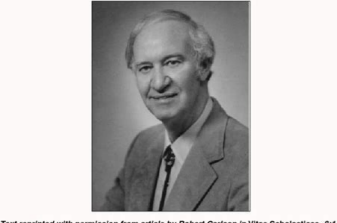


I'm not robot!



Malcolm Knowles with permission from author by Robert Cooper in Video Introduction, 2011

Reference: Reischmann, Jost (2004). Andragogy: History, Meaning, Context, Function. Internet-publication http://www.andragogy.net. Version: Sept. 9, 2004.

Jost Reischmann:

Andragogy. History, Meaning, Context, Function

The term 'andragogy' has been used in different times and countries with various connotations. Nowadays there exist mainly three understandings:

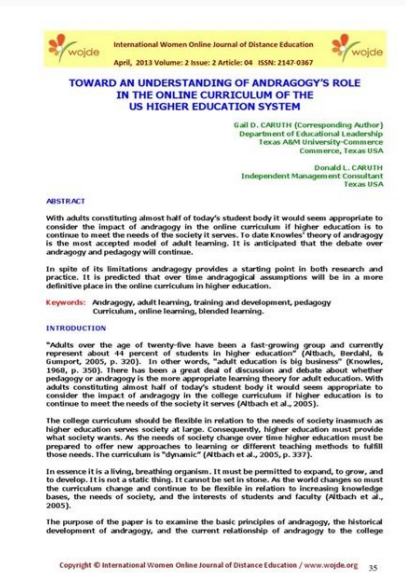
1. In many countries there is a growing conception of 'andragogy' as the scholarly approach to the learning of adults. In this connotation andragogy is the science of understanding (= theory) and supporting (= practice) lifelong and lifewide education of adults.
2. Especially in the USA, 'andragogy' in the tradition of Malcolm Knowles, labels a specific theoretical and practical approach, based on a humanistic conception of self-directed and autonomous learners and teachers as facilitators of learning.
3. Widely, an unclear use of andragogy can be found, with its meaning changing (even in the same publication) from 'adult education practice' or 'desirable values' or 'specific teaching methods,' to 'reflections' or 'academic discipline' and/or 'opposite to childish pedagogy', claiming to be 'something better' than just 'Adult Education'.

Terms make sense in relation to the object they name. Relating the development of the term to the historical context may explain the differences.

The History of 'Andragogy'



The first use of the term 'andragogy' - as far as we know today - was found with the German high school teacher Alexander Kapp in 1833. In a book



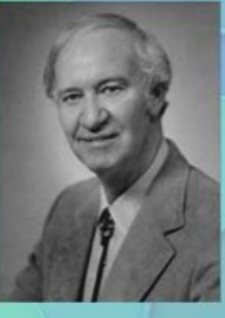
Polish Winged Hussar 1576-1775



Richard Brzezinski • Illustrated by Velimir Vuksic

Malcolm Knowles

- Father of adult learning
- Harvard University
- Director of YMCA
- Astronomy class
- *The Modern Practice of Adult Education: Andragogy vs. Pedagogy*
- Published over 230 articles & 18 books



Abstract This article deals with the concept of andragogy and the understanding of it from the historical and professional point of view. It also includes a clarification of the difference between European and North American. Ethragogy concerns adult education and learning in one way or another, but, besides this, the concept is ambiguous. Many perceive it as the synonym of Knowles's andragogy of the 1970s, but this perspective is divorced from a sense of history. The European ethragogy was born long before Knowles' adreagoogy did so and is even more ambiguous. This article represents various andragogy comprehensions, from the first known user of the concept up to today. The purpose of this article is to demonstrate the ambiguity of the concept of andragogy. The common understanding of the concept is somewhat generally attached to Knowles' eragogy (Henschke, 2015), and much of the literature in the 1970s field later on on this approach. The debate in the wake of this approach has led to support or opposition to the Knowles ethragogy (Henschke & Cooper, 2006). This concept is narrow and divorced by a sense of history. Knowles' ethragogy is just one of the different conceptions and can be the one that differs most from "The General Framework". This presentation is mainly descriptive and is based on books, articles and other written material. The texts have been selected

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