



4-19-2018

## POST – DOCTORAL EDUCATION RESEARCH PROJECT

John A. Henschke EdD  
*Lindenwood University*, jahenschke@gmail.com

Suwithida Charungkaittikul  
*Chulalongkorn University*, suwithida@yahoo.com

Follow this and additional works at: [https://trace.tennessee.edu/utk\\_IACE-browseall](https://trace.tennessee.edu/utk_IACE-browseall)



Part of the [Community College Leadership Commons](#), [Curriculum and Instruction Commons](#), [Curriculum and Social Inquiry Commons](#), [Disability and Equity in Education Commons](#), [Educational Administration and Supervision Commons](#), [Educational Methods Commons](#), [Educational Psychology Commons](#), [Higher Education Commons](#), [Instructional Media Design Commons](#), [International and Comparative Education Commons](#), [Online and Distance Education Commons](#), [Other Education Commons](#), [Social and Philosophical Foundations of Education Commons](#), [Special Education and Teaching Commons](#), [Student Counseling and Personnel Services Commons](#), and [the Teacher Education and Professional Development Commons](#)

---

### Recommended Citation

Henschke, John A. EdD and Charungkaittikul, Suwithida, "POST – DOCTORAL EDUCATION RESEARCH PROJECT" (2018). *IACE Hall of Fame Repository*.

This Article is brought to you for free and open access by the International Adult and Continuing Education Hall of Fame Repository at TRACE: Tennessee Research and Creative Exchange. It has been accepted for inclusion in IACE Hall of Fame Repository by an authorized administrator of TRACE: Tennessee Research and Creative Exchange. For more information, please contact [trace@utk.edu](mailto:trace@utk.edu).



Chulalongkorn University



Lindenwood University

## **POST – DOCTORAL EDUCATION RESEARCH PROJECT**

**“ The Overarching Andragogical Approach (Using Self-directed learning as the center means for implementing Andragogy) for Developing, Implementing, and Sustaining a Lifelong Learning Society ( Including Economic, Moral, Innovation, Creativity, and etc.) within Families, Small Communities, Large Cities, Provinces, Universities, Corporations, Businesses, Educational Institutions, Governments, NGOs, to Ultimately turn Thailand into a Quality Dynamic Lifelong Learning Society for the Benefit of All People”**

**By**

**Suwithida Charunkaikkul, Ph.D.**

**Prof. John A. Henschke, Ed.D. (Mentor)**

**A Document and PowerPoint Submitted in Partial Fulfillment of the Requirements**

**for the Post-Doctoral Education Program in Lifelong Education to the**

**Faculty of Education Chulalongkorn University, Bangkok, Thailand**

**2017**

## Table of Contents

Content	Page
<b>Foreword</b>	3
<b>Executive Summary</b>	5
<b>Chapter 1: Introduction</b>	7
References	13
<b>Chapter 2: Historical Conceptual Foundation and Background</b>	17
References	30
<b>Chapter 3: Process</b>	36
References	68
<b>Chapter 4: Recommendations</b>	70
References	118
<b>Chapter 5: Summary</b>	124
References	138
<b>Appendices</b>	144
- The Essential Documents	144
- Working Pictures	145

## FOREWORD

With the utmost gratitude, the author would like to deeply thank Professor Bundhit Eua-Arporn, President of Chulalongkorn University and the Administrative Board, Associate Professor Dr. Siridej Sujiva, Dean of Faculty of Education, Chulalongkorn University, Faculty Board Members, the Non-Formal Education Division, Department of Lifelong Education, and the Faculty of Education at Chulalongkorn University, as well as Lindenwood University, St. Charles, Missouri, USA., for their meaningful support in our work together and sharing our expertise to merge the research on 'Andragogy' and 'Learning Society' for the benefit of both fields. Many thanks are extended to family and friends for valuable support, guidance, and encouragement. Finally, the author wishes to acknowledge and thank Professor. Dr. John A. Henschke for his insightful expertise, and valuable collaboration. Thank you very much for always being there for me and making my Post-Doctoral Fellowship meaningful.

It is my distinct and wonderful pleasure to be able to come to Lindenwood University [LU] for the full year of 2017, as a Post-Doctoral Fellow. I have worked closely with Prof. John A. Henschke, Ed.D., as the best mentor during my year of studying in the Post- Doctoral Program at Lindenwood University [LU] in 2017 from January through December. Our relationship has grown for nearly eight years in academic settings: 2010 & 2011 at Lindenwood University as Graduate-Doctoral Assistant and taking Andragogy Doctoral Courses; during five weeks in the summer of 2013 at Chulalongkorn University [CU], Bangkok, Thailand, while working with the Bachelor's, Master's and Doctoral students in Non-Formal Education; Cooperating since Fall, 2013, between LU & CU to bring a different group of Master's and Doctoral Students each semester from CU to LU for a full semester of study in Andragogy - the Art and Science of Helping Facilitate the Learning of Adults; bringing five Lifelong Education

Department Faculty members from CU to LU for a month of Andragogical study and collaboration. We have cooperatively developed and published; and, have presented at various conferences. Papers we have published are in top-tiered International Journals such as The International Journal of Adult Vocational Education and Technology (IJAVET), and with strong international organizations such as United Nations Educational, Scientific, and Cultural Organization (UNESCO). This year, we have already accomplished and made CU and LU richer for supporting our future endeavors together. I have learned and gained much more knowledge and experience than I expected.

I intentionally would like to develop Thai society to become a sustainable lifelong learning society. I have a dream!

**Suwithida Charungkaittikul**

## EXECUTIVE SUMMARY

The concept of lifelong learning developed in the 1970's, when it grew from the institution of formal education to include learning that occurs in a variety of settings, ranging from public schools, private schools, to book clubs, to after-school programs. This report conceptualizes Andragogy<sup>1</sup> ( the art and science of helping facilitate the learning of adults and all people) and a lifelong learning society. The purpose of this report is to provide a conceptual framework and processes for bringing this idea to reality. In order to accomplish this goal, the report describes: (1) background of the concept, (2) provides an overview of theories and philosophies, (3) explains the implementation processes, and presents the (4) major instruments. Finally, the report offers additional documents and materials in Andragogy and the learning society. The qualitative research for this report involved analyzing and synthesizing various documents, and an extensive internet-based search using content-based approach for investigating both theories and practices of the concepts.

Today, the world is changing, re-establishing the role of adult education to developing a learning society. The literature on andragogy demonstrates the need to consider the future of andragogy, which may strengthen the theory and allow for the assumptions and processes to further guide this aspect of adult education. Our intention is to propose a practical application of andragogy as a key element for creating a sustainable lifelong learning society, to propose strategies for developing a lifelong learning society using andragogical concepts, to enhance 'andragogy' as a scientific academic discipline and to expand on the horizon of andragogical assumptions and processes put forth by Malcolm S. Knowles. The extensive background to this presentation was provided by a research study entitled "*The Overarching Andragogical Approach (Using Self-directed*

---

<sup>1</sup> Andragogy (the art and science of helping facilitate the learning of adults and all people)

*learning as the center means for implementing Andragogy) for Developing, Implementing, and Sustaining a Lifelong Learning Society (Including Economic, Moral, Innovation, Creativity, etc.) within Families, Small Communities, Large Cities, Provinces, Universities, Corporations, Businesses, Educational Institutions, Governments, NGOs, to Ultimately turn Thailand into a Quality Dynamic Lifelong Learning Society for the Benefit of All People”*

It is important to realize that no research study in the past has attempted merging these two concepts of Andragogy and Learning Society together. We hope that this research study will shed light not only on the adult education field, but also on the international society to have an idea for enhancing a sustainable lifelong learning society.

# CHAPTER 1

## INTRODUCTION

We are experiencing significant changes in the area of work and witnessing major shifts from the industrial age to the world of globalization, a knowledge-based economy, and technological evolution, where knowledge is considered as a country's most valued asset and primary source of power (Knight, 1995). In this period of change and transition, the competitive advantages of each country consequently depend on the availability and maintenance of a labor force with the necessary knowledge, practical skills and ability to innovate. Therefore, many countries have respected the new developmental concept to promote the continual learning of individuals and society. Faure (1972) stated the following in his preamble: *“If learning involves all of one's life, in the sense of both timespan and diversity, and all of society, including its social and economic as well as its educational resources, then we must go even further than the necessary overhaul of 'educational systems' until we reach the stage of a learning society.”* The learning society approach aims to balance economic, social, natural and environmental aspects, social responsibility, and resources of society; and the learning society and andragogy may also help in transforming the people into knowledge citizens and knowledge workers (Charungkaitikul and Henschke, 2014; Wildemeersch et al., 2000).

A definition of the learning society is *“individuals residing within one locality, an agency or a community engaged in single or multiple matters simultaneously. It involves preservation, nourishment, rehabilitation, protection, promotion, assistance, development, and distribution through information technology, learning resources, local wisdoms and knowledge that allow members of the society to create, share, and use knowledge, common skills, and opinions with fellow members of the same and other communities on*



*a regular lifelong basis. They generate new knowledge and appropriate knowledge management systems, as well as making the best life decisions for the prosperity and well-being of its people.”* (Charungkaittikul, 2011, p. 45)

Leading employers and organizations in both public and private organizations have shown that investing in andragogical adult learning for their workers is indispensable for competitiveness and growth. (Gelpi, 1999; Vatcharasirisook, 2011). Consequently, there needs to be a radical change in the adult education, if adult learning for all working populations is to be more than a demagogic declaration. Many issues are involved in this, namely: devising flexible and continuous adult learning and training to meet the learning requirements of the entire labor market and society, including the informal sector and all active populations; building partnerships; and ensuring equitable access.

Andragogy is defined as “*the art and science of helping adults learn, in contrast to pedagogy as the art and science of teaching children*” Knowles (1980, p. 43). The term andragogy has a long and rich history of development and evolution. According to Merriam (2001), andragogy contributes to the understanding of how adults learn, in what context, and the process of learning. However, previous studies on andragogy (Hartree, 1984; Davenport and Davenport, 1985; Pratt, 1993; Merriam, 2001; Rachal, 2002; Heller, 2004) demonstrated various problems inherent in the concept.

Nevertheless, Cercone (2008) pointed out the four most popular adult learning theories: Experiential Learning, Transformative Learning, Self-Directed Learning, and Andragogy. She makes the case for each one’s contribution toward understanding and supporting the adult learning internal process. Moreover, she declares that the theories of Self-Directed Learning, Transformative Learning, and Experiential Learning are all encompassed within the theory of Andragogy; and concludes that andragogy is the most

comprehensive theory of adult learning and education, by comparison with the other three - of the thirteen characteristics of adult learners, self-directed learning and transformative learning each support three, experiential learning supports four, and andragogy supports ten. Moreover, the thirteen characteristics of adult learners (Cercone, 2008) are 1. Adults may have some limitations and these should be considered in the design of (the online) learning environment. 2. Learning styles need to be considered. 3. Adults need to be actively involved in the learning process. 4. Adults need scaffolding to be provided by the instructor. Scaffolding should promote self-reliance, and it should allow learners to perform activities they were unable to perform without this support. 5. Adults have a pre-existing learning history and will need support to work in the new learner-centered paradigm. 6. Adults need the instructor acting as a facilitator. 7. Adults need consideration of their prior experience. The instructor should acknowledge this prior experience. Adults need to connect new knowledge to past events. 8. Adults need to see the link between what they are learning and how it will apply to their lives. They want to apply immediately their new knowledge. They are problem-centered. 9. Adults need to feel that learning focuses on issues that directly concern them and want to know what they are going to learn, how the learning will be conducted, and why it is important. The course should be learner-centered vs. teacher-centered. 10. Adults need to test their learning as they go along, rather than receive background theory. 11. Adult learning requires a climate that is collaborative, respectful, mutual, and informal. 12. Adults need to self-reflect on the learning process and be given support for transformational learning. 13. Adults need dialogue and social interaction must be provided. They need to collaborate with other students.

In addition, Henschke (2011) mentioned that the literature on andragogy should demonstrate the need to consider the future of andragogy, which would strengthen the

theory and allow for the assumptions/characteristics to further guide adult education into the future. None of the research studies in the past has ever mentioned the possibility of a relationship between these two main concepts: ‘Andragogy’, the art and science of helping adults learn; and ‘Learning Society’, an emerging logical development of society (Faure et al, 1972) that positions education and learning as the key to a nation's economic and social development in a context of rapid change. Therefore, it would be beneficial to us all to consider andragogy from a different angle, especially the andragogical practices that drive individual learning, organizations, as well as the society learning.

It is essential to investigate the potential of the andragogical concept for personal and collective development of people in general and the future societies. The report aims to propose a practical application of andragogy as a key vehicle for locally and regionally creating a sustainable lifelong learning society using an integrative literature review to find out and propose a conceptual framework and processes for bringing this idea to reality.

An integrative literature review is a form of research that “reviews, analyzes, and synthesizes representative literature on a topic in an integrated way such that new frameworks and perspectives on the topic are generated” (Torraco, 2005, p. 356). The extensive background to this paper was provided by research studies (Knowles, 1990; Cooper & Henschke, 2003; Chan, 2010; Charungkattikul, 2011; Henschke, 2011, 2013a, 2013b, 2016; Savicevic, 2000, 2008, Stiglitz and Greenwald, 2014) conducted by worldwide education recently.

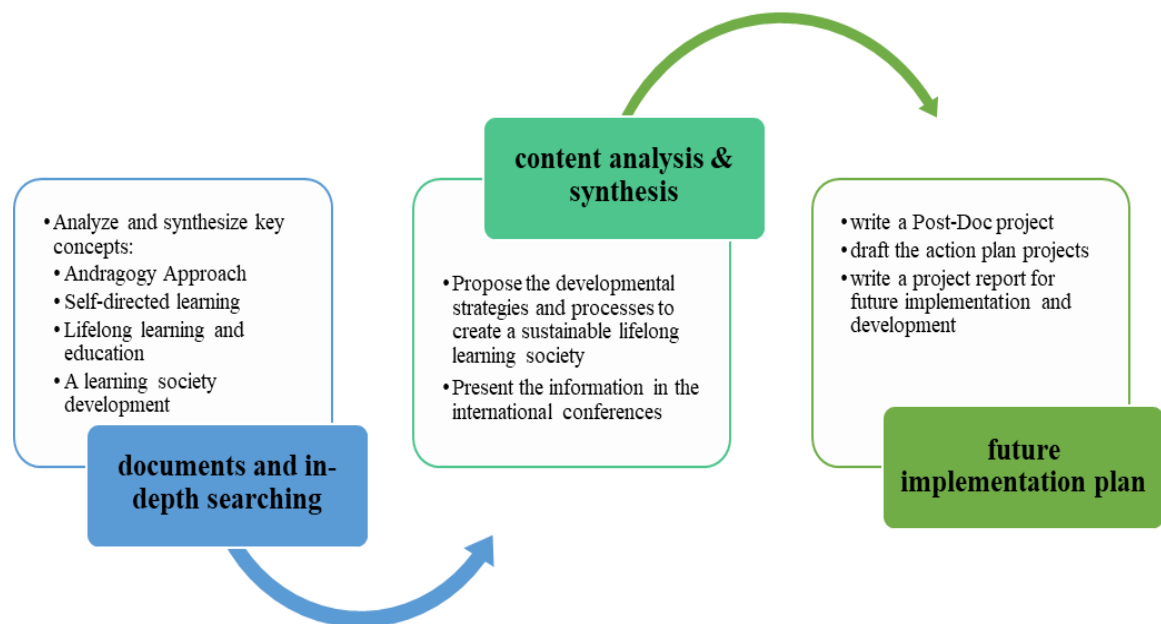
## Objective

To propose a conceptual framework and processes for bringing this idea to reality.

## Methodology and Procedures

This study applies qualitative research approach with the major objectives to (1) analyze and (2) synthesize various documents using an integrative literature review, content-based approach and an extensive internet-based search for promising both theories and practices of andragogy (self-directed learning as a mean for implementing andragogy) to developing, implementing, and sustaining a lifelong learning society within families, small communities, large cities, provinces, universities, corporations, businesses, educational institutions, governments, NGOs, to ultimately turn Thailand into a quality dynamic lifelong learning society for the benefit of all people.

The research is divided into two main procedures as in Figure 1 : the research procedures

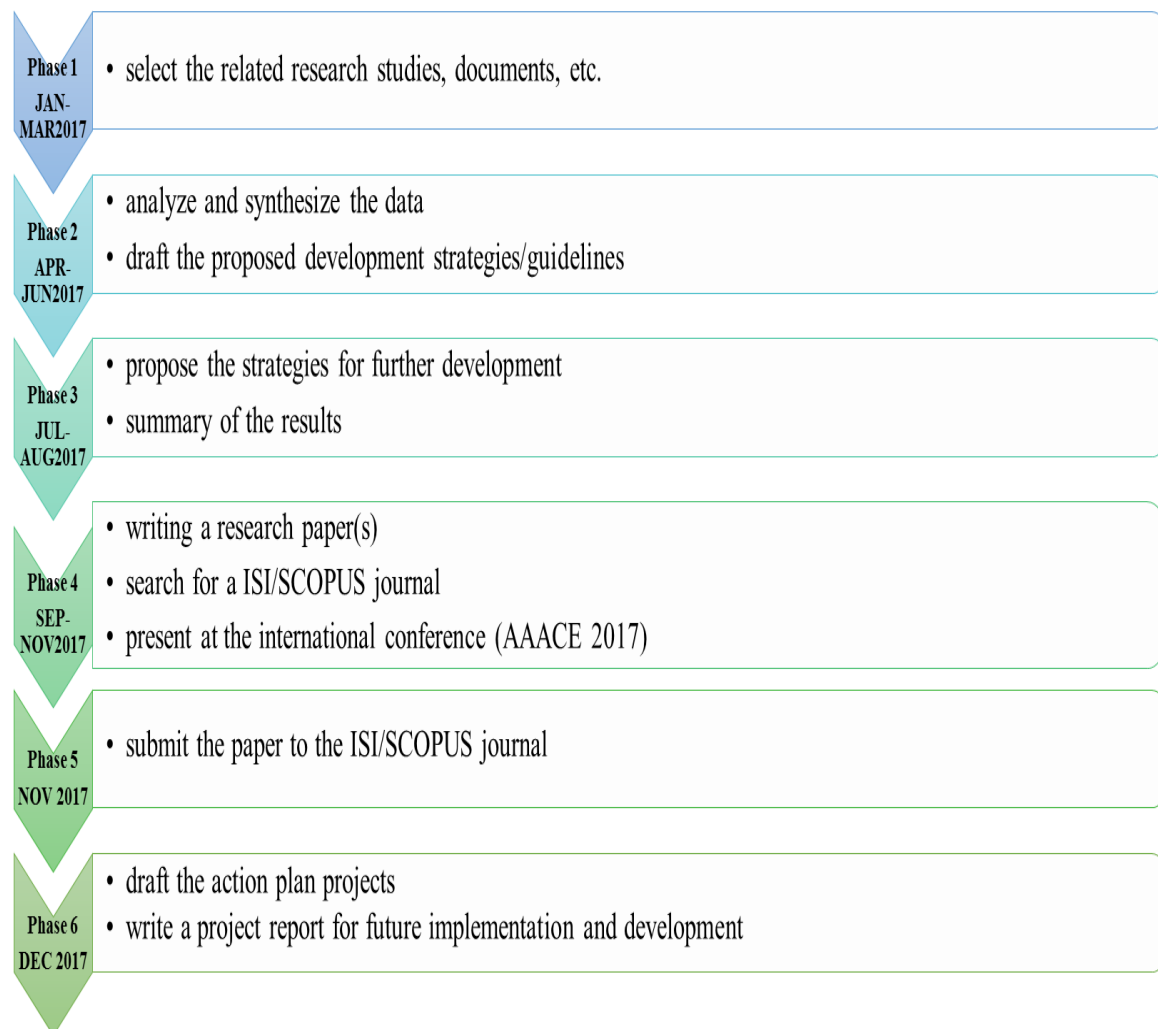


**Figure 1:** The research procedures

In each research procedure stage, the data will be analyzed using content analysis by the researcher using an analysis form

### Research Timelines

This study timeline can be divided into 5 main phases from January 2017 to December 2017 as follow.



### Significance of the study

Andragogy has a long and rich history that has shaped understanding of adult learning and continues to be a strong force in guiding the way adults learn. To become a universal concept in this 21st century, the theory needs the contribution by the researchers and educator to investigate its past, present and future, as well as the future development

practices in moving this forward. It is hoped that the results will create the new knowledge for everyone to create into a quality dynamic lifelong learning society. The outputs comprised of (1) conceptual framework; (2) implementation process; and (3) recommendations for the pilot projects development.

## References

- Cercone, K. (2008). Characteristics of adult learners with implications for online learning design, *AACE Journal*, 16(2), 137-159.
- Chan, S. (2010). Applications of Andragogy in Multi-Disciplined Teaching and Learning. *Journal of Adult Education*, 39(2), 25-35.
- Charungkaittikul, S. (2011). *The scenario of a learning society model toward promoting a positive paradigm shift for communities*. Unpublished doctoral dissertation, Chulalongkorn University, Bangkok.
- Charungkaittikul, S., & Henschke, J. A. (2014). Strategies for Developing a Sustainable Learning Society: An Analysis of Lifelong Learning in Thailand. *International Review of Education*, 60(4), 499-522.
- Cooper, M. K., & Henschke, J. A. (2003). Thinking about andragogy: The international foundation for its research, theory, and practice linkage in adult education and human resource development. In J. A. Henschke, & M. K. Cooper (Eds.), *Academy of Human Resource Development International Research Conference*. Austin, TX. Retrieved from [http://www.lindenwood.edu/education/andragogy/andragogy/2011/Cooper\\_Henschke\\_2003\\_2004.pdf](http://www.lindenwood.edu/education/andragogy/andragogy/2011/Cooper_Henschke_2003_2004.pdf).
- Davenport, J., & Davenport, J. A. (1985). A chronology and analysis of the andragogy debate. *Adult Education Quarterly*, 35(3), 152-159.

- Faure, E., Felipe Herrera, F., Kaddoura., A., Lopes, H., Petrovsky, A. V., Rahnama, M., and Ward, F, C. (1972). *Learning to be: The world of education today and tomorrow*. Paris: UNESCO.
- Gelpi, E. (1999). Future of work and adult learning. In M. Singh (Ed), *Adult Learning and the future of work* (pp. 29-35). UNESCO, Hamburg: Robert Seeman.
- Hartree, A. (1984). Malcolm Knowles' theory of andragogy. A critique. *International Journal of Lifelong Education*, 3(3), 203-210.
- Hartree, A. (1984). Malcolm Knowles' theory of andragogy: A critique. *International Journal of Lifelong Education*, 3, 203-210.
- Heller, J. (2004). *Catch-22*. New York, NY: Simon & Schuster Paperbacks.
- 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. (2009). *Movement toward staying ahead of the curve in developing and managing human capital*. IACE Hall of Fame Repository.
- Henschke, J. A. (2011). Considerations regarding the future of andragogy. *Adult Learning*, 22(1-2), 34-37.
- Henschke, J. A. (2013a). *Super Andragogy*. Presented at the *Lifelong Learning for All International Conference (LLL2013)*. Retrieved from [http://works.bepress.com/john\\_henschke/72/](http://works.bepress.com/john_henschke/72/)
- Henschke, J. (2013b). 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. 115-138). Hershey, PA: Information Science Reference.

- Henschke, J.A. (2015). *Recent critical discoveries included in global andragogical perspectives*. IACE Hall of Fame Repository.
- Henschke, J.A. (2016). *The 2016 update of the history and philosophy of andragogy including influential new perspectives from an unauthorized – English translation of dusan savicevic’s 2000 work on roots in the development of andragogy from ancient times*. Presentation at the Commission of Professors of Adult Education “Dialogues in Andragogy”. November 11, 2016. Albuquerque, New Mexico USA
- Knight, R.V. (1995). Knowledge-based development: Policy and planning implications for cities. *Urban Studies*, 32(2), 225–260.
- Knowles, M. S. (1980). *The modern practice of adult education: From pedagogy to Andragogy*. (rev. ed.) New York, NY: Cambridge, The Adult Education company.
- Knowles, M. (1984). *Andragogy in action*. San Francisco, CA: Jossey-Bass.
- Knowles, M. S. (1990). *The adult learner: A neglected species* (4th ed.). Houston, TX: Gulf Publishing Company.
- 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.
- Knowles, M. S., Holton. E. F., & Swanson, R. A. (2005). *The adult learner: The definitive classic in adult education and human resources development* (6th ed.). London, UK: Butterworth-Heinemann.
- Pratt, D. D. (1993). Andragogy after twenty-five years. In S. B. Merriam (Ed.), *Update on adult learning theory*. *New Directions for Adult and Continuing Education*, no. 57, San Francisco, CA: Jossey-Bass.
- Merriam, S. B. (2001). Andragogy and self-directed learning: Pillars of adult learning theory. *New Direction for Adult and Continuing Education*, 89, 3-13.



- Rachal, J. R. (2002). Andragogy's detectives: A critique of the present and a proposal for the future. *Adult Education Quarterly: Adult Education Quarterly*, 52(3), 210-227.
- Savicevic, D. (2000). *The roots and evolution of andragogical ideas*. English translation of (Koreni I razvoj anragoskih ideja – in the Serb Language), Beograd: Serbia (formerly Yugoslavia) Institut za pedagogiju I andragogiju Andragosko drustvo Srbije.
- Savicevic, D. (2008). Convergence or Divergence of Ideas on Andragogy in Different Countries. *International Journal of Lifelong Education*, 27(4), 361-378.
- Schuller, T. and Field, J. (1998). Social capital, human capital and the learning society. *International Journal of Lifelong Education*, 17(4), 226-235.
- Stanton, C. (2005). *A construct validity assessment of the instructional perspectives inventory*. (Doctoral Dissertation, University of Missouri - St. Louis, 2005).  
Publication No.: AAT3173438
- Stiglitz, J. E. and Greenwald, B. C. (2014). *Creating a learning society: A new approach to growth, development, and social progress*. New York, NY: Columbia University Press.
- 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, Missouri.
- Wildemeersch, D., Finger, M., & Jansen, T. (2000). Adult education and social responsibility: Reconciling the irreconcilable? *Studies in Pedagogy, Andragogy and Gerontagogy*, 36(2)1-26. Frankfurt am Main: Peter Lang.
- Zmeyov, S. I. (1998). Andragogy: Origins, developments and trends. *International Review of Education*, 44(1), 103-108.

## CHAPTER 2

### HISTORICAL CONCEPTUAL FOUNDATION AND BACKGROUND

The studying andragogy grew out of the extensive research that was originally conducted between 1998 and 2009. Henschke (2012) pointed out the six major themes of andragogy around the globe, as follows: Evolution of the term andragogy; Historical antecedents shaping the concept of andragogy; Comparison of the American and European understandings of andragogy; Popularizing and sustaining the American and World-wide concept of andragogy; Practical applications of andragogy; and, Theory, research, and definition of andragogy. In this chapter, historical conceptual foundation and background of the andragogical concept have been described in developing the themes of andragogy, and the andragogical foundation such as its concepts: six assumptions and eight processes; as well as its applications (e.g., andragogy and lifelong learning, andragogy and human resource development, andragogy and elements of organizational learning capacities for economically flourishing, etc.).

#### **History of Andragogy**

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. He begins the book with a discussion on childhood. However, from page 241 to 300 he turns attention to adulthood – Andragogy or Education in the man’s age (a replica of this may be viewed at the following website <http://www.andragogy.net>). Kapp argued that education, self-reflection, and educating the character are the first values in human life. He then refers to vocational 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, perhaps because adult education was being conducted without a specific name to designate what it was. Nonetheless, in the 1920s Germany became a place for building theory and another German resurrected the term (Reischmann, 2004).

Rosenstock-Huessy (1925) posed andragogy as the only method for the German people and Germany, dispirited and degenerated in 1918 after World War I, to regenerate themselves and their country. He suggested that all adult education (andragogy), if it is to achieve anything original that shapes man, which arises from the depths of time, would have to proceed from the suffering, which the lost war brought them. Historical thinking is a fundamental dimension of andragogy, in that past events are to be analyzed for what can be learned from them so that past failures might not be repeated. In this way, the past becomes unified with the present and future – history past becomes unified with present knowledge and action for moving us toward the future. In andragogy, theory becomes practical deed, in the responsible word, in the crucible of necessity; however, practical deeds become the stuff of theory. Andragogy is not merely ‘better’ as an education method for this purpose, it is a necessity. About the same time, Lindeman (1926a) 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. Lindeman presented an interesting piece on the method for

teaching adults. Basically he asserted (1926a) in his first use of the word andragogy, that the method for teaching adults is discussion, which is different from the teaching of children. Moreover, in his classic book *The Meaning of Adult Education* (1926b), he never uses the term andragogy, but does include a chapter entitled, 'In terms of method'. A thorough analysis of this chapter reveals that he extensively explores, describes and explains the discussion method. Consequently, it seems safe to assume that he laid the earliest groundwork in the USA for a major practical application of andragogy as the method for teaching adults. In addition, Anderson and Lindeman (1927) reiterated the concept as it was to the new land of America. The term was published only a few times in the first 100 years the term andragogy existed. The use certainly changed in the next eighty years, which brings us up to the writing of this chapter.

Another extensive period of time elapsed until the term andragogy was used again in published literature. This time, it appeared in Great Britain. Simpson (1964) proposed 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. He posited that the main strands could be parallel to what already existed in child education. The four main strands would be the study of: Principles of adult education, the study of adults, educational psychology of adults, and generalized andragogical methods for teaching adults. He issued a call for adult education to do this.

Knowles (1968a) presented his first published iteration of andragogy [a new label and a new approach] as being a major technological breakthrough in the field of adult education. For him this breakthrough was the conceptualization that adults learn differently from children. This breakthrough came as a result of a Yugoslavian adult educator introducing him to the term with Knowles attaching his own special philosophy and meaning. Knowles, (1968b) a short time after he published his first article on

andragogy, was already applying andragogy in leadership training with the Girl Scouts. Although it was a new approach, it was enthusiastically embraced in that organization.

Knowles (1969) was also applying andragogy in his adult education graduate courses at Boston University. He used the approach of group self-directed learning as the means for implementing andragogy. Thus, he helped groups of students take responsibility for learning as much as they were able concerning a part of the subject matter of the course. Next, the various groups engaged the remainder of the class to actively learning that section of the course content. This was the way all the contents of the course were studied by the students.

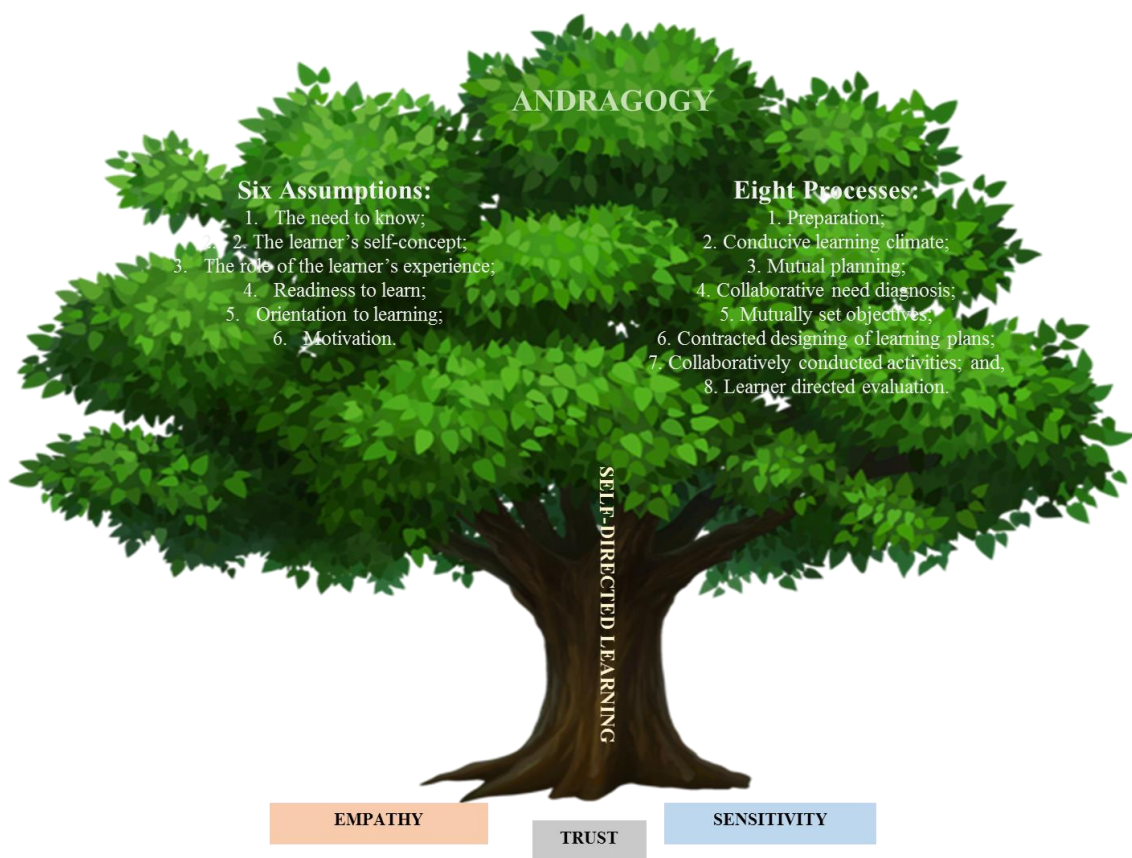
Knowles (1970) indicated that he acquired the term in 1967 from Dusan Savicevic. [It was actually in 1966]. However, after becoming acquainted with the term, Knowles infused it with much of his own meaning garnered from his already extensive experience in adult education. He then combined his expanding practice around the world, his university teaching of budding adult educators, and quite broadly fleshed out his ideas on andragogy through the publication of *The Modern Practice of Adult Education: Andragogy vs. Pedagogy*. He originally saw pedagogy as being for children and andragogy being for adults. This American version of andragogy became popularized as a result during the time following 1970. The main structure of his 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.

Undoubtedly, many literature highlights that the study of Andragogy is still a major interest area in the adult education. Many research studies around the world have been applied and used the Andragogy as a fundamental theory and practice to develop and enhance the adult learners' quality of lives. The educational community embraced the concept of andragogy when it was brought into the mainstream by Knowles ( Taylor, 2009). Identifying several English language articles and studies since 1964 to the present as foundational to the theory of andragogy in its relationship to practice. The results indicated the continuing discovery and expansion of a much broader than Knowles' conception of andragogy, the number of documents referenced and analyzed in this article contributing to be written incorporating andragogy with a particular discipline, to the international foundation for its research, theory and practice linkage now stands at more than three hundred and twenty-five, and more are waiting to get included on the list.

### **Andragogy Foundation**

The theory of andragogy describes that adults should be taught differently than children because the learning processes are drastically different. The andragogical model is based on six key assumptions and eight process elements about adult learners, which are the foundation of adult learning. Among the most useful elements in Malcolm Knowles' s work are the six assumptions and eight processes of andragogy ( Knowles, 1990; 1995). Six assumption are: (1) Adults need to know a reason that makes sense to them, for whatever they need to learn; (2) Adults have a deep need to be self-directing and take responsibility for themselves; (3) Adults enter a learning activity with a quality and volume of experience that is a resource for their own and others' learning; (4) Adults are ready to learn when they experience a need to know, or be able to do, something to perform more effectively in some aspect of their life; (5) Adults' orientation to learning is around life situations that are task, issue- or problem centered, for which they seek

solutions; and (6) Adults are motivated much more internally than externally. Experience is the most important as adults are focusing more on the process rather than the content being taught. “*Andragogy is an organized and sustained effort to assist adults to learn in a way that enhances their capacity to function as self-directed learners*” (Mezirow, 1981, p. 21). Eight processes are: preparation; conducive learning climate; mutual planning; collaborative need diagnosis; mutually set objectives; contracted designing of learning plans; collaboratively conducted activities; and, learner directed evaluation. The process needs to be part of a continuous cycle. These assumptions and processes serve as a guide to the educational theory of andragogy (Risley, 2012). Therefore, Knowles’ significant body of work provides numerous explanations, designs and strategies that may be adapted for practical use. The andragogical foundation can be illustrated in figure 2: Andragogy (The art and science of helping adults learn)



**Figure 2:** Andragogy (The art and science of helping adults learn)

During the past decade, andragogy has come into increasing use by adult educators around the world ( Henschke, 2015, 2016) . In this way, the past becomes unified with present knowledge and action for moving us toward the future. Knowles (1990) indicated that “ *The field of adult education has long sought a glue to bind its diverse institutions, clients, and activities into some sense of unity; perhaps andragogy will give at least a unifying theory. And, extended in its application to the concept of lifelong education and learning, perhaps andragogy will provide a unifying theme for all of education*” (p. 53).

### **Andragogy and Lifelong Learning**

Andragogy remains one of the dominant models of adult education ( Blaszcak, 2012), especially in this knowledge-based society, where knowledge is, simultaneously, the autonomic value and powerful social capital. Hence, lifelong learning is very important which can ultimately lead to the formation of a lifelong learning society. Andragogy has a role to play in contributing to lifelong learning (Henschke, 2016), also influencing economic ( Henschke, 2013b) and social development. Charungkaittikul (2011) and Charungkaittkil and Henschke (2014) mentioned that lifelong learners are the main component in learning society development. We need to rediscover this - a not very visible value in the language of lifelong learning.

The individual is at the heart of a lifelong learning system, and the realization of lifelong learning depends to a large degree on the capacity and motivation of individuals to take care of their own learning (Tuijnman & Bostrom, 2002). Adult education is about being prepared in adult life to act in the cause of right because we are free individuals (Freire, 1972), even to be prepared to learn to resist (Newman, 2006) the powers that be. Henschke (2013a) pointed out that “ *andragogy is a scientific discipline for the study of*



*the theory, processes, technology, and anything else of value and benefit including learning, teaching, instructing, guiding, leading, and modeling or exemplifying ways of live, which would bring adults to their full degree of humaneness.*” (p.1) Zmeyov (1998) indicated that andragogy is *“the theory of adult learning that sets out the fundamentals of the activities of learners and teachers in planning, realizing, evaluating and correcting adult learning”* (p. 106).

Additionally, an andragogical model focuses on procedures and resources aiding a learner in assimilating information and skills, aiming to improve the quality of adult life. Therefore, the role of andragogy in the 21<sup>st</sup> century is to support lifelong learning in three different aspects: economic progress and development; personal development and fulfilment; and, social inclusiveness, democratic understanding and activity. With these triadic concepts of lifelong learning (Aspin and Chapman, 2001), the first element can be seen to represent the human capital perspective, the second element may represent both the personal and human capital perspectives, while the third is indicative of a social capital perspective on the concept of lifelong learning (Schuller and Field, 1998; Field, 2001; OECD, 2001b).

The two concepts of andragogy and lifelong learning are important in shaping an individual to enhance the capabilities in both personal and professional development. Nowadays, the combining of adult education and lifelong learning constitutes one of the most significant factors influencing individual growth, economic growth and social development. (Błaszczak, 2013 and Henschke, 2013b).

### **Andragogy and Human Resource Development**

Human Resource Development (HRD) and andragogy share this interest in the facilitation of adults in their learning and professional development (Kessels, 2015), as

well as to increase the human capital in knowledge, understanding, skill, attitude, value, and interest that an individual possesses to make an individual a productive worker (Besanko, Dranove, & Stanley, 1996). Adult learning is defined as the process of adults gaining knowledge and expertise; it is inextricably intertwined with the practices and processes of HRD.

To obtain the aforementioned aim, Knowles (1980, 1990) emphasized that the organization needs to provide firstly, an educative environment which allows learning activities to adults and provide an environment that conductively facilitates learning (e.g., 1. respect for personality; 2. participation in decision-making; 3. freedom of expression and availability of information; 4. mutuality of responsibility in defining goals, planning, and conducive activities, and evaluating). Secondly, the organization should practice a democratic philosophy which is characterized by a concern for persons' development, a deep conviction as to the worth of every individual, and faith that people will make the right decisions for themselves if given the necessary information and support. Lastly, in this globalization world, exemplifying change and growth is very much needed for the organization to keep up with those changes (Knowles, 1980, 1990). This proposition is based on the premise that an organization tends to serve as a role model for those it influences. If its purpose is to encourage its personnel, members, or constituents to engage in a process of continuous change and growth, it is likely to succeed to the extent that it models the role of organizational change and growth. Therefore, that an organization must be innovative as well as democratic if it is to provide an environment conducive to learning.

Andragogy is a means available to organizations for furthering both learning individual and environment development purposes. Knowles (1980, 1990) suggests that successful change in corporations is somewhat dependent upon having a transforming

environment of innovation, rather than having a static environment. In such dimensions as structure, atmosphere, management philosophy and attitudes, decision making and policymaking, and communication (Knowles, 1980, 1990). Most people need a model for organizational transformation to take place. A teacher's most potent tool, for helping to transform learners and learning, is the example of her/his own behavior (and we would add his/her own way of knowing what he or she thinks she/he knows); then, it stands to reason that an organization's most effective instrument of influence for transformation and change in human capital management is the model of its own behavior and having a grasp of its own epistemology (how it knows what it knows). Moreover, an organization needs to be innovative in providing an environment conducive to the kind of learning (change) that leads to transformation into staying ahead of the curve in human capital management (Henschke, 2009).

HRD is based in learning, and every HRD practitioner should have the knowledge and understanding of the theories of Adult Learning (Nadler, 1989). It also places a heavy responsibility on the manager. Knowles (1972) had earlier turned his attention to the role of the manager as an educator of adults, the one who can release and develop the potential of the human resources that are his company's principle asset. Consequently, andragogy can easily be viewed as one of the founding building blocks for HRD. Focusing on the learning and development aspects of adults in the context of their professional work, andragogy has offered valuable principles for organizing meaningful learning environments. HRD and andragogy share this interest in the facilitation of adults in their learning, professional development, and work setting.

## **Andragogy and Elements of Organizational Learning Capacities for Economically Flourishing**

The andragogy concept is also a method that can increase the capacities of human resources in the organization using several past studies (e.g., Knowles, 1980, Henschke, 1989; Stanton, 2005; Chiva & Algre, 2009; and Vatcharasirisook, 2011).

### ***The Andragogical Modified Instructional Perspectives Inventory (MIPI)***

Using andragogical principles, supervisors/ adult educators can perform an important role in supporting, facilitating, and helping subordinates/ learners to achieve subordinates' and the organization' s goals. The Andragogical Modified Instructional Perspectives Inventory [MIPI] has been validated three times and used in 25 completed doctoral dissertations in five USA universities. As this Inventory is understood and used appropriately, it shows participants' job satisfaction and desire to stay learning and working within their organization. Additionally, in Cronback' s alpha validation, the factors show ' Teacher Trust of Learners' as consistently the strongest factor in the inventory (Henschke, 2016). Moreover, this strength of trust has been consistent throughout using the MIPI. To be effective, an andragogue needs to combine the reciprocity among empathy, trust, and sensitivity in concert with the ability and potential of learners for the same, to understand the learning process and interact with facilitators effectively in making the right choices. However, supervisor insensitivity toward subordinates was a direct predictor of employee desire to leave the company. He believes that the MIPI, which was created based on andragogical concepts, is the best tool to investigate supervisors' characteristics to promote organizational learning capacity (OLC).

***The five elements of organizational learning capacity***

The five facilitating OLC factors proposed by Chiva and Alegre (2009) to promote learning in organizations are experimentation, risk taking, interaction with the external environment, dialogue, and participative decision making.

The reciprocity of empathy, trust and sensitivity is being enhanced by the OLC factors to strengthen job satisfaction, and fosters learners', supervisees', workers' desire to retain employment with their corporation which may reduce costs of new learners, supervisees, and of all workers (Henschke, 2016). In fact, all seven factors of the MIPI influence the five dimensions of organizational learning capacity and promote organizational learning and increase productivity.

***The four best strategies for leadership in organizational learning***

In real work situations, it is not the work ethic which has declined. Rather, it is leaders who have failed to instill vision, meaning and trust in deploying their followers; also failing to empower them. Vatcharasirisook and Henschke (2011) revealed that for those learning and innovative organizations to contribute to the productivity, well-being and economic viability of an enterprise in today's world, leaders and their strategies seem to be among the most important aspects for taking charge to move this idea into reality and make them flourish economically even in the down economy. Bennis (1984) pointed out the four best strategies for leadership in organizational learning. The four strategies of management: strategy I: ATTENTION Through Vision; strategy II: MEANING Through Communication; strategy III: TRUST Through Positioning; and strategy IV: The Deployment of SELF Through Positive Self-Regard. And the Wallenda Factor Leadership is the marshaling of skills possessed by a majority but used by a minority. Knowles (1990) indicated the form of leadership, which releases the creative energy of

the people being led. He described that creative leaders: (1) make a different set of assumptions (essentially positive) about human nature from the assumptions (essentially negative) made by controlling leaders; (2) accepts as a law of human nature that people feel a commitment to a decision in proportion to the extent that they feel they have participated in making it; (3) believe in and use the power of self-fulfilling prophesy; (4) highly value individuality; (5) stimulate and reward creativity; (6) are committed to a process of continuous change and are skillful in managing change; (7) emphasize internal motivators over external motivators; and (8) encourage people to be self-directing.

Finally, the conclusion was reached that all research studies outlined six sections depicting andragogy: Evolution of the Term Andragogy; Historical Antecedents Shaping the Concept of Andragogy; Comparison of the American and European Understandings of Andragogy (and also other countries around the world); Popularizing and Sustaining the American and World-Wide Concept of Andragogy; Practical Applications of Andragogy for individual, organization, and society; and, Theory, Research, and Definition of Andragogy. (Cooper and Henschke, 2001b). Andragogy is an educational approach needed for adults both individual and society. There are still numerous additional documents 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.

## References

- Anderson, M. L., & Lindeman, E. C. (1927). Education through Experience: An Interpretation of the Methods of the Academy of Labor, Frankfurt-Am-Main, Germany. *Workers' Education Research Series*, Monograph no. 1, New York: Workers Education Bureau Press, Inc.
- Aspin, D., & Chapman, J. (2001). Towards a philosophy of lifelong learning. In D. Aspin, J. Chapman, M. Hatton, & Y. Sawano (Eds.), *International handbook of lifelong learning* (pp. 3-33). New York, NY: Springer.
- Bennis, W. (1984). Leaders: The strategies for taking charge. *Train and Development Journal* (August, 1984), pp. 16-19.
- Besanko, D., Dranove, D., & Stanley, M. (1996). *Economics of Strategy*. New York: John Wiley.
- Blaszczak, I. (2013). Contemporary Perspectives in Adult Education and Lifelong Learning: Andragogical Model of Learning. *Bulgarian Comparative Education Society*, 305-310.
- Chiva, R., & Algre, J. (2009). Organizational learning capability and job satisfaction: An empirical assessment in the ceramic tile industry. *British Journal of Management*, 20, 323-340.
- Cisco. (2010). *The learning society*. CA: Cisco Public Information.
- Charungkaittikul, S. (2011). *The scenario of a learning society model toward promoting a positive paradigm shift for communities*. Unpublished doctoral dissertation, Chulalongkorn University, Bangkok.
- Charungkaittikul, S., & Henschke, J. A. (2014). Strategies for Developing a Sustainable Learning Society: An Analysis of Lifelong Learning in Thailand. *International Review of Education*, 60(4), 499-522.

- Cooper, M. K., & Henschke, J. A. (2001a). Andragogija, Osnove Teorije, Istrazivanja I Prackticnog Povezivanja,” [title of translation] (translation from English into Serbian: Kristinka Ovesni), *Andragoske Studije Journal*, 8, br. 1-2, Belgrade.
- Cooper, M. K., & Henschke, J. A. (2001b). Andragogy: It’s Research Value for Practice. In W. Hines (Ed.), *Proceedings of the Midwest Research-to-Practice Conference in Adult, Continuing and Community Education* (pp. 47-53). Charleston, IL: Eastern Illinois University.
- Field, J. (2001). Lifelong education. *International Journal of Lifelong Education*, 20(1-2), 3-15.
- Freire. P. (1972). *Cultural action for freedom*. Harmondsworth: Penguin.
- Gelpi, E. (1999). Future of work and adult learning. In M. Singh (Ed), *Adult Learning and the Future of work* (pp. 29-35). UNESCO, Hamburg: Robert Seeman.
- Hartree, A. (1984). Malcolm knowles’ theory of andragogy. A critique. *International Journal of Lifelong Education*, 3(3), 203-210.
- IAEC (International Association of Education Cities). (2012). Member cities of the IAEC. Retrieved from <http://www.edcities.org/en/list-of-member-cities/>.
- Kwon, I. T., & Schied, F. M. (2009). *Building communities into lifelong learning cities: The case of the Republic of Korea*. Retrieved from [www.adulterc.org/Proceedings/2009/proceedings/kwon\\_schied.pdf](http://www.adulterc.org/Proceedings/2009/proceedings/kwon_schied.pdf).
- Longworth, N. (2006). *Learning cities, learning regions, learning communities. Lifelong learning and government*. London, UK: Routledge
- 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. (2009). *Movement toward staying ahead of the curve in developing and managing human capital*. IACE Hall of Fame Repository.
- Henschke, J. A. (2011). Considerations regarding the future of andragogy. *Adult Learning*, 22(1-2), 34-37.
- Henschke, J. A. (2012). 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, Chapter 30.
- Henschke, J. A. (2013a). *Super Andragogy*. Presented at the Lifelong Learning for All International Conference (LLL2013). Retrieved from [http://works.bepress.com/john\\_henschke/72/](http://works.bepress.com/john_henschke/72/)
- Henschke, J. (2013b). 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. 115-138). Hershey, PA: Information Science Reference.
- Henschke, J.A. (2015). *Recent critical discoveries included in global andragogical perspectives*. IACE Hall of Fame Repository.
- Henschke, J.A. (2016). *The 2016 update of the history and philosophy of andragogy including influential new perspectives from an unauthorized – English translation of dusan savicevic’s 2000 work on roots in the development of andragogy from ancient times*. Presentation at the Commission of Professors of Adult Education “Dialogues in Andragogy”. November 11, 2016. Albuquerque, New Mexico USA
- Knowles, M. S. (1968a, April). Androgogy, not pedagogy. *Adult Leadership*, 16, 350-352.

- Knowles, M. S., (1968b, October). How andragogy works in leadership training in the Girl Scouts. *Adult Leadership*, 17, 161-162, 190-194.
- Knowles, M. S., (1969). An Experiment with Group Self-Directed Learning: The Learning Teaching Team, Chapter 13 In P. Runkel, R. Harrison & M. Runkel (Eds.), *The changing college classroom*. (pp. unknown). San Francisco: Jossey-Bass.
- Knowles, M. S. (1970). *The Modern practice of adult education: Andragogy vs. pedagogy*. New York: Association Press.
- Knowles, M. S. (1990). *The Adult learner: A neglected species* (4th ed.). Houston: Gulf Publishing Company.
- Knowles, M. S. (1991). *Lifelong learning: A dream*. Retrieved October 24, 2009 from [http://www.newhorizons.org/future/Creating\\_the\\_Future/crfut\\_knowles.html](http://www.newhorizons.org/future/Creating_the_Future/crfut_knowles.html)
- Knowles, M. S. (1993). Contributions of Malcolm Knowles. In K. Gangel & J. Wilhoit (Eds.), Chapter 6 (Pp. 91-103), *The Christian educator's handbook on adult education* Wheaton, IL: Victor Books – A Division of Scripture Press.
- Knowles, M. S. (1995). *Designs for adult learning: Practical resources, exercises, and course outlines from the father of adult learning*. Alexandria, VA: American Society for Training and Development.
- Knowles, M. S. (1996). Adult Learning. In R.L. Craig (Ed.), *ASTD training & development handbook: A guide to human resource development* (4th Ed.) (pp. 254-265). New York: McGraw Hill.
- Kapp, A. (1833). *Die Andragogik Ober Bildung im Mannlichen Alter. Platons Erziehungslehre, als Padagogik fur die Einzelnen und als Staatspadagogik*. Germany: Minden und Leipzig.

- Kessels, J. W. M. (2015). Andragogy. In R. Poell, T.S Rocco, & G. Roth (Eds.). *The Routledge Companion to Human Resource Development*. Chapter 2, 13 - 20. New York: Routledge Oxford.
- Lindeman, E. C. (1926a). Andragogik: The method of teaching adults. *Workers' Education*, 4, 38.
- Lindeman, E. C. (1926b, 1961). *The meaning of adult education*. Montreal: Harvest House.
- Mezirow, J. (1981, Fall). A Critical Theory of Adult Learning and Education. *Adult Education*, 32(1), 3–24.
- Nadler, L., & Nadler, Z. (1989). *Developing human resources* (3rd ed.). San Francisco, CA: Jossey-Bass.
- Newman. M. (2006). *Teaching Resistance*. San Francisco: Jossey Bass.
- OECD. (1998). *High level seminar on competitive strength and social cohesion through learning cities and regions: Concepts, developments, evaluation*. Paris, France: Center for Research and Innovation.
- OECD. (2000). *Knowledge management in the learning society*. Paris: OECD.
- OECD. (2001a). *Cities and regions in the new learning economy*. Paris: OECD.
- OECD. (2001b). *The well-being of nation: The role of human and social capital*. Paris: Center for Educational Research and Innovation.
- Reischmann, J. (2004). *Andragogy: History, Meaning, Context, Function*. At: <http://www.andragogy.net>. Version Sept. 9, 2004.
- Risley, L. (2012). *Exploring congruency between John A. Henschke's practice and scholarship*. (Unpublished doctoral dissertation), School of Education, Lindenwood University, St. Charles, MO.
- Rosenstock-Huessy, E. (1925). *Andragogy – 1925*, Retrieved October 26, 2005, <http://www.argobooks.org/feringer-notes/t24.html>

- Schuller, T. and Field, J. (1998). Social capital, human capital and the learning society. *International Journal of Lifelong Education*, 17 (4), 226-235.
- Simpson, J. A. (1964). Andragogy. *Adult Education*, 37(4), 186–194.
- Su, Ya-hui. (2010). The learning society: Two justifications. *Australian Journal of Adult Learning*, 50 (1), 10-25.
- 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.
- Tuijnman, A., & Boström, A.K. (2002). Changing notions of lifelong education and lifelong learning. *International Review of Education*, 48(1), 93–110.
- UNESCO. (2016). *Recommendation on adult learning and education*. France: The United Nations Educational, Scientific and Cultural Organization and UIL. Retrieved from file:///C:/Users/user/Desktop/adult%20learning\_UNESCO.pdf
- 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, Missouri.
- Vatcharasirisook, V., & Henschke, J. A. (2011). *Organizational learning and employee retention: A focus study examining the role of relationships between supervisors and subordinates*. Presented at the Midwest Research-to-Practice Conference in Adult, Continuing, and Community Education, Lindenwood University, St. Charles, MO, September 21-23, 2011.
- Zmeyov, S. I. (1998). Andragogy: Origins, developments and trends. *International Review Education*, 44(1), 103-108.

## CHAPTER 3

### PROCESS

In this chapter, andragogical approach, as a key element for creating a sustainable lifelong learning society; and instruments, for developing a lifelong learning society using andragogical concepts are mainly described for formulating more comprehensive lifelong learning society development strategies in the future.

Delivery of content is a pedagogy while facilitator/engager in the process of learning is andragogy. Thus, to carry the learning contract through this learning more purposefully and with greater motivation, it is needed different ways of thinking about learning. Typically, we think of learning as what takes place in school – it is “being taught.” To be adequate for our strange new world we must come to think of learning as being the same as living. Knowles (1975) indicated that we must learn from everything we do; we must exploit every experience as a “learning experience.” Every institution in our community – government agency, store, recreational organization, church – becomes a resource for learning, as does every person we have access to – parent, child, friend, service provider, doctor, teacher, fellow worker, supervisor, minister, store clerk, and so on and on. Learning means making use of every resource – in or out of educational institutions – for our personal growth and development.

The foundation of implementation this project comprises of andragogy, and self-directed learning (SDL). *Andragogy* – the comprehensive umbrella theoretical perspective of study of bringing adults to their full degree of humaneness; and, with *self-directed learning (SDL)* being perceived as perhaps the major way that andragogy may be implemented for the advancement of a humane world learning society. From Knowles (1970, 1980) comes the suggestion that it is possible for andragogy to be somewhat of a

comprehensive theoretical umbrella concept for learning, growth, development, action and impetus for moving a nation and the worldwide society constructively forward. He also asserts that self-directed learning (SDL) is somewhat akin to andragogy. Moreover, he perceives SDL as perhaps the major way that andragogy may be implemented for the advancement of the world society. Some may contest this, but I will provide some suggestions on how SDL may be considered for this very effort. First, one may start experimenting with the concept, even if she/he has no awareness of having previously self-directed in learning. This is a reflective experience. Second, after one has an initial experience of becoming aware of his/her own SDL, taking responsibility for one's own learning may be a next step. Third, one may want to concentrate on advancing her/his level of skill in SDL. A natural fourth step may be in becoming a facilitator of SDL in others, even in an informal setting.

### **Andragogical Conceptual Framework**

#### **Assumptions:**

**Concept of the learner** – As adults, we have a deep psychological need to be self-directing—to be perceived by others and treated by others as able to take responsibility for ourselves. When we find ourselves in situations where we feel others imposing their wills on us without our participation in making decisions that affect us, we feel resentment and resistance. Educators of adult learners need to know and use the strategies that have been developed for helping adults to make a quick transition from seeing themselves as being dependent learners to becoming self-directed learners.

**Role of the learner's experience** – Adults enter into an educational activity with a greater volume and a different quality of experience than youths. The greater volume is

obvious—the longer we live, the more experience we accumulate. The difference in quality of experience arises from the different roles adults and young people perform.

This difference in experience affects the planning and conducting of an educational activity. It means that adults are themselves the richest learning resource for one another for many kinds of learning. Hence, the greater emphasis in adult education is on such techniques as group discussion, simulation exercises, laboratory experiences, field experiences, problem-solving projects, and interactive media.

The differences in experience also assume greater heterogeneity in groups of adults. The range of experience in a group of adults of various ages will be greater than with a group of same-aged youths. Consequently, adult education emphasizes individualized learning plans, such as learning contracts.

**Readiness to learn** – Adults become ready to learn when they experience a need to know or be able to do something to perform more effectively in some aspect of their lives. Among the chief sources of readiness are the developmental tasks associated with moving from one stage of development to another. Any change—marriage, the birth of children, the loss of a job, divorce, the death of a friend or relative, or a change of residence—can trigger a readiness to learn. But we don't need to wait for readiness to develop naturally. We can induce readiness by exposing learners to more effective role models, engaging them in career planning, and providing them with diagnostic experiences to assess the gaps between where they are now and where they want and need to be in terms of their personal competencies.

**Orientation to learning** – Because adults are motivated to learn after they experience a need, they enter an educational activity with a life-, task-, or problem-centered orientation to learning. The chief implication of this assumption is the importance of organizing learning experiences (i.e., the curriculum) around life situations, rather than

according to subject-matter units. For example, instead of calling courses Composition I, II, III, they might be labeled as Writing Better Business Letters, Writing for Pleasure and Profit, and Improving Your Professional Communications in an adult education program.

**Motivation to learn** – Although the andragogical model acknowledges that adults will respond to some external motivators—for example, a chance for promotion, a change of jobs, or a change in technology—it proposes that the more potent motivators are internal—such benefits as self-esteem, recognition by peers, better quality of life, greater self-confidence, self-actualization, and so on. Adults may not be motivated to learn what we have to teach them. Consequently, educators of adults need to focus their efforts around how their subject matter relates to the internal motivators of adult learners that we just mentioned.

**Why learn something** – Adults have a need to know a reason that makes sense to them, as to why they should learn some particular thing—why they need to learn the subject matter the teacher has to teach them. Adults will expend considerable time and energy exploring what the benefits may be of their learning something, and what the costs may be of their not learning it before they are willing to invest time and energy in learning it. Therefore one of the first tasks of the educator of adults is to develop a “need to know” in the learners—to make a case for the value *in their life performance* of their learning what we have to offer. At the minimum, this case should be made through testimony from the experience of the teacher [ who needs to become increasingly a facilitator of learning] or a successful practitioner; at the maximum, by providing real or simulated experiences through which the learners experience the benefits of knowing and the costs of not knowing. It is seldom convincing for them to be told by someone [like the professor] that it would be good for them.



There is a growing body of knowledge about how adults learn and a body of technology for facilitating learning, and this is changing the role of teacher/professor and requiring that he or she know things few professors/teachers know and probably none of his or her associates knows. In working with adult learners in educational contexts the professor must know, believe in and be skillful with *andragogy*—the art and science of helping adults learn—and how it differs from *pedagogy*—the art and science of teaching youth...This is the mark of a professional.

### **Teaching Technologies**

**Preparing the learners for the program/course** – A most common introduction to the participants is sharing the purpose, objectives, meeting time and place, potential benefits, the participatory nature of the learning design so the adult learners develop some realistic expectations about how they will be involved, and things to think about such as what special needs, questions, topics, and problems they hope will be dealt with.

The first question an andragog asks in constructing a process design, therefore, is “What procedures should I use to help prepare the adult learners to become actively involved in this course and to meet their expectations?”

**Setting the climate** – A climate conducive to learning is a prerequisite for effective learning. Two aspects of climate are important: physical and psychological.

- **Physical climate** – The typical classroom setup, with chairs in rows and a lectern in front, is probably the one least conducive to learning that the fertile human brain could invent. It announces to anyone entering the room that the name of the game here is one-way transmission—the proper role for the students is to sit and listen to the professor. The effective educator of adults makes a point of getting to the classroom well

before the learners arrive. If it is set up like a traditional classroom, consider moving the lectern to a corner and rearrange the chairs in one large circle or several small circles. If tables are available, place five or six at a table. A bright and cheerful classroom is a must.

- **Psychological climate** – Important as physical climate is, psychological climate is even more important. The following characteristics create a psychological climate conducive to learning:

- **A climate of mutual respect.** Adults are more open to learning when they feel respected. If they feel that they are being talked down to, ignored, or regarded as incapable, or that their experience is not being valued, then their energy is spent dealing with these feelings at the expense of learning.

- **A climate of collaboration.** Because of their earlier school experiences where competition for grades and the professor's / teacher's favor was the norm, adults tend to enter into any educational activity with rivalry toward fellow learners. Because peers are often the richest resources for learning, this competitiveness makes these resources inaccessible. There are climate-setting exercises that can be used to open courses which put the learners in to a sharing relationship from the beginning for this reason.

- **A climate of mutual trust.** People learn more from those they trust than from those they aren't sure they can trust. And here educators of adults [ones who seek to help adults learn] put in a position of teacher of adults, are at a disadvantage. Students in schools learn at an early age to regard teachers [ and professors] with suspicion until teachers / professors prove themselves to be trustworthy. Why? For one thing, they have power over students; they are authorized to give grades, to determine who passes or fails, and they hand out punishments and rewards. For another thing, the institutions in which they work present them as authority figures. Professors will do well

to present themselves as a human being rather than as an authority figure, to trust the people they work with and to gain their trust.

- **A climate of support.** People learn better when they feel supported rather than judged or threatened. Teachers of adult learners try to convey their desire to be supportive by demonstrating their acceptance of them with an unqualified positive regard, empathizing with their problems or worries, and defining their role as that of helper. It will help for professors to organize the learners into peer-support groups and coach them on how to support one another.

- **A climate of openness and authenticity.** When people feel free to say what they really think and feel, they are more willing to examine new ideas and risk new behaviors than when they feel defensive. If professors demonstrate openness and authenticity in their own behavior, this will be a model that the adult learner will want to adopt.

- **A climate of pleasure / fun.** Learning should be one of the most pleasant and gratifying experiences in life; it is, after all, the way people can achieve their full potential. Learning should be an adventure, spiced with the excitement of discovery. It should be fun. Dullness is the unacceptable part of the adult learners' previous educational experience, and the professor will improve the learning climate by making a lot of use of spontaneous [not canned] humor.

- **A climate of humanness.** Learning is a very human activity. The more people feel they are being treated as human beings, the more they are likely to learn. This means providing for human comfort—good lighting and ventilation, comfortable chairs, availability of refreshments, frequent breaks, and the like. It also means providing a caring, accepting, respecting, and helping social atmosphere.

The second question an andragog asks in constructing a process design is “What procedures should I use with this particular group to bring these climatic conditions into being?”

**Involving learners in mutual planning** – The andragogical process model emphasizes learners sharing the responsibility for planning learning activities with the facilitator. There is a basic law of human nature at work here: People tend to feel committed to any decision in proportion to the extent to which they have participated in making it. The reverse is even more true: People tend to feel uncommitted to the extent they feel that the decision or activity is being imposed on them without their having a chance to influence it.

The professor will increase learner commitment if they make clear they are coming in with a *process plan*—a set of procedures for involving them in determining the content of their study. Learners need the security of knowing that the professor has a plan, but even this process plan is open to their influence. It may be well to use teams of participants, with each team having responsibility for planning one unit of the course.

The third question the andragog answers in developing a process model, therefore, is “What procedures will I use to involve the learners in planning?”

**Diagnosing their own learning needs** – At the very simplest level, learners can share in small groups what they perceive their needs and interests to be regarding the acquisition of knowledge, understanding, skill, attitude, value and interest in a given content area of the course. One member of each group can volunteer to summarize the results of this discussion. This way, the learners will at least enter into the learning experience with some awareness of what they would like to get out of it. A learning need is not a need unless perceived so by the learner. It is possible to induce a deeper and

more specific level of awareness by having learners engage in some of the new body of technology being developed for facilitating this process, with emphasis on such self-diagnostic procedures as in simulation exercises, assessment techniques, competency-based rating scales, and videotape feedback.

So the fourth set of questions the androgog asks in constructing a process design is “What procedures will I use in helping the participants diagnose their own learning needs?”

**Translating the learning needs into objectives** – Having diagnosed their learning needs, participants now face the task of translating them into learning objectives—positive statements of directions of growth. Some kinds of learning [such as identifying criteria for various steps in accomplishing a particular task] lend themselves to objectives stated as terminal behaviors that can be observed and measured. Others [such as decision-making ability] are so complex that they are better stated in terms of direction of improvement.

The fifth question the andragog asks is “What procedures can I use for helping involve the adult learner in translating their learning needs into learning objectives?”

**Designing a pattern of learning experiences** – Having formulated the learning objectives, the professor and the adult learner then have the mutual task of designing a plan for achieving them. This plan will include identifying the resources most relevant to each objective and the most effective strategies for utilizing these resources. Such a plan is likely to include a mix of total group experiences [including input by the professor], and subgroup [learning-teaching team] experiences, and individual learning projects. A key criterion for assessing the excellence of such a design is, “how deeply are the learners involved in the mutual process of designing a pattern of learning experiences?”

So the sixth question the andragog asks is “ What procedures can I use for involving the learners with me in designing a pattern of learning experiences?”

**Helping adult learners manage and carry out their learning plans** – Learning contracts are a most effective way to help learners structure and conduct their learning. Students [ adult learners] contract with the professor to meet the requirements of the university courses in which they are enrolled. [Incidentally, even though there may be a number of nonnegotiable requirements in university courses, the means by which learners accomplish the required objectives can be highly individualized.] Students going out on a field experience, such as a practicum or internship, will contract with the professor and the field supervisor. Contracts may also be specify how the learner is going to continue to learn on their own. Learning contracts are also used for continuing personal and professional development.

The seventh question that andragog asks is “What procedures can I use to make certain the learners are full engaged and involved with me in managing and carrying out their learning plan?”

**Evaluating the extent to which the learners have achieved their objectives** – In many situations institutional policies require some sort of “objective” (quantitative) measure of learning outcomes. However, the recent trend in evaluation research has been to place increasing emphasis on “subjective” (qualitative) evaluation—finding out what is really happening inside the learners and how differently they are performing in life. In any case, the andragogical model requires that the learners be actively involved in the process of evaluating their learning outcomes.

The eighth question, therefore, that the andragog asks is “What procedures can I use to involve the learners responsibly in evaluating the accomplishment of their learning objectives and meeting the course requirements?”

By answering these eight sets of questions, the professor [the facilitator of adult learning] emerges with a *process design*—a set of procedures for facilitating the acquisition of the course content by the adult learner.

### **Fostering Self-direction in Learning**

Fostering Self-Direction in Learning is the major way to implement Andragogy. Combs (1966) fosters a movement toward self-direction in learners by outlining four things that are needed:

1. We need to believe this is important,
2. We need to trust the human organism to be able and willing to self-direct,
3. We need to adopt an experimental attitude toward supporting them as they learn [and make some mistakes as well as successes] to and grow in self-directing, and,
4. We need to provide the opportunity to practice and become very competent in self-direction.

To implement each one of these steps, the adult educators have to ask people including yourself to make a paradigm shift.

### **Developing a Learning System in Self-Direction**

Niebuhr's (1981) paradigm shift leans very much, toward what he asserts *Coherence – a balanced way of life – is a species requirement*. However, he cautions that the agencies that once provided it have been disintegrating. Nonetheless, he identifies some promising strategies and ventures:

Two Constructs and Three Tasks are necessary in order to improve the human learning system paradigm.

*First, the Two Constructs:*

1. It is time to conceptualize, comprehend, and make the human learning system an object of policy and program.

2. It is also time to conceptualize, comprehend, and specify in broader yet more explicit terms the individual's role and responsibility within the human learning system.

He proposes that *self-directed development* be used to describe the individual's learning tasks in achieving a coherent and balanced strategy or theory of living. To this he adds that the construct of the human learning system is a useful reminder to: a. all the institutions and professions in the system that they are part of a larger societal process; and, b. individuals of their personal responsibility in the process of constructing and living their lives.

*Second, the Three Tasks* which flow from the two constructs:

1. Educating the citizenry on self-directed development;
2. Adjusting institutional processes to support self-directed development; and,
3. Developing institutional coalitions to synergize the process at the local level.

Hence, these strategies and ventures (2 constructs and 3 tasks) are essential for the adult educator to improve the human learning system paradigm. In addition, the emphasis of the whole process will be the commitment of the people who are going to be involved in implementing this continuously. It is important for the process to enhance a believe system of different people implanted that support the idea of moving forward.

Finally, learning contract is based on the concept of self-directed learning (Hiemstra, 1994). It is the main learning resource for enhancing the inquiry of both self-



directed learner and facilitators of self-directed learning into ideas and skills required for performing these respective roles. For learner (1) setting a climate, (2) diagnosing needs for learning, and (3) designing a learning plan, are the main process needed. A teacher or a group of peers can ask learners such questions as:

- a. Are the learning objectives clear, understandable, and realistic?
- b. Can they think of other objectives you might consider?
- c. Do the learning strategies seem reasonable?
- d. Can they think of other resources and strategies you might consider?
- e. Does the evidence seem relevant to the various objectives?
- f. Can they suggest other evidence you might consider?
- g. Are the criteria and means for validating the evidence clear, relevant, and convincing?
- h. Can they think of other ways to validate the evidence you might consider?

For teacher,

### **Lifelong Learning Resource Macro-System**

A lifelong learning resource system would be a consortium of all learning resources in a community. This lifelong learning center would be to help move learners away from just "Being A Knowledgeable Person" toward "Being A Competent Person".

The highest competence would be:

- Continuous, Self-Directed, Lifelong Learning;
- The ability continuously to (a) anticipate new conditions and (b) change in ways that would enable a learner to avoid becoming obsolete.

This will be an educational learning system that would:

- develop cooperative people who

- see themselves as local and global citizens,
- are highly creative,
- are self-directed learners, and
- foster learning so that people will become
- expandingly, not
- statically knowledgeable.

I. All of this is to Take Place in:

- A Lifelong Learning Resource System [LLRS]
- A consortium of all the learning resources in a community, including --
  1. Institutions: (a) specialized educational institutions; (b) religious institutions; (c) health and social service agencies; (d) governmental agencies; (e) museums; and, (f) libraries;
  2. Voluntary Organizations: (a) labor unions; (b) consumer and producer cooperatives; (c) civic and fraternal societies; (d) agricultural organizations; (e) youth organizations; political organizations; and, (f) professional societies;
  3. Economic Enterprises: (a) business and industrial firms; (b) farms; (c) markets; and, (d) trade association;
  4. The Media;
  5. Episodic Events: (a) fairs; (b) exhibits; (c) trips; (d) rituals; and, (e) anniversary celebrations;
  6. Environmental Resources: (a) parks; (b) reserves; (c) zoos; (d) forests; (e) deserts; (f) lakes; and, (g) streams; and
  7. People: (a) elders; (b) specialists; (c) families; and, (d) neighborhoods.

## II. Operational Policies and Procedures:

1. This LLRS would be established by a governing board; composed of (i) participating institutions; (ii) organizations' economic enterprises; (iii) media; and, (iv) various categories of learners.

2. This LLRS Would Be Managed by (a) professional staff; [see identification and designated roles in 'c' below]; (b) who would be especially learned in (i) lifelong education (1) theory, and (2) practice; (ii) systems theory; (iii) information theory; and, (iv) collaborative administration; (c) the professional staff will consist of competent educators of adult learners [lifelong learners] in such roles as follows: (i) educational diagnosticians; (ii) level of learning assessors; (iii) educational planning consultants; (iv) resource people/ content specialists; (v) administrators; (vi) information processors; (vii) coordinators; (viii) facilitators of learning; (ix) theoreticians of lifelong learning; (x) practitioners of adult education; (xi) professionals desiring to and being willing to help others learn, grow, develop and change; (xii) professional educators in lifelong learning.

3. In each community there would be (a) a main center (b) in which would be located (i) a data base that (1) contains information about all the learning resources available to the community (an educational brokering center), and (2) makes that information available to (a) all members of the system, (b) including individual learners.

4. There would be satellite learning centers within walking distance of every citizen.

### **Lifelong Learning Resource System**

Here is how the LLRS learning center\_would work for each person

1. A person would enter the satellite learning center near her/his home
  - a. Starting perhaps at age four or five

- b. Returning periodically for the rest of her/his life.
2. The first experience would be
    - a. having an assessment made of her/his
      - i. level of learning ability
      - ii. her/his current level of skill in
        1. planning and
        2. carrying out a self-directed learning project.
    - b. Skill development exercises would be provided
      - i. for both individual work, and
      - ii. small-group work
  1. in helping her/him to move
  2. to a higher level of ability in self-directed learning -regardless of age.
  3. Next, she/he would be referred to an educational diagnostician, who would
    - a. have access to a set of models of the competencies
    - b. for performing various life roles, such as the following:

### **Life Roles and Competencies**

- The Role of *Learner*, Including Competence in
  - Reading
  - Writing
  - Computing
  - Expressing
  - Articulating
  - Thinking
  - Perceiving

- Anticipating the Future
- Conceptualizing
- Imagining
- Inquiring
- Reflecting
- Contemplating
- Observing
- Experimenting
- Testing Ideas
- Intuiting
- Aspiring
- Diagnosing Learning/Change Needs
- Planning Learning/Change Projects
- Locating and Using Material and Human Resources (Including Computerized

Data Banks)

- Learning Virtually
- Giving and Receiving Help from Peers and Resource People, and
- Evaluating Learning/Change Progress
- Internalizing
- Understanding of and Internalizing Religious and Spiritual Truth

The role of learner, including competence in Reading, writing, computing, expressing, articulating, thinking, perceiving, anticipating the future, conceptualizing, imagining, reflecting, contemplating, observing, experimenting, testing ideas, intuiting, aspiring, diagnosing learning/ change needs, planning learning/ change projects, locating

and using material and human resources (including computerizing data banks), learning virtually, giving and receiving help from peers and resource people, and evaluating learning/ change progress, internalizing, and understanding of and internalizing religious and spiritual truth.

- The Role of *Unique Self*, Including Competence in
  - Self-Analyzing
  - Sensing
  - Goal Building
  - Objectifying
  - Expressing
  - Value-Clarifying
  - Accepting Self and Others, and o Being Authentic

The role of unique self, including competence in self-analyzing, sensing, goal building, objectifying, expressing, value- clarifying, accepting self and others, and being authentic

- The Role of *Friend*, Including Competence in
  - Loving
  - Listening
  - Empathizing
  - Collaborating
  - Sharing
  - Helping
  - Giving Constructive Feedback, and
  - Being Supportive

The role of friend, including competence in loving, listening, empathizing, collaborating, sharing, helping, giving constructive feedback, and being supportive.

- The Role of *Global Citizen*, Including Competence in
  - Caring
  - Participating
  - Leading
  - Decision-Making
  - Discussing
  - Acting
  - Having Perspective (Historical and Cultural)
  - Consciousness Raising
  - Being Able to Understand Appreciate, and
  - Relate to Other Cultures

The role of Global Citizen, including competence in caring, participating, leading, decision- making discussing, acting, having perspective ( historical and cultural) , consciousness raising, being able to understand, appreciate, and relate to other cultures.

- The Role of *Family Member*, Including Competence in
  - Maintaining Health
  - Planning
  - Managing
  - Helping
  - Sharing
  - Buying
  - Saving

- Loving, and
- Taking responsibility

The role of Family Member, including competence in maintaining health, planning, managing, helping, sharing, buying, saving, loving, and taking responsibility.

- The Role of *Worker*, including Competence in Career Planning
  - Continuing Vocational and Professional Development
  - Using Technical Skills
  - Accepting Supervision
  - Giving Supervision
  - Getting Along With People
  - Cooperating
  - Delegating, and
  - Managing
  - Leading
  - Traveling

The role of Worker, including competence in career planning, continuing vocational and professional development, using technical skills, accepting supervision, giving supervision, getting along with people, cooperating, delegating, and managing, leading, and traveling.

- The Role of *Leisure-Time User*, Including Competence in
  - Discovering Resources
  - Appreciating the Arts and Humanities
  - Performing
  - Playing



- Relaxing
- Reflecting
- Planning, and
- Risking

The role of Leisure- time User, including competence in discovering resources, appreciating the arts and humanities, performing, playing, relaxing, reflecting, plaining, and risking.

- The Role of *Cultural Literate*, Including Competence in
  - acquiring and retaining the changing foundation of knowledge and values
  - understanding the above as the engine of our culture

The role of Cultural literate, including competence in acquiring and retaining the changing foundation of knowledge and values, and understanding the above as the engine of our culture.

#### 4. At This Point the Educational Diagnostician

- will help her/him determine
- which life role
- at what level of performance
- will be appropriate for
- her/his next stage of development
- engage the learner in a set of performance assessments
- to determine what
  1. knowledge
  2. understanding
  3. skills

4. attitudes
5. values, and
6. interests
  - she/he would need to acquire
  - in order to achieve the level of performance that was agreed upon
  - Some of this assessment process would be in
  - small group activity
  - in conjunction with self-administered assessment modules

5. The Learner Would Leave the Educational Diagnostician with " Profile of Diagnosed Learning Needs"

6. Next, the learner would be referred to an Educational Planning Consultant.

- This Person

- would have immediate access to the data bank of learning resources, and

- would work with the learner (*again, often in groups*) in designing a

learning plan that would specify

1. the learning objectives derived from the diagnosed learning needs

2. the resources that the learner would ultimately utilize in accomplishing

each objective

3. perhaps a time frame for completing each objective

4. the evidence to be collected to indicate the extent to which each

objective has been accomplished, and

5. the means by which the evidence would be validated

*(preferably through some form of performance assessment rather than mere information recall)*

7. The learner would then
  - go to the learning resources specified in the learning plan, wherever they might be in the community, and
  - carry out the plan.
8. Upon completion of the learning plan
  - the learner would return to the llrs center
  - for a rediagnosis of learning needs, and
  - the development of a next-level learning plan
  - this process may be repeated throughout the lifetime of the learner

This process can best be described as a "spiral" of learning projects, in contrast to a linear curriculum.

### **Competent Educators of Adult Learners [Lifelong Learners]**

- Educational Diagnosticians
- Level of Learning Assessors
- Educational Planning Consultants
- Resource People/Content Specialists
- Administrators
- Information Processors
- Coordinators
- Learning Facilitators
- Theoreticians of Lifelong Learning
- Practitioners of Adult Education
- Professional Educators in Lifelong Learning

- Professionals Desiring to and Being Willing to Help Others Learn, Grow, Develop and Change

The purpose of a lifelong learning center would be to help move learners: away from just "Being a Knowledgeable Person" toward "Being a Competent Person". The highest competence would be (1) continuous, self-directed, and lifelong learning; and (2) the ability continuously to (a) anticipate new conditions and (b) change in ways that would enable a learner to avoid becoming obsolete. This will be an educational learning system that would (1) Develop cooperative people who (a) see themselves as local and global citizens, (b) are highly creative, and (c) are self-directed learners, and (2) Foster learning so that people will become expandingly, not statically knowledgeable.

The model of a lifelong learning resources system is based on the following assumptions:

1. Learning is a world of accelerating change must be a lifelong process.
2. Learning is a process of active inquiry with the initiative residing in the learner.
3. The purpose of education is to facilitate the development of the competencies required for performance in life situations.
4. Learners are highly diverse in their experiential backgrounds, pack of learning, readiness to learn, and styles of learning; therefore, learning programs need to be highly individualized.
5. Resources for learning abound in every environment; a primary task of a learning system is to identify these resources and link learners with them effectively.
6. People who have been taught in traditional schools have on the whole been conditioned to perceive the proper role of learners as being dependent on teachers to

make decisions for them as to what should be learned, how it should be learned, when it should be learned, and if it has been learned; they therefore need to be helped to make the transition to becoming self-directed learner.

7. Learning (even self-directed learning) is enhanced by interaction with other learners.

8. Learning is more efficient if guided by a process structure (e.g., learning plan) than by a content structure (e.g., course outline).

### **Steps in creating a lifelong learning resource system (Knowles, 1989)**

1. Identifying all the learning resources in a community, information can be assembled regarding the wide variety of learning resources available in every community, including institutions, voluntary organizations, economic enterprises, the media, episodic events, environmental resources, people, and inner resources of the individual learner, etc.

2. Incorporating information about these resources into a data bank. Its function is to assemble information about the learning resources in a community, organize it according to categories, and make it available for individual learners, teachers, and counselors. This information can be stored in card files, where available, in computer.

3. Establishing a mechanism for policy- making and administration. A cardinal principle in systems theory is that all parties that have a stake in a system should be represented in its management.

4. Designing a lifelong learning process. As Capra (1982, p. 23) puts it, “Systems thinking is process thinking; form becomes associated with process, interrelation with interaction, and opposites are unified through oscillation... The system view is an ecological view.

The learning and education of adults have always been integral parts of human activity and of human aspirations to learn (Savicevic, 2008). This model processes that the process of lifelong learning consists of individual engaging in a series (or perhaps even better, spirals) of learning projects involving these elements: (1) a broadening and deepening of the skills of self-directed inquiry; (2) the diagnosis of learning needs (or perhaps even better, competency-development needs); (3) translation of these needs into learning objectives; (4) identification of human and material resources, including guided experiences, for accomplishing the objectives; (5) designing of a plan of strategies for using these resources; (6) executing the plan; and (7) evaluating the extent to which the objectives have been accomplished.

Finally, the Lifelong Learning Resource System (LLRS) would be a consortium of all learning resources in a community, including the following: (1) institutions: specialized educational institutions, religious institutions, health and social service agencies, governmental agencies, museums, and libraries (2) voluntary organizations: labor unions, consumer and producer cooperatives, civic and fraternal societies, agricultural organizations, youth organizations, political organizations, and professional organizations; (3) economic enterprises: business and industrial firms, farms, markets, and trade associations; (4) the media; (5) episodic events: fairs, exhibits, trips, rituals, and anniversary celebrations; (6) environmental resources: parks, reserves, zoos, forests, deserts, lakes, and streams; and (7) people: elders, specialists, families, and neighborhoods.

The LLRS would operate under policies and procedures established by a governing board composed of representatives of the participating institutions, organizations, economic enterprises, media, and various categories of learners. It would be managed by a professional staff especially trained in lifelong education theory and practice, systems theory, information theory, and collaborative administration. Notice that

there are no "teachers" in this system. There are educational diagnosticians, educational planning consultants, and resource people ( in addition, of course, to administrators, information processors, and coordinators). These are roles that require a very different set of skills, attitudes, and values from those of traditional classroom teachers, and so a process of retaining of teachers would be required to put the system into operation. The resources people would function most like teachers, in that they would be content specialists. However, they would be working with proactive rather than reactive learners; thus, their content resources would be used quite differently from those of traditional teachers.

### **Self-Directed Learning Change**

Self-Directed Learning change focuses primarily on building and strengthening personal habits [competencies, abilities] for application in a specific environment. The process involves adding “ environment” and “ reward” considerations to the change strategies relating to: knowledges, understandings, skills, attitudes, values, and/or interests.

*Definitions of these would be as follows:*

1. To develop KNOWLEDGE about...

*Knowledge – Generalizations about experience; Internalizations of information*

2. To develop UNDERSTANDING of...

*Understanding – Application of information and generalizations*

3. To develop SKILL in...

*Skills – Incorporation of new ways of performing through practice*

4. To develop ATTITUDES toward...

*Attitudes – Adopting of new feelings through experiencing greater success*

*with them than old feelings*

5. To develop VALUES of...

*Values – The adoption and priority arrangements of beliefs*

6. To develop INTEREST in...

*Interest – Satisfying exposure to new activities/experiences*

### **Definition of Competency [Ability, Habit]**

Competency is a cluster of knowledge, understandings, skills, attitudes, values, and interests that are necessary for the performance of a function.

Specifically, self-directed learning change helps learners think about the new and old behaviors (habits, competencies, abilities) and helps them be specific about goals, the efforts involved, and the advantages of changing; and, helps them develop a mental set for the new actions so that (1) \* they'll clearly know when they have succeeded and (2) \* they'll prepare their environment for the new behavior ( e. g. remove concentration distractions for the office or remove themselves from places in the house that will divert their attention from the change they are seeking) so that in weak moments they'll be less likely to deviate from their behavior [self-directed learning) change course.

### **Steps in the self-directed learning change process**

Steps in the self-directed learning change process are illustrated in the “Guide” on the following pages. Self-directed learning change and development guide use the strategies in this guide to help you develop new competencies your goal.

#### **1. The competency in self-directed learning change you want to develop is:**

Choose one from the following list –



- Taking responsibility for my own learning, including diagnosing needs, developing objectives, designing learning experiences, finding resources, evaluating learning outcomes

- Becoming self-confident
- Being inner-directed
- Being reflective
- Achievement motivated
- Accommodating
- Creative
- Holistic thinker
- Not dogmatic
- Strong goal setter
- Good decision-maker
- Accurate observer
- Effective listener
- Reader at a high level
- Other

**2. When and where will it occur?**

**3. What do you usually do in this situation?**

**4. If you had no past experience in this, what would you have done?**

**5. Why do you usually do it? What is the payoff?**

**6. What are the advantages to you of mastering the new competency? (*i. e. why is it worth it to try to change?*) List as many advantages as you can.**

**7. What are the disadvantages to you of mastering the new competency? (*i. e. why isn't it worth the effort to try to change?*) List as many disadvantages as you can.**

- 8. Do the advantages outweigh the disadvantages? If the answer is yes, then go on to # 9. If the answer is no, then stop here.**

**KNOWLEDGES, UNDERSTANDINGS, SKILLS, ATTITUDES, VALUES,  
INTERESTS**

- 9. What additional knowledge do you need? What additional understanding do you need? What new attitude do you need to adopt? What additional interest do you need to develop? What is the underlying value of the change you want to make?**
- 10. What new skill must you practice?**

**YOUR ENVIRONMENT**

- 11. What environmental barriers are there? (What people, places, things, events will make it difficult to develop the new skills competencies?)**
- 12. How can you modify the environment and make it work for you? (*Use the questions below to help trigger environment change ideas*)**
- Who can you tell about your goals?
  - Who can you ask to tell you when they notice change?
  - Can you engage in friendly competition with anyone?
  - Would it help to announce your goals to a group?
  - Would it help to set specific time limits for mastery?
  - What can you remove from the environment that encourages you to do things the old way or that will block new competency/behavior?
  - What changes and additions can you make?
  - What visible reminders and aids can you set up?
  - What new situations can you put yourself in?

- Can you specify a place where you will always use the new competency skill?

**INCIDENTALLY – CHANGES YOU MAKE IN THE PEOPLE, PLACES, THINGS AROUND YOU WILL BE SIGNALS THAT HELP YOU REMEMBER TO DO WHAT YOU INTEND.**

### **YOUR REWARD SYSTEM**

**13. Do you need an external reward system? This may sound strange, but it may be helpful to say Yes, if:**

- The new competency is difficult or complex, or you anticipate it taking a great deal of effort
- You are not confident you will be successful
- The people, places, things, events around you are unfavorable
- You're going it alone, without the aid of an instructor or other helper
- You generally have trouble turning resolutions into action
- Your old habit / level of competency is attractive or very comfortable
- The benefits will be delayed (*as that your learning results will not be quickly visible*)

**If the answer to this question is Yes, go on to # 14. If the answer to this question is No, go on to # 17.**

**14. What kind of external reward will you use?**

- Food, drink, or other basic need satisfier?
- Money for personal use?
- An enjoyable activity?
- Social recognition?

**15. When will you get the reward (rewards should be frequent and large at first and taper off as the new competency gets established and starts to feel comfortable and natural)?**

**16. What natural benefits ( good feelings, feelings of accomplishment, just the enjoyment of the new skill) of the new competency will eventually replace the external rewards?**

**See and Review # 6 for this information.**

**17. Will punishment help? Yes, if:**

- The old habit is very attractive
- The old habit is disruptive or harmful
- You want to accelerate the change process

**If your answer to this is Yes, go on to # 18. If your answer to this is No, go on to # 19.**

**18. What kind of punishment will you use and when will you get it? ( Depriving yourself of something you like is usually the best punishment)**

What?

When?

**19. Will it help to keep daily records of your progress? Yes, if:**

- There are many small behavior changes involved
- The change must be gradual and the rewards delayed
- You feel the need for more visible feedback that your environment will give

If your answer to this is Yes, then set up a checklist for daily use. *Categories are:*

1. *The target behaviors and when to do them;*
2. *Environment changes;*

3. *Knowledge to get, understanding to apply, skill to practice, attitude to adjust, value to develop, and interest to acquire; and,*
4. *Rewards and when to get them.*

If your answer to this is No, then stop here.

## **Conclusion**

Achieving a learning environment for people by identifying all the learning resources in a society; incorporating information about these resources; establishing a mechanism for policy making and administration; and designing a lifelong learning process, is another main development aspect to foster a sustainable lifelong learning society. In today's world, an educational system should not permit (and even encourage) learning to stop at any stage or age. The society must have a system that is organized around the concept of learning as a lifelong process.

## **References**

- Capra, F. (1982). *The turning point: Science, society, and the rising culture*. New York: Simon and Schuster.
- Combs, A. W. (1966). Fostering Self-Direction. *Educational Leadership*, 23, 373-387
- Hiemstra, R. (1994). Self-directed learning. In T. Husen & T. N. Postlethwaite (Eds.), *The International Encyclopedia of Education* (2nd ed.). Oxford: Pergamon Press.
- Knowles, M. S. (1970). *The Modern practice of adult education: Andragogy vs. pedagogy*. New York: Association Press.
- Knowles, M. S. (1975). *Self-directed learning*. New York, Association Press.

- Knowles, M. S. (1980). *The modern practice of adult education*. New York: Association Press.
- Knowles, M. S. (1986). *Using learning contracts* (1st ed.). San Francisco: Jossey-Bass
- Knowles, M.S. (1984). *Andragogy in action*. San Francisco, CA: Jossey-Bass.
- Knowles, M. S. (1989). *The making of an adult educator. An autobiographical journey*. San Francisco: Jossey-Bass.
- Knowles, M. S. (1990). *The adult learner: A neglected species* (4th ed.). Houston: Gulf Publishing Company.
- Niebuhr, H. Jr. (1981, January). *Teaching and learning in the Eighties: The Paradigm Shifts*. Phi Delta Kappan.
- Savicevic, D. (2008). Convergence or divergence of ideas on andragogy in different countries. *International Journal of Lifelong Education*, 27(4), 361-378.

## CHAPTER 4

### RECOMMENDATIONS

#### **Why society needs adult education (Andragogy)**

The changing nature of society that has been described requires that nearly every citizen gain new skills, new understandings, and new intellectual orientations throughout his life in order to live satisfactorily. The most obvious adult and continuing education function is the facilitation of lifelong learning. Based on the premise that formal education confined to the first two decades or so of a person's life cannot possibly prepare one for the constancy and rapidity of change, lifelong learning becomes an imperative if each person is to cope with the explosion of knowledge, understand societal differences as they evolve, and adapt to the aging process. Thus, adult education (Andragogy) must help people keep their learning skills sharp and provide the best possible facilitative environment for learning.

Related to the above are subsequent changes in business and industry and the need for career training and retraining. Many people face several different careers in a lifetime because of changing interests or certain occupations becoming obsolete. In addition, many professionals such as those in medical and health areas must constantly study and learn if they are to remain proficient. Adult educators have a tremendous responsibility in facilitating occupational training and education for the professionals.

Another societal role is related to the surprisingly low level of educational achievement in the country. Many low-income individuals cannot get out of their ruts because of inadequate amounts of education or training, each city has a large number of individuals with virtually no education at all, and, as indicted earlier, school dropout rates are increasing and in some cities the average level of education does not automatically

mean a better life nor is education a panacea to cure all social ills, the adult educator has an important role to play in improving the literacy of many people.

Preparation for citizenship, or civic literacy as it is referred to by some, is another area of concern for the adult and continuing educator. Understanding one's own civil rights, becoming involved with community action or community development projects to solve a local problem, and simply being confident in communicating with others are important personal activities; thus, a variety of life skills are required if societal ills disliked by so many are to be cured.

A final need to mention here related to the increasing leisure experienced by some individuals that was mentioned earlier. Hopefully, adult and continuing educators can increasingly find ways to help people fill their leisure with meaningful activities and learning pursuits designed for personal growth throughout a lifetime (Hiemstra, 1976).

According to my analysis and synthesis of the concepts, I come across the results of adult education's role in moving forward for developing, implementing, and sustaining a lifelong learning society (including economic, moral, innovation, creativity, and etc.) within families, small communities, large cities, provinces, universities, corporations, businesses, educational institutions, governments, NGOs. There are three main activities using andragogical process in enhancing individual learning and fulfillment and developing sustainable lifelong learning institution, community, or society. The results are as follow:

1. Andragogical process of understanding people and their learning needs;
2. Andragogical process for facilitating of learning;
3. Andragogical process for developing a climate conducive to learning.



Therefore, the lifelong education, then include the individual's process of lifelong learning and the institution's process of lifelong services, insofar as these processes are appropriate to the mission and available resources of that institution or community.

To implement these activities, it centers attention on the process of engaging adult learners and facilitators in the developmental processes to ensure a successful life of learning.

### **Six Principles of Adult Learning**

<b>Characteristics of Adult Learners</b>	<b>Implications for Facilitators</b>
Motivated to learn when they experience a need.	<p>Ask what learners' needs and expectations are.</p> <p>Involve them in discovering the value and relevance for themselves (WIIFM: What's in it for me?).</p> <p>Help them identify gaps in knowledge and skills (include assessments).</p>
Come to workshops with a task – oriented problem –solving approach to learning.	<p>Include problem –solving activities (case studies or simulations).</p> <p>Build in time for application and practice.</p> <p>Structure the workshop around tasks concerning problems or real life application</p>
Bring life experiences into the workshop.	<p>Use participants as resources.</p> <p>Create a variety of opportunities for discussion and idea-sharing</p> <p>Provide a mix of different forums that</p>

Characteristics of Adult Learners	Implications for Facilitators
	encourage cooperative learning (dyads, triads, etc.
Motivated to learn by internal and external factors.	Ask what motivates them Recognize the need for achievement and self-esteem.
Need to see themselves as self – directed learners.	Include experiential activities. Invite and respond to questions.
Need to know why they are being asked or required to learn something.	Ask them to state the WIIFM (What’s in it for me?) and the consequences of not knowing. Ask them to clarify what they will be able to do or do better as a result of the workshop.

*Role of the Learner:* Learners should know why they are studying something. Instruction should be task-oriented, and it should take into account the wide range of different backgrounds of learners. Learners should be able to relate what is being studied to their personal/ professional experiences. Learners should be motivated and ready to learn. Learners should be involved in the planning and evaluation of their instruction. Instruction should be problem-centered rather than content-oriented.

*Role of the Facilitator:* Basically teachers should be aware that their role has been changed. Learner-centered classes will stimulate dialogue and knowledge construction. Learners will benefit from a scaffolding approach to learning where the teacher provides more support in the early stages of the course; this support is gradually faded until

learners become self-reliant. In a constructive approach teacher should see themselves as facilitators and co-learners. Teachers must bear in mind, however, that learners are individuals with different life experiences and learning preferences. Some adult learners will still prefer the traditional pedagogical approach to teaching and learning. Teachers should respect that, and at the same time gradually try to push learners away from their comfort zone in the direction of a deeper approach to learning.

To sum up, one important role for adult educator, especially at the community level is understanding people and their problems. Thus, the assessment of needs through surveys and studies, through advisory councils, by personal observation, by discussions with community leaders and through a multitude of other techniques is a necessary element in the development of adult and continuing education programs or the facilitation of a community development projects and activities. Adult educator also has a responsibility to establish a teaching and learning climate that will maximize the learning and involvement that takes place. Such a process includes facilitating the needs-assessment activities described above, making available various resources for learning, utilizing a person's community experiences as a basis for learning, and providing facilitating expertise as it is necessary. The adult and continuing educator has an important role to play in coordinating such activities as the use of experience buildings. A final role to be highlighted here is the continuous need for the development of community leadership.

Obviously, there are various ongoing roles and tasks performed by adult and continuing educators that were not even mentioned here. The operation of adult education agency programs and the teaching of adult education classes are very important to the vitality of almost every community. The successful fulfillment of such roles, all of those described above, and many more just beginning to evolve or not yet even thought of will be crucial, as the notion of lifelong learning becomes a societal reality.

## **Further Development Strategies**

Besides, there are two main recommendations for using self-directed learning as the center means for implementing andragogy) for developing, implementing, and sustaining a lifelong learning society (including economic, moral, innovation, creativity, and etc.) within families, small communities, large cities, provinces, universities, corporations, businesses, educational institutions, governments, NGOs, to ultimately turn Thailand into a quality dynamic lifelong learning society for the benefit of all people. The first way to apply it is through the teaching/ professional development. The second application is a community/society development.

### **1. Teaching/professional development**

Self-directed learning is a process of learning in which learners function autonomously, taking responsibility for planning, initiating, and evaluating their own learning efforts. While self-directed learning is often equated with independent study and with a select group of highly motivated, experienced learners, the adult education literature suggests it is feasible and desirable to encourage self-directed learning among all learners, in a wide variety of settings.

The term 'self-directed learning' emerged in the North American literature in the mid-1970s. Tough's (1971) learning projects research had demonstrated that self-teaching was a natural process among many adults, and Malcolm Knowles built his andragogical model on the basic assumption that adult learners are self-directing ( Knowles, 1975, 1980). Since that time, self-directed learning has become a prominent feature of adult education theory and practice--in fact, some educators suggest that adult education is synonymous with self-directed learning. Philip Candy (1991), in a work that is widely regarded as the most comprehensive analysis and discussion of self-directed learning to

date, has constructed a conceptual framework for understanding self-directed learning as both a goal and a process which embraces four distinct phenomena: personal autonomy, self-management, learner control, and autodidaxy. Stephen Brookfield (1986) has been one of the most articulate critics of self-directed learning, warning of the dangers of an orthodoxy of self-directed learning. Yet he continues to be one of its most ardent supporters, arguing that self-directed learning honors both humanistic and critical traditions in adult education, and allows adults to achieve autonomy in and through learning (Brookfield, 1993).

The literature of adult education emphasizes the characteristics of learners and the process of learning, and provides insight into methods that are appropriate for facilitating learning (Brundage & Mackeracher, 1980). The effective teacher of adults focuses on learning topics and tasks that learners have identified as meaningful to them, and accepts that the power for growth and development is in the learner's hands. The role of the teacher in adult education is to help adults learn (learning facilitator). The literature recommends that learning experiences for adult learners should: (a) actively involve the learners in a process aimed at resolving learner needs and concerns; (b) be characterized by supportive and collaborative instructor-learner relationships; and (c) develop learners' capacity for managing their learning.

In andragogy, a development is based upon a process design with the major concern being facilitating the acquisition of the content. The teacher's role is (1) Designing and managing a process for facilitating the acquisition of content by the learners; and (2) Serving as a content resource and providing leads for other content resources (e.g., peers, supervisors, specialists) (Knowles, 1984b, Clark, 1999).

With adults being self-directed, goal oriented, practical, problem solvers, and having accumulated life experiences, what implications might these characteristics have

for teaching and learning, especially as related to professional development? Some considerations when planning courses for adults or professional development sessions might include having instructors who:

- Assume a role of facilitator or resource rather than that of lecturer.
- Create an educational program and setting in which adult learners can develop self-directed (perhaps latent) learning skills.
- Involve adults in the planning and evaluation of their learning experiences.
- Involve adults actively in their learning.
- Provide scaffolding for learners ( the instructor provides a higher level of support in the early stages of the course or class; this support gradually diminishes as learners become self-reliant).
- Stimulate dialogue and knowledge construction through learner-centered organization.
- Organize learning experiences around competency development.
- Make learning experiences relevant to job and/or personal life.
- Provide explanations as to why specific things are included in the learning experience and/or materials.
- Take into account the wide range of learner backgrounds.
- Include opportunities for reflection, which can account for significant personal learning.
- Involve participants in diagnosing their own learning needs and formulating their own learning objectives.
- Encourage learners to identify and use resources to accomplish their objectives.
- Assist learners in carrying out their lesson plans.

- Include learning for enjoyment and/or personal interest.
- Involve learners in evaluating their learning.
- Establish a climate of humanness, physically and psychologically conducive to

learning that includes some of the following:

- circular seating arrangements
- collaborative and supportive modes of learning
- climate of mutual respect among participants
- atmosphere that encourages mutual trust ( Knowles, 1975, 1984a,

1984b; Brookfield, 1986; Zemke & Zemke, 1984).

Andragogy as an alternative model of instruction has caught the attention of educators, especially adult educators. It continues to prompt much discussion and debate and has been an impetus for further examination of teaching and learning for children as well as adults. However, it is clear that Knowles' work has brought considerable attention to the adult education field and that andragogy has developed as a separate field during the past three decades. Applied correctly, the andragogical approach to teaching and learning in the hands of a skilled and dedicated facilitator can make a positive impact on the adult learner. Our consideration of Knowles' thoughts on pedagogy and andragogy suggest that these approaches to learning are not mutually exclusive but, rather, reciprocally beneficial to the teacher and facilitator. Knowles in his later work recognizes this too.

#### Key Factors Found in Successful Adult Learning Programs:

- An environment where students feel safe and supported, where individual needs and uniqueness are honored, where abilities and life achievements are acknowledged and respected.

- An environment that fosters intellectual freedom and encourages experimentation and creativity.
- An environment where faculty treats adult students as peers--accepted and respected as intelligent experienced adults whose opinions are listened to, honored, appreciated. Such faculty members often comment that they learn as much from their students as the students learn from them.
- Self-directed learning, where students take responsibility for their own learning. They work with faculty to design individual learning programs which address what each person needs and wants to learn in order to function optimally in their profession.
- Pacing, or intellectual challenge. Optimal pacing is challenging people just beyond their present level of ability. If challenged too far beyond, people give up. If challenged too little, they become bored and learn little.
- Active involvement in learning, as opposed to passively listening to lectures. Where students and instructors interact and dialogue, where students try out new ideas in the workplace, where exercises and experiences are used to bolster facts and theory, adults grow more.
- Regular feedback mechanisms for students to tell faculty what works best for them and what they want and need to learn--and faculty who hear and make changes based on student input.

There is evidence that concepts of andragogy are beginning to make an impact on the theory and practice of elementary, secondary, and collegiate education (Knowles et al, 2005).



### **Self-directed Learning: the higher education setting**

In my view, the clear focus on student learning found in the field of adult education offers a valuable and distinct perspective to educators who are committed to providing effective instruction in the university setting--especially those who define effective instruction in terms of the quality of student learning. More specifically, self-directed learning's emphasis on personal autonomy, personal responsibility, and personal growth embodies some of the most fundamental principles of higher education. The common invocation that, 'universities must produce graduates who are self-directed learners' and the frequently-overheard wish of professors that, 'students should take responsibility for their own learning' lend credence to the idea that self-directed learning is suited to higher education. It is, therefore, rather surprising to discover that the concept of self-directed learning, so prominent in adult education, has been virtually ignored in the North American literature on university teaching. However, upon a closer look, one finds that some compelling arguments have been made for approaching teaching and learning in higher education from an adult education perspective. Halpern (1994), for example, reminds us that the university experience is a critical stage in adult development. Boud (1988) points out that higher education and adult education share a common interest in the goal of developing student responsibility and autonomy in learning. Similarly, Knapper & Cropley (1991) suggest that principles of adult and lifelong learning should be adopted within institutions of higher education, because students will continue to use lifelong learning skills long after graduation. Brookfield (1990) and Cranton (1989,1992) have clearly demonstrated that approaches to teaching adult learners are fully applicable in the university or college setting. Lam (1985) studied the learning experiences of university and community college students and found that the majority of learners expressed a desire for more partnership in the planning, organizing,

delivering, and evaluating of courses, as is advocated in the higher education literature. Finally, a specific intersection point for the adult education perspective and the higher education setting can be found in the philosophy and practice of problem-based learning in the professional schools of universities (Boud & Feletti, 1991; Woods, 1994). In fact, an underlying assumption of many persons who promote problem-based learning is that it encourages self-directed learning in students (Ryan, 1993).

Interestingly, the idea of self-directed learning is currently enjoying some popularity among those who promote change in higher education. Self-directed learning does have the potential to engage faculty with widely divergent views about education in efforts to improve educational processes. As I have noted, self-directed learning reflects the traditionally high value that universities have placed on encouraging students to take responsibility for their learning, and also reflects the liberal education value of lifelong learning - a value of particular import among those faculty members who are eager to develop employable skills in their students (a capacity for lifelong learning is a valuable asset in a rapidly-changing, employment-scarce world). Much of the current attraction of self-directed learning is clearly related to the resource crunch that defines the contemporary context for higher education. Self-directed learning seems to promise a reasonable solution to the immediate and very real problem of providing high quality educational experiences with less demand on public resources. Finally, a greater emphasis on learning, particularly student-directed learning, satisfies those faculty members who feel that undue attention has been given to the teaching side of the educational process. The idea of self-directed learning has special appeal for educators who expect students to be actively engaged in all aspects of the teaching and learning process and who rail against the notion of students as consumers of higher education.

Not everyone can be a successful self-directed learner. There are competencies that are required in order to be successful at using this type of learning strategy. Knowles lists some of these competencies in his 1975, *Self-Directed Learning: A Guide for Learners and Teachers*, book. Some of these competencies include: "...2) A concept of myself as being non-dependent and a self-directing person, 3) The ability to relate to peers collaboratively, to see them as resources for diagnosing needs, planning my learning, and to give help to them and receive help from them..., and 5) The ability to translate learning needs into learning objectives in a form that makes it possible for their accomplishment to be assessed" (Knowles, 1975).

Finally, Knowles states that the premise of self-directed learning has been the one aspect of andragogy that has received the most attention and debate in several of his writings. " That adults can and do engage in self-directed learning ( SDL) is now a foregone conclusion in adult learning research. My intention is to apply an andragogical approach to foster lifelong self-directed learning for the faculty development by several study of university instructors, a review of related literature, conduct the workshops, and reflection upon my experiences in the university setting as a self-directed learner, a facilitator of self-directed learning, and an instructional developer. I speak as an advocate for self-directed learning who seeks a critical and deep understanding of the learning process, the impact of instruction on learning, and the ways in which contextual factors influence the teaching and learning process.

## **2. Community/ Society Development**

Knowing your community, the different ways in which a community is conceptualized, and the dynamics of change acting constantly on the Thai community are crucial to maintaining viability as an educator or even as an effective citizen. In addition,

the community is the natural setting for most adult and continuing education programs. Thus, the purpose of this chapter is to provide the practical plan to apply the concepts of adult education ( Andragogy), self-directed learning, and learning society to implement into the real settings (e.g., families, small communities, large cities, provinces, universities, corporations, businesses, educational institutions, governments, NGOs, etc.) for the benefit of all people so that future problem solving through education may be made more effective.

#### Learning Society Development

The paper entitled “ Recommendation for adult learning and education” (UNESCO, 2016) indicated that adult learning and education constitutes a major building block of a learning society, and for the creation of learning communities, cities and regions as they foster a culture of learning throughout life and revitalize learning in families, communities and other learning spaces, and in the workplace. In this section the authors would like to connect the andragogical concept to a learning society development.

Knowles (1984) concluded his book *Andragogy in Action* by noting that “We are nearing the end of the era of our edifice complex and its basic belief that respectable learning takes place only in buildings and on campuses. Adults are beginning to demand that their learning take place at a time, place, and pace convenient to them. In fact, I feel confident that most educational services by the end of this (20th) century (if not decade) will be delivered electronically... Our great challenge now is to find ways to maintain the human touch as we learn to use the media in new ways” (p.7). Although we had not reached that goal by the end of the 20th century we are well on the way to moving in that direction as we are in the closing years of the second decade of the 21st century.

The idea of developing Lifelong Learning Communities/ Cities/ Towns/ Regions was a watershed in global thought about moving toward a knowledge-based economy and

society, where economic benefits and the creation of wealth are directly based on the production, distribution and use of knowledge and information. It also includes business performance based on intellectual capital and the capacity for innovation and collaboration (Charungkaitikul, 2011). Since the Organization for Economic Cooperation and Development (OECD) funded a project to create the Educating Cities in the 1970s (IAEC, 2009; Longworth, 2006), the idea of developing Lifelong Learning Cities has expanded throughout the world. Many countries e. g. , England, Spain, Sweden, New Zealand, Ireland, Poland, Singapore, Japan, Korea and China, have been recognized for their strategies to build knowledge societies ( Cisco, 2010; Faris, 1998, 2006; Kwon & Schied, 2009; Ergazakis et al., 2006). These societies influenced the development of the learning society.

Charungkaitikul (2011) provided the most extensive in-depth study that includes more than 600 pages of detailing the results of a learning society development. The study revealed the five essential elements for enhancing sustainable lifelong learning development: the (1) components of a learning society; the (2) principles for the development of a learning society; the (3) steps in the development process of a learning society; the (4) the strategies for the development of a learning society; and the (5) key success factors for developing a learning society. All components comprise details which can really be put into practice (Charungkaitikul, 2011). Thus, a learning society development is comprised of both social structure and institutional structure toward lifelong learning. The individual learning communities/cities/towns all operate in their own locally appropriate ways.

First, the components of a learning society include nine core themes: (1) Learners, (2) Learning Providers, (3) Learning Resources/ Institutions, (4) Knowledge/ Wisdom, (5) Lifelong Learning Activities, (6) Learning Climate, (7) Learning Network, (8) Knowledge

Management, and (9) Learning Groups/Organizations. In addition, the extra components that are included, but are not found in each learning society include: community size, community culture and tradition, sharing culture, various groups of people living together, close relationship and socialization, communication network, warm family and strong community, high quality of natural resources and environment, definite development plans and strategies, highly respect for the essential of knowledge and lifelong learning, development of infrastructure, appropriate community design, IT network system, creation of community learning innovation, assurance of knowledge society right of citizens, active support of government and agencies, and setting-up of specific agencies (Charunkaikkul, 2011).

Second, the principles that characterize the learning society are informed by the demands of the 21st century, with emergent innovations at the very leading edge, and what we now know about how learning happens. The learning society principles include the concepts of: ( 1) Partnership, ( 2) Participation and Collaboration, ( 3) Monitoring and Evaluation Process, (4)Lifelong Learning Needs, (5)Community-Based Development, (6) Knowledge-Based Community Development, (7) Variety of Lifelong Learning Activities/ Knowledge-Related Activities, (8) Learning Related to Life and Lifelong Learning, (9) Equity Process, and ( 10) Proactive and Continuous Process (Charunkaikkul, 2011).

Third, the steps for developing and transforming a community into a learning society can be well-developed at both the national and local levels. These include ( 1) Embracing the Learning Society, ( 2) Setting Up ‘ Learning Society Development Committee’, (3) Diagnosing of Current Community’s Status, (4) Developing Learning Society Vision and Strategies, (5) Designing of Detailed Action Plan, (6) Integrating of Partnerships Collaboration, (7) Implementation the Developed Programs and Activities,

(8) Carrying Out Monitoring and Evaluation System, (9) Sharing Knowledge/Lesson Learned, and (10) Promoting and Publishing of Communities (Charungkaittikul, 2011).

Fourth, the strategies for the development of a learning society comprise: Strategy 1: Development of Lifelong Learners; Strategy 2: Development of Learning Resources; Strategy 3: Development of Knowledge and Wisdom; Strategy 4: Development of Appropriate Community/ City Design; Strategy 5: Development of Learning Community and Organization; Strategy 6: Development of Knowledge Management; Strategy 7: Development of Learning Climate and Knowledge Sharing Culture; Strategy 8: Development of Process Improvement; Strategy 9: Development of Infrastructure and Learning Facilities; and Strategy 10: Development of Network Competencies (Charungkaittikul, 2011).

Fifth, key success factors of a learning society development are: (1) Community Leaders, (2) Active Funds Support, (3) Various Learning Networks and Partnerships, (4) Appropriate Community Size, (5) Definite Policy, Structure, and Direction, (6) Construction of Strategies and the Implementation, (7) Appropriate Community Design, (8) Community Members/ Volunteer Groups, (9) Knowledge Sharing Culture, (10) Close Relationship among Community Members, (11) A Variety of Learning Activities, (12) Infrastructure System, (13) Appropriate IT Networks System, and (14) Learning Insurance System (Charungkaittikul, 2011).

Thus, at the heart of the learning society is the commitment of all members to all the elements of a learning society; ie., a set of values and the system of lifelong learning, and sharing knowledge with its members and others on a regular lifelong basis that enhances the opportunity of all community members to develop their full capacity of knowledge, skills, and attitude (Charungkaittikul, 2011). Creating a sustainable learning society is to create learning mindset of people and learning environment that allow its

people to decide what to learn, respect for people's goals and desires, and offer the hope for individuals to shape their own learning. Su (2010) described that "When people are respected as the ultimate decision-makers and their choices and preferences for learning are fully respected, the learning society is then understood as a foundation for people to use to develop themselves and flourish." (p. 22).

### **Strategies for Developing a Lifelong Learning Society Using Andragogical Concepts**

There are three strategies on which the andragogical model is based to create a sustainable lifelong learning society: assumptions, process design, and development steps. An immediate implication for lifelong learning society is that the assumptions about learner must be completely reconsidered. Knowles (1990) described the eight most important assumptions for creating a lifelong learning communities. This model of lifelong learning resources system is based on the following assumptions:

1. Learning in a world of accelerating change must be a lifelong process.
2. Learning is a process of active inquiry with the initiative residing in the learner.
3. The purpose of education is to facilitate the development of the competencies required for performance in life situations.
4. Learners are highly diverse in their experiential backgrounds, pace of learning, readiness to learn, and styles of learning; therefore, learning programs need to be highly individualized.
5. Resources for learning abound in every environment; a primary task of a learning system is to identify these resources and link learners with them effectively.
6. People who have been taught in traditional schools have on the whole been conditioned to perceive the proper role of learners as being dependent on teachers to



make decisions for them as to what should be learned, how it should be learned, when it should be learned, and if it has been learned; they therefore need to be helped to make the transition to becoming self-directed learners.

7. Learning (even self-directed learning) is enhanced by interaction with other learners.

8. Learning is more efficient if guided by a process structure (e.g., learning plan) than by a content structure (e.g., course outline).

Furthermore, the implication for applying the above assumptions to planning and conducting a series of learning activities to engage individuals in the process of lifelong learning involving the elements: 1. a broadening and deepening of the skills of self-directed inquiry; 2. the diagnosis of learning needs (or perhaps even better, competency-development needs); 3. translation of these needs into learning objectives; 4. identification of human and material resources, including guided experiences, for accomplishing the objectives; 5. designing of a plan of strategies for using these resources; 6. executing the plan; and 7. evaluating the extent to which the objectives have been accomplished (Knowles, 1990).

Achieving a learning environment for people by identifying all the learning resources in a society; incorporating information about these resources; establishing a mechanism for policy making and administration; and designing a lifelong learning process, is another main development aspect to foster a sustainable lifelong learning society.

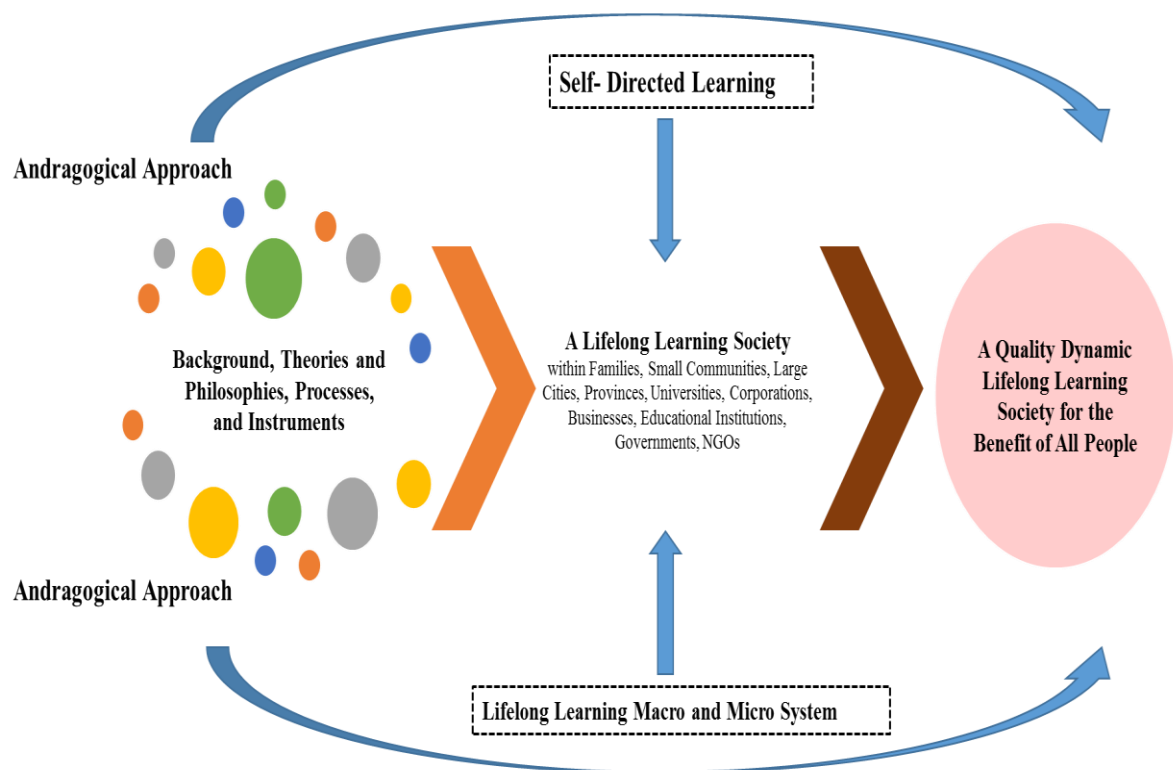
It is important to see the society as one system. As Capra (1982, p. 23) puts it, “ *Systems thinking is process thinking; form becomes associated with process, interrelation with interaction, and opposites are unified through oscillation... The system view is an ecological view.* ” The learning and education of adults have always been

integral parts of human activity and of human aspirations to learn (Savicevic, 2008). A climate conducive to learning is a prerequisite for effective learning. Two aspects of climate are important: physical and psychological. Physical climate needs to be comfortable, bright, colorful, and exciting. As important as physical climate is, psychological climate is even more important ( Knowles, 1972) . The psychological climate for learning needs to be infused very deeply with support, mutual respect, pleasure/fun, humanness, openness, authenticity, mutual trust, collaboration, and critical thinking. Together, members learn and come up with solutions to problems or learn to meet the communities' real needs. All parties should be aware of the significance of the learning as well as the varieties of learning activities that include all activities in the formal and informal education systems (Charungkaittikul and Henschke, 2014).

Andragogy recommends that educators, especially adult educators need to become more aware of how to build a flexible structure based on andragogical functional collaboration; to create a people-centered learning atmosphere; to use and transfer knowledge; to share expertise and know-how; to emphasize developing and using resources; to participate and work with various networks; to furnish collaborative decision-making and policy-making; to engage in continuous training and learning development; and to provide opened and multidirectional communication ( Knowles, 1990). Similarly, Cunningham (1996) saw that adult educators should work in socially responsible and relevant ways to actively promote continuous societal change by promoting the ideals of participatory democracy defined as full citizen participation, freedom, equality and social justice.

This is the major challenge for governments, policy-makers, adult educators and all community citizens/members as they seek to conceptualize andragogy as a strategy to exploit the best in a human being at whatever ages s/he is; to utilize all sources of

information; after all it helps create the places where people learn, live, and work. The difficulties to creating such a system are significant, therefore needs to consider suitable policy options appropriate to the local context in terms of a developing rather than a developed, learning society rationale (Stiglitz and Greenwald, 2014). The use of these strategies will create a more engaging and practical learning environment and, ultimately, vibrantly alive/engaged and contributing in the 21st century learning society.



**Figure 3:** Strategies for Developing a Lifelong Learning Society Using Andragogical Concepts

### Projects Plan and Implementation

To make change in developing and making human capital or to implement the new projects, Knowles (1986, 1989) suggests that there are there basic strategies for the introducing change into a system or organization. Edict - successful only if we have the

authority to enforce change. Persuasion - successful only if we are in a position in which people will listen to us, and we are persuasive. Piloting and osmosis - successful only if we release everyone to be responsible and in charge of their own learning and their own projects.

There are three different types of implementation settings: at the faculty, university, and community. The developmental process on each project will be based on these three main concepts: (1) learning project by Tough (1971); (2) self-directed learning by Knowles (1975, 1980, 1986); and (3) the thirteen characteristics of adult learners and provided the recommendations of how to design an online classroom environment. by Cercone (2008)

Cercone (2008). Self-directed learning (SDL) is as a process for learning and teaching, the detail of the processes ( Tough, 1971; Knowles, 1975, 1980, 1986; and Cercone, 2008). The detail of each project is explain as follow:

- **Tough (1971)**

Tough (1971) indicated the thirteen steps to becoming a self- planner of learning. The processes include (1) deciding detailed knowledge and skill; (2) deciding activities, materials, resources, and equipment for learning; (3) deciding where to learn; (4) setting specific deadlines or intermediate goal; (5) deciding when to learn; (6) deciding the pace; (7) estimating level of progress; (8) detecting level of progress; (9) obtaining or reaching resources or equipment; (10) preparing a room or other physical conditions; (11) obtaining money; (12) finding time for the learning; and (13) increasing motivation or dealing with motivational blocks.

- **Knowles (1975, 1980, 1986)**

According to Knowles (1975, 1980, 1986) there are eight steps to Developing a Learning Contract. The eight steps are:

(1) *Diagnose your learning needs:* A learning need is the gap between where you are now and where you want to be in regards to a particular set of competencies.

(2) *Specify your learning objectives:* Be sure that your objectives describe what you will *learn*, not what you *do* to learn them.

(3) *Specify learning resources and strategies:* When you have finished listing your objectives, move over to the second column of the contract, 'Learning Resources and Strategies,' and describe how you propose to go about accomplishing each objective. Identify the resources ( material and human) you plan to use in your field experience and the strategies (techniques, tools) you will employ in making use of them.

(4) *Specify evidence of accomplishment:* After completing the second column, move over to the forth column, 'Evidence,' and describe what evidence you will collect to indicate the degree to which you have achieved each objective.

(5) *Specify how the evidence will be validated:* After you have specified what evidence you will gather for each objective in column four, move over to column five, "Verification." For each objective, first specify what criteria will vary according to the type of objective... indicate the means you propose to use to have the evidence judged according to these criteria.

(6) *Review your contract with consultants:* After you have completed the first draft of your contract, you will find it useful to review it with two or three friends, supervisors, or other expert resource people to get their reactions and suggestions.

(7) *Carry out the contract:* Simply carry out the contract... as you work on it you may find that your notions about what you want to learn and how you want to learn it may change... so don't hesitate to revise your contract...

(8) *Evaluation of your learning*: When you have completed your contract, you will want to get some assurance that you have in fact learned what you set out to learn. Perhaps the simplest way to do this is to ask the consultants you used in Step 6 to examine your evidence and validation data and give you their judgment about their adequacy."

- **Cercone (2008)**

Cercone (2008) described the thirteen characteristics of adult learners and provided the recommendations of how to design an online classroom environment.

**(1) Adults may have some limitations and these should be considered in the design of the online environment.**

- a. Maintain large, easy to read fonts and clear, bold and colors.
- b. Use variety of graphics, images, and tables.
- c. Ensure compliance with Americans with Disabilities Act and Federal 508 guidelines.
- d. Use a clear menu structure.
- e. Use a search and find function.
- f. Provide practice with feedback and self-tests.
- g. Provide record keeping among sessions.
- h. Provide frequent entry and exit points.
- i. Be consistent if using a metaphor.
- j. Provide a context sensitive help function.
- k. Distinguish between temporary vs. permanent termination of the program.
- l. Ensure there is no cultural bias.
- m. Use graphic organizers, Venn diagrams, concept maps, and flowcharts.

- n. Chunk information into 5-9 bits of information

**(2) Learning styles need to be considered. In any group of adults there will be a wide range of individual differences, thus the individualization of learning experiences is important in many situations.**

- a. Ensure that students can move through the instruction at their own pace.
- b. Ensure that the students can review previous learning whenever they want.
- c. Provides links to a wide variety of web resources.
- d. Ensure to allow ample time for students to master the content.
- e. Ensure that all learning styles are addressed by presenting material in multiple modes including text, graphics, audio and manipulatives.
- f. Use strategies such as consciousness raising, journal keeping, reflection logs, think sheets, guided questioning.

**(3) Adults need to be actively involved in the learning process.**

- a. Encourage learners to *identify sources and devise strategies for using resources* to achieve objectives.
- b. Encourage learners to *formulate their learning objectives*, giving them more control over their learning. It is important for the instructor to discover what the participants need or want to learn.
- c. *Provide regular, consistent communication* to individual learners and groups.
- d. *Teach inquiry skills, decision-making, personal development, and self-evaluation of work.*
- e. Make regular announcements or updates and establish regular online office hours.
- f. Assure learners that discussion board postings are being read.

- g. Increase interactions with *embedded practice and feedback sequences*.
- h. *Embed content in authentic contexts* if technology allows
- i. *Require learners to synthesize and problem solve, using the information in new ways.*
- j. Have learners *manipulate objects on the screen* if appropriate.
- k. Develop peer-learning groups.
- l. *Periodically review goals.* Have students reflect and discuss.
- m. Provide students with multiple resources of information that include differing viewpoints from diverse authors.
- n. Acknowledge the accumulated experiences of the participants as valuable educational resources.
- o. Use learning contracts, group projects, role playing, case studies and simulations to enhance self-direction.
- p. Use hyperlinks to allow students to develop their own path. If they know the topic, they can skip it.
- q. Provide flexibility in assignments that allow students to work ahead.
- r. Divide learning into small manageable units or subunits that can be completed in relatively short amounts of time for logical stopping and starting points.
- s. Allow learner choice of assignments, projects, or research topics (consider learning contract).
- t. Encourage and reinforce self- sufficiency through timely feedback.
- u. Develop a student portfolio or personal scrapbook
- v. Incorporate text signals such as “ this is a long unit,” “ this is very important content,” “proceed to lesson six.”



**(4) Adults need scaffolding to be provided by the instructor. Scaffolding should promote self-reliance, and it should allow learners to perform activities they were unable to perform without this support**

- a. Provide learner support after the initial training in the form of coaching, study teams, and opportunities to learn, by watching his/her colleagues perform.
- b. Coach using audio files or other method to help in performance of a task.
- c. Encourage students to articulate problems.
- d. Provide resources to assist students to complete tasks.
- e. Provide examples of complete problems.
- f. Provide multiple scenarios, events, and perspectives to help students develop decisions and plans.
- g. Provide consistency among courses.

**(5) Adults have a pre-existing learning history and will need support to work in the new learner-centered paradigm.**

- a. Encourage all students to post responses to questions, read other comments, and reflect using tools such as threaded discussions.
- b. Encourage learners to share with other students their derivation of meaning and their progress through discussion postings, reflection papers that are posted, or email.
- c. Hold debates, create multifaceted projects with deadlines for public display, introduce surprise, suspense, and disorder in the midst of routine and ritual. Ask learners to link ideas to other subjects.
- d. Recognize that it is important to “unlearn” old beliefs and allow learners time to work through conflict.

**(6) Adults need the instructor acting as a facilitator.**

- a. Plan the course environment to allow participants responsibility for leadership and group presentations.
- b. Summarize key points of units and discussions for closure.
- c. Use questioning techniques to provoke thinking, stimulate recall, and challenge beliefs.
- d. Understand that some adults may feel intimidated and that their egos are on the line when they risk trying something new or unique.
- e. Use participants experience, protect minority opinions, keep disagreements civil, and make connections between the opinions and ideas presented by the students.
- f. Display student work.

**(7) Adults need consideration of their prior experience. The instructor should acknowledge this prior experience. Adults need to connect new knowledge to past events.**

- a. Do a needs assessment and a student self-assessment prior to class starting. Relate this information to the class. Recognize the value of experience.
- b. Include tasks that let the participants use their knowledge and experience.
- c. Tell why the topic or link is important.
- d. Provide practical information with examples.
- e. Link new topics to what has been discussed or read.
- f. Open the class with introductions that include personal and professional background. Instructor should do the same.
- g. Involve learners in diagnosing their own needs.

**(8) Adults need to see the link between what they are learning and how it will apply to their lives.**

They want to apply immediately their new knowledge. They are problem-centered.

- a. Incorporate activities in assignments that students can relate to, such as real situations or events.
- b. Include opportunities for solving problems in groups.
- c. Ensure that assignments reflect the maturity level of the adult learners.
- d. Encourage students to apply their life and work experiences to learning.

**(9) Adults need to feel that learning focuses on issues that directly concern them and want to know what they are going to learn, how the learning will be conducted, and why it important. The course should be learner-centered vs. teacher centered.**

- a. Ensure that students write their course goals in the beginning of the course so they can relate the course goals with their current needs and issues.
- b. Explain how the course information will be of use to the learners.
- c. Provide enough flexibility to allow student's input on issues that may be addressed by the whole class.
- d. Provide models of 'best practice' behavior to let students know what they are doing compared to a known model.
- e. Maintain consistent guidelines during the course.
- f. Involve learners in diagnosing their needs to help trigger internal motivation.

**(10) Adults need to test their learning as they go along, rather than receive background theory.**

- a. Apply concepts to tasks or problems.
- b. Set the level of difficulty at the correct level. It should challenge but not be too challenging which could frustrate the learners.
- c. Set rewards for success.

**( 11) Adult learning requires a climate that is collaborative, respectful, mutual, and informal.**

- a. Allow the learner to voice his or her own opinion and treat him or her as equal in the learning process.
- b. Individuals have many perspectives and bring these to the classroom; these may be a result of their religion, gender, ethnicity, class, age, sexuality, and/ or physical abilities. Acknowledge these.
- c. Provide an open environment so that the students are allowed to disagree with the instructor. Not all learners bring the same ability to think critically, analyze results, etc. Plan accordingly.
- d. Establish an environment that learners feel safe and comfortable in expressing themselves and feel respected for their views.
- e. Help students with similar interests find each other.
- f. Know when to pull back in a discussion and let the students go.
- g. Keep up with the discussion postings, and act as a summarizer, reflector, and source of external help if the group fails.
- h. Recognize learner's individual talents and contributions.

**( 12) Adults need to self-reflect on the learning process and be given support for transformational learning.**

- a. Provide a place in the course to discuss the process of learning online which may include thoughts on how they are managing in the online course.

b. Allow students to discuss options for their new roles, plan action strategies and exchange of knowledge and skills for effective and efficient online learning.

c. Provide ways for learners to engage in metacognitive reflection. Students may benefit from the use of think logs, reflective journals, and group discussions within a cooperative learning setting.

**(13) Adults need dialogue and social interaction must be provided. They need to collaborate with other students.**

a. Allow students to introduce themselves, develop a personal web page, and provide an area that students can feel free to discuss their experiences.

b. Problem-based or case-based learning activities that are done in collaborative work groups.

c. Use cooperative and collaborative learning structures such as learning partnerships, to equalize the power relationships in groups and encourage a shared leadership.

d. Incorporate multiple methods of feedback in course.

e. Grade assignments with specific, stated criteria, such as a rubric.

f. Encourage shared leadership

The following tables are the action plans for apply the overarching andragogical approach (using self-directed learning as the center means for implementing andragogy) for developing, implementing, and sustaining a lifelong learning society. The following information is the detail of the designed actions for further development.

#### 1. Action Plan for the Faculty Development

- Project title: “An Andragogical Approach to Foster Lifelong Self-Directed Learning”

- Goal: To enhance the lifelong self-directed learning atmosphere

## 2. Action Plan Action Plan for the University Development

- Project title: “ An Andragogical Approach to Develop an Innovative Lifelong Learning University”

- Goal: To develop an innovative lifelong learning university

## 3. Action Plan for the Community Development

- Project title: “An Andragogical Approach to Create a Sustainable Lifelong Learning Society”

- Goal: To build sustainable lifelong learning societies in Thailand

## Action Plan for the Faculty Development

**Project title: “An Andragogical Approach to Foster Lifelong Self-Directed Learning”**

**Goal: To enhance the lifelong self-directed learning atmosphere**

Objectives	Target Groups/ Stakeholders Involved	Implementation Processes/ Strategies	Activities	Resources & Materials Needed	Evidence (Outputs/ Outcomes)	Time Frame*
1. To study faculty members' beliefs and practices in support of self-directed learning	- Faculty members	<p><b>1. Planning</b></p> <p>1.1 draft the project proposal</p> <p>1.2 gathering data</p> <p>1.3 involve people/team members</p> <p><b>2. Design and Implementation</b></p> <p>2.1 develop the questionnaire(s)</p> <p>2.2 review by the reviewers</p> <p>2.3 finalize the questionnaire(s)</p> <p>2.4 distribute the developed questionnaire(s)</p> <p>2.5 collect data</p> <p>2.6. analyze and synthesize the data</p>	- Survey/ Questionnaire of faculty members' beliefs and practices to support self-directed learning	<p>- Concepts: Self-directed learning (SDL) as a process for learning and teaching, the detail of the processes (Tough, 1971; Knowles, 1975, 1980, 1986; and Cercone, 2008)</p> <p>- Faculty members and staff</p> <p>- Meeting rooms</p> <p>- workshop materials</p> <p>- survey/questionnaire</p> <p>- volunteer students and staff</p>	<p><b>Outputs</b></p> <p>Valuable new knowledge of faculty members' beliefs and practices to support for self-directed learning, as well as further use for future professional development</p> <p><b>Outcomes</b></p> <p>Lifelong self-directed learning atmosphere</p>	March-April 2018

Objectives	Target Groups/ Stakeholders Involved	Implementation Processes/ Strategies	Activities	Resources & Materials Needed	Evidence (Outputs/ Outcomes)	Time Frame*
		<p>2.7 summarize the overall results</p> <p><b>3. Evaluation and Accountability</b></p> <p>3.1 summarize and write a final report</p> <p>3.2 communicate/ share the results and value of the project</p>				
<p>2. To conduct a workshop(s) for fostering self-directed learning in the higher education classroom setting</p>	<ul style="list-style-type: none"> <li>- Faculty members</li> <li>- Undergraduate students</li> <li>- Graduate students</li> </ul>	<p><b>1. Planning</b></p> <p>1.1 draft the workshop proposal</p> <p>1.2 identify audience</p> <p>1.3 involve team members</p> <p>plan the workshop</p> <p>1.4 identify instructional design with appropriate methods, techniques, and devices</p> <p><b>2. Design and Implementation</b></p> <p>2.1 develop the workshop curriculum,</p>	<p>- Faculty workshops in fostering self-directed learning in the higher education classroom settings</p>	<p>- Concepts: Self-directed learning (SDL) as a process for learning and teaching, the detail of the processes (Tough, 1971; Knowles, 1975, 1980, 1986; and Cercone, 2008)</p> <ul style="list-style-type: none"> <li>- Faculty members and staff</li> <li>- Meeting rooms</li> <li>- workshop materials</li> </ul>	<p><b>Outputs</b></p> <p>Workshop Program (curriculum) as a professional development</p> <p><b>Outcomes</b></p> <p>Lifelong self-directed learning atmosphere</p>	<p>June-July 2018</p>



Objectives	Target Groups/ Stakeholders Involved	Implementation Processes/ Strategies	Activities	Resources & Materials Needed	Evidence (Outputs/ Outcomes)	Time Frame*
		materials, and evaluation 2.2 carry out the developed plan 2.3 self-assess and evaluate the workshop  <b>3. Evaluation and Accountability</b> 3.1 determine the effectiveness, results, and impact 3.2 summarize the workshop 3.3 write a final report 3.4 communicate workshop value to appropriate decision makers 3.5 share the knowledge gained		- survey/ questionnaire - volunteer students and staff		
3. To enhance students' self-directed learning	- Faculty members - Undergraduate students - Graduate students	<b>1. Planning</b> 1.1 draft the workshop proposal with a philosophical basis for programming	- Form a group of faculty who volunteer to test self-directed learning in his/her classroom settings	- Concepts: Self-directed learning (SDL) as a process for learning and teaching, the detail of the processes (Tough, 1971;	- New instructional processes and self-directed learning	August-December 2018

Objectives	Target Groups/ Stakeholders Involved	Implementation Processes/ Strategies	Activities	Resources & Materials Needed	Evidence (Outputs/ Outcomes)	Time Frame*
		<p>1.2 analyze problems and needs 1.3 identify audience 1.3 involve team members plan the workshop 1.4 recognize organizational and individual constraints 1.5 obtain resources necessary to support the program</p> <p><b>2. Design and Implementation</b> 2.1 identify instructional design with appropriate methods, techniques, and devices 2.2 establish criteria for determining program priorities 2.3 select and organize learning experiences 2.4 carry out the developed instructional processes</p>		<p>Knowles, 1975, 1980, 1986; and Cercone, 2008) - Faculty members and staff - Meeting rooms - workshop materials - survey/questionnaire - volunteer students and staff</p>	<p>- Facilitators of learning</p> <p><b>Outcomes</b> Lifelong self-directed learning atmosphere</p>	

Objectives	Target Groups/ Stakeholders Involved	Implementation Processes/ Strategies	Activities	Resources & Materials Needed	Evidence (Outputs/ Outcomes)	Time Frame*
		<p>2.5 self-assess and evaluate the teaching and learning</p> <p><b>3. Evaluation and Accountability</b></p> <p>3.1 determine the effectiveness, results, and impact</p> <p>3.2 summarize the implementation</p> <p>3.3 write a final report (different cases study)</p> <p>3.4 communicate the best practice experience and value to appropriate decision makers</p> <p>3.5 share the knowledge gained</p>				

*\*Please note that the schedule is subject to change due to the policy, discussion, and collaboration among stakeholders.*

## Action Plan Action Plan for the University Development

**Project title: “An Andragogical Approach to Develop an Innovative Lifelong Learning University”**

**Goal: To develop an innovative lifelong learning university**

Objectives	Target Groups/ Stakeholders Involved	Implementation Processes/ Strategies	Activities	Resources & Materials Needed	Evidence (Outputs/ Outcomes)	Time Frame*
1. To present the results of the research study entitles <b>“Strategies to Reorienting Higher Education Institutions Toward Lifelong Learning Higher Education Institutions in Thailand”</b> to appropriate decision makers	<ul style="list-style-type: none"> <li>- Top Administrartion (e.g., President, Vice President, Deans.)</li> <li>- Faculty members</li> <li>- Undergraduate students</li> <li>- Graduate students</li> <li>- Heads of the institutes/ centers</li> <li>- Staff</li> </ul>	<p><b>1. Planning</b></p> <ul style="list-style-type: none"> <li>1.1 draft PowerPoint presentation</li> <li>1.2 set the meeting</li> <li>1.3 invite participants</li> </ul> <p><b>2. Design and Implementation</b></p> <ul style="list-style-type: none"> <li>2.1 present the planned detail</li> </ul> <p>Topics include:</p> <ul style="list-style-type: none"> <li>1. Introduction</li> <li>2. Summary of the research study</li> <li>3. Potential strategies and procedures to reorient a higher education (university) toward a lifelong learning higher educational institution</li> </ul>	<p>Presentation of a “Strategies to Reorienting Higher Education Institutions Toward Lifelong Learning Higher Education Institutions in Thailand”</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>1. Introduction</li> <li>2. Summary of the research study</li> <li>3. Potential strategies and procedures to reorient a higher education (university)</li> </ul>	<ul style="list-style-type: none"> <li>- The research on Strategies to Reorienting Higher Education Institutions Toward Lifelong Learning Higher Education Institutions in Thailand (Charungkaitikul, 2017)</li> <li>- UNESCO. (2001). The Cape Town statement on characteristic elements of a lifelong learning higher education institution. Hamburg:</li> </ul>	<p><b>Outputs</b></p> <ul style="list-style-type: none"> <li>- The better understanding and positive attitude of the topic among participants</li> </ul> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>- Willingness to carry on the pilot project</li> </ul>	February-March 2018

Objectives	Target Groups/ Stakeholders Involved	Implementation Processes/ Strategies	Activities	Resources & Materials Needed	Evidence (Outputs/ Outcomes)	Time Frame*
		<p>4. Consideration in planning and implementation of lifelong learning higher education institutions</p> <p>5. Recommendations for further development</p> <p><b>3. Evaluation and Accountability</b></p> <p>3.1 distribute the evaluation form to measure each participant</p> <ul style="list-style-type: none"> <li>- understanding</li> <li>- attitude</li> <li>- success and impact of the future implementation</li> </ul>	<p>toward a lifelong learning higher educational institution</p> <p>4. Consideration in planning and implementation of lifelong learning higher education institutions</p> <p>5. Recommendations for further development</p>	UNESCO Institute for Lifelong Learning.		
2. To examine the characteristics of a lifelong learning higher education institution	<ul style="list-style-type: none"> <li>- Faculty members</li> <li>- Undergraduate students</li> <li>- Graduate students</li> <li>- Heads of the institutes/</li> </ul>	<p><b>1. Planning</b></p> <p>1.1 prepare the developed Measurable Performance Indicators [MPI] for Lifelong Learning Reorientation of a higher education institution</p>	The distribution of the developed questionnaire, in-depth interview, and a group discussion to examine the characteristics of lifelong learning	<ul style="list-style-type: none"> <li>- The research on Strategies to Reorienting Higher Education Institutions Toward Lifelong Learning Higher Education Institutions in Thailand</li> </ul>	<p><b>Outputs</b></p> <ul style="list-style-type: none"> <li>- The new knowledge of current situation of the university/faculties</li> <li>- The results of the characteristics of</li> </ul>	May – August 2018

Objectives	Target Groups/ Stakeholders Involved	Implementation Processes/ Strategies	Activities	Resources & Materials Needed	Evidence (Outputs/ Outcomes)	Time Frame*
	centers - Staff - Alumni - other key stakeholders (e.g., community members, public and private agencies)	1.2 involve team members/ staff 1.3 plan the distribution methods  <b>2. Design and Implementation</b> 2.1 distribute the developed questionnaire 2.2 collect data 2.3 analyze and synthesize the data 2.4 summarize of the results  <b>3. Evaluation and Accountability</b> 3.1 write a final report 3.2 communicate/ share the results and value of the project to appropriate decision makers	higher education institution of the university/ faculties	(Charungkaitikul, 2017)  - The developed Measurable Performance Indicators [MPI] for Lifelong Learning for Lifelong Learning Reorientation of a higher education institution (Henschke, 2014)	lifelong learning higher education institution of the university/ faculties  <b>Outcomes</b> - Implementation plan for reorienting the university/ faculties toward lifelong learning institutions	
3. To develop the initial project using the recommendation strategies to	- Administrators - Faculty members -	<b>1. Planning</b> 1.1 form the working group 1.2 meet and discuss together about the initial	There are varying of possible activities: - start a pilot project based on	- The research on Strategies to Reorienting Higher Education Institutions Toward	<b>Outputs</b> - Implementation results (as the best practices) in	January 2019 – 2022 (the project

Objectives	Target Groups/ Stakeholders Involved	Implementation Processes/ Strategies	Activities	Resources & Materials Needed	Evidence (Outputs/ Outcomes)	Time Frame*
reorient traditional higher education institutions toward lifelong learning higher education institutions from the study	Undergraduate students - Graduate students - Heads of the institutes/ centers - Staff - Alumni - other key stakeholders (e.g., community members, public and private agencies)	project using the recommendations strategies to reorient traditional higher education institutions toward lifelong learning higher education institutions from the study 1.3 identify the problems, interests, and needs 1.4 involve audience and team members  <b>2. Design and Implementation</b> 2.1 draft the action plan with appropriate methods, techniques, and devices 2.2 establish criteria for determining program priorities 2.3 carry out the developed project 2.5 evaluate the designed project	the results - analyze the current situation of the organization by conducting SWOT (Strength/Weakness/Opportunity/Threats) analysis - identify issues for strategies to reorient higher education institutions toward a lifelong learning higher education institutions - draft the action plan to develop toward a lifelong learning higher education institution (the whole process or each one of these key elements,	Lifelong Learning Higher Education Institutions in Thailand (Charungkaitikul, 2017)	becoming a lifelong learning higher education institution  <b>Outcomes</b> - a lifelong learning university	requires at least 3 years)

Objectives	Target Groups/ Stakeholders Involved	Implementation Processes/ Strategies	Activities	Resources & Materials Needed	Evidence (Outputs/ Outcomes)	Time Frame*
		<p><b>3. Evaluation and Accountability</b></p> <p>3.1 determine the effectiveness, results, and impact of the project</p> <p>3.2 summarize and write a final report</p> <p>3.3 communicate the best practice experience and value to appropriate decision makers</p> <p>3.4 share the knowledge gained among different stakeholders</p>	<p>including</p> <p>(1) Overarching Frameworks,</p> <p>(2) Strategic Partnerships and Linkage,</p> <p>3) Research;</p> <p>4) Teaching and Learning Processes,</p> <p>(5) Administration Polices and Mechanisms,</p> <p>(6) Decision Support Systems, and (7) Student Support Systems and Services.</p> <p>- Others.</p>			

*\*Please note that the schedule is subject to change due to the policy, discussion, and collaboration among stakeholders.*



## Action Plan for the Community Development

**Project title: “An Andragogical Approach to Create a Sustainable Lifelong Learning Society”**

**Goal: To build sustainable lifelong learning societies in Thailand**

Objectives	Target Groups/ Stakeholders Involved	Implementation Processes/ Strategies	Activities	Resources & Materials Needed	Evidence (Outputs/ Outcomes)	Time Frame*
1. To follow up the best practices of the learning society development in Thailand	- five selected communities from the research study on a learning society development	<p><b>1. Planning</b></p> <p>1.1 plan the follow-up outline project</p> <p>1.2 contact the communities</p> <p>1.3 plan the community sites visit</p> <p><b>2. Design and Implementation</b></p> <p>2.1 draft the questions for community sites visit</p> <p>2.2 contact and send the detailed project, questions and other information needed to communities</p> <p>2.3 visit the communities</p> <p>2.4 in-depth interview, observation the communities</p>	<p>- Draft the research proposal</p> <p>- visit the communities</p> <p>- report the findings</p>	<p>- The research study on a learning society development (Charungakittikul, 2011)</p> <p>- Community contact persons</p> <p>- requesting letters for the visits</p> <p>- Proposal of the project</p> <p>- Research instruments (e.g., In-depth interview question form, observation form, etc.)</p>	<p><b>Output:</b></p> <p>The new knowledge from follow up activities the best practices of the learning society development in Thailand, including</p> <ul style="list-style-type: none"> <li>- Components</li> <li>- Principles</li> <li>- processes</li> <li>- strategies</li> <li>- key success factors</li> </ul> <p><b>Outcome:</b></p> <p>The sustainable lifelong learning societies in Thailand</p>	March 2018 – July 2019

Objectives	Target Groups/ Stakeholders Involved	Implementation Processes/ Strategies	Activities	Resources & Materials Needed	Evidence (Outputs/ Outcomes)	Time Frame*
		<p><b>3. Evaluation and Accountability</b></p> <p>3.1 analyze and synthesize the collected data</p> <p>3.2 write the results</p> <p>3.3 write an article both in Thai and English to present and/ or publish the study findings</p>				
2. to develop a pilot project with the selected community in Thailand	- a selected community that is willing to be involved in the project	<p><b>1. Planning</b></p> <p>1.1 draft a project proposal</p> <p>1.2 contact and meet with five selected learning society best practices from the study</p> <p>1.3 discuss with community committee and members, and key stakeholders</p> <p>1.4 finalize the pilot site</p> <p><b>2. Design and Implementation</b></p> <p>2.1 meet with the</p>	conduct a pilot project by helping the selected community to develop their own the learning society development activities using the ten steps for developing a community into a learning society: (1) embracing learning society,	<p>- The research study on a learning society development (Charungakittikul, 2011)</p> <p>- Community contact persons</p> <p>- Requesting letters for the visits and conducting a pilot project</p> <p>- Proposal of the project</p> <p>- Research instruments (e.g.,</p>	<p><b>Output:</b></p> <p>The new knowledge of the learning society development in Thailand</p> <p><b>Outcome:</b></p> <p>The sustainable lifelong learning societies in Thailand</p>	August 2019 – September 2021 (Note: two years for a project)

Objectives	Target Groups/ Stakeholders Involved	Implementation Processes/ Strategies	Activities	Resources & Materials Needed	Evidence (Outputs/ Outcomes)	Time Frame*
		<p>community leaders and other partners who are going to engage in the project</p> <p>2.2 identify problems, interests, &amp; needs</p> <p>2.3 help community to draft their own action plan using the ten steps for developing a community into a learning society</p> <p>2.4 consult with the community on a regular basis</p> <p>2.5 carry out the developed project</p> <p>2.6 monitor the designed project</p> <p><b>3. Evaluation and Accountability</b></p> <p>3.1 reflect the lessons learned</p> <p>3.2 determine the effectiveness, results, and</p>	<p>(2) setting up ‘learning society development committee’,</p> <p>(3) diagnosing of current community’s status,</p> <p>(4) developing learning society vision and strategies,</p> <p>(5) designing of detailed action plan,</p> <p>(6) integrating of partnerships collaboration,</p> <p>(7) implementation the programs and activities,</p> <p>(8) carrying out monitoring and evaluation system,</p> <p>(9) sharing</p>	<p>In-depth interview question form, observation form, action plan, etc.)</p>		

Objectives	Target Groups/ Stakeholders Involved	Implementation Processes/ Strategies	Activities	Resources & Materials Needed	Evidence (Outputs/ Outcomes)	Time Frame*
		impact of the project with the community members 3.3 plan for the future improvement and developmental activities 3.4 summarize and write a final report 3.5 communicate the best practice experience and value to appropriate decision makers and other communities	knowledge/lesson learned, and (10) promoting and publishing of communities			
3. To propose the developmental model using an andragogical approach to create a sustainable lifelong learning society	<ul style="list-style-type: none"> <li>- Ministry of Education</li> <li>- Government</li> <li>- Universities</li> <li>- Faculty of Education</li> <li>- Conference audience</li> <li>- Journal readers</li> </ul>	<p><b>1. Planning</b></p> <ul style="list-style-type: none"> <li>1.1 outline the article</li> <li>1.2 review literatures</li> <li>1.3 search for conferences and journals</li> </ul> <p><b>2. Design and Implementation</b></p> <ul style="list-style-type: none"> <li>2.1 write an article</li> <li>2.2 proof- read the developed article</li> <li>2.3 submit the manuscript to the conference and journal</li> </ul>	write a full paper of the findings to (1) present at the conference and (2) publish the developed manuscript	<ul style="list-style-type: none"> <li>- The research study on a learning society development (Charungakittikul, 2011)</li> <li>- Learning society updated information</li> <li>- andragogical concept</li> </ul>	<p><b>Output:</b> The new knowledge the developmental model using an andragogical approach to create a sustainable lifelong learning society</p> <p><b>Outcome:</b> The sustainable lifelong learning</p>	January - June 2021

Objectives	Target Groups/ Stakeholders Involved	Implementation Processes/ Strategies	Activities	Resources & Materials Needed	Evidence (Outputs/ Outcomes)	Time Frame*
		2.4 present the findings at the conference  <b>3. Evaluation and Accountability</b> 3.1 finalize the article 3.2 share the knowledge gained among audience/ readers			societies in Thailand	

*\*Please note that the schedule is subject to change due to the policy, discussion, and collaboration among stakeholders.*

**Note:** After this pilot project, the reearcher would like to continue to do more projects in other communités.

There are two different responses to change which is a resistance and/ or welcoming (Hackman, 2004). To make certain lay the groundwork for success in developing and managing human capital, you need a stable team, a clear and engaging direction, an enabling team structure, a supportive organizational context, and the available of competent coaching.

Finally, to obtain the aforementioned aim, Knowles (1980, 1990) emphasized that the organization needs to provide firstly, an educative environment which allows learning activities to adults and provide an environment that conducive facilitates learning (e.g., (1) respect for personality; (2) participation in decision-making; (3) freedom of expression and availability of information; (4) mutuality of responsibility in defining goals, planning, and conducive activities, and evaluating). Secondly, the organization should practice a democratic philosophy, which is characterized by a concern for persons' development, a deep conviction as to the worth of every individual, and faith that people will make the right decisions for themselves if given the necessary information and support. Lastly, in this globalization world, exemplifying change and growth is very much needed for the organization to keep up with those changes (Knowles, 1980, 1990). This proposition is based on the premise that an organization tends to serve as a role model for those it influences. If its purpose is to encourage its personnel, members, or constituents to engage in a process of continuous change and growth, it is likely to succeed to the extent that it models the role of organizational change and growth. Therefore, that an organization must be innovative as well as democratic if it is to provide an environment conducive to learning. Andragogy is a means available to organizations for furthering both learning individual and environment development purposes. Knowles (1980, 1990) suggests that successful change in corporations is somewhat dependent upon having a transforming environment of innovation, rather than having a static environment. In such

dimensions as structure, atmosphere, management philosophy and attitudes, decision making and policymaking, and communication (Knowles, 1980, 1990). Most people need a model for organizational transformation to take place. A teacher's most potent tool, for helping to transform learners and learning, is the example of her/his own behavior (and we would add his/her own way of knowing what he or she thinks she/he knows); then, it stands to reason that an organization's most effective instrument of influence for transformation and change in human capital management is the model of its own behavior and having a grasp of its own epistemology (how it knows what it knows). Moreover, an organization needs to be innovative in providing an environment conducive to the kind of learning (change) that leads to transformation into staying ahead of the curve in human capital management (Henschke, 2009).

## References

- Boud, D. (Ed.). (1988). *Developing student autonomy in learning* (2nd ed). London: Kogan Page.
- Boud, D., & Feletti, G. (Eds). (1991). *The Challenge of problem-based learning*. London: Kogan Page.
- Brookfield, S. D. (1986). *Understanding and facilitating adult learning*. San Francisco: Jossey-Bass.
- Brookfield, S. D. (1986). *Understanding and facilitating adult learning*. San Francisco: Jossey-Bass Inc., Publishers.
- Brookfield, S. (1990). *The Skillful teacher*. San Francisco, CA: Jossey-Bass.
- Brookfield, S. (1993) Self-directed learning, political clarity, and the critical practice of adult education, *Adult Education Quarterly*, 43, 227-242.

- Brundage, D. H., and Mackeracher, D. (1980). *Adult learning principles and their application to program planning*. Toronto: Ministry of Education, Ontario.
- Candy, P.C. (1991). *Self-direction for lifelong learning*. San Francisco, CA.: Jossey-Bass.
- Capra, F. (1982). *The turning point: Science, society, and the rising culture*. New York, NY: Simon and Schuster.
- Cercone, K. (2008). Characteristics of adult learners with implications for online learning q design. *AACE Journal*, 16(2), 137-159.
- Charungkaittikul, S. (2011). *The scenario of a learning society model toward promoting positive paradigm shift for communities*. Unpublished doctoral dissertation, Chulalongkorn University, Bangkok.
- Charungkaittikul, S. (2016). Thailand as learning society and policy implications of lifelong Learning. In Richards, C., &Charungkaittikul, S. (Eds). *The eight pillars of lifelong education: Thailand studies* (pp.27-35). Chulalongkorn Publishing Center. Bangkok: Chulalongkorn University.
- Charungkaittikul, S. (2017). *Strategies to reorienting higher education institutions toward lifelong learning higher education institutions in Thailand*. Bangkok, Thailand: Thailand Research Fund (TRF).
- Charungkaittikul, S., & Henschke, J. A. (2014). Strategies for developing a sustainable learning society: an analysis of lifelong learning in Thailand. *International Review of Education*, 60(4), 499-522.
- Cisco. 2010. The learning society. CA: Cisco Public Information
- Clark, D. (1999). Andragogy. <http://www.nwlink.com/~donclark/hrd/history/historyv.html>.  
Date Retrieved: October 10, 2002
- Cranton, P.A. (1989). *Planning instruction for adult learners*. Toronto: Wall & Thompson.
- Cranton, P.A. (1992). *Working with adult learners*. Toronto: Wall & Emerson.



- Cunningham, P. (1996). *Conceptualizing Our Work as Adult Educators in a Socially Responsible Way*. In *Constitutive Interplay Midst Discourse of East and West*. Proceedings of the International Adult & Continuing Education Conference, edited by P. Cunningham et al. Seoul, Korea: Chung-Ang University, 1996. (ED 401 405)
- Ergazakis, K., Metaxiotis, K., Psarras, J., & Askounis, D. (2006). An emerging pattern of successful knowledge cities' main features. In F. J. Carrillo (Ed.), *Knowledge cities: Approaches, experiences and perspectives* (pp. 3–16). Oxford: Butterworth-Heinemann/Elsevier.
- Faris, R. (2001). *Learning Communities: Villages, Neighbourhoods, Towns, Cities and Regions Preparing for a Knowledge-Based Society*. Retrieved from <http://members.shaw.ca/rfaris/docs/LCdigest.pdf>.
- Faris, R. (1998). *Learning communities: Cities, towns and villages preparing for a 21st century knowledge-based economy*. A Report submitted to the Resort Municipality of Whistler and the Centre for Curriculum, Transfer and Technology, Victoria. Retrieved from <http://members.shaw.ca/rfaris/docs/learningcities.pdf>.
- Faris, R. (2006). *Learning cities: Lessons learned. In support of the Vancouver Learning City Initiative*. Retrieved from <http://members.shaw.ca/rfaris/docs/VLC%20Lessons%20Learned.pdf>.
- Hackman, J. R. (2004). *Leafing teams: Setting the stage for great performance*. Cambridge, MA: Harvard Business School Press.
- Halpern, D. (Ed.). (1994). *Changing college classrooms*. San Francisco, CA.: Jossey-Bass.
- Henschke, J. A. (2009). Movement toward staying ahead of the curve in developing and managing human capital. In *Human performance models in global context*, Wang, V., and King, K. (Eds.). Information Age Publishing, Charlotte, NC. pp. 1-27.

- Henschke, J. (2014). Measurable Performance Indicators [MPI] for lifelong learning: Reorientation of a traditional higher education institution. In Charungkattikul, S. (Ed.) *Lifelong education and lifelong learning* (pp. 310-360). Bangkok, Thailand: Chulalongkorn University Press.
- Hiemstra, R. (1976). The older adult's learning projects. *Educational Gerontology*, 1, 331-341.
- IAEC (International Association of Education Cities). (2012). *Member cities of the IAEC*. Retrieved from <http://www.edcities.org/en/list-of-member-cities/>.
- Knapper, C.K. & Cropley, A.J. (1991) *Lifelong learning and higher education* (2nd ed.). London: Kogan Page.
- Knowles, M. (1972). The Manager as Educator. *Journal of Continuing Education and Training*, 2(2), 97-105.
- Knowles, M. S. (1975). *Self-directed learning*. New York: Association Press.
- Knowles, M. S. (1980). *The modern practice of adult education*. New York: Association Press.
- Knowles, M. S. (1986). *Using learning contracts* (1st ed.). San Francisco: Jossey-Bass
- Knowles, M. S. (1984a). *The adult learner: A neglected species* (3rd ed.). Houston: Gulf Publishing Company.
- Knowles, M. S. (1984b). *Andragogy in action: Applying modern principles of adult learning*. San Francisco: Jossey-Bass Publishers.
- Knowles, M. S. (1989). *The making of an adult educator: An autobiographical journey*. San Francisco: Jossey-Bass Publishers.
- Knowles, M. S. (1990). *The adult learner: A neglected species* (4th ed.). Houston, TX: Gulf Publishing Company.

- Knowles, M. S., Holton. E. F., & Swanson, R. A. (2005). *The adult learner: The definitive classic in adult education and human resources development* (6th ed.). London, UK: Butterworth-Heinemann.
- Kwon, I. T., & Schied, F. M. (2009). *Building communities into lifelong learning cities: The case of the Republic of Korea*. Retrieved from [www.adulterc.org/Proceedings/2009/proceedings/kwon\\_schied.pdf](http://www.adulterc.org/Proceedings/2009/proceedings/kwon_schied.pdf).
- Lam, Y.L. Jack. (1985). Exploring the principles of andragogy: Some comparisons of university and community college learning experiences, *Canadian Journal of Higher Education*, 15, 39-52.
- Longworth, N. (2006). *Learning cities, learning regions, learning communities. Lifelong learning and government*. London: Routledge.
- Ryan, G. (1993). Student perceptions about self-directed learning in a professional course implementing problem-based learning, *Studies in Higher Education*, 18, 53-63.
- Savicevic, D. (2000). *The roots and evolution of andragogical ideas*. English translation of (Koreni I razvoj anragoskih ideja – in the Serb Language), Beograd: Serbia (formerly Yugoslavia) Institut za pedagogiju I andragogiju Andragosko drustvo Srbije.
- Savicevic, D. (2008). Convergence or Divergence of Ideas on Andragogy in Different Countries. *International Journal of Lifelong Education*, 27(4), 361-378.
- Schuller, T. and Field, J. (1998). Social capital, human capital and the learning society. *International Journal of Lifelong Education*, 17(4), 226-235.
- Stiglitz, J. E., & Greenwald, B. C. (2014). *Creating a learning society: A new approach to growth, development, and social progress*. New York, NY: Columbia University Press.

- Tough, A. (1971). *The adult's learning projects*. Toronto, Ontario. Institute for Studies in Education.
- UNESCO. (2001). *The Cape Town statement on characteristic elements of a lifelong learning higher education institution*. Hamburg: UNESCO Institute for Lifelong Learning.
- UNESCO. (2016). *Recommendation on adult learning and education*. France: The United Nations Educational, Scientific and Cultural Organization and UIL. Retrieved on February 25, 2017, from file:///C:/Users/user/Desktop/adult%20learning\_UNESCO.pdf
- Woods, D. (1994). *How to gain the most from problem based learning*. Hamilton: McMaster University
- Zemke, R., & Zemke, S. (1984). *30 things we know for sure about adult learning*. Innovation Abstracts, VI (8), March 9, 1984.
- Zemke, R., & Zemke, S. (1995). Adult learning: What do we know for sure?. *Training*, 32(6), 31- 38.
- Zmeyov, S. I. (1998). Andragogy: Origins, developments and trends. *International Review of Education*, 44(1), 103-108.

## CHAPTER 5

### SUMMARY

Andragogy has been used by some as a code word for identifying on the education and learning of adults. It has been used by others to designate different strategies and methods that are used in helping adults learn. Still others use the term to suggest a theory that guides the scope of both research and practice on how adults learn, how they need to be taught, and elements to be considered when adults learn in various situations and contexts. Again, still others consider andragogy as a set of mechanical tools and techniques for teaching adults. Then others consider that andragogy implies a scientific discipline that examines dimensions and processes of anything that would bring people to their full degree of humaneness. It has been suggested by Savicevic (1999) that andragogy is defined as a scientific discipline, which deals with problems relating to adult education and learning in all of its manifestations and expressions, whether formal or informal, organized or self-guided, with its scope of research covering the greater part of a person's life. It is linked with advancing culture and performing: professional roles and tasks, family responsibilities, social or community functions, and leisure time use. All of these areas are part of the working domain of the practice of adult, continuing, community and extension education. It could be said that a clear connection is established from the research to practice of andragogy, with andragogy being the art and science of helping adults to learn and the study of adult education theory, processes, and technology relating to that end.

*Andragogy*: defined sometimes as the art and science of helping facilitate the learning of adults. Its primary principle is the desire, potential and ability for self-

directedness on the part of the learner. Other principles include: perceiving the learner's experience as a resource for learning, seeing developmental tasks of social roles as crucial in activating the need and readiness for learning, learners need a situation-centered or problem-centered orientation to learning, understanding that motivation of adult learners is very internal rather than merely external, and learners need a valid reason why they need to learn something to appreciate its importance. So, Henschke (1998) suggests that possibly andragogy may be defined as a scientific discipline for the study of the theory, processes, technology, and anything else of value and benefit including learning, teaching, instructing, guiding, leading, and modeling/exemplifying a way of life, which would bring adults to their full degree of humaneness. With andragogy, therefore, it is possible to educate without necessarily making people literate for immediate social and economic development, it is only after we have weaned ourselves from falsely equating knowledge and learning with schools and have acquired skills of how to learn in all situations of life that we shall become self-directed learners making use of any resources available to turn ourselves into fully functioning, liberated human beings. (Knowles, 1990).

From the previous chapters, andragogy is the comprehensive umbrella theoretical perspective of study of bringing adults to their full degree of humaneness; and, with self-directed learning (SDL) being perceived as perhaps the major way that andragogy may be implemented for the advancement of a humane world learning society. From Knowles (1970, 1980) comes the suggestion that it is possible for andragogy to be somewhat of a comprehensive theoretical umbrella concept for learning, growth, development, action and impetus for moving a nation and the worldwide society constructively forward. He also asserts that self-directed learning (SDL) is somewhat akin to andragogy. Moreover, he perceives SDL as perhaps the

major way that andragogy may be implemented for the advancement of the world society. Some may contest this, but I will provide some suggestions on how SDL may be considered for this very effort. First, one may start experimenting with the concept, even if she/he has no awareness of having previously self-directed in learning. This is a reflective experience. Second, after one has an initial experience of becoming aware of his/her own SDL, taking responsibility for one's own learning may be a next step. Third, one may want to concentrate on advancing her/his level of skill in SDL. A natural fourth step may be in becoming a facilitator of SDL in others, even in an informal setting.

In order to improve the effectiveness and increase the scope of the andragogical applications, the following recommendations are proposed.

1. The focus of andragogical practice could expand beyond that of the adult learner to also consider social, political, and cultural contexts. Learners are influenced by the surrounding contexts which shape their thinking and action.

2. Research (or more research) on the application of the andragogical approach in Asian countries could be conducted in order to examine whether the approach is applicable to those in the Eastern hemisphere.

3. Andragogy could address a situation of neither adult nor children.

4. Although andragogy is an art and science of teaching adult learners, it is recommended that the approach be applied in the teaching of children and adolescents, as well.

For the implementation, each learner needs to take initiative and responsibility for her/his own learning – what SDL and andragogy are about. One will not do very effective work in facilitating the learning [albeit SDL and andragogy] of others (in their

subject-matter specialty) if that person has not become competent in a major way to implement learning [albeit SDL and andragogy] in her/his own person.

The andragogical approach has changed the teaching philosophy of educators around the world. Given the current educational needs, the pedagogical approach has become less effective in teaching adult learners. Adult learners need more than passive transfer of knowledge from one person. Instead, they need to be involved actively in the learning process to construct their own knowledge, to make sense of the learning, and to apply what is learned. Educators as well as the educational systems world-wide should provide all learners, both children and adults, with the opportunities to be actively engaged in learner-centered educational experiences. It is understood that the traditional teacher-centered teaching style has been well grounded in educational systems world-wide. Educators have been trained to use this one-way teaching mode to teach learners and it is true that the educators are a product of their own environment. However, educators should not use this as a reason to deprive learners of more active and meaningful learning experiences. Therefore, it would be in the best interest of the learners if educators were to abandon traditional teacher-centered assumptions and consider adopting and applying andragogical principles, learner-centered approaches, and constructivist principles in the classroom. The use of these strategies will create a more engaging and practical learning environment, which can lead to creativity and innovation in the classroom and, ultimately, competent individuals prepared to compete in the 21st century workforce.

The role of andragogy in creating a sustainable learning society can be divided into two specific dimensions: first, the dimension related to the development of human beings, in the sense that every person will be in a position to keep learning throughout her/his life; and second, the operational dimension, all agencies of the society become



recipients and providers of education and learning with each other. Finally, development of a lifelong learning society using andragogical concepts is a sustainable way to create lifelong learning that will result in the development of quality of people's lives, community and society well-being, democratic participation, social inclusiveness and cohesion (Delors, 1998; Faris 2001; Cisco, 2010; Pham Do Nhat Tien, 2013), which will act as a social force driving the development of the country's economy and national growth (OECD, 1998, 2001a; Stiglitz and Greenwald, 2014).

Obviously, an andragogical model of learning is applicable in multiple contexts (Chan, 2010). Future research studies could focus more on (1) an in-depth investigating the roles of andragogy as an adult education concept in enhancing the capacities of different stakeholders; (2) helping all institutions to continuously apply andragogical concepts in increasing organizational learning capacities; and, (3) comparative research and development of andragogical concepts application in real-life settings to examine various practices from different countries around the world.

### **Research in Andragogy as the Main Adult Education Theory**

Henschke and Cooper (2007) identified six sections depicting andragogy: Evolution of the Term Andragogy; Historical Antecedents Shaping the Concept of Andragogy; Comparison of the American and European Understandings of Andragogy; Popularizing and Sustaining the American and World-Wide Concept of Andragogy; Practical Applications of Andragogy; and, Theory, Research, and Definition of Andragogy. In addition, Kreitlow (1968) pointed out many areas in adult education that needed the attention among adult educators, researchers, and practitioners. There is a variable symphony of research needs in adult education by program area (homemaking, parent education, vocational training, liberal studies, etc.), institution (public school, evening

college, Cooperative Extension, libraries, etc. ), discipline ( psychology, anthropology, sociology, etc. ), application ( learning, teaching, social change, guidance, etc. ). The research needs in adult education can be divided into (1) the adult as an individual and a learner; (2) the adult's response to social- cultural phenomena; and (3) the adult education enterprise.

- ***The Adult as a Learner***

1. What are the most appropriate conditions for adult learning?
2. What are the personal (internal) and social (external) factors that lead to changed behavior in adults?
3. What factors prompt adult participation in learning activities (individual or group) and what are the means by which these factors are internalized?
4. In what ways can knowledge of adult attitudes be used to change, develop, or guide programs of continued learning?
5. In what ways can knowledge of adult interests be used to improve the quantity and quality of participation in adult education program?
6. What are the characteristics of personality change in the adult years, what factors influence the change patterns, and in what ways can knowledge of these factors be applied in programs of continuing education?
7. What are the conditions under which one learns to learn and what educational ingredients encourage learning to learn in adults?

- ***The Adult's Response to Social - Cultural Phenomena***

1. What are the sociocultural factors that most influence change in human behavior - individual, family, small group, or community? In what areas of human concern are educator 0 induced opportunities for change most likely to elicit favorable response? In what ways can action that is more positive than negative be achieved?

2. What factors are responsible for a positive anticipation of change?

What characteristics of educational programs elicit positive learning responses from those with different change anticipation pattern?

3. What are the roles of the educators in helping adults make the social, physical, and retraining adjustments arising as a consequence of technological unemployment?

4. What socioeconomic and cultural information is essential to the planning of adult education programs? How can such information help adult education programs achieve both relevance and effectiveness?

5. What changes in the social and cultural setting during the last several decades have affected the programming of adult education, its content, its format, its variety?

- ***The Adult Education Enterprise***

Purpose and Goals of Adult Education

- Past, Present, and Future: What purposes have been sought and achieved, what goals and purposes are now being sought, and what goals should programs of adult education be trying to achieve?

- The Scope of Adult Education: What should be the relationship between the immediate and long-term goals of adult education agencies?

Understanding Adult Education

- Marginality: How have once marginal fields of work overcome the handicap of marginality and gained both internal and external acceptance? What factors within and outside of the field affect marginality?

- Patterns of Participation: What are the influences of different adult group participation patterns and independent study on the achievement of selected goals?

- Resources Available: In what ways can the potential resources for continued learning be organized, integrated, and activated to meet society's need for intellectual growth?

#### The Educational Process

- Communication and the Independent Adult: How can the teacher be effective on his communication with and stimulation and development of the adults he seeks to teach?

- Communication and Program Goals: What are the means by which communication can be effectively used to help reach adult program goals?

- Instructional Groups: How can the research findings from sociology, psychology, and social psychology which deal with decision- making groups be reinterpreted for instructional groups?

- Volunteer Teachers and Leaders: In what ways do learning experiences as a volunteer teacher (leader) add to the learning outcomes of educational programs using volunteer, teachers (leaders)? What personal and social factors influence the effectiveness of volunteer leaders?

- Occupational Retraining: How can technical retraining be accomplished with the most positive effect on personal goals and achievement and the least disruptive of business and industrial development?

- Adult Basic Education: How can all persons in our nation who are not now literate most effectively overcome this handicap?

- Planning the Educational Program: What procedures of program planning lead to maximum adult learning?

- Administering Programs of Adult Education: What is the proper function of administration in adult education when it is the mainstream goal of an educational

agency; when it is the marginal activity and goal of the agency? What is the most effective administrative structure for coordinating adult education activities of diverse agencies and organizations?

- **Counselling Adults About Their Educational Needs:** What are the means and methods by which educational guidance and counselling can be provided to aid in the resolution of the continuing education challenges of adulthood?

- **Preparation of Adult Education:** What is the relative usefulness of each aspect of the graduate curriculum in adult education for preparing leaders in the emerging field?

- **Evaluating Programs:** Of all the individual and/ or agency objectives in adult education programs, which are attained? What approaches to and means of evaluation are useful in measuring outcomes of voluntary and/or mandatory participation in programs of continuous learning?

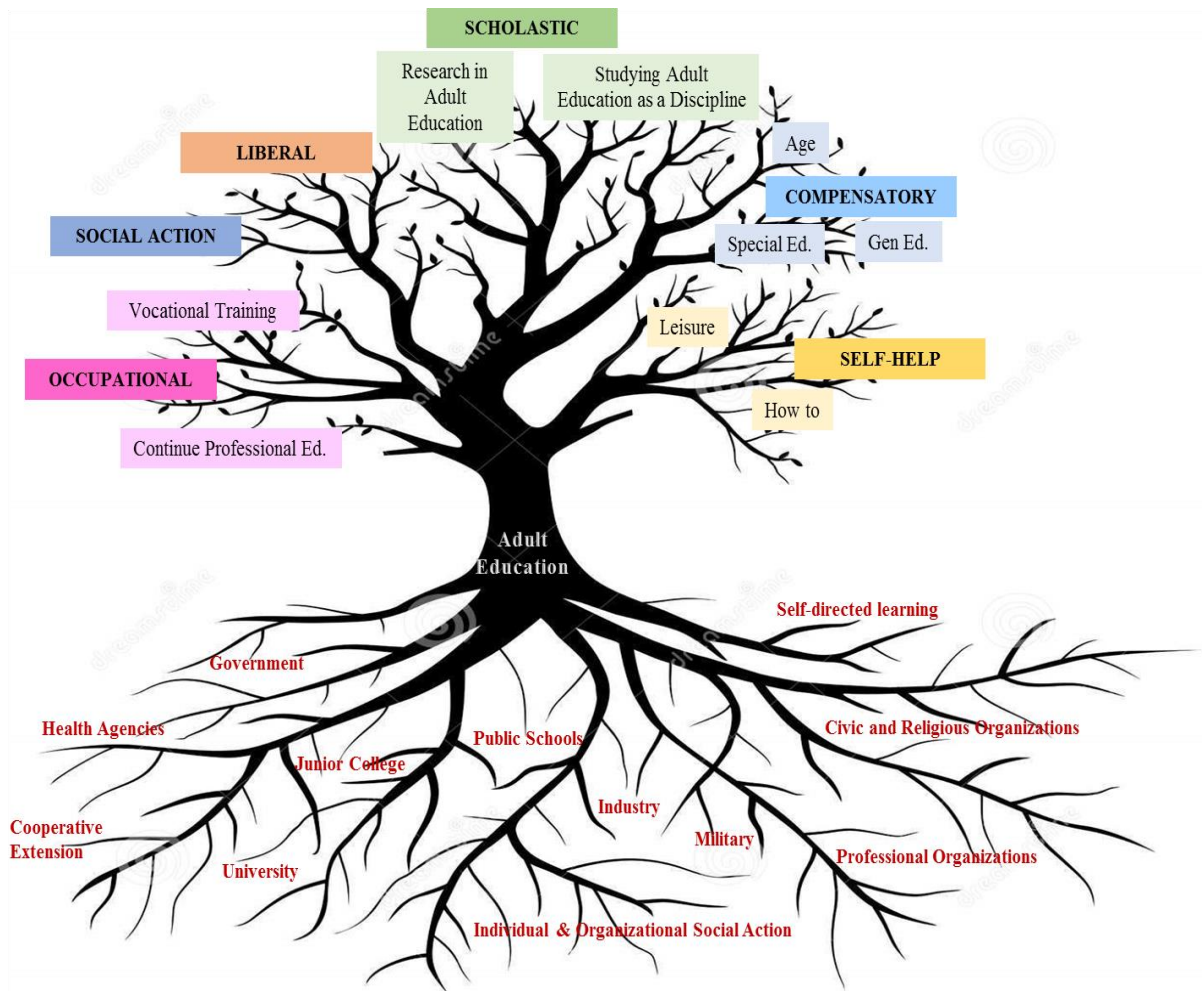
Moreover, Merriam (2001) acknowledged that andragogy is one of the pillars of adult education and it will continue to engender debate, discussion, and research; thus suggesting that in so doing, it will further enrich our understanding of adult learning. However, in what seems to be a change in direction, Merriam, et al., (2009) acknowledges that andragogy is here to stay, but suggests that the field needs to get on with other important matters of understanding adult learning and move beyond andragogy.

### **A Typology of Adult Education**

In October of 1988, Lifelong Learning published "Taxonomies and Typologies of Adult Education" (Rachal, 1988) in which a number of typologies were examined, including the Bryson scheme (1936) and the Grattan categories (1955). In that same

tradition, which structured adult education by general areas of content and/ or broad purpose of the educational endeavor, the Lifelong Learning article presented a "tree" in which five types (and their sub-types) were presented: Liberal, Occupational, Self-Help, Compensatory, and Scholastic. A truncated version of the article and discussion of the tree were also presented at the 1988 AAACE Conference. Since that time, the author has received several valuable suggestions which, taken together, suggest the need for a revision, or, more precisely, a few additions. One concern was that there was no provision among the " roots" for individualized, self-directed learning, since all the roots in the original tree were institutions. Clearly not all adult education is institution-based, and the addition of self-directed learning among the roots is a valuable suggestion. Social action and its political dimension are the main focus. Social action is, by definition, political, and social action clearly implies an agenda for social (political) change.

The study of the field can be depicted from the following figure 3: The Adult Education Areas of Study.



**Figure 4:** The Adult Education Areas of Study

The tree is to be seen as part of a long tradition of categorizing the field of adult education; the image of a tree is appropriate since the effort is always growing and changing. This observation leads to several suggestions for the direction of future research in adult learning.

### **The Direction of Future Research**

The purposes of research in an applied area such as education are twofold: (a) to extend the knowledge base of the field and (b) to improve practice. The most promising arena for addressing both purposes in adult education is research on adult learning. For it

is the focus on adult learning which unites us as a field and distinguishes us from other areas of education. This is not to suggest that knowledge generated in other disciplines or other areas of education is irrelevant: quite the contrary. A lot can be learned about our practice from psychology, sociology, history, and so on. The research we do should be informed by other disciplines, but if the research is to contribute to the knowledge base of adult education and to improve adult education practice, then it must deal with issues and concerns central to practice. One such issue or concern is determining what distinguishes adult learning from pre-adult learning.

Andragogy has a long and rich history that has shaped understanding of adult learning and continues to be a strong force in guiding the way adults learn. Continued research will help to establish it as a scientific academic discipline.

## **Conclusion**

Andragogy functioned as a process that allowed adult learners to continuously learn and grow. Brookfield (1983, 1984, 1987) asserted that andragogy is the ability to combine a variation of beliefs, and desires together under a unique umbrella of professional practice as adult learning. As the concept of Andragogy continued to evolve, it became a force within the educational community. Since its initial conception, it has spread across multiple disciplines, and various topics

The literature on andragogy demonstrates the need to considerate the future of andragogy, which would further strengthen the theory and allow for the assumptions to further guide adult education into the future. This study has reached to find an angle that hasn't been explored before. In addition, the study will make a case that there are trends, issues, and movements that might challenge the concept of andragogy. For instance, technology and social media are changing the landscape of how we go about learning; is



andragogy still relevant? I've always been interested in how our adult learning theories play out in cultural settings based on different worldviews than the West. With regard to andragogy, how applicable is it to more community/group-oriented cultures?

Among all of the andragogical factors, self-directed learning is one of the most prominent and important (Cercone, 2008; Henschke 2009). Self-directed learning is a concept that originated in the West mainly by Alan Tough, Malcolm Knowles and Cyril Houle. It has not been well explained in the East or the societies of closer-knit people than the West. However, it does not mean that this concept cannot help or work well to help close-knit society mainly from the East. According to the preparatory thirteen steps to becoming a self-planner of learning by Alan Tough, he clearly indicated that the learner needs other people, resources and equipments for his/ her self-directed learning which means that SDL is not independent learning. Facilitators or adult educators's mind needs the tacit dimension of practical knowledge, that Henschke (1987) describes as knowing what needs to be done in this specific situation to take the next step which will carry the learning forward.

Some trends which may be helpful for future development of both qualitative (e.g., phenomenology) and quantitative (e.g., empirical) research in andragogy, could include: International knowledge, comparative understanding, political influences, a clear picture of adult as the 'subject' of adult education, concentration on the thirty to fifty age group, explaining the social structure of the clientele, 'development-andragogy' of the Third World, criteria for successful learning and teaching, understanding the 'life-worlds' of the participants, and new types and alternatives of adult education. Even a bit more specific may be some empirical evidence to clarify whether andragogy provides better results from learning than other approaches that emphasize teaching or facilitating adult learning.

To become a universal concept in this 21st century, the theory needs the contribution by the researchers and educator to investigate its past, present and future, as well as the future development practices in moving this forward. It may well for us and, incidentally, an improvement for our field when we as professional are preparing for and doing some projects to ask and answer for ourselves the following three questions as guidelines for our practice of selecting and using learning techniques: (1) How does my selection and use of a particular learning technique for this task fit into my understanding of the way adults learn or ahnage (learning theory)? (2) What position does this learning techniques hold in the context of learning objectives toward which I am working in this activity (learning design)? (3) What immediate and observable learning needs does this adult learning technique meet at this time with these participants (specific relevance)?

The future of this discipline needs strong research studies and the empirically demonstrative case studies of techniques that produce better outcomes. We, as the adult educators need to think through this question: “why we are doing what we are doing? – we need to have an educationally sound reason for why we are doing what we are doing.

Finally, this study on “ The Overarching Andragogical Approach ( Using Self-directed learning as the center means for implementing Andragogy) for Developing, Implementing, and Sustaining a Lifelong Learning Society (Including Economic, Moral, Innovation, Creativity, and etc. ) within Families, Small Communities, Large Cities, Provinces, Universities, Corporations, Businesses, Educational Institutions, Governments, NGOs, will create the new knowledge for everyone to create into a quality dynamic lifelong learning society, as well as ultimately turn Thailand into a quality dynamic lifelong learning society for the benefit of all people. It is hoped that the outputs comprised of ( 1) conceptual framework; ( 2) implementation process; and ( 3) recommendations for the pilot projects development.

## References

- Brookfield, S. (1983). Adult education and the democratic imperative: The vision of Eduard Lindeman as a contemporary charter for adult education. *Studies in Adult Education*, 15(1), 36-46.
- Brookfield, S. (1984). The contribution of Eduard Lindeman to the development of theory and philosophy in adult education. *Adult Education Quarterly*, 34(4), 185-196.
- Brookfield, S. (1987). Eduard Lindeman. In P. Jarvis (Ed.) *Twentieth century thinkers in adult education*. 119-143. New York, NY: Routledge
- Chan, S. (2010). Applications of Andragogy in Multi-Disciplined Teaching and Learning. *Journal of Adult Education*, 39(2), 25-35.
- Charungkaittikul, Suwithida. (2011). *The Scenario of a Learning Society Model Toward Promoting a Positive Paradigm Shift for Communities*. Bangkok, Thailand: Chulalongkorn University, Division of Non-Formal Education, Department of Educational Policy, Management, and Leadership, Faculty of Education, Unpublished Doctoral Dissertation, Ph.D., October, 2011
- Cisco. (2010). *The learning society*. CA: Cisco Public Information
- Cooper, M. K. and Henschke, J. A (2003). Thinking about andragogy: The international foundation for its research, theory, and practice linkage in adult education and human resource development. In J. A. Henschke, & M. K. Cooper (Eds.). (2004). *Academy of Human Resource Development International Research Conference*. Austin, TX. Retrieved from [http://www.lindenwood.edu/education/andragogy/andragogy/2011/Cooper\\_Henschke\\_2003\\_2004.pdf](http://www.lindenwood.edu/education/andragogy/andragogy/2011/Cooper_Henschke_2003_2004.pdf).
- Delors, J. (1998). *Learning the treasure within*. Paris, France: UNESCO.

- Faris, R. (2001). *Learning Communities: Villages, Neighbourhoods, Towns, Cities and Regions Preparing for a Knowledge-Based Society*. Retrieved February 25, 2017, from <http://members.shaw.ca/rfaris/docs/LCdigest.pdf>.
- Faure, E., Felipe Herrera, F., Kaddoura, A., Lopes, H., Petrovsky, A. V., Rahnama, M., & Ward, F. C. (1972). *Learning to be: The world of education today and tomorrow*. Paris: UNESCO.
- Henschke, J. A. (1987). *Training Teachers of Adults. Materials and Methods in Adult and Continuing Education: International- Illiteracy*. (Ed. Klevins, C.). Los Angeles: Klevens Publications, Inc. Pp. 414 - 422.
- Henschke, J. A. (1998). 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., & Cooper, M. K. (2007). *Additions toward a thorough understanding of the international foundations of andragogy in HRD & adult education*. An. Inst.de Ins. "G. Barit" din Cluj-Napoca, Series Humanistica, tom. V, 2007, (pp. 7-54). (This is the yearbook of the Romanian Adult Education Institute).
- Knowles, M.S. (1968a, April). Andragogy, Not Pedagogy, Adult Leadership. No volume or page numbers provided. However, a replica may be found on pp. 517-520 of Sopher, M. J. (2003). *An historical biography of Malcolm S. Knowles: The remaking of an adult educator Unpublished doctoral dissertation*. University of Wisconsin-Madison, Department of Continuing, Adult and Vocational education.
- Knowles, M. S. (1968a, April). Androgogy, not pedagogy, *Adult Leadership*, 16, 350-352.
- Knowles, M. S., (1968b, October). How andragogy works in leadership training in the girl scouts. *Adult Leadership*, 17, 161-162, 190-194.

- Knowles, M. (no date). *Andragogy* Retrieved March 14, 2003, from  
<http://tim.psychology.org/knowles.html>
- Knowles, M.S. (no date). Lifelong Learning: A Dream. *Creating the Future*. Retrieved  
from [http://www.newhorizons.org/future/Creating the Future/crfut knowles.html](http://www.newhorizons.org/future/Creating%20the%20Future/crfut%20knowles.html).
- Knowles, M. S., (1969). An Experiment with Group Self-Directed Learning: The Learning  
Teaching Team, Chapter 13 In P. Runkel, R. Harrison & M. Runkel (Eds.),  
*The changing college classroom*. (pp. unknown). San Francisco: Jossey-Bass.
- Knowles, M. S. (1970). *The Modern practice of adult education: Andragogy vs. pedagogy*.  
New York: Association Press.
- Knowles, M. S. (1970a). *The Modern practice of adult education: Andragogy vs.*  
*pedagogy*. Chicago: Association Press/Follett.
- Knowles, M. S. (1970b). *The Modern practice of adult education; andragogy versus*  
*pedagogy*. (ERIC Document Reproduction Service No. ED043812).
- Knowles, M. S. (1972). The Manager as educator. *Journal of Continuing Education and*  
*Training*, 2(2), 97-105.
- Knowles, M. S. (1973). *The Adult learner: A neglected species*. Houston: Gulf  
Publishing Company.
- Knowles, M. S., (1975). *Self-directed learning: A guide for learners and teachers*.  
New York: Association Press.
- Knowles, M. S. (1978a). *The Adult learner: A neglected species* (2nd ed.). Houston:  
Gulf Publishing Company.
- Knowles, M. S. (1978b). Andragogy: Adult Learning Theory in Perspective. *Community*  
*College Review*, 5, 3, 9-20, W 78. (ERIC Document Reproduction Service No.  
EJ183888).

- 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. (1983). Adults Are Not Grown-Up Children as Learners. *Community Services Catalyst*, 13(4), 4-8.
- Knowles, M. S. (1984a). *The Adult learner: A neglected species* (3rd ed.). Houston: Gulf Publishing Company.
- Knowles, M. S. (1984b). *Andragogy in action: Applying modern principles of adult learning*. San Francisco: Jossey-Bass Publishers.
- Knowles, M. S. (1985). Applications in Continuing Education for the Health Professions. Chapter Five of "Andragogy in Action." *MOBIUS*, 5 (2), 80-100. (ERIC Document Reproduction Service No. EJ316285).
- Knowles, M. S. (1989a). Adult learning: Theory & practice. In L. Nadler & A. Nadler (Eds.), *The handbook of human resource development* (2d ed.) (pp. 6.1-6.23). New York: John Wiley & Sons.
- Knowles, M. S. (1989b). *The Making of an adult educator: An autobiographical journey*. San Francisco: Jossey-Bass Publishers.
- Knowles, M. S. (1990). *The Adult learner: A neglected species* (4th ed.). Houston: Gulf Publishing Company.
- Knowles, M. S. (1991). *Lifelong Learning: A Dream*. Retrieved October 24, 2009 from [http://www.newhorizons.org/future/Creating\\_the\\_Future/crfut\\_knowles.html](http://www.newhorizons.org/future/Creating_the_Future/crfut_knowles.html)
- Knowles, M. S. (1993). Contributions of Malcolm Knowles. In K. Gangel & J. Wilhoit (Eds.), Chapter 6 (Pp. 91-103), *The Christian educator's handbook on adult education* Wheaton, IL: Victor Books – A Division of Scripture Press.

- Knowles, M. S. (1995). *Designs for Adult Learning: Practical Resources, Exercises, and Course Outlines from the Father of Adult Learning*. American Society for Training and Development. Alexandria, VA:
- Knowles, M. S. (1996). *Adult Learning*. In R.L. Craig (Ed.), *ASTD training & development handbook: A guide to human resource development* (4th ed.) (pp. 254-265). New York: McGraw Hill.
- Knowles, M. S., Holton, E. F. III, & Swanson, R. A. (1998). *The Adult Learner* (5th ed.). Houston: Gulf Publishing Co.
- Knowles, M. S., Holton, E. F. III, & Swanson, R. A. (2005). *The Adult Learner* (6th ed.). San Francisco: Berrett Koehler Publishers, Inc.
- Kreitlow, B. W. (1968). *Educating the adult educator: Part 2. Taxonomy of needed research*. Madison, Wisconsin: Wisconsin Research and Development.
- Pham Do Nhat Tien. (2013). *Characteristics of learning societies and learning citizens: A literature review*. Retrieved on from <http://www.seameocelll.org/characteristics-of-learning-societies.html>
- Merriam, S. B. (2001). *Andragogy and self-directed learning: Pillars of adult learning theory*. *New Direction for Adult and Continuing Education*, 89, 3-13.
- OECD. (1998). *High level seminar on competitive strength and social cohesion through learning cities and regions: Concepts, developments, evaluation*. Paris, France: Center for Research and Innovation.
- OECD. (2000). *Knowledge management in the learning society*. Paris: OECD.
- OECD. (2001a). *Cities and regions in the new learning economy*. Paris: OECD.
- OECD. (2001b). *The well-being of nation: The role of human and social capital*. Paris: Center for Educational Research and Innovation.

Rachal, John R. (1990). *The adult education "tree": a revision*. (ERIC Document  
Reproduction Service No. ED 367 908).

Savicevic, D. M. (1999). *Adult Education: From Practice to Theory Building*. *Studies in  
Pedagogy, Andragogy, and Gerontagogy* 37. (ERIC Document Reproduction  
Service No. ED437526).

Stiglitz, J. E. and Greenwald, B. C. (2014). *Creating a Learning Society: A New  
Approach to Growth, Development, and Social Progress*. New York: Columbia  
University Press.



## APPENDICES

### 1. The Essential Documents

#### 1. Background

1. Malcolm's dream ([http://archive.education.jhu.edu/PD/newhorizons/future/creating\\_the\\_future/crfut\\_knowles.cfm](http://archive.education.jhu.edu/PD/newhorizons/future/creating_the_future/crfut_knowles.cfm))
2. The making of adult educator book (Whitehead's idea) (by Knowles, 1980)
3. Historical foundation of Andragogy (by Henschke, 2016)
4. History of my development in the field

#### 2. Theories and Philosophies

1. Andragogy concepts (by Henschke, 2017)
2. Fostering SDL (by Comb, 1966)
3. Trust (by Henschke, 2014)
4. Creative Manager do (by Knowles, 1980)
5. The age of participation (McLagan & Nel, 1995)
6. Roots and roads in the evolution of Andragogy (by Savicevic, 1999)
7. Concepts of Andragogy (by Henschke, 1998)
8. SDL and Andragogy (by Henschke, 2016)
9. The Fifth Discipline: The Art and Practice of the Learning Organization (by Senge, 1990)

#### 3. Processes

1. Self-directed learning change (by Henschke, 2016)
2. Teaching and learning in the 80s for communities (by Neibhur, 1998)
3. Dealing with difficulty participants (Pike & Arch, 1997)

#### 4. Instruments

1. LLL macro and micro system (by Knowles, 1989 and Henschke, 2006)

2. Learning forward to the 21<sup>st</sup> century (Knowles, 1989)
3. Motivation of the learning contract (by Wlodkowski, 1980)

## 2. Working Photos

