society, whether it be by ethnicity, race, gender, or class, and takes into account their interests, values, customs, and beliefs in educational practices. Writings of this perspective discuss the inequities in educational practices that are exhibited within our society, whether conscious or unconscious, and the imposed boundaries of marginalized groups. These inequities reveal that certain groups, families, and students are kept at an educational distance while the dominant culture retains educational privileges (Donlevy & Donlevy,

1996b, p. 295). Writers of this perspective discuss the needs of diversified students' backgrounds prevalent in the classroom. Many writings explain the schools existence within a social context and the major changes that are needed to confront diversity and multiculturalism. This literature also looks at the broadening of curriculum to reflect the diversity of the groups in our society, which until recently, have for the most part, been based on and accentuate the dominant culture in our society.

Works by Paulo Freire and Eduard Lindeman reflect ideological issues. Freire realized that curriculum too frequently serves the status quo of society and only has interests based on the limiting dominant culture. The writings of Lindeman also include literature relating to the social action dimension and empowerment that education provides to an individual and to groups in society. He writes of education as a tool for self-empowerment thereby promoting social change. Lindeman believed that through education an individual or group is given power while still maintaining it within the scope of democratic behavior (Stewart, 1987, pp. 236-237).

Sociological Perspective

While the literature of the ideological perspective focuses on social issues and concerns of the individual itself or of various groups in society, literature from the sociological perspective looks at society as a whole. The literature focuses on a multitude of societal factors in general along with the social purposes of education. This perspective is tripartite in structure, including descriptive, prescriptive, and communitarian.

The descriptive sociological perspective focuses on demographic issues, student populations, and economic reports. Also, historical and cultural issues relative to educational trends and initiatives are discussed.

The prescriptive sociological perspective gives an understanding of the social mechanisms that are involved in the educational setting. Courses of action are prescribed for improving the functioning of groups in the educational institution. Discussion is made of the operants and providers to educational institutions such as groups and organizations while analyzing social systems.

The communitarian sociological perspective provides an understanding of the linkage of democratic citizenship and the ethical and moral obligations and relationships of the individual. Also, writings that promote the health and well being of children and families are included in this perspective (Donlevy & Donlevy, 1997, p. 91).

Technological Perspective

The technological perspective includes literature relating to partnerships between educational institutions and the business community. Writings of this perspective make reference to our current knowledge based society and our global economy where competition abounds. In view of this, writings include methodologies and processes for which schools can adequately prepare students for the workforce of today and for continuing their education by providing challenging and rewarding curriculum. It is important for educational institutions to be equipped to offer programs and opportunities for students to gain valuable knowledge, skills, and abilities that will allow them to create productive futures for themselves (Ornstein and Hunkins, 1998, p. 381). Writings of this

perspective also include the critical issues of raising academic standards and the use of standardized testing at the national, state, and local levels of education. Professional development is another area of study in this perspective. Educators must be proficient in their knowledge and strategies in order to effectively deliver information to students. Additionally, the technological perspective examines accountability and evaluation practices of educational systems, which has become an increasingly important issue in educational institutions of today.

SUMMARY

A review of literature revealed that there are numerous authoritative writings relating to the definition and interpretation of the term adult education. To gain perspective of this area of study, various definitions of adult education were shown to encompass the many dimensions that this term represents. Also, contributors central to the field of adult education were identified.

In addition, the review of literature identified and described the Donlevy and Donlevy Template of Perspectives. This template is an infrastructure that provides for the identification and categorization of K-12 educational literature. The perspectives include psychological, ideological, sociological, and technological. These four perspectives were shown to cover a broad spectrum of authoritative writings, issues, and insights, consistent with pedagogical studies. The psychological perspective includes educational writings on psychological theories of development, instructional practices, and learning processes. The ideological perspective includes educational writings on the issues relating to social forces and the improvement of educational practices and

curriculum design for the benefit of all students. This perspective addresses the various groups in our society, whether it be by ethnicity, race, gender, or class, and takes into account their interests, values, customs, and beliefs in educational practices. The sociological perspective looks at society as a whole, focusing on a multitude of societal factors in general along with the social purposes of education. The technological perspective includes literature relating to the business community and adequately preparing youth for the workforce. Also included in this perspective are issues such as, standardized testing, professional development, and program accountability and evaluation procedures.

Chapter III will identify the methods and procedures used to undertake this study. It will present the population, instrument design, methods of data collection, statistical analysis, and the summary.

CHAPTER III

METHODS AND PROCEDURES

This chapter will present information on the methods and procedures used to undertake this descriptive study. Also within this chapter, the population, instrument design, methods of data collection, statistical analysis, and summary will be presented.

POPULATION

The population for this study consisted of a random sample of printed materials such as literature and authoritative writings on adult education obtained from the Old Dominion University Library. The literature and authoritative writings came in the form of books, journal articles, and government publications. This was by no means the entire population of literature and authoritative writings on adult education but a random sample of these printed materials in order to identify and classify the topics and issues that were contained within them. A total of three books, three journal articles, and one government publication was sampled.

INSTRUMENT DESIGN

The instrument used for this study was the Donlevy and Donlevy Template of Perspectives. In addition, to record and tabulate the sampled literature, a self-made matrix was designed in accordance to this Template of Perspectives. The four perspectives were indicated on the matrix as being psychological, sociological, ideological, or technological in nature. Sub-headings were used under each of these perspectives that included major areas of study or themes that are addressed in each of

the perspectives. The matrix was designed to record the topical information or main theme of the literature being analyzed so that the literature could then be identified and classified into one of the four perspectives.

METHODS OF DATA COLLECTION

The method used for the data collection for this study was the obtainment, by the researcher, of actual printed materials of literature and authoritative writings on adult education found at the Old Dominion University Library. Upon the collection, analysis, and synthesis of this literature, its major theme or topical issues were identified and then classified according to its relevancy to each of the four perspectives of the Donlevy and Donlevy Template of Perspectives. The literature was then placed accordingly into one or more of the four perspectives indicated on the self-made matrix.

STATISTICAL ANALYSIS

Upon identification and tabulation of the literature, the data were compiled as frequencies of literature applicable to one or more of the four perspectives. These measures will be illustrated in graphical form. Also illustrated will be the total number of literature that contained writings that pertained to each of the perspectives.

SUMMARY

Chapter III discussed the methods and procedures that were utilized in this study. It contained information on the population surveyed, the design of the instrument, the

collection of the data, and analysis procedures used by the researcher. The results of the data collection will be compiled and presented in Chapter IV, entitled Findings.

CHAPTER IV

FINDINGS

This chapter presents the information that was found in the literature that was used in conducting this research. The problem of this study was to determine if adult education literature could be identified and categorized using the Donlevy and Donlevy Template of Perspectives. The research goals that were established to address this problem were:

- (1) How effectively can adult education literature be categorized by using the Donlevy and Donlevy Template of Perspectives?
- (2) What recommendations can be made from these perspectives for the teaching of adult education principles?

A total of seven pieces of literature were sampled in order to conduct this study. This chapter will examine each piece of literature and how effectively it can be placed into one of the four perspectives of this template. The first section will describe the areas of study within each of the perspectives that were compiled and used for this study. The next section will identify each piece of literature used for this study and give a brief synopsis of the contents of the literature. It will then compare and tabulate the topical information obtained from the literature to the matrix designed in accordance to the Donlevy and Donlevy Template of Perspectives.

AREAS OF STUDY WITHIN THE PERSPECTIVES

A table will be used to illustrate how each piece of literature will be compared to the perspectives in accordance to the Donlevy and Donlevy Template. Each perspective

will be shown to include several areas of study that were used to identify, classify, and tabulate the sampled literature. These areas of study will be used to perform a comparative analysis of the writings contained within the sampled literature.

The first perspective, psychological, includes the following areas of study:

- (1) Theory - Writings include psychological theories and models of educational development.
- (2) Philosophy - Writings include the philosophical foundations of education, including philosophical approaches such as perennialism, essentialism, progressivism, reconstructionism, etc.
- (3) Learning Concepts - Includes writings related to learning models, concepts and styles.
- (4) Student Growth and Development - Includes writings about personal growth, change, needs, and goals of the individual when participating in educational activities. Writings on student motivation and behavior are also included.

The second perspective, ideological, includes the following areas of study:

- (1) Social Change - Includes writings about education as an agent for social change or social action, addressing the economic and political realities that adults are confronted with. This perspective addresses social movements and initiatives. It also includes writings about the empowerment (controlling certain aspects of one's life) and oppression of the individual or of disenfranchised groups resulting from participation/non-participation in education.

- (2) **Power Relations** - Includes writings in connection with the identification and inquisition of power relations in society. Focus is made on the forces that reproduce dominant attitudes, values, and belief systems (ideologies) pertaining to education such as the role that educational institutions play in reproducing educational inequities (e.g., the hidden curriculum, tracking minorities away from the more demanding courses, serving the status quo in society). Discussion is made of ways that can improve institutional structures in order to accommodate marginalized groups in society.
- (3) **Cultural Diversity Issues** - Includes writings about multicultural issues and in dealing and working with diverse populations. Includes issues such as meeting and serving the educational needs of various groups in society such as groups classified by race, ethnicity, gender, and economic class.
- (4) **Complexities** - Includes writings on the complex world that individuals live in and negotiate in daily, emphasizing the social, political, and economic factors and events.

While literature of the ideological perspective focuses on social issues and concerns of the individual itself, or of specific groups, literature from the sociological perspective examines society as a whole. This third perspective includes the following areas of study that will be used for comparative analysis purposes:

- (1) **Purpose of Educational Attainment** - Includes writings on the social purpose and objectives of education. Also included are topics on access, opportunity, and the marketability of educational programs and services.

- (2) Demographics - Writings include findings and data on demographic issues, economic reports, student population statistics, etc.
- (3) Trends /Issues in Education - Writings include the identification of social trends and forces in contemporary society and also gives historical, cultural, and philosophical interpretations of educational initiatives and movements.
- (4) Educational Citizenship Responsibilities - Writings include the components that support, sustain, and further democratic citizenship through the efforts of developing strong communities with informed citizens.

The fourth perspective, technological, includes the following areas of study:

- (1) Workforce Education and Training -Writings include the development of competent workers, the concerns of the business community, and the economic demands of society upon education (includes writings on the change in our society from an industrial based society to an information based society and the types of workers/education deemed necessary in today's rapidly changing marketplace).
- (2) Workplace Training/Human Resource Issues - Writings focus on training in the workplace and human resource issues.
- (3) Education Reform - Includes writings on educational assessment, performance levels, curriculum design, professional development, implementation, and delivery of instruction. Also included are writings on instructional strategies and practices that have evolved with innovative

technological advances (e.g., multi-media types of instruction, computer assisted instruction, distance learning, etc).

- (4) (Types of Education) Writings include examination into the various areas of education available, such as general education, continuing education, employer sponsored training, etc.

Table 1

Areas Of Study Within Each Perspective

COMPARATIVE LIST OF TOPICS FOUND IN LITERATURE		
PERSPECTIVE	AREA OF STUDY	CONTAINED IN LITERATURE
PSYCHOLOGICAL	Theory	
	Philosophy	
	Learning Concepts	
	Student Growth and Development	
IDEALOGICAL	Social Change	
	Power Relations	
	Cultural Diversity Issues	
	Complexities	
SOCIOLOGICAL	Purpose of Educational Attainment	
	Demographics	
	Trends/Issues in Education	
	Educational Citizenship Responsibilities	
TECHNOLOGICAL	Workforce Education and Training	
	Workplace Training/HR Issues	
	Education Reform	
	Types of Education	

Note: (Matrix will be used to identify, compare, and tabulate the sampled literature)

LITERATURE EXAMINED

The first piece of literature that was examined was *The Modern Practice of Adult Education* (1970) by Malcolm Knowles. This book includes writings with an emphasis mainly from the psychological perspective, but also includes some discussion from the ideological, sociological, and technological perspectives. There are three sections of this book that are further divided into eleven chapters (see Table 2). The first section of the book introduces the reader to areas such as the role of the adult educator or facilitator, the needs and goals of the individual, and andragogy and its many dimensions. Section two examines the organization and administration of programs of adult education such as creating an educative environment conducive to learning, providing organizational policies, and assessing the needs and interests in program planning. Also included is information on the purposes and objectives of adult education, the design and operation of comprehensive adult programs, and program evaluation. The last section of this book, part three, provides information on helping adults learn, setting a climate conducive to learning, individual learning needs, and managing learning experiences.

Table 2

The Modern Practice of Adult Education
Malcolm Knowles

CHAPTER	TITLE
1	Introduction
Part I	The Emerging Role and Technology of Adult Education
2	The Role and Mission and Technology of Adult Education
3	Andragogy: An Emerging Technology for Adult Learning
Part II	Organizing and Administering Comprehensive Programs of Adult Education
4	Establishing an Organizational Climate and Structure
5	Assessing Needs and Interest in Program Planning
6	Defining Purposes and Objectives
7	Designing a Comprehensive Program
8	Operating a Comprehensive Program
9	Evaluating Comprehensive Programs
10	Some New Tools for Planning
Part III	Helping Adults Learn
11	Designing and Managing Learning Activities

A comparative list of topics found in this literature that corresponds to an area of study pertaining to the Donlevy and Donlevy Template of Perspectives is shown in Table 3.

Table 3

The Modern Practice of Adult Education
Malcolm Knowles

COMPARATIVE LIST OF TOPICS FOUND IN LITERATURE		
PERSPECTIVE	AREA OF STUDY	CONTAINED IN LITERATURE
PSYCHOLOGICAL	Theory	X
	Philosophy	X
	Learning Concepts	X
	Student Growth and Development	X
IDEALOGICAL	Social Change	X
	Power Relations	
	Cultural Diversity Issues	
	Complexities	
SOCIOLOGICAL	Purpose of Educational Attainment	X
	Demographics	
	Trends/Issues in Education	
	Educational Citizenship Responsibilities	
TECHNOLOGICAL	Workforce Education and Training	
	Workplace Training/HR Issues	
	Education Reform	X
	Types of Education	X

The second book examined was *Redefining the Discipline of Adult Education* (1980) by Robert D. Boyd and Jerold W. Apps. The writings contained in this book offer a conceptual framework of the practice and study of adult education and includes writings from various contributors to this field of study (e.g., Tough, Boyle, and

Campbell). This book focuses on a multitude of issues, resulting in writings pertaining to all four perspectives: psychological, ideological, sociological, and technological. The textbook is sectioned into four parts and further divided into thirteen chapters (see Table 4). Part one, The Individual Transactional Mode, examines areas such as the understanding of the adult as a learner, self-directed learning, autonomous learning, and other forms of learning concepts. Part two, The Group Transactional Mode, examines topics such as learning and its effect on the community, including an examination of group social systems and cultural systems that develop during educational participation. Part three, The Community Transactional Mode, includes discussion of the social change that occurs from education, whether it is through formal or informal education. Also included, is an examination into the role of the adult educator in the community and an examination of the individual and group growth that is experienced from education. Part four, A Critique and a Response, contains a critique of the conceptual foundations of adult education that are presented within this book.

Table 4
Redefining the Discipline of Adult Education
Robert D. Boyd and Jerold W. Apps

CHAPTER	TITLE
Part 1	1 A Conceptual Model for Adult Education
	The Individual Transactional Mode
Part 2	2 Independent Study
	3 Individual Learning
	The Group Transactional Mode
Part 3	4 Instructional Groups as Structural Entities
	5 Group Transactional Mode and Community Client Focus
	6 Individual Learning in Groups
	The Community Transactional Mode
	7 Adult Educators and Community Analysis
Part 4	8 Community Learning: A Frontier for Adult Education
	9 Group Transactions in Communities
	10 Community Education for Group Growth
	11 Individual Growth Through Community Problem Solving
	A Critique and a Response
	12 The Foundation of Adult Education: Analyzing the Boyd-Apps Model
13 Response	

A comparative list of topics found in this literature that corresponds to an area of study pertaining to the Donlevy and Donlevy Template of Perspectives is shown in Table 5.

Table 5

Redefining the Discipline of Adult Education
Robert D. Boyd and Jerold W. Apps

COMPARATIVE LIST OF TOPICS FOUND IN LITERATURE		
PERSPECTIVE	AREA OF STUDY	CONTAINED IN LITERATURE
PSYCHOLOGICAL	Theory	
	Philosophy	
	Learning Concepts	X
	Student Growth and Development	X
IDEALOGICAL	Social Change	X
	Power Relations	
	Cultural Diversity Issues	
	Complexities	
SOCIOLOGICAL	Purpose of Educational Attainment	X
	Demographics	
	Trends/Issues in Education	X
	Educational Citizenship Responsibilities	X
TECHNOLOGICAL	Workforce Education and Training	
	Workplace Training/HR Issues	
	Education Reform	X
	Types of Education	X

The next book examined was *The Profession and Practice of Adult Education: An Introduction* (1997) by Sharan B. Merriam and Ralph G. Brockett. This book is a compilation of adult education literature. It examined issues from a multitude of areas

and includes writings that pertain to all four perspectives. Its writings are of a dual purpose: (1) to provide a descriptive overview of the major dimensions of the adult education field, and (2) to raise awareness of the critical issues and tensions inherent in the practice of adult education. This book is sectioned into three parts and is further divided into eleven chapters (see Table 6). Part one, Foundations of Adult Education, outlines the field of adult education in terms of its definitions, major concepts, goals, and purposes. Other areas of inclusion are the philosophical foundations of adult education, history of the field of adult education, and critical issues relating to adult education. Part two, The Organization and Delivery of Adult Education, centers on how institutions and organizations deliver adult education, who the learner is and why they participate, and adult education in a global context. In addition, the issues of barriers, opportunities, and access to participation of education are discussed. Part three, Developing a Professional Field of Practice, contains issues related to the professionalization of adult education such as the professional development of educators and facilitators.

Table 6

The Profession and Practice of Adult Education: An Introduction
Sharan B. Merriam and Ralph G. Brockett

CHAPTER	TITLE
Part I	Foundations of Adult Education
1	What Counts as Adult Education?
2	Philosophical Perspectives
3	Perspectives on the Past
4	Adult Education in Contemporary Society
Part II	The Organization and Delivery of Adult Education
5	Providers of Formal Adult Education
6	The Adult Learner and Concepts of Learning
7	The Global Context of Adult Education
8	Examining Access and Opportunity
Part III	Developing a Professional Field of Practice
9	Adult Education as a Developing Profession
10	The Unacknowledged Side of Practice
11	Reframing Practice: the Future of Adult Education

A comparative list of topics found in this literature that corresponds to an area of study pertaining to the Donlevy and Donlevy Template of Perspectives is shown in Table 7.

Table 7

The Profession and Practice of Adult Education: An Introduction
Sharan B. Merriam and Ralph G. Brockett

COMPARATIVE LIST OF TOPICS FOUND IN LITERATURE		
PERSPECTIVE	AREA OF STUDY	CONTAINED IN LITERATURE
PSYCHOLOGICAL	Theory	X
	Philosophy	X
	Learning Concepts	X
	Student Growth and Development	X
IDEALOGICAL	Social Change	X
	Power Relations	X
	Cultural Diversity Issues	X
	Complexities	X
SOCIOLOGICAL	Purpose of Educational Attainment	X
	Demographics	X
	Trends/Issues in Education	X
	Educational Citizenship Responsibilities	X
TECHNOLOGICAL	Workforce Education and Training	X
	Workplace Training/HR Issues	X
	Education Reform	X
	Types of Education	X

The next piece of literature sampled was a journal article, Teaching Adult Learners: Critical Challenges for the 1990's and Beyond (1995) by Leo Spindel, a paper delivered at the Fifth National Conference on College Teaching and Learning. This journal article includes writings mainly from the psychological and sociological

perspectives, although it does include some examination into educational reform, thereby additionally including the technological perspective. This article is divided into four sections (see Table 8). The first section, the Introduction, introduces the reader to the fact that currently there is an increasing amount of adults who are pursuing continuing education or some other type of education or training. Reasons stated for this increase include starting a new career, upgrading existing skills, and meeting new challenges on a personal and vocational level. The second section, Characteristics of Adult Learners, recognizes that adults bring with them to the classroom life experiences and knowledge from their personal and work-related environments. The third section, Educational Initiatives at the Community College Level, gives an overview of the "objective-focused" education and "outcomes-based" curricula that many colleges are incorporating into their programs. The fourth section, Teacher Training and Development, focuses on helping facilitators meet the challenges that they encounter when teaching adult learners.

Table 8

Teaching Adult Learners: Critical Challenges for the 1990s and Beyond
Leo Spindel

SECTION	TITLE
1	Introduction
2	Characteristics of Adult Learners
3	Educational Initiatives at the Community College Level
4	Teacher Training and Development

A comparative list of topics found in this literature that corresponds to an area of study pertaining to the Donlevy and Donlevy Template of Perspectives is shown in Table 9.

Table 9

Teaching Adult Learners: Critical Challenges for the 1990's and Beyond
Leo Spindel

COMPARATIVE LIST OF TOPICS FOUND IN LITERATURE		
PERSPECTIVE	AREA OF STUDY	CONTAINED IN LITERATURE
PSYCHOLOGICAL	Theory	
	Philosophy	
	Learning Concepts	X
	Student Growth and Development	X
IDEALOGICAL	Social Change	
	Power Relations	
	Cultural Diversity Issues	
	Complexities	
SOCIOLOGICAL	Purpose of Educational Attainment	X
	Demographics	
	Trends/Issues in Education	X
	Educational Citizenship Responsibilities	
TECHNOLOGICAL	Workforce Education and Training	
	Workplace Training/HR Issues	
	Education Reform	X
	Types of Education	

The next piece of literature examined was the journal article titled, *Adult Enrollment and Educational Attainment (1998)* by Jerry A. Jacobs and Scott Stoner-Eby, *The Annals of the American Academy of Political and Social Science*. The article includes an examination of topics and issues from the ideological and sociological perspectives. It discusses the current growth of adult enrollment in education and its impact on the educational attainment level of this population. The article is sectioned into three parts (see Table 10). The first section explores the growth of adult enrollment

in higher education and also gives statistical enrollment figures by age, sex, full-time, and part-time status. The second section, Cumulative Educational Attainment and Race and Gender Disparities, examines adult enrollment statistics in education by race and gender differences. The last section of the article, the Discussion section, assesses the anticipated continued increase in education enrollment rates for adults. This section also examined the race and gender differentials of college completion rates between several types of heterogeneous groups in society and illustrated cross-sectional surveys between these groups.

Table 10

Adult Enrollment and Educational Attainment
Jerry A. Jacobs and Scott Stoner-Eby

SECTION	TITLE
1	The Growth in Adult Enrollment
2	Cumulative Educational Attainment and Race and Gender Disparities
3	Discussion

A comparative list of topics found in this literature that corresponds to an area of study pertaining to the Donlevy and Donlevy Template of Perspectives is shown in Table 11.

Table 11

Adult Enrollment and Educational Attainment
Jerry A. Jacobs and Scott Stoner-Eby

COMPARATIVE LIST OF TOPICS FOUND IN LITERATURE		
PERSPECTIVE	AREA OF STUDY	CONTAINED IN LITERATURE
PSYCHOLOGICAL	Theory	
	Philosophy	
	Learning Concepts	
	Student Growth and Development	
IDEALOGICAL	Social Change	
	Power Relations	
	Cultural Diversity Issues	X
	Complexities	X
SOCIOLOGICAL	Purpose of Educational Attainment	X
	Demographics	X
	Trends/Issues in Education	X
	Educational Citizenship Responsibilities	
TECHNOLOGICAL	Workforce Education and Training	
	Workplace Training/HR Issues	
	Education Reform	
	Types of Education	

The journal article, Education for the "Era of the Adult" (1990) by Fred Best and Ray Eberhard, *The Futurist*, was the next piece of literature that was reviewed. This journal article focuses extensively on issues pertaining to the sociological perspective and technological perspective. In addition, issues of cultural diversity in educational programs are discussed thereby also including this literature in the ideological perspective. It includes eight sections (see Table 12). The first section, Need to Combat the Skill Gap, includes discussion about the growing "skill gap" among the workforce.

The second section, *Need to Serve More People*, examines the various types of population trends that will have an anticipated result in an increased demand for adult education. These population trends include the elderly, who will have the time and need for adult education; Hispanics and Blacks, who will need to increase their educational levels to be able to compete in the employment marketplace of today; workers, who will continue to require training and retraining; and single-parent families, who will find a need to increase their educational level attainment. The third section, *Need to Increase Access and Delivery Options*, examines the barriers that prevent adults from participating in education and the alternative methods of instruction to meet the needs of these people. The fourth section, *Need to Diversify Programs*, examines the growing diversity of our population which has created a demand for a variety of instructional practices and services such as programs for older adults, recurrent vocational training, parent and family care instruction, citizenship training, etc. The fifth section, *Need for New Approaches*, examines new approaches and resources found to increase learner access, improve accountability, and foster better coordination of services and programs. The sixth section, *An Image of Tomorrow's Adult Education*, examines approaches for meeting the educational needs of the adult in the future including improved institutional services and increased program support services. The seventh section, *Smart Cards for Educational Access*, examines the development of an adult education access card that would give adults easy access to educational programs. This card would use state of the art information technology to efficiently establish the eligibility of the student with accessibility to personal information also. The last section, *Participating in Adult*

Education, illustrates examples of how adult education programs of the future might work by efficiently serving the needs of students.

Table 12

Education for the "Era of the Adult"
Fred Best and Ray Eberhard

SECTION	TITLE
1	Need to Combat the Skill Gap
2	Need to Serve More People
3	Need to Increase Access and Delivery Options
4	Need to Diversify Programs
5	Need for New Approaches
6	An Image of Tomorrow's Adult Education
7	Smart Cards for Educational Access
8	Participating in Adult Education

A comparative list of topics found in this literature that corresponds to an area of study pertaining to the Donlevy and Donlevy Template of Perspectives is shown in Table 13.

Table 13

Education for the "Era of the Adult"
Fred Best and Ray Eberhard

COMPARATIVE LIST OF TOPICS FOUND IN LITERATURE		
PERSPECTIVE	AREA OF STUDY	CONTAINED IN LITERATURE
PSYCHOLOGICAL	Theory	
	Philosophy	
	Learning Concepts	
	Student Growth and Development	
IDEALOGICAL	Social Change	
	Power Relations	
	Cultural Diversity Issues	X
	Complexities	

SOCIOLOGICAL	Purpose of Educational Attainment	X
	Demographics	X
	Trends/Issues in Education	X
	Educational Citizenship Responsibilities	X
TECHNOLOGICAL	Workforce Education and Training	X
	Workplace Training/HR Issues	X
	Education Reform	X
	Types of Education	X

The last piece of literature that was reviewed was a government publication from the *National Center for Education Statistics (NCES)*, *Adults' Participation in Work-Related Courses: 1994-95 (1998)*, Darkenwald, G., et al. This publication primarily focuses on topics from the sociological and technological perspectives. It examines topics pertaining to adults who have participated in various work-related educational activities such as training courses taken at the workplace, courses taken elsewhere that are related to a job or career, or courses to obtain a license or certification for a job. Statistical findings are illustrated in the six tables included in this publication (see Table 14). Table 1, *Adult Participants in Work-Related Courses, by Adult Characteristics*, includes statistical analysis of participants grouped by age, race/ethnicity, educational attainment, sex, and labor force status. Table 2, *Adult Participants in Work-Related Courses, by Occupational Group*, includes statistical analysis grouped by occupation, such as professional/managerial, service, sales or support, and trades. Table 3, *Participants in Work-Related Courses, by Instructional Provider*, includes statistical analysis grouped by the type of institution that provided the education, such as public school, two-year community college, vocational or technical school, four-year college or university, business or industry, etc. Table 4, *Nonparticipating Adults with an Interest in*

Work-Related Courses, by Adult Characteristics, includes statistical analysis grouped by age, race/ethnicity, educational attainment, labor force status, and sex. Table 5, Interested Nonparticipants Who Knew of Available Courses and Who Reported the Main Barrier to Participating in Work-Related Courses, gives a statistical analysis grouped by primary barriers to education, such as time, money or cost, child care, and transportation. Table 6, Logistic Regression Analysis of Adult Characteristics and Participation in Work-Related Courses, gives a statistical analysis grouped by age, race/ethnicity, education attainment, sex, labor force status, and occupation.

Table 14

Adults' Participation in Work-Related Courses: 1994-95
Darkenwald, G., U.S. Department of Education

TABLE	TITLE
1	Adult Participants in Work-Related Courses, by Adult Characteristics
2	Adult Participants in Work-Related Courses, by Occupational Group
3	Participants in Work-Related Courses, by Instructional Provider
4	Nonparticipating Adults with an Interest in Work-Related Courses, by Adult Characteristics
5	Interested Nonparticipants Who Knew of Available Courses and who Reported the Main Barrier to Participating in Work-Related Courses,
6	Logistic Regression Analysis of Adult Characteristics and Participation in Work-Related Courses

A comparative list of topics found in this literature that corresponds to an area of study pertaining to the Donlevy and Donlevy Template of Perspectives is shown in Table 15.

Table 15

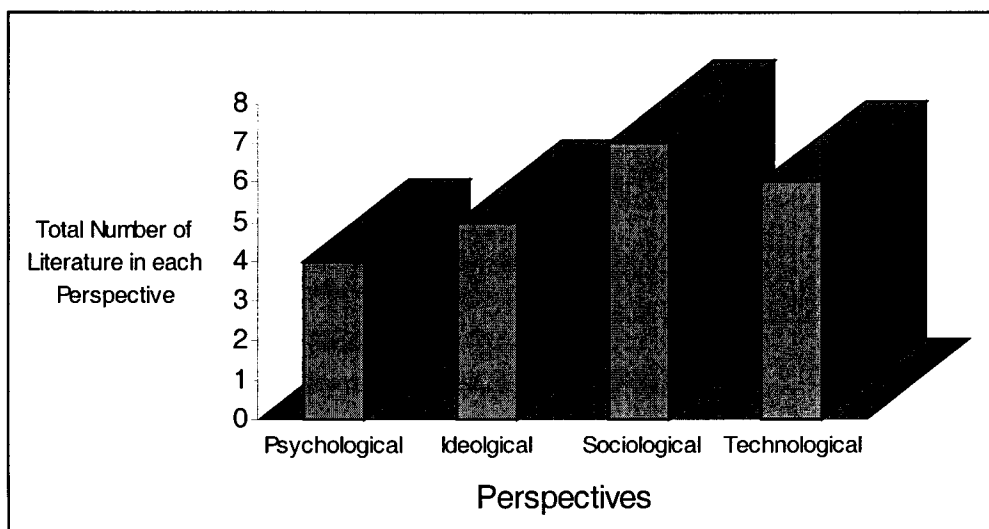
Adults' Participation in Work-Related Courses: 1994-95
 Darkenwald, G., U.S. Department of Education

COMPARATIVE LIST OF TOPICS FOUND IN LITERATURE		
PERSPECTIVE	AREA OF STUDY	CONTAINED IN LITERATURE
PSYCHOLOGICAL	Theory	
	Philosophy	
	Learning Concepts	
	Student Growth and Development	
IDEALOGICAL	Social Change	
	Power Relations	
	Cultural Diversity Issues	
	Complexities	
SOCIOLOGICAL	Purpose of Educational Attainment	X
	Demographics	X
	Trends/Issues in Education	X
	Educational Citizenship Responsibilities	
TECHNOLOGICAL	Workforce Education and Training	X
	Workplace Training/HR Issues	X
	Education Reform	
	Types of Education	X

Overall, of the seven pieces of sampled literature, four literature samples included writings that pertained to the psychological perspective, five literature samples included writings that pertained to the ideological perspective, seven literature samples included writings that pertained to the sociological perspective, and six literature samples included writings that pertained to the technological perspective (see Figure 1).

Figure 1

Perspectives Contained in Literature

**SUMMARY**

The researcher's assessment of data from the sampled literature revealed several findings. As presented, the literature that was examined varied in topics and areas of study considerably. The information presented compared the topical information obtained from the literature to the matrix designed in accordance to the Donlevy and Donlevy Template of Perspectives. The total pieces of literature that was included in each of the four perspectives was also presented. The next chapter presents the summary, conclusion, and recommendations for the use of the Donlevy and Donlevy Template of Perspectives to categorize adult education literature.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter summarizes the study and draws conclusions based on the findings and research goals. The researcher will then make recommendations based on the findings.

SUMMARY

The problem of this study was to determine if adult education literature could be identified and categorized using the Donlevy and Donlevy Template of Perspectives.

The goals set forth at the beginning of this study were:

- (1) How effectively can adult education literature be categorized by using the Donlevy and Donlevy Template of Perspectives?
- (2) What recommendations can be made from these perspectives for the teaching of adult education principles?

These goals were designed to help guide the research toward that purpose.

The significance of the study arose from the current growth of adult education programs subsequently leading to an extensive amount of literature relating to this area of study. In addition, with the current increased focus on adult education, its broad dimensions, and its encompassing issues, has also resulted in the accumulation of much literature. To provide an infrastructure for this collection of literature, the establishment of a structural framework was thought to be helpful, a framework that could help a reader to identify and organize the broad area that these adult education writings embrace.

This study focused on adult education literature obtained at the Old Dominion University Library. It was through the above research that the research goals could be answered. This study included two limiting factors. These were:

- (1) This research study does not include a definitive listing of all adult educational literature.
- (2) This research study was limited to the literature findings of the Old Dominion University.

This study was based on a random sample of seven pieces of printed literature in the form of books, journal articles, and a government publication. The instrument used for this study was a self-made matrix designed in accordance to the Donlevy and Donlevy Template of Perspectives. This matrix recorded the topical information of the literature, i.e., major areas of study and major themes within the literature, and then classified and tabulated this information according to its relevance to each of the four perspectives. The data were then presented in tabular form. Based on the results of this data, conclusions and recommendations were made.

CONCLUSIONS

Based on the findings, the following conclusions were made about the study.

The first research goal was **to determine how effectively adult education literature could be categorized by using the Donlevy and Donlevy Template of Perspectives?**

The findings indicated that the literature sampled, although containing various topics of study in reference to adult education, could be associated with one or more of the perspectives from Donlevy and Donlevy's Template. The four perspectives are very

broad in nature, resulting in a considerable amount of adult educational literature that could be identified and classified into this Template. The findings were based on the data found through this research. The matrix included four areas of concentration with each area exhibiting four sub-topics of concentration. They were as follows:

- (1) Psychological Perspective, including the areas of theory, philosophy, learning concepts, and student growth and development.
- (2) Ideological Perspective, including areas such as social change, power relations, cultural diversity issues, and complexities of the individual.
- (3) Sociological Perspective, including the areas of educational attainment purposes, demographics, trends and issues in education, and educational citizenship responsibilities.
- (4) Technological Perspectives, including areas such as workforce education and training, workplace training and human resource issues, education reform, and types of education.

This study found that adult education literature could be summarized into one or more of these areas of study. In view of this, The Donlevy and Donlevy Template of Perspectives can be used to effectively categorize adult education literature.

The second research goal asked, what **recommendations could be made from these perspectives for the teaching of adult education principles?** This research goal pertains to adult education instructors and facilitators and their individual instructional practices, therefore the researcher will attempt to offer suggestions for this use. Since the findings of this study determined the effectiveness of the Donlevy and Donlevy Template of Perspectives to categorize adult education literature, this Template of Perspectives

could be used as a guideline for instructors and facilitators who teach adult education principles to help establish curriculum needs, develop course content, and organize instructional implementation. The literature can be organized through the approach of the four perspectives, psychological, ideological, sociological, and technological. These perspectives cover a broad area of adult education literature thereby serving as a framework that can be built upon to include the many dimensions that encompass adult education. Instructional methods could be designed around these four perspectives to provide for a practical synopsis of this field of study.

RECOMMENDATIONS

Based on the findings and conclusions of this study, the researcher submits the following recommendations:

- (1) It is recommended that a university instructional staff review The Donlevy and Donlevy Template of Perspectives so that they may utilize the benefits that this Template employs for programs of adult education principles.
- (2) Further research and design of this study is recommended to compare and correlate other areas of adult education literature that may be of importance to educators, facilitators, and implementers of adult instructional programs. This would solidify the organization of adult education topics and issues.
- (3) It is also recommended that the technological perspective of the Donlevy and Donlevy Template be revised to reflect the various areas of study that it includes, i.e., workplace training, human resource issues, education

reform, etc. The name, *technological*, although encompassing a multitude of significant areas within adult education, implies a disconcerted meaning in terms of areas of study within its perspective, i.e., workplace training, human resource issues, education reform, etc.

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